

Proud of the Brooklyn Public Schools



2023-24

District and School Advancement Plans

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Brooklyn Public Schools
DISTRICT ADVANCEMENT PLAN
2023-24

District Goals: The Brooklyn Public Schools’ theory of action begins with the use of a well planned and articulated curriculum that will provide solid tier I instruction to all students. Instructional coaching will support high yield, effective teaching strategies as teachers implement their curriculum. Tier II and Tier III interventions will lead to improved progress monitoring and adjustment to focus on student outcomes. Both [BES](#) and [BMS](#) have articulated a [pacing guides](#) to include an assessment calendar that will be monitored through data teams. Data team meetings will be conducted at all grade levels and content areas to measure student growth. Student outcomes will improve, adjustments to the curriculum, pacing and interventions in subsequent years will be based on careful analysis of consistent curriculum implementation and accountability.

Student Academic Achievement Goal: Students will demonstrate growth in the areas of reading, mathematics and science across all grade levels.

During the 2023-2024 school year, Brooklyn Schools will implement the readers and writers workshop model of instruction. Based on the Science of Reading BES has identified training and work that has been completed, we will also use The schools [assessment calendars](#) and [pacing guides](#) have become common practice and are utilized with fidelity. The pacing guides, paired with our assessment calendars, drive our Tiered instruction with stopping points along the way to assess student academic growth. Both BES and BMS have committed to creating time for teams to meet regularly to analyze, discuss and formulate responses to both behavioral and academic data. These meetings include general education staff, special education staff and support staff. Instructional Coaches are working with staff to refine practice and provide resources for student success in grades K-8, in response to student data and professional development needs.

Action/Strategies	Indicators for/ Evidence of Success	Timeline
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Brooklyn Public Schools
DISTRICT ADVANCEMENT PLAN
2023-24

<p><u>Student Achievement: Reading</u> BES:</p> <p>mClass</p> <ul style="list-style-type: none"> ● Create a timeline that outlines when mClass will be introduced, universal screens will be administered, progress monitoring, and lessons. ● Communicate with families about the benefits of mClass and how it will be used to support student literacy by November 2023. ● Based on student data, implement explicit foundational reading instruction that is differentiated and targeted in all grades ● Keep all stakeholders informed about the progress of mClass implementation through regular updates and reports. 	<p>Reading BES:</p> <ul style="list-style-type: none"> ● Develop an assessment calendar which includes progress monitoring with mClass tools ● Parent communication sent ● mClass assessment data will be utilized to implement intervention lessons and form groups across grade-levels K - 4, with focus areas and progress monitoring. ● Data meeting notes will include progress of mClass universal screens, interventions and progress monitoring (fall screening still being completed) Composite score reported at/above expectation <ul style="list-style-type: none"> ○ K - 29% ○ 1 - 43% ○ 2 - 49% ○ 3 - 58% ○ 4 - 61% 	<ul style="list-style-type: none"> ● August 2023 timeline will be created ● September 2023 mClass professional learning will occur ● September & October 2023 mClass intervention professional learning will occur ● Ongoing, every 6-8 weeks, groupings will be formed and adjusted based on progress monitoring ● Fall 2023- Parent information shared regarding mClass
<p>BMS:</p> <ul style="list-style-type: none"> ● Updating/aligning the current instruction for Tier 1 by creating new curriculum guides in ELA ● Co-planning with social studies teachers to determine appropriate standards to be reinforced through Social Studies content ● Grades 5, 6, and 8 all have separate class periods for reading and writing instruction. Teachers are collaborating to cover the standards and support cross-curricular connections ● IABs used for pre assessment, post assessment and to inform instruction ● Mobymax utilized for individualized intervention at Tier 2 during FLEX 	<p>BMS:</p> <ul style="list-style-type: none"> ● Current Fall STAR Data: <ul style="list-style-type: none"> ○ Grade 5- 53% at or above goal ○ Grade 6- 59% at or above goal ○ Grade 7- 53% at or above goal ○ Grade 8- 60% at or above goal ● Completion of Curricular Guides in ELA to include Units, Standards covered, resources used and timeline for all units taught ● Inclusion of ELA standards in the Social Studies curriculum guides ● ELA Pacing Guides completed to delineate language arts class versus separation of reading and writing instruction ● Placement test given to all students in Mobymax for both ELA and Math ● Adaptive curriculum and progress monitoring within Mobymax for individual students 	<p>BMS</p> <ul style="list-style-type: none"> ● Ongoing curriculum work on PD days ● September Mobymax placement test ● Monthly Data Team discussions at each grade level ● STAR Benchmarks 3x per year ● IAB <ul style="list-style-type: none"> ○ Grade 5: 7 IABs ○ Grade 6: 4 IABs ○ Grade 7: 7 IABs ○ Grade 8: 7 IABs

Brooklyn Public Schools
DISTRICT ADVANCEMENT PLAN
2023-24

<p><u>Student Achievement: Mathematics</u> BES:</p> <ul style="list-style-type: none"> ● Full implementation of the newly selected iReady Classroom Mathematics program and diagnostic assessment ● Create a list of mathematical vocabulary and terminology that includes preferred words and alternatives (equation, number sentence) for each grade level ● Keep all stakeholders informed about the progress of i-Ready implementation through regular updates and reports, including parent reports ● Recognize and celebrate achievements and milestones related to i-Ready implementation to motivate and engage teachers and students. ● Grade 3 & 4 SBAC IAB administration 	<p>Mathematics BES:</p> <ul style="list-style-type: none"> ● Full implementation of the iReady Classroom Mathematics program, K-4 ● All grade levels K-4 will participate in iReady PD sessions and implement the iReady diagnostic tool ● All grade levels K-4 will continue to compile a comprehensive list of mathematical vocabulary terms and posted in classrooms ● iReady Diagnostic Initial Data - Fall, 2023 <ul style="list-style-type: none"> ○ Grade K: TBD ○ Grade 1: 4% of students currently at or above grade level ○ Grade 2: 7% of students currently at or above grade level ○ Grade 3: 9% of students currently at or above grade level ○ Grade 4: 26% of students currently at or above grade level 	<p>iReady Diagnostic administered 3x per year (fall, winter, spring)</p> <p>Ongoing: DATA meetings after each SRBI cycle (= every 6-8 weeks) based on the building assessment calendar</p> <p>Parent reports will be given during parent teacher conferences</p> <p>Monthly updates to parents in the BEAR Buzz</p>
<p>BMS:</p> <ul style="list-style-type: none"> ● Continuing the full implementation of the Illustrative Math program across grades 5-8. ● Updating the curriculum guides to reflect the units in the new math program ● Updating the Pacing Guides to complete all units at each grade level by SBAC assessment ● Exploring the inclusion of Math IABs in addition to the unit assessments to monitor progress and inform instruction 	<p>BMS:</p> <ul style="list-style-type: none"> ● Current Fall STAR Data <ul style="list-style-type: none"> ○ Grade 5- 38% at or above goal ○ Grade 6- 36% at or above goal ○ Grade 7- 34% at or above goal ○ Grade 8- 44% at or above goal 	<p>BMS:</p> <ul style="list-style-type: none"> ● Ongoing ● Monthly Data meetings at each grade level <p>Unit Assessments: Grade 5: 7 assessments Grade 6: 8 assessments Grade 7: 8 assessments Grade 8: 8 assessments STAR Benchmark: 3 x per year (fall,winter,spring)</p>

Brooklyn Public Schools
DISTRICT ADVANCEMENT PLAN
2023-24

<p><u>Student Achievement Science:</u> BES:</p> <ul style="list-style-type: none"> Development of STEAM Pacing Guide which includes a progression of the NGSS standards <hr/> <p>BMS:</p> <ul style="list-style-type: none"> Updating of Pacing Guides for Units across grade levels Implementation of IABs Creation of assessment items to help prepare students for the NGSS assessment Assess resource materials for science because this is our final year of the contract with DiscoveryEd Techbook 	<p>Science: BES:</p> <ul style="list-style-type: none"> A minimum of 85% of all students (Pre-K - 4) will receive grade-level appropriate instruction, based on the progression of the NGSS standards identified in the STEAM pacing guide. <hr/> <p>BMS:</p> <ul style="list-style-type: none"> Completed pacing guides for all Science grade level units IABs are used to inform instruction Progress made towards predictive Science assessment Determine direction for resources in science Use of NGSS data to help inform curricular adjustments 	<p>Ongoing pacing development</p> <hr/> <p>BMS: (IAB)</p> <ul style="list-style-type: none"> November January April June
<p>Special Education:</p> <ul style="list-style-type: none"> Brooklyn will pilot the CT-SEDS MTSS Platform to: <ul style="list-style-type: none"> Support effective monitoring of the Scientific Research Based Intervention (SRBI) process. Increase data-based decision-making Improve Special Education Referral process Monitor the use of adult support to ensure we are maximizing academic growth while promoting independence Monitor data on Individual Education Plan (IEP) Goals/Objectives 	<ul style="list-style-type: none"> District Experts attending MTSS trainings Staff attendance at MTSS trainings Data collection to ensure: <ul style="list-style-type: none"> Effective SRBI interventions/programs Successful Progress Monitoring Monitor of Universal Screens Decrease amount of referrals to Special Education Weekly Walkthrough observations Data Analysis (data taken from weekly walkthroughs) Paraprofessional attendance at trainings Bi-weekly Special Education department meetings Data Analysis (monthly data input from teams) Focused discussions Weekly Multidisciplinary Team (MDT) collaboration 	<p>Ongoing throughout the 2023-2024 School Year</p> <p>PDEC Training Schedule</p> <p>Ongoing:</p> <ul style="list-style-type: none"> Weekly Administrative Meetings Monthly SPED Administrator meetings <p>Ongoing:</p> <ul style="list-style-type: none"> Monthly DATA team meetings by Special Education Departments

Brooklyn Public Schools
DISTRICT ADVANCEMENT PLAN
2023-24

<p>Social Emotional Achievement Goal: Participate in the Connecticut State Department of Education’s (CSDE) social and emotional learning assessment initiative. The EdSERT program supports educators as they teach, model, and reinforce social and emotional skills with their students. By participating in EdSERT, educators learn about key social and emotional skills and how those skills are reflected in their teaching practices. They learn ways to build these skills in themselves and their students. As educators learn with EdSERT, it can also support their overall well-being by promoting close relationships and connections with their colleagues and by increasing their coping skills and resilience.</p>		
Action/Strategies	Indicators for/ Evidence of Success	Timeline
<p><u>Social Emotional Learning:</u> BPS: Administration:</p> <ul style="list-style-type: none"> ● Complete the EdSERT Manager course in the Aperture System. ● Facilitate EdSERT participation in your school. ● Ensure educator access to EdSERT. Troubleshoot issues as necessary ● Using relevant data, select the competencies you will review during the school year. ● Facilitate educator learning through the selected competencies in the EdSERT program ● Monitor educator progress through modules using EdSERT Completion Reports. ● Organize and support large- and small-group professional learning community (PLC) learning opportunities. ● Support educators’ use of EdSERT strategies. <p>Staff</p> <ul style="list-style-type: none"> ● Complete the Introduction to EdSERT module ● Complete the assigned modules ● As part of each competency module: <ul style="list-style-type: none"> ○ Review the content and complete the end of module check-in. ○ Complete the self-reflective assessment. ○ Complete the personal development plan. ○ Choose and implement strategies. 	<p>BPS:</p> <ul style="list-style-type: none"> ● EdSERT completion report(Introduction, Optimistic Thinking, and 2 other modules. ● Participation in EdSERT PLC meetings. ● Plans developed for use of the SEL strategies in the classroom 	<p>Ongoing monthly meetings</p>

Brooklyn Public Schools
DISTRICT ADVANCEMENT PLAN
2023-24

Communication and Parental Involvement Goal: Increase Home-School Communication		
Action/Strategies	Indicators for/ Evidence of Success	Timeline
<p><u>Communication and Parental Involvement:</u> BES:</p> <ul style="list-style-type: none"> ● Develop a positive perception of BES through direct publication to showcase successes <ul style="list-style-type: none"> ○ PowerSchool Portal ○ Encourage parent volunteers for interventions/school-wide activities ○ 2 Parent Conference Events ○ Open House/BBQ ● Provide parents opportunities to acquire necessary information, knowledge, and skills to support their children’s education at home and at school. ● Organize professional learning opportunities for families on mClass and iReady. ● Recognize and celebrate parents' contributions to the school community through thank you notes and newsletters highlighting parent volunteers. <hr/> <p>BMS:</p> <ul style="list-style-type: none"> ● Use PowerSchool Portal for Progress Reports ● Principal’s Advisory Group ● School Messenger Family Updates BiWeekly ● Google Classroom Guardian communications ● 2 Parent Conference Events ● Yearly drama production(The Lion King, Jr.) ● Band/Chorus Concerts ● Family Engagement Nights <ul style="list-style-type: none"> ○ 5th Grade Welcome Evening ○ Open House/BBQ ○ Core Academic Nights ○ Related Arts Night 	<p>BES:</p> <ul style="list-style-type: none"> ● Demonstrate a 10% improvement in increased sense of engagement and communication as measured by the responses on the Parent School Climate Survey ● Parent volunteers to assist with iReady Mathematics preparation of materials ● Send weekly letters home for the iReady math program ● Weekly publication of Parent Newsletters <hr/> <p>BMS:</p> <ul style="list-style-type: none"> ● Principal’s Advisory Meetings will be scheduled quarterly ● Increased sense of Engagement and Communication as measured by the responses on the Parent School Climate Survey ● Teachers are logging communications to share with administration during Goal meetings and Check-ins throughout the year 	<p>Weekly newsletter</p> <p>Podcast/PowerSchool Portal Ongoing</p> <hr/> <p>At least BiWeekly Bobcat Blasts to families Ongoing</p>

Brooklyn Public Schools
DISTRICT ADVANCEMENT PLAN
2023-24

<ul style="list-style-type: none"> ○ Athletics Family Information Nights ○ High School Choice Fair for Grade 8 Families ● Utilization of the Community Center <ul style="list-style-type: none"> ○ Potential after school collaboration with NJHS students supporting BMS students academics/games 		
<p>Special Education:</p> <ul style="list-style-type: none"> ● Improve Parent Communication and increase positive perception of BPS Special Education Department through: <ul style="list-style-type: none"> ○ Family Survey ○ Community Center Events ○ SPED Admin attendance at School Events ○ Communication/Facilitation of Case Manager Expectations 	<ul style="list-style-type: none"> ● Compliance with state guidelines and regulations ● Increase family attendance at PPTs ● Survey results ● Increased Casemanager-Family communication 	<p>- On going</p>

Brooklyn Public Schools
DISTRICT ADVANCEMENT PLAN
2023-24

Mid Year Updates	End of Year Updates
<u>Student Achievement</u> Mid Year Update: BES Mid Year Update: BMS Mid Year Update: SE	<u>Student Achievement</u> End of Year Update: BES End of Year Update: BMS End of Year Update: SE
<u>Student Achievement:</u> <u>Social Emotional Learning:</u> <u>Communication and Parental Involvement:</u>	<u>Student Achievement:</u> <u>Social Emotional Learning:</u> <u>Communication and Parental Involvement:</u>