

School and District Leadership: Keys to Sustaining High Levels of Teacher & Student Performance

The Bristol Public Schools **Teaching & Learning with Passion & Purpose**

Karen Vibert, Vice Chair - Bristol Board of Education

Ellen W. Solek, Ed.D. – Superintendent

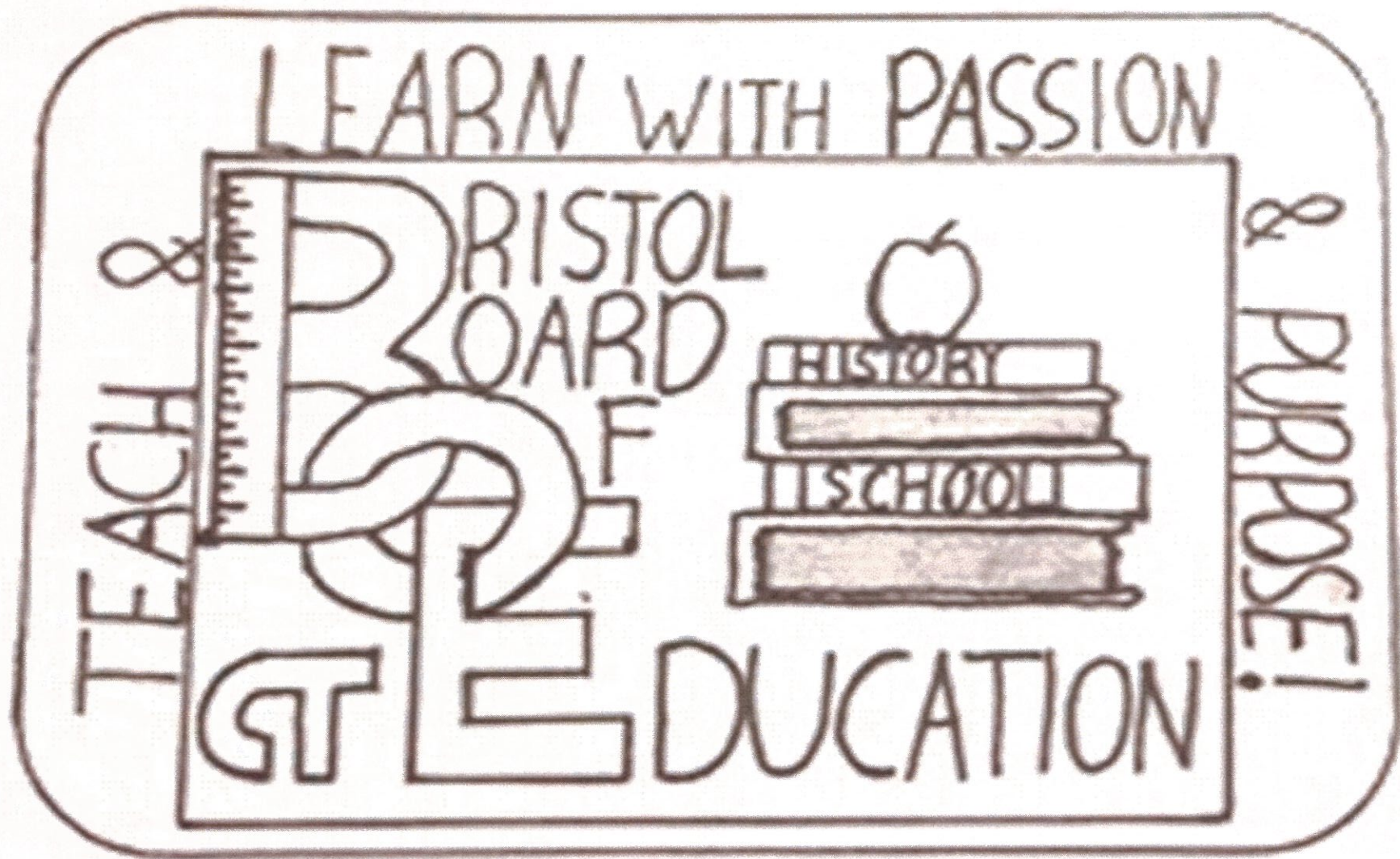
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David Huber, Ed.D. – Principal, South Side School

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Designed by: Jonathan Passander, Grade 8, Greene-Hills School

District Structures <--> Feedback to Schools

- District Data Team & Subcommittees

- Attendance
- College & Career Readiness
- Literacy PK-12
- Mathematics & Science
- PDEC
- SRBI



Engaging every administrator and many teachers & support staff in the work. **Funded with Alliance** \$See Appendices A & B

- Accountability Plans – School vs. District Results – *See Appendix B*
- School Improvement Plans – Focused upon student results
- Teacher & Administrator Evaluation Plans – What do the adults need to learn to accelerate student learning?

What we know ...

Students must

- ◆ attend school on time, every day. **Alliance \$**
- ◆ learn to read and think strategically, inferentially, and with a deep understanding about what is factual and what is not.
- ◆ learn and use mathematics to solve problems with multiple solutions and for infinite purposes. **Alliance \$**
- ◆ use scientific thinking to learn about and protect themselves and their environment.
- ◆ understand cause and effect across disciplines.
- ◆ engage in positive social and emotional interactions.
- ◆ respect and participate in the responsibilities of living in a democracy.

Adults must

- ◆ Take students from where they are and fill in learning gap with high leverage strategies for academic success. Continuous job-embedded professional development using literacy & math coaches **funded with Alliance \$.**

Sustaining High Levels of Student Achievement

- Identifying achievement gaps and necessary interventions; **See Appendix B**
- Revising curriculum to meet the rigorous expectations of the SBA and SAT;
- Using a trainer-of-trainers model to reduce the cost of training new literacy coaches; **Funded with Alliance \$**
- Training teacher leaders in a summer Leadership Academy;
- Growing our own next generation teacher & school leaders by giving teacher leaders authentic opportunities to hone their skills;
- Sharing successful instructional strategies among our schools; &
- Analyzing student data in a continuous improvement cycle. **Funded with Alliance \$**



Our New Model of School Improvement Planning to Improve Student Achievement

THE WHY

- BE is an urban high school. Our students need stronger, intentional adult connections to graduate them as ready as their peers in more affluent communities.
- We are educational professionals committed to providing the best of our collective abilities in each course, unit, and lesson.



THE HOW

- Clarify purpose and expectations
- Build Strong Relationships
- Develop knowledge, skills, and confidence
- Assess the work



THE WHAT

- Lowest percent of chronically absent students over the past five years
- Highest Graduation Rate in the past five years
- Highest percent of students on track toward graduation in the past five years
- Lowest suspension rate in the past five years
- Highest percent of students at or above goal on Science CAPT since 2010
- Rising PSAT and SAT scores since 2015

Clarify

Purpose and Expectations

Build

Strong Relationships

Develop

Knowledge, Skills, and Confidence

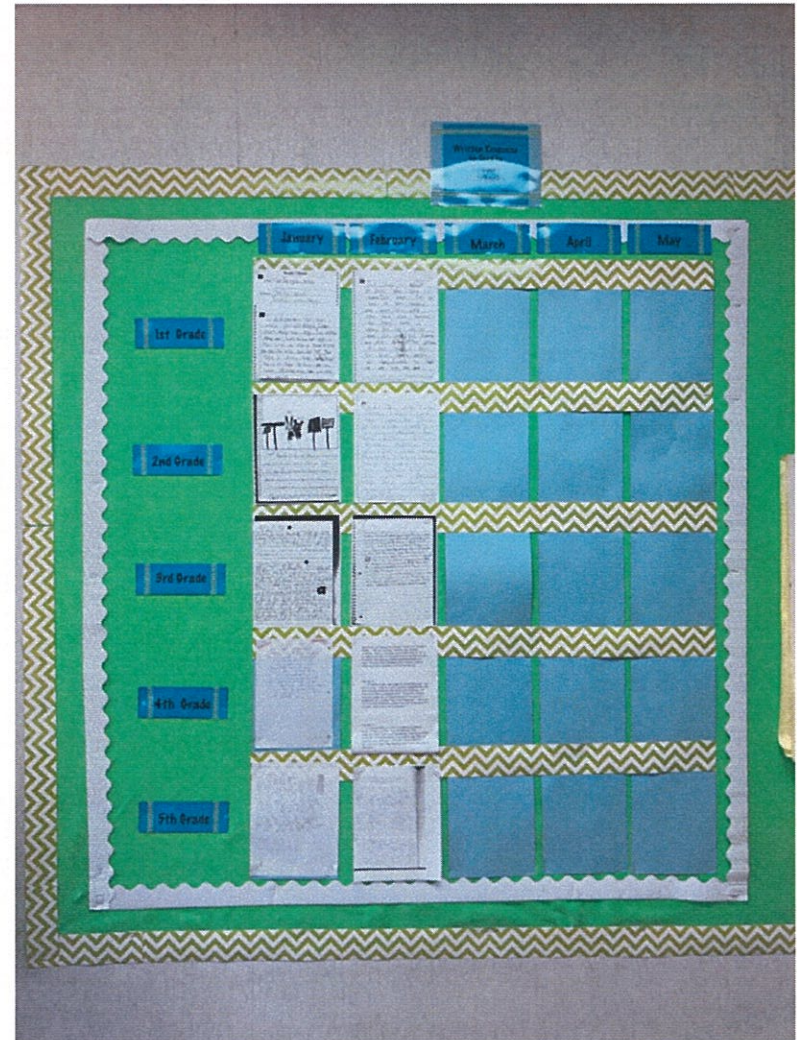
Assess

the Work

South Side School



Shifting our focus from teaching to learning
“All means All”
Continually responding to the needs of all students



Sustained Student Achievement

- Maximizing the use of the people resources we develop;
- Utilizing and expanding external funding to grow the knowledge & skills of our educators;
- Providing high quality learning experiences in PK and full day kindergarten. **Funded with Alliance & School Readiness \$**
- Forming cohorts of teachers pursuing 6th year certification in education leadership;
- Training new teachers in a summer New Teacher Academy;
- A teacher/administrator evaluation protocol that includes a data-based Professional Performance Objective each year; focusing on the new learning each teacher needs to improve their instruction as a means for improving student success **Funded with Alliance \$**; and
- Non-renewal of staff who do not demonstrate the potential to be exemplary.

Best Practices for Developing High Quality Leadership

- Growing our own next generation leaders.
- Providing training and modeling of the essential elements of instructional leadership. **Funded with Alliance \$.**
 - Understanding the implementation of a rigorous curriculum;
 - Building followership;
 - Continuous learning of best practice pedagogy;
 - Formative Supervision with a growth mind set and specific, constructive feedback that can be used immediately **Funded with Alliance \$**; and
 - Analyzing data to determine student and teacher learning needs.
- Fostering a positive leadership climate framed by passion for their work with staff, students and the Bristol community.

Questions and Comments ?

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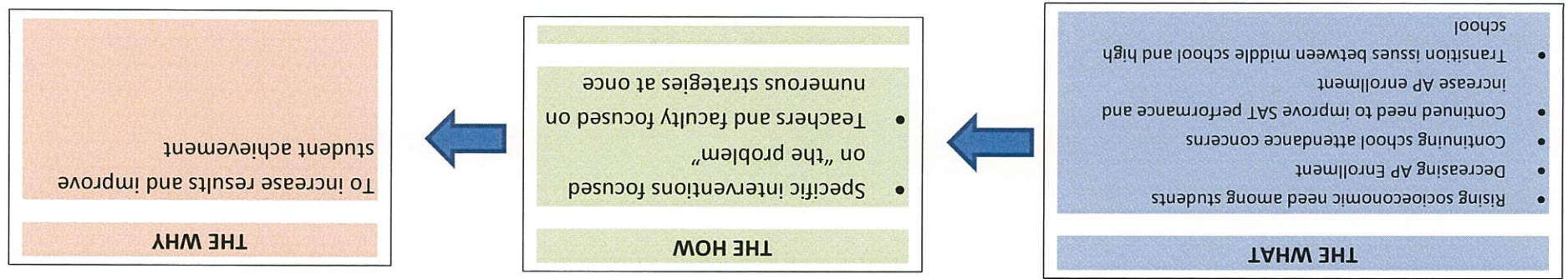
Appendix A

Position	Role	Total Salaries & Benefits	Grant Rescission 6/16 - \$602,249	Grant Rescission 12/16 \$250,000
16 Kindergarten Teachers	full day teachers	\$1,206,826 to \$600,826	\$600,000 funded from local revenue	
9.5 Literacy Coaches	coach teachers to improve literacy instruction	\$1,058,865		
3.0 Administrators, 60 days of floating principal for elementary coverage	Elementary Supervisor, Supervisor of Assessment & Evaluation, 2 -.5 Ass't Principals at GH-WB	\$508,446		
5.3 Instructional Support Teachers	Provide small group literacy intervention at 5 elementary schools	\$606,274		
1 math coach	Improve math instruction of elementary teachers	\$68,975		
1.5 PK Teachers	Non - School Readiness Grant classes	\$155,297		
1.5 PK Paraprofessionals	Non - School Readiness Grant classes	\$46,968		
2 literacy interns	Provide small group literacy intervention	\$43,000		\$43,000 Remain unfilled
1 IT Professional	Assure connectivity during on-line assessments	\$90,874		
2 Behavior Intervention Specialists* .5 at BC, BE, EPH, STA	Work with students on families to improve attendance and climate	\$115,683		Unfilled HS LCSW \$38,000
2.5 math interns**	Provide middle school math intervention	\$41,304		
Portions of Grants Office staff salaries	Accounting for this grant	\$59,771		
Activities				(\$250,000)
family math nights, literacy instructional materials, literacy & math night stipends, attendance incentives, substitutes for coaching debriefs, Alt. HS intern, Literacy Collaborative fees	Original Year 5 Allocation	July 1 Reduced Allocation		\$180,000 grant activities canceled, \$70,000 General Fund
	\$4,048,611	\$3,446,362		\$3,196,362

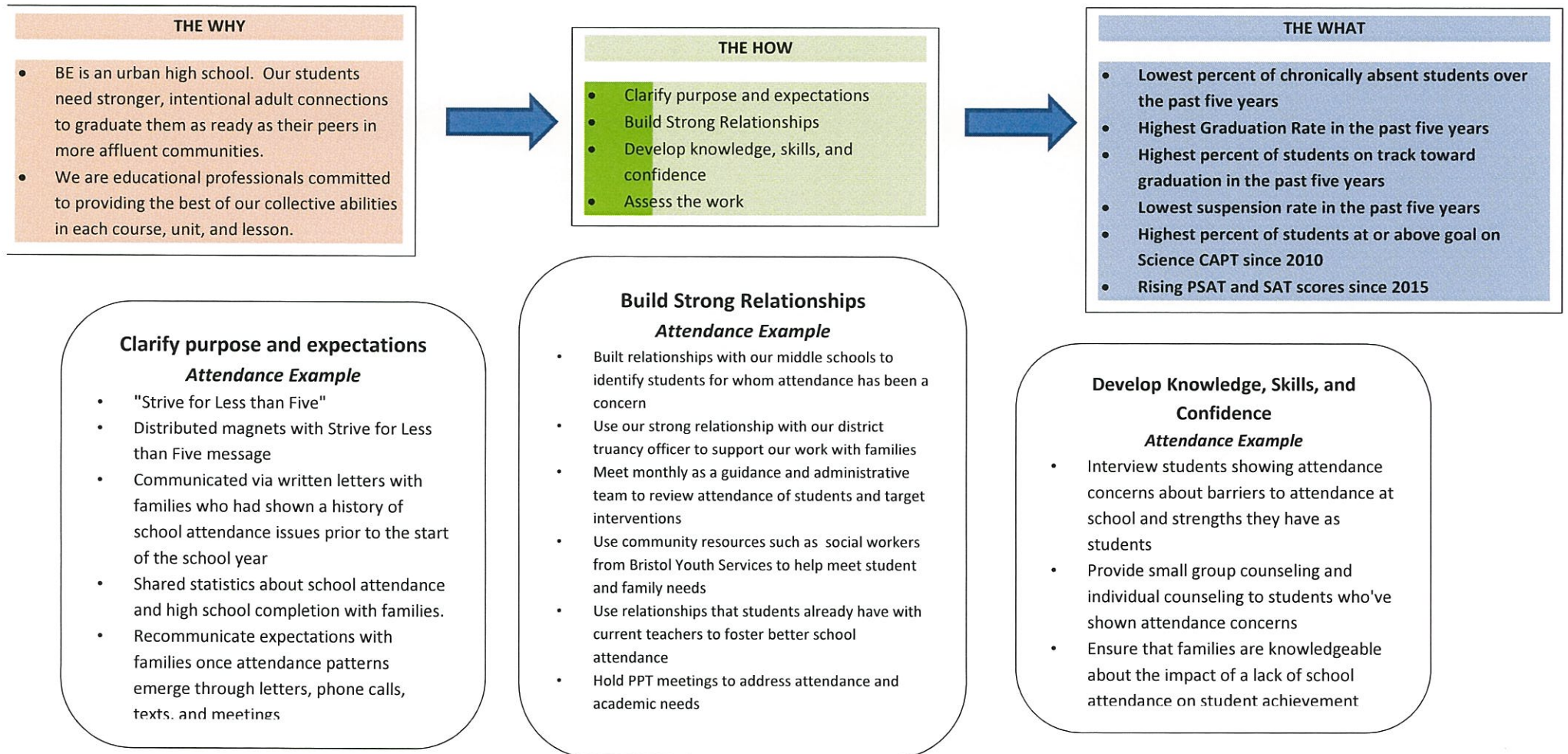
Appendix B - Bristol Public Schools
Indicators of Student Success – School & District Summaries
K-5 Indicators

Code	Indicator	District Targeted Growth	2015 District Baseline % Meeting/ Exceeding Standard	2016 District % Meeting/ Exceeding Standard
	Smarter Balanced Assessment			
	Grade 3 SBA			
E1.1a	Mathematics Exceeding Standard – All Students	5%	13.3%	17%
E1.1b	Mathematics Meeting Standard – All Students	5%	42.7%	45%
E1.1c	Mathematics Exceeding Standard – Non High Needs	5%	23.6	26%
E1.1d	Mathematics Meeting Standard – Non High Needs	5%	62.4	63.4%
E1.1e	Mathematics Exceeding Standard – High Needs	5%	5.7%	9.4%
E1.1f	Mathematics Meeting Standard – High Needs	5%	28.1%	30.5%
E1.2a	ELA Exceeding Standard – All Students	5%	23%	26%
E1.2b	ELA Meeting Standard – All Students	5%	49%	49%
E1.2c	ELA Exceeding Standard – Non High Needs	5%	41.8%	42%
E1.2d	ELA Meeting Standard – Non High Needs	5%	70.7%	67.2%
E1.2e	ELA Exceeding Standard – High Needs	5%	9.7%	14.2%
E1.2f	ELA Meeting Standard – High Needs	5%	33.2%	34.4%
	Grade 4 SBA			
E 2.1a	Mathematics Exceeding Standard – All Students	5%	11%	13%
E 2.1b	Mathematics Meeting Standard – All Students	5%	40%	42%
E 2.1c	Mathematics Exceeding Standard – Non High Needs	5%	20.1%	24.7%
E 2.1d	Mathematics Meeting Standard – Non High Needs	5%	57.9%	65%
E 2.1e	Mathematics Exceeding Standard – High Needs	5%	2.5%	5.2%
E 2.1f	Mathematics Meeting Standard – High Needs	5%	25.8%	24.3%
E 2.2a	ELA Exceeding Standard – All Students	5%	24%	28%
E 2.1b	ELA Meeting Standard – All Students	5%	53%	52%
E 2.1c	ELA Exceeding Standard – Non High Needs	5%	39.6%	47.7%
E 2.1d	ELA Meeting Standard – Non High Needs	5%	72.1%	73.3%
E 2.2e	ELA Exceeding Standard – High Needs	5%	11.4%	13.7%
E 2.2f	ELA Meeting Standard – High Needs	5%	35.9%	37.1%

An Old Model of School Improvement Planning to Improve Student Achievement



Our New Model of School Improvement Planning to Improve Student Achievement



Appendix D - Free/Reduced Lunch Qualified Students

