

Bloomfield Public Schools

2015-2018 District Accountability Plan

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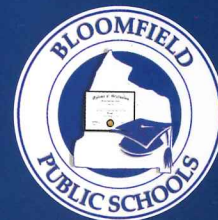
Ellen Stoltz, Ph.D., Consultant

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Intermediate School

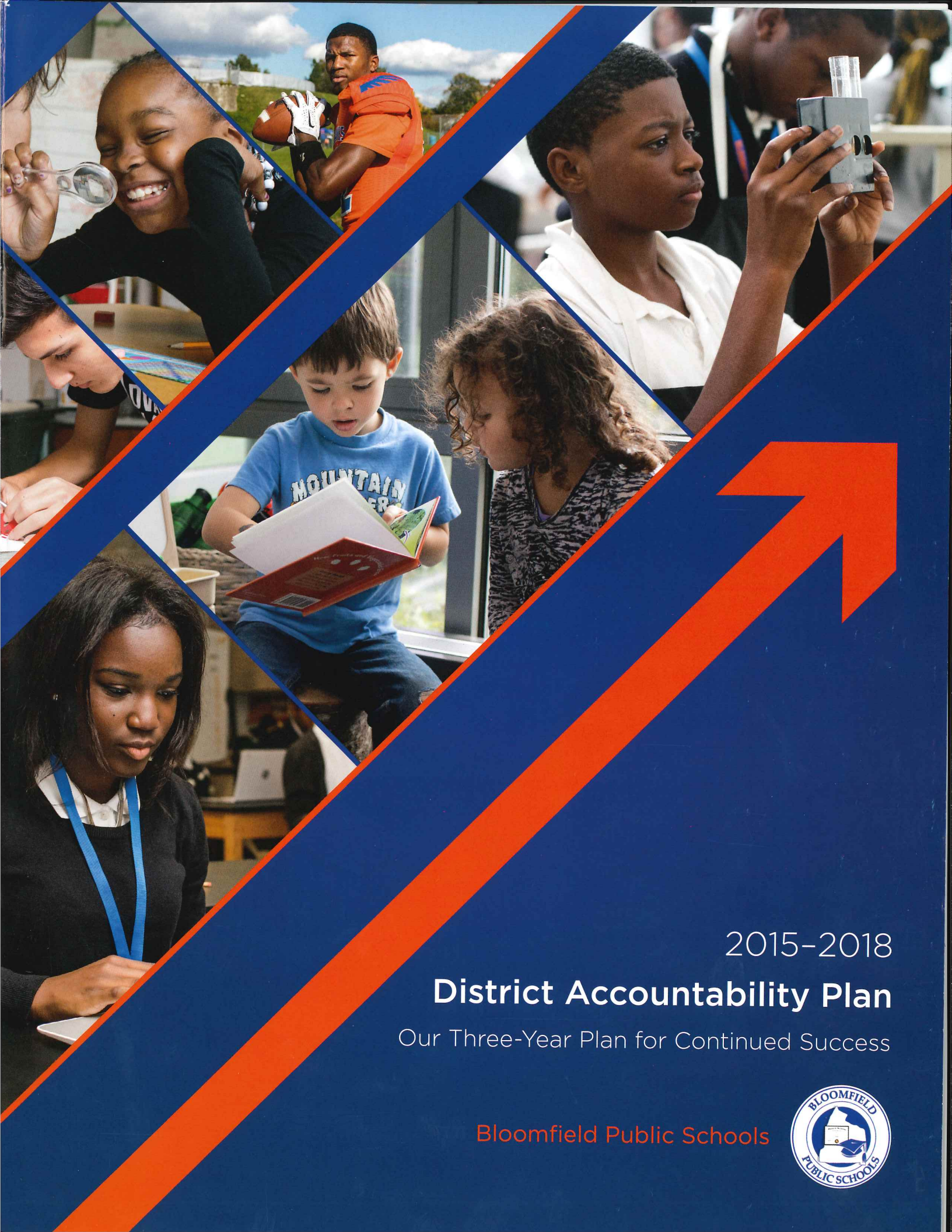
Carolyn Woodman,
Reading Consultant,
Laurel Elementary
School



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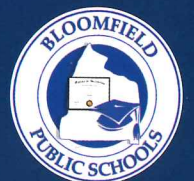


2015-2018

District Accountability Plan

Our Three-Year Plan for Continued Success

Bloomfield Public Schools



The District Accountability Plan for Bloomfield Public Schools

A Plan Built on Priorities

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Bloomfield Public Schools



Wintonbury Early Childhood
Magnet School



Laurel
Elementary School



Metacomet
Elementary School



Carmen Arace
Intermediate School



Carmen Arace
Middle School



Global Experience
Magnet School



Bloomfield
High School



Message from the Superintendent of Schools

May 2016

Dear Friends of the Bloomfield Public Schools,

We have much to celebrate due to the focused efforts of our entire community.

Here are just a few of our accomplishments resulting from the 2012-2015 District Accountability Plan:

- Our high school graduation rate increased from 74% to 87%.
- 100% of students enrolled in AP Calculus BC (Calculus 2) passed the rigorous Advanced Placement (AP) Exam three years in a row.
- Bloomfield High School juniors scored well above average on the 2015 Smarter Balanced Assessment in Literacy.
- 97% of parents reported positive responses about academics, teaching, and learning in the Bloomfield Public Schools' fifth Annual School Satisfaction and Climate Survey.

The vision created in collaboration with our stakeholders in 2012 is now a reality in 2015.

Bloomfield's award-winning schools foster a student-centered climate, celebrating academic achievement and cultivating respect for one another. Our talented educators inspire continuous learning amid a professional culture emphasizing accountability and rigor. Families and community members have been and will continue to be essential partners in this transformation.

I invite you to read the 2015-2018 District Accountability Plan, Bloomfield's roadmap for success. You will find similarities to the 2012-2015 plan with regard to ambitious goals and the

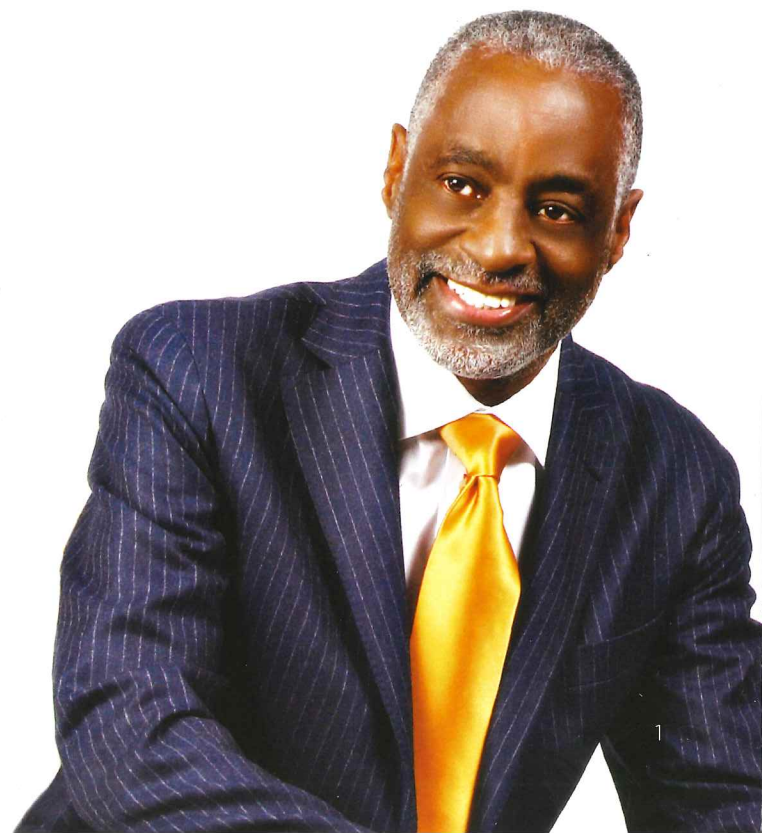
four priorities: Holistic Accountability; Rigorous Curriculum, Instruction, and Assessment; Positive School Climate; and Family and Community Engagement. These priorities have served us well in becoming a high-performing district recognized by many, including Governor Malloy, Education Commissioners Pryor and Wentzell, and the Hartford Courant.

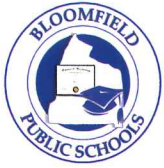
On behalf of Bloomfield's Board of Education, dedicated teachers, school leaders, parents, and students, I am confident that the Bloomfield Public Schools will continue to "Raise the Bar."

Sincerely,

A handwritten signature in black ink that reads "James Thompson".

James Thompson, Jr., Ed.D.
Superintendent of Schools





Why the District Accountability Plan is Important

A comprehensive accountability plan is a key lever for raising achievement in any school district. Bloomfield Public Schools attributes its success in becoming a high-performing district to the implementation of its District Accountability Plan. With the District Accountability Plan's vision of academic excellence in mind, educators can recognize and act on what is required for all students to succeed.

The District Accountability Plan serves as the model for each School Accountability Plan, coordinating student expectations at the classroom, grade, school, and district level. Considering the significant gains achieved by implementing the four priorities established in 2012 by Bloomfield's Superintendent of Schools, in collaboration with community and school-based stakeholders, the district will continue to structure the new plan around these priorities. By connecting vision to action, the entire school

system will strengthen our alignment to high-impact strategies to propel all students to the next level of success. Within the plan is a set of targets and outcomes for students and specific strategies for meeting these goals.

The 2015-2018 District Accountability Plan provides all adults with a clear vision, goals, strategies, action steps, and progress indicators for each priority. This new plan strengthens core strategies with precise indicators of success and systems to monitor progress. It also expands key components that have demonstrated effectiveness over time.

The Bloomfield Public Schools are committed to updating stakeholders on our progress with the 2015-2018 District Accountability Plan through regular reports to the Bloomfield Board of Education and an Annual Report to the Bloomfield community.

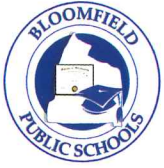
Our Vision and Theory of Action Drive Everything We Do

Vision

Bloomfield Public Schools will be a high-performing district with a positive climate of inclusion, an expectation of competitive academic achievement, and a culture of meaningful parent and community engagement.

Theory of Action

The Bloomfield Public Schools will successfully implement a comprehensive and collaborative accountability system characterized by data-supported planning and decision-making practices at every level, leading to strengthened adult work throughout the district. As a result, learning for all students will substantially improve, and will be sustained over time.



District Priorities

Priority 1:

Holistic Accountability

Vision

All educators will collaborate across all three data team levels (district, school, and classroom) to analyze data and engage in discourse. All educators will monitor progress toward achieving stated goals, thereby developing high-leverage strategies. These strategies will lead to changes in adult practice, resulting in increased student achievement.

Goals

- A. 100% of students will have "On-Track-for-Graduation" information shared regularly within their school setting.
- B. 100% of students will have performance data analyzed by instructional data teams.

Summary of Core Strategies

Strategies will strengthen practices across all levels of the district's Holistic Accountability System, aligning District and School Accountability Plans by creating a uniform system to monitor progress toward stated goals.

Summary of Action Steps

Standards for district, school, and instructional data teams will guide our work. By engaging in professional development, staff will implement the data team process with fidelity to the standards. Progress monitoring using high-quality assessments will occur regularly.

Measures of Adult Progress

District, school, and instructional data teams will demonstrate evidence of continuous growth in implementing the standards as measured by semiannual self-assessments.

Additionally, adults who participate in district, school, and instructional data teams will demonstrate increasing levels of effectiveness in monitoring and adjusting school accountability plans as indicated by results of self-assessments referenced previously.





Priority 2:

Rigorous Curriculum, Instruction, and Assessment

Vision

All educators will implement a standards-based literacy and numeracy curriculum using research-based instructional practices and a rigorous, relevant assessment program across all content areas. As a result, students will demonstrate exceptional literacy, numeracy, and other subject-area skills by reading closely, speaking and writing articulately, inquiring scientifically, thinking critically, and problem-solving effectively.

Goals

- A. 100% of students will meet the graduation requirements.*
- B. 100% of students will meet their annual academic growth targets.

Summary of Core Strategies

Educators will collaborate to create and/or revise an interdisciplinary curriculum to align across grade levels to Connecticut Standards and Frameworks in all content-based areas. All educators will align research-based classroom instruction to Connecticut Standards and Frameworks, focusing on vocabulary development, close reading, inquiry, experimentation, questioning, problem-solving, and performance-based learning. Educators will create and/or revise common formative assessments and benchmarks for each grade level to measure and monitor effective teaching and learning.

Summary of Action Steps

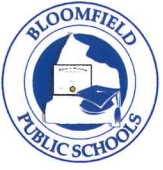
District, schools, and professional learning communities will collaborate to evaluate, monitor, align, and revise our curriculum. Data teams will analyze and synthesize data collected from all areas of curriculum, instruction, and assessment. Professional development will enable staff to implement effective curriculum, instruction, and assessment.

Measures of Adult Progress

By engaging in key areas of professional development and participating as active members in the data team process, increasing numbers of educators will demonstrate substantial progress in designing and implementing successful teaching and learning strategies across all schools and classrooms.



*Students with a formalized individual educational plan designed to extend enrollment with the Bloomfield Public Schools beyond the typical 4-year high school experience are included in this calculation.



Priority 3: Positive School Climate

Vision

The Bloomfield Public Schools will create a safe, orderly, and healthy social-emotional environment in support of school communities that promote enthusiasm for learning and respect toward all students, families, staff, and stakeholders.

Goals

- A. 100% of schools will have a comprehensive school safety plan.
- B. 100% of schools will build internal capacity to achieve at least 90% student attendance.

Summary of Core Strategies

The District Climate Steering Committee will identify and prioritize a core set of district climate standards to design a comprehensive, data-driven system for monitoring and responding to school climate standards. School-based Climate Teams will implement prioritized initiatives to create a positive school climate in each school.

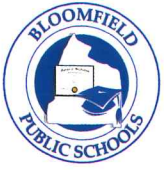
Summary of Action Steps

The District Climate Steering Committee (DCSC) will collaborate with schools to identify and prioritize climate initiatives based on data. The DCSC will develop and implement a school and classroom climate tool to monitor national school climate standards. Schools will build internal capacity to implement the selected strategies. Each school will select, implement, and monitor the school-selected Social and Emotional Learning (SEL) program.

Measures of Adult Progress

As evidenced through observations, data team monitoring, and climate survey information, an increased percentage of educators will implement core strategies with fidelity to strengthen school climate as evidenced by higher levels of student academic achievement, an increase in positive perceptions of safety and supportive relationships, higher teacher and student attendance rates, and fewer incidents of student disciplinary infractions.





Priority 4:

Family and Community Engagement

Vision

The Bloomfield Public Schools will have thriving home-school partnerships that value and utilize the knowledge and skills of families and community stakeholders to enhance overall student achievement.

Goals

- A. 100% of schools will annually implement the Welcoming Walkthrough Tool Kit.
- B. 100% of students will benefit from meaningful partnerships fostered and enriched by schools with students, families, staff, and community.

Summary of Core Strategies

The Bloomfield Public Schools will develop and implement Bloomfield Core Family and Community Engagement Practices. School-Family compacts will be developed as a collaborative agreement to promote student achievement. Schools will actively develop viable community partnerships.



Summary of Action Steps

Schools will create a set of core family and community engagement practices, which will be evaluated and monitored. Professional development will be provided to ensure that compacts are implemented effectively. The district will create a directory of partnerships and host annual fairs with community providers.

Measures of Adult Progress

Greater numbers of Bloomfield educators, families, and community partners will be involved in the development and implementation of a multi-tiered framework.

Students, staff, families, and community partners will collaborate to establish cohesive core family and community engagement practices that promote and support the academic, athletic, and artistic success of all children in the Bloomfield Public Schools.

This Dual-Capacity Framework will be shared, supported, and monitored inclusive of, but not limited to, high-functioning School Governance Councils from pre-kindergarten to grade 12.



Bloomfield's Journey: Seeking Excellence

"Bloomfield High School was hailed as a symbol of how a school system can turn things around in a relatively short amount of time with the right combination of teamwork, dedication, innovation and resources."

In 2011, the Bloomfield Board of Education hired Dr. James Thompson, Jr. as Superintendent of Schools, initiating an era of increased focus on every student. By 2014, the fully implemented data team system enhanced accountability for effective instruction.

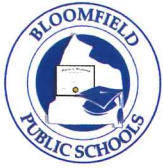
Ensuring the right combination of resources to support academic excellence, Dr. Thompson aligned annual budgets with the district's vision of a high-performing school district. With fiscal support from the Town Council and a strong partnership with the Board of Education, Bloomfield's dedicated educators and citizens collectively transformed Bloomfield Public Schools into a model of educational reform.

Leading the Way

The academic growth of our students has been unparalleled across the state and nation. Bloomfield Public Schools has been recognized by Governor Malloy, State Department of Education Commissioners Pryor and Wentzell, the Connecticut Council for Education Reform (CCER), ConnCAN, and numerous education organizations, national authors, and speakers. Bloomfield Public Schools are quite different today than five years ago.

- From 2011 to 2014, the number of students who scored at or above goal in reading increased 21.6 percentage points on the 2014 Connecticut Academic Performance Test (CAPT).
- The percentage of grade three students performing at or above grade level exceeded the state average in 2014, closing the longstanding achievement gap in reading, writing, and math.

- Hartford Courant,
January 20, 2016



Improved Performance Through Data

Beginning in 2011, educators at every level of the district examined and analyzed student performance data. This focus on data altered instructional practice as teachers and principals sought the most effective strategies to assist our students. Aligned to the priorities and key goals of the 2012-2015 District Accountability Plan (DAP), educators engaged in professional learning, collaborated to select research-based practices, and monitored student progress. The DAP resulted in impressive gains in student achievement. Establishing ambitious goals and raising expectations in academics, school climate, and family and community engagement transformed our schools.

Our Previous Plan's Success

Evidence of the original plan's success by priority area include:

- **Holistic Accountability:** We held more than 700 instructional data team meetings to examine student work and assessment data
- **Rigorous Curriculum, Instruction, and Assessment:** We conducted more than 1,500 classroom visits, where we observed rigorous instruction, and student engagement
- **Positive School Climate:** We established grant-funded Student and Family Assistance Centers in three schools
- **Family and Community Engagement:** We provided more than 4,000 family engagement opportunities, as measured by Parent Tracker

How have the students and staff of Bloomfield Public Schools accomplished so much in such a brief period of time?

A New Model for Continued Growth

Bloomfield Public Schools attributes its success in becoming a high-achieving district to the coordinated effort of all educators in implementing the DAP. Serving as a model for all School Accountability Plans, the DAP prioritizes and communicates key strategies based on student data and research on the most effective teaching practices. With a vision of high academic performance in mind, members of the District Data Team built a coherent structure to align focus and effort across grade levels.

After scrutinizing performance outcomes of the 2012-2015 DAP, the new plan generates renewed core strategies with precise, dynamic indicators of success. The 2015-2018 plan details systems for monitoring the quality of adult actions, targets areas for professional development aligned to academic frameworks, and expands key practices demonstrated to be effective for our students and educators.

Expectations of Success

Data indicates that Bloomfield Public Schools is one of the most improved school districts in Connecticut within the last five years. In fact, 66.9% of grade 11 students from Bloomfield High School met or exceeded grade level competency on the 2015 Smarter Balanced Assessment literacy test, outperforming the state rate of 53.4%. With the four priorities deeply embedded in the culture of Bloomfield Public Schools, we are confident that implementing the 2015-2018 District Accountability Plan with fidelity will continue to produce significant academic gains.

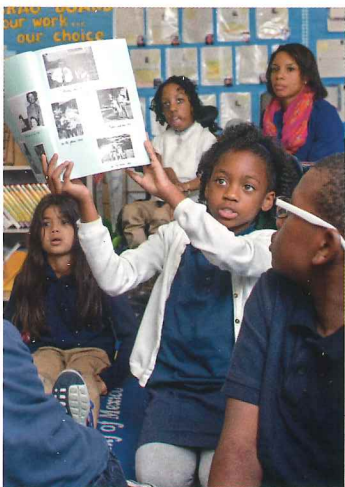


A Plan Built on Priorities

The district will continue its central focus on proven actions aligned to the four priorities, guiding daily practice and a collective vision of excellence for the future. Several examples of measurable core strategies from the 2015-2018 DAP include:

- **Holistic Accountability:** Strengthen standards and practices within all levels of the district's three-tiered Holistic Accountability System
- **Rigorous Curriculum, Instruction, and Assessment:** Identify, create, and/or revise common formative assessments aligned to content standards for each grade level
- **Positive School Climate:** Identify and prioritize a set of district climate standards built on the National School Climate Standards to create positive social/emotional environments
- **Family and Community Engagement:** Adopt the Connecticut State Frameworks School-Parent Compact Guide to Quality

With our Theory of Action's tangible commitment to educational excellence instilled across the entire school community, we believe the 2015-2018 District Accountability Plan will result in achieving a higher standard of performance for all students in the Bloomfield Public Schools.



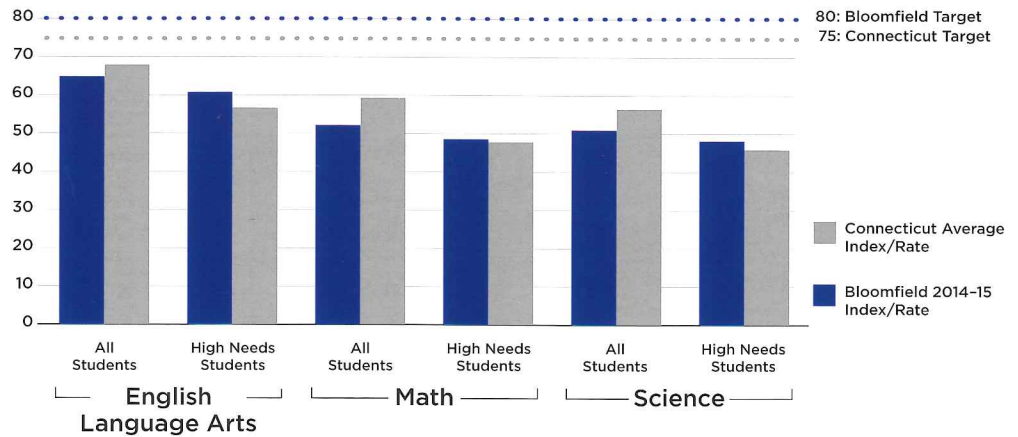


Goals and Performance

Achieving Today and Tomorrow

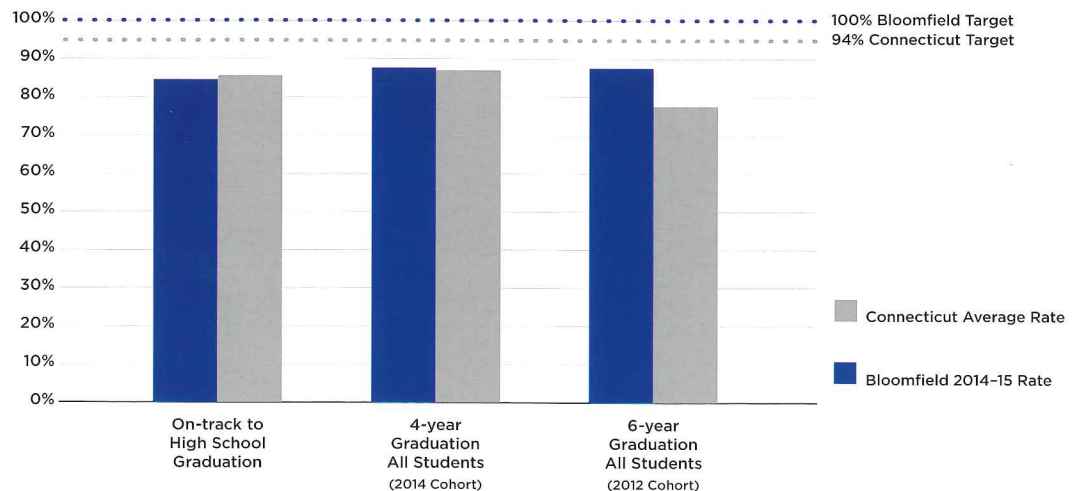
The following charts illustrate our goals and performance and how they compare to the state. Bloomfield's targets exceed state expectations.

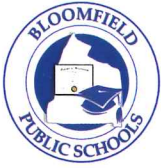
Academic Performance Index*



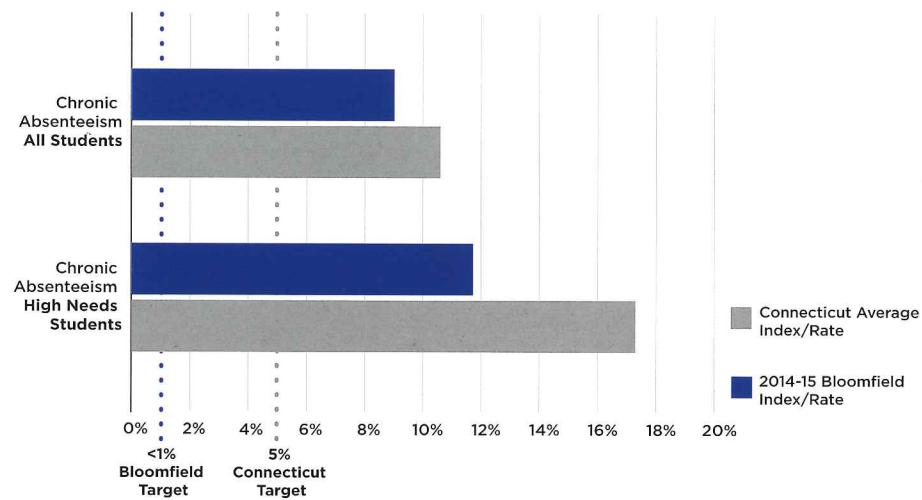
* The Performance Index is based on students' scaled scores for state and national tests

2014-2015 Graduation Track

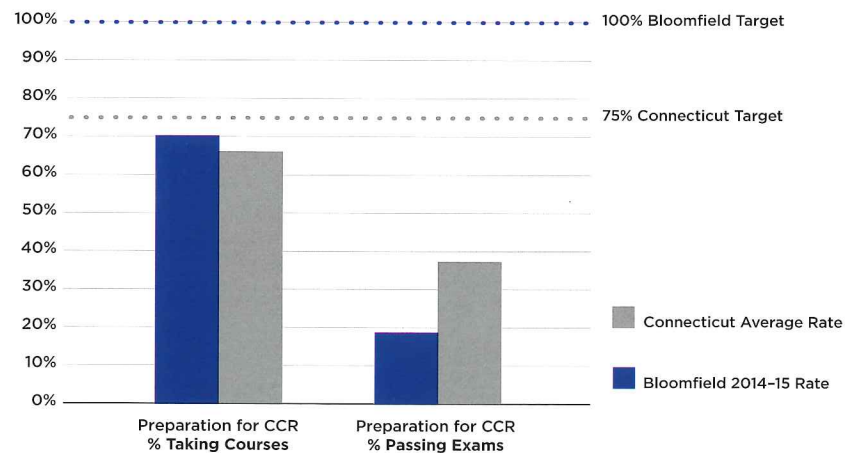


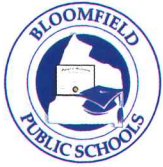


2014-2015 Student Chronic Absenteeism



2014-2015 College and Career Readiness



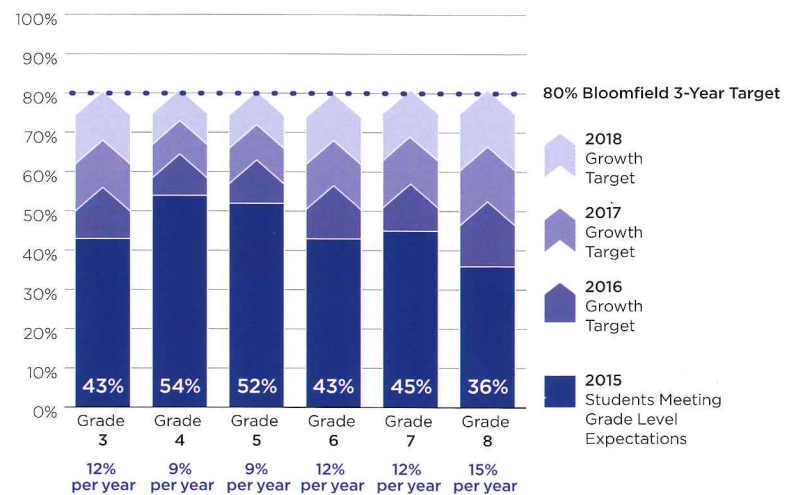


Annual Growth Targets

Our goal is to be at 80% achievement for literacy and math by 2018.

3-Year Achievement Target for Literacy:

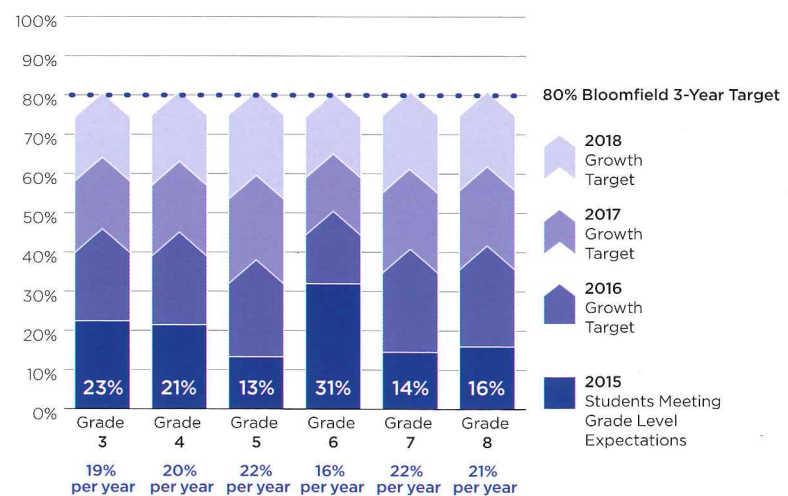
9% to 15%
Annual Growth



Percent of students demonstrating grade level expectations

3-Year Achievement Target for Math:

16% to 22%
Annual Growth



Percent of students demonstrating grade level expectations



Glossary

Achievement Target

An achievement target is a particular outcome on a specific summative performance measure.

CCR – College Career Readiness Exams

SAT/AP from College Board, ACT from ACT, Inc., IB from International Baccalaureate Organization

CCR – Courses

Students in grades 11 & 12 participating in at least one of the following during high school:

- Two courses in AP/IB/dual enrollment; or
- Two courses in one of seven CTE categories; or
- Two workplace experience “courses” in any area.

Chronic Absenteeism

A student is considered chronically absent if s/he is absent for 10% of the days of enrollment. For example, if a student is absent 18 or more times during the school year, s/he would be considered chronically absent.

Connecticut Standards and Frameworks

Includes Connecticut Core Standards, Connecticut Elementary and Secondary Social Studies Frameworks, and Next Generation Science Standards (NGSS).

Connecticut State Target

Connecticut state targets are defined by the Connecticut State Department of education, in alignment with the Every Student Succeeds Act compliance submission.

Graduation Cohort

4-Year The graduation year for the four-year graduation cohort is identified as four years from a student's first entry into ninth grade in a high school in Connecticut or elsewhere in the United States.

6-Year The graduation year for the six-year graduation cohort is identified as six years from a student's first entry into ninth grade in a high school in Connecticut or elsewhere in the United States.

Growth Target

Growth targets employ vertical scale scores from the Smarter Balanced Assessment to compare change at the student level from one year to the next. The Connecticut State Department of Education will identify and report growth targets following the scoring of the 2016 Smarter Balanced Assessment.

On Track to High School Graduation

Percentage of 9th graders earning at least five full-year credits in the year and no more than one failing grade in English, Mathematics, Science, or Social Studies.

Performance Index

To calculate an index, a student's score in each subject on the Smarter Balanced Assessment (SB), National Center and State Collaborative Alternate Assessment (NCSC), Connecticut Mastery Test (CMT), Connecticut Academic Performance Test (CAPT), or the CMT/CAPT Skills Checklist is transformed into an index score. Index scores are combined at the school and district level.

Students with High Needs

Students identified as English learners, special education, or qualifying for free or reduced priced meals.

Theory of Action

A set of underlying assumptions about how an organization transforms from a current state to a desired state.

Three-Year Academic Goal

Bloomfield Public Schools have created rigorous performance expectations. Separated into annual increments, meeting these expectations will demonstrate that Bloomfield students are locally and nationally competitive by 2018.

Vertical Scale Score

Vertical scale scores, constructed from Smarter Balanced test scores, are a rough indicator of improvement on the standardized test from one year to the next. The purpose of the vertical scale scores is to explain how students perform on the state tests of math or reading in one grade compared to the next grade.

Welcoming Walkthrough Tool Kit

The Walkthrough Tool Kit helps schools develop a plan to create a welcoming climate to engage families and the community. The walkthrough is conducted by a team comprising parents, community representatives, and school staff members who assess physical environment; school-wide practices and policies; personal interactions; and written materials and communications.