

**Bethel Public Schools Strategic Plan
End of the Year 2015-2016 Update**

ALL STUDENTS CAN LEARN

Measurement Indicators:

Measurement		Baseline	Actual/Target	Actual/Target	Actual/Target	Actual/Target	Actual/Target
Percentage of students who demonstrate skills at grade level in literacy.	MAP 50 th Percentile* Grades 1-11	Fall 2014 76%	Fall 2015 78%/78%	Fall 2016 80%	Fall 2017 82%	Fall 2018 84%	Fall 2019 86%
	MAP 61st Percentile* Grades 1-11	62%	68%	70%	72%	74%	76%
Percentage of students who demonstrate skills at grade level in mathematics.	MAP 50 th Percentile* Grades 1-11	Fall 2014 65%	Fall 2015 70%/67%	Fall 2016 69%	Fall 2017 71%	Fall 2018 73%	Fall 2019 75%
	MAP 50 th Percentile* Grades 2-11	50%	60%	62%	64%	66%	68%
Percentage of students who require intervention, receive intervention.	District established criteria	English/ Language Arts	61%	65%	67%	69%	71%
		Mathematics	28%	62%	64%	66%	68%
Increase in number of subgroup students who receive high quality preschool.	Primary Language is not English	TBD	Fall 2015 Baseline 5%	5%			
	Free and Reduced (sliding scale or F/R Lunch sibilings)	TBD	4%	4%			
	Intervention	TBD	7%	7%			

	Total Population	TBD	123				
Decrease in district chronic absenteeism rate.	State Accountability System.	4.5%	Maintain	Maintain	TBD		
Increase in subgroup population graduation rate.	State Cohort Graduation Rate 6 Years		Spring 2015 92.9	Maintain	96%	97%	97%
	State Cohort Graduation Rate 4 Years	92.6%	Spring 2015 95.8	Maintain	Maintain	Maintain	Maintain

Goal: To utilize research based intervention models to close achievement gaps.

Strategy: Expand intervention system in literacy, mathematics, and behavior.

- Systemic implementation of elementary and secondary SRBI handbooks to establish a common understanding of a systematic intervention process in Bethel.
- Established a K-12 data collection system through the use of Intervention documentation forms for all students in Tier II and III intervention for literacy and mathematics.
- Collected and monitored K-12 mathematics and literacy intervention data to review student progress.
- Provided intervention classes in Mathematics and Literacy at the secondary level.
- Established a structure for the SRBI process and implemented intervention PLCs at the secondary level.
- Established an organization/motivation intervention class at BHS.
- Developed an SRBI Subcommittee that met monthly to examine district progress on developing a systemic intervention process.
- School improvement teams met throughout the year to monitor overall process in their schools.
- District Improvement Team comprised of K-12 teachers and administrators met three times to review data at the district level to determine progress and growth of all students.
- Established a K-12 District Mathematics Council to build a cohesive understanding and develop vision for K-12 mathematics program.
- Began the process of developing a systematic Social Emotional/Behavioral system of intervention K-12. Representatives participated in a preliminary discussion about what it should look like in the Bethel Public Schools and how to develop tier I strategies for support.

Strategy: Develop a staffing plan to deliver comprehensive intervention models.

- Reallocated special education teachers and classroom teachers to provide intervention classes in literacy and mathematics at BHS and BMS
- Utilized a teacher at BHS to establish a motivational intervention class to meet the social emotional/behavioral needs of students.
- Currently in the process of interviewing elementary Mathematics Specialists for the 2016-2017 school year.

Strategy: Develop the capacity of our teaching staff to design and implement effective instruction for all students.

- Developed and utilized district established criteria/considerations for intervention for literacy and mathematics to begin to develop a common understanding of students in need of literacy and mathematics intervention.
- Literacy and mathematics consultants worked with interventionists and some classroom teachers in grades 6-12 to build capacity in designing interventions based on skill deficits.
- Literacy and Mathematics Instructional Coaches, Literacy Specialist, K-12 worked with teams and individual teachers to deconstruct standards to deepen understanding of mastery of standards as well as vertical alignment of standards to help teachers solidify understanding of prerequisite skills and skills to extend in order to meet the needs of all students.
- Literacy Specialists and Mathematics Instructional Coaches worked directly with intervention providers (paraeducators) and classroom teachers to develop goals and create intervention plans for students in need of intervention.
- Literacy Specialists and Special Education teachers K-5 worked with a literacy consultant from “Literacy How” to build their capacity to meet the needs of students that need specialized instruction/intervention.
- Mathematics teachers 6-12 worked with a mathematics consultant from CREC to build their capacity to meet the needs of all learners.
- Math Instructional Coaches facilitated professional learning sessions around Intervention Protocols to Meet the Needs of All Learners and Implementing Performance Tasks to Encourage Productive Struggle to develop classroom teachers’ capacity to implement tier I instruction
- Mathematics Instructional Coaches facilitated the examination of Coherence Maps in math to better understand vertical alignment of standards and prerequisite skills needed to meet standards.
- Examined data and student work in PLCs to determine at risk students in need of intervention as well a build capacity of classroom teachers to support students in their classrooms.
- Literacy Instructional Coaches facilitated professional learning sessions focused on meeting the needs of all learners, creating standards based grading writing rubrics, analyzing student work to plan for instruction (reading and writing), interdisciplinary planning, motivation, engagement, and specific reading and writing skills and strategies.

Strategy: Ensure staff providing interventions have the appropriate skills and resources to increase student achievement.

- Literacy and Mathematics instructional coaches and consultants to work with interventionists and some classroom teachers in grades 6-12 to build capacity in administering and analyzing diagnostic assessment and designing interventions based on skill deficits.
- PPS Staff K-12 began to work with teams in SBBI meetings to examine student needs and establish strategies to target students needs in the classroom.
- Purchased and implemented the use of Intervention Resources:
 - *Key Math 3 and Essential Resources* (K-12)
 - *Do the Math* (6-8)
 - *Edgenuity Mathematics* (9-12)
 - *Leveled Literacy Intervention* (6-12)
- Mathematics Instructional Coaches provided professional learning and ongoing support in using First Steps resources to diagnose students’ needs and use these results to design intervention lessons.

- Mathematics Instructional Coaches lead the examination of Coherence Maps in math to better understand vertical alignment of standards and prerequisite skills needed to meet standards and identify tasks that would assist teachers in meeting standards-particularly where there were gaps in learning.
- Literacy Specialists and Mathematics Instructional Coaches provided professional learning and on-going support in progress monitoring tools to reading paraprofessionals.
- Literacy and Mathematics Instructional Coaches lead the examination of the learning continuum from NWEA to target students learning needs.
- Literacy Instructional Coaches, Literacy Specialists and Mathematics Instructional Coaches lead the piloting of Skills Navigator for math and literacy intervention and progress monitoring in grades 2-12.
- Literacy and Mathematics Instructional Coaches lead professional learning focused on planning targeted instruction and monitoring progress of all reading intervention students at BMS.
- Literacy and Mathematics Instructional Coaches Implemented and facilitated Intervention PLCs to analyze student data, monitor progress, share strategies, and plan instruction as a collaborative team at the secondary level.

Strategy: Reduce chronic absenteeism.

- Not applicable – Initiative Not Started

Strategy: Improve subgroup graduation rate.

- Not applicable – Initiative Not Started

Strategy: Improve intervention models in closing achievement gaps, making adjustments, as necessary.

- Conducted ongoing observations K-12 to observe for structures of system of intervention in classrooms and intervention classes with a focus on targeted instruction based on skill deficits.
- Mathematics Instructional Coaches, Literacy Instructional Coaches, and Reading Specialists collaborated with team leaders to examine school wide data in order to monitor growth of students based on the school improvement plan and school-wide goals.
- Mathematics Instructional Coaches, Literacy Instructional Coaches, and Reading Specialists collaborated with team leaders to plan and facilitate PLCs focused around school wide data and progress towards school-wide goals.
- Participated in collaboration with English learner tutors to streamline instruction for the English learner subgroup population.
- School Improvement Teams and District Improvement Team analyzed growth data for students receiving intervention in literacy and mathematics K-12.
- Literacy Instructional Coaches collaborated with team and department Leaders to facilitate PLCs in which teachers analyze student work based on standards based rubrics and plan responsive instruction.

Strategy: Ensure that all families have access and availability to a preschool program.

- Collected current preschool data to determine populations served.
- Conducted analysis of data and conducted a comparison of district data to identify populations for whom we will develop a plan for outreach.

STEM, PERSONALIZED LEARNING & HUMAN CAPITAL

Measurement Indicators:

Measurement		Baseline	Actual/Target	Actual/Target	Actual/Target	Actual/Target	Actual/Target
Percentage of students achieving at goal in science in grades 5 & 8.	Connecticut Mastery Test	Fall 2014 82.05%	Fall 2015 82.15/82.00	Fall 2016 TBD	Fall 2017 TBD	Fall 2018 TBD	Fall 2019 TBD
Percentage of students achieving at goal in science in grade 10.	Connecticut Academic Performance Test	Fall 2014 52.8%	Fall 2015 63.8%/55%	Fall 2016 TBD	Fall 2017 TBD	Fall 2018 TBD	Fall 2018 TBD
Increase in the number of K-12 STEM Programs.	Number of Courses Per Grade Level	TBD	TBD	7	7	9	TBD
Number of students to devices.	1 Mobile Device: Students	Spring 2015 1: 1.39	Fall 2015 1:1.25/1:1.30	Fall 2016 1:1.20	Fall 2017 1:1.10	Fall 2018 1:1	Fall 2019 1:1
Increase in the number of pathway programs at BHS.		1	Fall 2015 1/1	3	6	6	6
Increase in the number of student internships.	Includes internships, CWE, Cadet Teaching Program, Work Study	70	Fall 2015 77/75	80	85	90	100
Increase the retention of teachers.	Number of teachers who have left the district other than retirement, non-renewal or career advancement (administrative positions).	Fall 2015 14	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020

*Connecticut has adopted the Next Generation Science Standards (NGSS) in the Fall of 2015. As of result of this, the Bethel Public Schools is revising our existing curriculum to address the new standards. There is a significant shift in they way we will teach science with a focus on not only science content, but also on the science and engineering practices, which include the critical thinking and communication skills that students need for postsecondary success. These practices encompass the habits and skills that scientists and engineers use daily.

The Science CMT, administered to students in Grades 5 and 8, and the Science CAPT, administered to students in Grade 10, assesses content knowledge only rather than the science and engineering practices. These state assessments, which will sunset by 2019, do not assess the NGSS which we are building our curriculum around K-12. For purposes of the district's Strategic Plan and the measurement goals, there could be a decrease in our CMT and CAPT scores, as these assessments do not measure what we are teaching in our classrooms. We see a sense of urgency in moving to the NGSS, as we believe these standards, and the curriculum we are creating, will offer our students more authentic experiences and learning opportunities to prepare them for college and careers. As we revise our curriculum, we will create meaningful ways to assess our students' learning around STEM and the NGSS. These measurements will then be included within Bethel's Strategic Plan.

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS (STEM)

Goal: To provide systematic and sustained opportunities for authentic STEM experiences so that students can develop critical thinking and problem solving skills, as well as to expose and engage all students in potential college and career pathways.

Strategy: Provide staff and students with access to the technology and resources that enhance teaching and learning in STEM.

- Adopted Next Generation Science Standards (NGSS) in Bethel.
- Piloted a new, fully aligned NGSS resource, Stemsopes, in Grades K & 1.
- Approved the Stemsopes resource for Grades K-5 & Biology course at BHS for the fall of 2016
- Launched a 1:1 at BMS
- Accessed a new Computer Aided Design (CAD) lab at BHS
- Prepared to launch a 1:1 initiative at BHS for the fall of 2016
- Reallocated iPads to elementary schools.
- Leveraged other resources for students and teachers: Vernier LabQuests, Go Link!, Gizmos, and looking into Whitebox Learning at BMS.
- Researched and will add a student organization to support STEM activities, TSA (Technology Student Association) <http://www.tsaweb.org>.

Strategy: Develop the capacity of K-12 teaching staff to design and implement effective STEM instruction for all students.

- Provided job embedded Professional Learning (PL) on NGSS.
- Piloted inquiry-based units (Stemsopes) in grades K and 1 with job embedded PL.
- Created a year long PL plan for NGSS implementation in 2016-2017 and began long-term planning.
- Launched a District STEM team to: increase the quality of instruction at all levels; promote the creation of a vertically aligned curriculum; serve as a community of learners to discuss questions, challenges, and ideas as we shift to the NGSS.
- Begun vertical alignment of our computer science standards K-12, particularly as it relates to our coding and robotics programs.
- Created a K-5 scope and sequence and are currently revising the K-5 report card standards to reflect the new learning that needs to be accomplished.
- Led the work on STEM instruction for the State by sending several of our teacher leaders as consultants to the State Department of Education (SDE) regarding implementation of NGSS and designing assessments aligned to these standards
- Created structures for Math and Science teachers to work collaboratively in Professional Learning Communities (PLCs) to support the standards in both areas.

Strategy: Develop a K-12 STEM program, allowing students to engage in critical thinking and problem solving experiences and opportunities.

- Prepared to launch a K-5 STEM resource in the Fall of 2016 as well as Biology courses at BHS
- Focused on STEM integration at the secondary level by the Fall of 2017
- Awaiting guidance from the SDE on the NGSS concepts that must be taught at the secondary level
- Development and approval of Computer Science, AP Computer Science, and Principles of Engineering courses at BHS
- Researching computer classes we are considering at BHS: manufacturing, game design, robotics 2 and computer programming - Java
- Redesign of BMS robotics program to include a more interdisciplinary approach using a cloud-based applied STEM learning system
- Development of a Health Care Pathway and Career Technical Readiness Pathway
- Engineering and computer science projects collaboratively produced between BHS and Masuk. Students will be using the cloud.
- Development of a Makerspace area in the Learning Commons at each of the schools
- Participation of several students in a Maker Faire
- Planned robotics and coding opportunities (code.org) are provided K-12. We will enhance these experiences to align with the science and math practices.
- Continue to increase the amount of practical STEM projects in the science, engineering and computer science classes

ACCESS TO OPPORTUNITIES FOR PERSONALIZED LEARNING

Goal: To expand opportunities for personalized learning, K-12.

Strategy: Develop and fully implement a competency based system K-12.

- Implemented a full standards based system grading system at Johnson School and at Bethel Middle School.
- Through the use of Instructional Coaches, created extensive professional learning systems to support the implementation of the standards based grading system grades 4-8.
- A blended learning environment is in place with access to online programs where teachers can create customized learning paths to meet students' instructional needs
- Instructional models are in place, such as guided reading and guided math (K-5), to personalize instruction for students
- Passed Board of Education policy to grant high school credit for course-work completed at middle school, thereby enabling students to take higher level courses while at Bethel High School.
- Dr. Brooks and Ms. Rutledge attended a statewide professional learning community on competency based learning.
- Created rubrics on global competencies for graduates in the areas of critical thinking, collaboration and creativity & innovation.

Strategy: Expand pathway programs at Bethel High School, including building relationships with business and industry partners.

- Continued Business Advisory Council to develop pathways for Bethel High School, expand opportunities for internships & job shadowing, advise on curriculum and support learning through partnering with project based assessments.
- Developed pathways for implementation in 2016-2017: Education Pathway & Global Studies.
- Developed Pathways for Implementation in 2017-2018: Career and Technical Readiness, Health Care & Business and Finance.

- Expanded internship options.
- Partnered with Ancel School of Business at Western Connecticut State University to develop Business and Finance Pathway.
- Working to establish a certificate for early childhood education
- Enhanced relationship with Naugatuck Community College to support Career Technical Readiness Pathway.
- Created STEM lab at Bethel High School to support pathways, including providing students the opportunity to use industry based software and 3-D printing options. Working to establish a virtual manufacturing lab.
- Revamped Digital Academy.
- Partnered with Education Connection and Danbury Hospital to offer Nursing internships in 2016-2017.

Strategy: Expand opportunities for students to earn college credits while still in high school.

- Added Microeconomics as UCONN Early College Experience (ECE) course.
- Working with WCSU to offer education elective as part of the Education Pathway.
- Working with the Ancel School of Business to expand pathway ECE credit options for Business and Finance Pathway.
- Increased the percentage of students taking AP Courses and passing the AP exam with a score of 3 or higher, thereby earning college credit.
- Recently signed an MOU with NVCC to allow four students per semester to take NVCC courses for free.

Strategy: Develop and implement programs for students who want to pursue vocational careers.

- Added vocational component to all pathways as an option.

Strategy: Develop and implement opportunities for student choice within the elective courses at Bethel Middle School.

- Redesigned schedule to enhance support in specials options.
- Enhance options for Art instruction at BMS as an elective, to include: 3-D Art and Design, Digital Art, and a Design course
- Redesigned music program at MS. New options for keyboarding, digital music and guitar.
- Changed music lesson structure to include both small group practice and ensemble practice.
- Enhanced STEM electives.
- Moved World Language to the core in grades 7 & 8.
- Added an ELA course in 6th grade to debate current issues, study authors, analyze media, and create authentic writing experiences

Strategy: Develop and implement teacher competency to create more opportunities for personalized learning, K-12.

- Professional Learning at BMS in implementation of 1:1 model through PLCs.
- Library Media Specialist coaching teachers around blended learning through integration of technology
- Utilized BMS Learning Commons as an environment to communicate and collaborate around teaching and learning
- Professional reading around personalized learning (i.e. White Paper)
- Accessed outside consultants in literacy and mathematics to support our teachers with differentiated instruction for students
- Began initial planning on 1:1 model at BHS.

INFRASTRUCTURE TO SUPPORT 21st CENTURY LEARNING

Goal: To ensure all students have an environment which is conducive to 21st century learning.

Strategy: Ensure all students have access to working technology devices to meet instructional needs.

- Implemented 1:1 model at BMS during the 2015-2016 school year.
- Plans to be 1:1 at BHS during the 2016-2017 school year.
- Added wireless cart of Chromebooks, iPads or Mac Laptops to each triad at Johnson School.
- Reallocated iPads from BMS and BHS to Berry School and Rockwell School.
- Addressed wireless density issues across the educational complex. 2015-2016 was year 1 of a 3 year upgrade using 40% Universal Service Fund (e-rate) funding along with 60% local funding.
- Developed robust content filtering devices (IBoss, Go Guardian).

Strategy: Define what it means to provide a 21st century school.

- Initiative not started.

Strategy: Provide an equivalent physical learning environment for all schools.

- Projected enrollment study conducted and presented to the Board of Education.
- Established Ad Hoc Committee of the Board of Education to address renovation projects.

HUMAN CAPITAL

Goal: Establish a comprehensive human capital management system, which enables us to attract, develop, and retain the exceptional educators critical to delivering 21st century learning experiences.

Strategy: Establish an environment that attracts the very best educators who are willing and able to support 21st century learning.

- Initiative not started.

Strategy: Develop an exemplary, long-term teacher induction program at both the building and district level.

- Initiative not started.

Strategy: Develop a coherent system of professional learning that promotes and supports teacher growth and development.

- District Professional Learning Council committed to providing and monitoring meaningful and relevant learning opportunities for teachers
- Building-based professional learning committees generating areas for teacher growth and development aligned to school and district goals
- PLC structures in place K-12, with the addition of more PLC time in grades K-3, for job-embedded professional learning
- Peer visitation and coaching models to support teacher growth and development
- Opportunities for teachers to attend outside workshops at the national and state level addressing relevant areas for learning
- Opportunities for teachers to lead professional learning workshops for their colleagues
- Differentiated learning opportunities for new teachers through the TEAM (Teacher Education and Mentoring) Program
- Implementation of our Educator Evaluation and Support Plan including coaching conversations from administration to support teacher growth and development

Strategy: Ensure that staff placement decisions are made to maximize their efficiency and effectiveness.

- Team attended conference provided by the District Management Council in the Fall of 2015 in maximizing efficiency to promote effectiveness.
- Reallocation of special education staff to provide support to intervention model and specialized instruction for students with disabilities.
- Accessed an outside consultant to provide feedback on our implementation of the co-teaching model
- Reallocation of staff to support creating appropriate class size in K-5.
- Reallocation of FTE to provide Math Intervention (K-5).
- Reallocation of music staff for next year to support the additional offerings at the secondary level

Strategy: Establish a culture that promotes leadership opportunities and in which educators feel positive about their work environment.

- Initiative not started.