



Raising the Bar is Taking us Far

2018 – 2021
District Plan
of Excellence

Our Three Year Plan
for Continued Transformation



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Wintonbury Early Childhood Magnet School
44 Brown Street, Bloomfield, CT



Laurel Elementary School
1 Filley Road, Bloomfield, CT



Metacomet Elementary School
185 School Street, Bloomfield, CT



Carmen Arace Intermediate School
390 Park Avenue, Bloomfield, CT



Carmen Arace Middle School
390 Park Avenue, Bloomfield, CT



Global Experience Magnet School
44 Griffin Road South, Bloomfield, CT



Bloomfield High School
5 Huckleberry Lane, Bloomfield, CT



Introduction: Message from the Superintendent of Schools

Dear Bloomfield Public Schools Community,

Bloomfield Public Schools have transformed in the eight years we have worked together. A clear focus on excellence in academics, athletics and the arts, combined with the efforts of our talented students, staff, and engaged families, have created a thriving, contemporary school district.

While we have much more work to do, the four key priorities established by the Bloomfield community in 2011 have guided our work. This has led to improved outcomes for Bloomfield students.

We maintain a clear focus on four priorities:

1. Holistic Accountability;
2. Rigorous Curriculum;
3. Positive School Climate; and
4. Family and Community Engagement.

This focus has been a key factor in our many successes. Our flagship high school, Bloomfield High School, was recognized by *U.S. News & World Report* in 2017 as one of the top high schools in Connecticut. We credit our partnership with families and staff with helping raise our graduation rate from 74% to 90%. College and universities are also embracing our graduates, awarding about \$2 million in scholarships to recent graduating seniors.

In 2018-19 Bloomfield High School garnered three state athletic championships, earning accolades in football, and girls and boys track & field.

In 2018, we were one of a small number of Connecticut districts that delivered double-digit increases in reading and math on the SATs. This was replicated by third and seventh grade students in English and Math, with double-digit increases on Smarter Balance Assessments, as well

as in math for fifth grade students. These gains contributed to a 2018 Accountability Index slightly higher than the Connecticut average, which also measures college enrollment, attendance, and arts access, among other areas.

Novel, free extended school-day and summer programs serve students in grades 2 through 8, extending the school day and year with enrichment opportunities. An engaging STEAM (Science, Technology, Engineering, Art and Math) curriculum invites students to solve real-world problems through hands-on activities.

In March 2019, the district received a national *Best Communities for Music Education* award from the National Association of Music Merchants Foundation.

Connecticut elected officials and the Commissioner of Education have praised Bloomfield for increases in student performance, diverse teaching staff, and rigorous curriculum. The Hartford Business Journal attributed renewed confidence in the Bloomfield School District with a generational boom in real estate development in town.

In short, our thriving school district has much to offer families and professionals.

Warm regards,

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



The Purpose for the Plan

Bloomfield Public Schools attributes the success of our students to the implementation of a District Plan of Excellence. Designed in response to the needs of our students, staff, and community, our work aligns with our core values and beliefs, while concurrently setting high expectations for student outcomes. The District's Plan of Excellence vision and theory of action for academic excellence was crafted from the input of our community members. Because of this clarity and focus, educators can recognize and act on what is required for all students to succeed.

Each School Accountability Plan is written in alignment with the District Plan. Coordinating student expectations at every level – classroom, grade, school, and district – supports coherence and continuity. The significant gains achieved since 2011 validate our efforts and direct us to continue implementing the four priorities. This new plan is structured around these priorities. By connecting vision to action, the entire school system will strengthen our alignment to high-

impact strategies that guide all students to their next level of success. For this reason, within the plan is a set of targets and outcomes for students and specific strategies for meeting them.

The 2018–2021 District Plan of Excellence expands on past work, offering 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 extends key initiatives that have demonstrated effectiveness over time.

The Bloomfield Public Schools are committed to updating stakeholders on our progress with the 2018–2021 District Plan of Excellence through regular reports to the Bloomfield Board of Education and an Annual Report to the Bloomfield community.

As a living document, the plan will change over time, in response to student needs and as determined by data.

Our Vision and Theory of Action for Education in Bloomfield

Vision

Bloomfield Public Schools will be a high-performing district with an expectation of competitive academic achievement, a positive climate of inclusion, and a culture of meaningful family 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 continue to improve, and be sustained over time.



Defining our Work

Within the Bloomfield Public Schools adults work closely to bring about success for students. This requires that we hold common, well-defined understandings regarding the language of our work. Below are the key elements and definitions of the five focus areas for each of our priorities.

Core Strategies

Core strategies are high-leverage approaches to a specific course of action designed to address an opportunity. Generally limited in number, core strategies are coherently connected to the vision statement, action steps, fidelity indicators, and outcomes that guide the work of each core strategy.

Action Steps

Action steps are specific, sequenced actions adults take in response to prioritized needs. Action steps are limited in number, to maintain focus. For example, one Holistic Accountability Action Step is to ensure that all three levels of data team practices are aligned with respect to monitoring and implementing the district templates relating to data teaming minutes, processes and district and school plans of excellence.

Fidelity Indicators

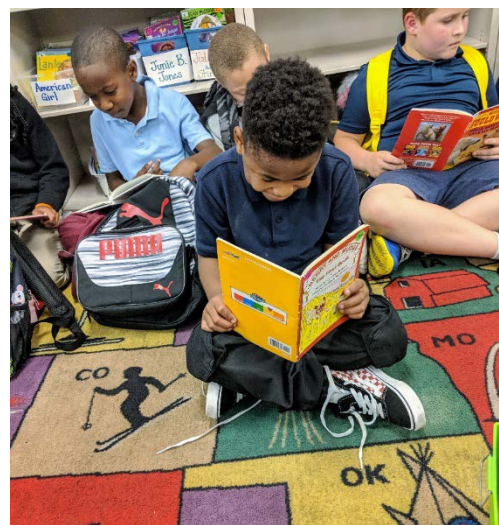
Fidelity Indicators provide evidence to demonstrate completion of action steps. We use this process as a best practice reflected in the goals that data teams maintain. Using the earlier example, a corresponding fidelity indicator is that school plans will be updated regularly to reflect the impact of adult actions.

Indicators of Adult Progress

Indicators of Adult Progress help us determine changes in adult practices over time, and are linked directly to Action Steps and Fidelity Indicators within the plan. For example, approved School Plans of Excellence shared on the school website is a fidelity indicator that provides evidence that plans exist and are available to all members of the school community.

Intended Outcomes

Intended Outcomes have been crafted to indicate early evidence, short term impact, and longer term outcome aligned to the vision statement for each priority in the District and Schools' Plans of Excellence. Following the example above, one of the intended outcomes of having comprehensive plans to impact adult actions the following expected outcome: When 70% of students demonstrate mastery on the classroom assessment, then instruction progresses to the next topic. If fewer than 70% of students demonstrate mastery, then re-teaching must occur.



Priority 1: Holistic Accountability

Vision Statement:

All educators will work collaboratively across all three data team levels to analyze data, engage in rich discourse around monitoring progress towards achieving district and school accountability goals, and develop high leverage strategies that lead to changes in adult practices, which result in increased student achievement.

Goals

1. 100% of students will have “On-Track-for-Graduation/Promotion” information shared regularly within their school setting.
2. 100% of students will have performance data analyzed by instructional data teams.

Summary of Core Strategies

The Holistic Accountability System will leverage Data Teaming to monitor 100% of students’ progress toward promotion and graduation. An essential lever for ensuring 70% or more students meet or exceed achievement standards, data teaming focuses on each student during regular meetings, multiple times throughout the year. Data teaming is scheduled into the school day and communicated through the district data teaming calendar.

Summary of Action Steps

All instructional staff will participate in an annual data teaming training at the beginning of each school year. The 5-step data teaming process and protocols will be reviewed. Data team minutes, agendas and artifacts will be stored electronically, and monitored by instructional leaders, central office staff, and members of the District Data Team, for fidelity to the data teaming process.

Focused on student data, data teams will engage the 5-step process that includes collecting and charting data, analyzing data, developing SMART goals for student performance, selecting Hattie’s High Effect

Size instructional strategies, and determining results indicators.

Fidelity Indicators

Ensuring that 70% of students meet or exceed grade level standards requires all educators to come together to collaboratively and proactively monitor successes while addressing challenges. Leveraging online tools, data team artifacts will provide evidence of data teaming processes, creating an archive of minutes and instructional resources. In addition to closely monitoring individual student progress on grade level standards, data will inform the systemic Scientifically Research Based Intervention (SRBI) process.

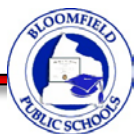
Progress and Outcomes

District, School and Instructional Data Teams will annually review the data teaming process, and demonstrate evidence of continuous growth in implementing the standards as measured by self-assessments.

Data team participants will demonstrate increasing levels of effectiveness in designing learning environments that serve student learning needs, while increasing student performance.

Data teams will address data meaningfully,, identifying strategic approaches to instruction and effective use of resources in support of learning.

70% or more of students will meet or exceed achievement standards as measured by the Smarter Balanced Assessment.



Priority 2: Rigorous Curriculum, Instruction, and Assessment

Vision Statement:

The Bloomfield Public Schools will implement a standards-based curriculum, research-based instructional practices, and a rigorous and relevant assessment program across all content areas, that effectively contribute to the Portrait of the Bloomfield Graduate.

Goals

1. 70% of students will meet or exceed the achievement standard as measured by the Smarter Balanced Assessment.
2. Develop a Portrait of the Graduate.

Summary of Core Strategies

Educators will work collaboratively to create and revise a standards-aligned K-12 curriculum that ensures 70% of students meet and exceed achievement standards.

Instruction will integrate Hattie's High Effect Size strategies and practices that support surface, deep, and transfer learning. Students will be assessed regularly with unit, course, and benchmark measures. Student assessments will be used to measure and monitor student outcomes, in alignment with the Portrait of the Graduate.

Curriculum will be closely monitored for fidelity of implementation by school leaders and central office staff. Data Teaming and Academic Reviews will contribute to the monitoring process and drive professional development initiatives.

Bloomfield Public Schools will develop a Portrait of the Graduate by looking at literacy and numeracy skills through the lens of college and career pathways. This collective vision will articulate the community's aspirations for all students.

Summary of Action Steps

Teachers will regularly review the curricula to ensure rigor, alignment to standards, cultural relevance and effectiveness. Cyclical and

vertical curriculum audits will be conducted as a means of monitoring curriculum completion and comprehensive alignment.

Ongoing and recursive professional development will support curriculum writing. All curricular resources, including pacing guides, electronic resources and materials, will be accessible to staff in a common online folder.

To enhance instruction, Bloomfield Schools will focus on increasing the effective implementation Hattie's High Effect Size strategies throughout 2018 -2021 school years.

Data will continue to inform our work. Student data teams will closely examine assessment content for validity, reliability, and question clarity. Staff will demonstrate best practices by collaboratively scoring constructed and extended responses to confirm fidelity, calibration to standards, and effectiveness of instruction. Teachers will analyze student work, assessment and performance task responses, gathering evidence of effective practice and sharing this information across grades and content areas, during data teams.

The Bloomfield community will collaboratively design a Portrait of the Graduate. A comprehensive plan will be created to incorporate 21st century competencies, which will be adopted by the



Board of Education for high fidelity implementation.

Fidelity Indicators

Curriculum:

Curriculum units have been created and calibrated to the Rigorous Curriculum Design template. Audits will be completed to assess curricula during data team meetings, subcommittee meetings, and professional development days.

All Pre-K-12 curriculum in English language arts, math, science and social studies will be ready for full implementation by the 2020-2021 school year, with other curriculum area developments addressed in subsequent years. A district calendar for ongoing curriculum revisions will be completed by December 2021. The curriculum will be audited continuously.

Instruction:

Staff participation in professional development will be monitored for quality and engagement. Ninety percent of all classroom teachers will annually receive 20 hours of professional development in each content area that they teach.

Monitoring and evaluation of the effective implementation of high effect size instructional strategies will take place using specific adult actions, including Academic Reviews; Data Teams; classroom observations; analysis of student work samples and common formative assessment results; TEVAL observations; and classroom walk-throughs.

Assessment:

Fidelity indicators for assessment will include a comprehensive plan categorizing assessments by grade level, content, frequency, type, and use. Instructional Data Teams will collaboratively create and vet assessments. The tests will strictly align to content standards and frameworks. Resulting profile sheets and Scientifically Researched Based Intervention (SRBI) practices will be reviewed regularly to monitor effectiveness and learning progress.

Progress and Outcomes

All curriculum materials will meet Ainsworth's quality standards for rigorous curriculum design and instructional effectiveness.

A draft of the Portrait of the Graduate will be completed during the 2019-20 school year.

Instruction:

All classrooms will show continuous improvement in fidelity of curriculum implementation and instructional effectiveness.

Curriculum pacing calendars will be created and provided for every grade and content area. The district will use assessment data as well as instruments such as the self-reported CLOSE reading surveys to inform progress. As a result, the percentage of students meeting or exceeding standards will increase to 70% or more.

Classroom Observations, Data Team agendas and minutes, Academic Review feedback, PD-PLC proposals, offerings and attendance sheets; SRBI Meeting agendas, and feedback from teachers on the quality of assessments will serve as artifacts of fidelity indicators.

Students will be identified in partnership with school staff for targeted support through SRBI interventions and enrichment.



Priority 3: Positive School Climate

Vision Statement:

The Bloomfield Public Schools will become a supportive community that demonstrates enthusiasm for learning and respect toward all students, families and staff.

Goals

1. 100% of adults will implement the National School Climate Standards (NSCS), supporting and monitoring efforts to enhance school climate.
2. 100% of adults will participate in professional learning that supports positive school climate.
3. Climate will be surveyed on an on-going basis throughout the year.

Summary of Core Strategies

Core school climate practices will be strengthened throughout the district through the implementation of the National School Climate Standards. The adoption of District Climate Practices and ongoing assessment of family, student and staff climate perceptions will lead to improved safety and well-being of students, families, and staff.

Summary of Action Steps

The National School Climate Standards offer a framework for a positive and sustainable school climate. The School Climate Committees will use the framework to effectively support school improvement efforts.

Ongoing School Climate Surveys of all families, staff, and grades 3-12 students, will provide increased awareness of climate through real-time climate data.

The District Data Team will collaborate with school climate committees to develop and implement action plans to address climate within the schools.

District climate data will be analyzed at data team meetings on an ongoing basis, to monitor the impact of climate strategies on family, student and staff experiences.

School Climate Committees, data teams, and Climate Specialists will identify strengths and areas for improvement in climate practices, using relevant data, to create and implement professional development plans.

Fidelity Indicators

Schools will develop a fidelity timeframe, sharing it with all school staff. Progress will be monitored in all schools using a template designed to support the implementation plan.

Professional development in Social and Emotional Learning and Restorative Practices will occur continuously throughout the school year.

Progress and Outcomes

As a result of these efforts, district schools will implement a coherent plan based on the National School Climate Standards for promoting, enhancing and sustaining positive school climate.



Priority 4: Family and Community Engagement

Vision Statement:

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

Goals

1. 100% of staff will engage with families in equitable student learning opportunities aligned with family-school compacts.
2. 100% of schools and community partners will engage families in equitable student learning opportunities.
3. 80% of our families will feel empowered and liberated to engage teachers as educational partners.
4. Community partnerships will be sustained and expanded.

Summary of Core Strategies

Bloomfield Schools will implement the Connecticut State Department of Education Family Engagement guiding principles. Through best practices, Bloomfield Schools will build the infrastructure necessary to support our families, students and staff. The district will strengthen post-secondary, business and community partnerships to create deeper and more engaged relationships to enhance collaboration and student learning opportunities.

Summary of Action Steps

Through professional learning and models, staff will be supported in implementing Connecticut's Family Engagement framework and community engagement best practices. A survey to measure the quality of this work will be developed and implemented.

Family-School Compacts will be aligned to school goals, developed in partnership with families and activities will be implemented. All schools will have school-based Family and Community Engagement Committee teams that will develop equity and diversity action plans and monitor the quality of the implementation. Partnerships will be maintained and extended, to increase opportunities for students, in alignment with the Portrait of the Graduate.

Fidelity Indicators

Family and Community Engagement professional development will be offered during all district professional days. Minutes and data will be maintained to track the progress made in this area. Assessments of Family and Community engagement quality will be analyzed, providing evidence of progress and areas for growth. Annual partnership celebrations will highlight strong relationships with post-secondary providers, local businesses and community organizations.

Progress and Outcomes

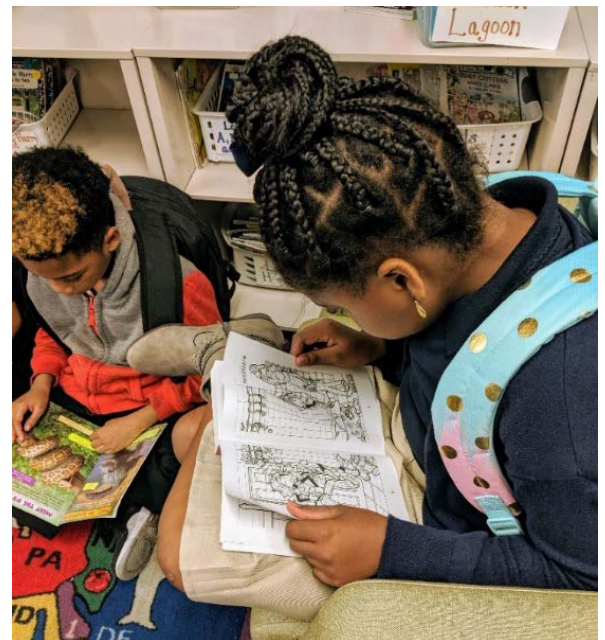
The percent of adults effectively implementing the family engagement standards will increase as measured by Parent Engagement Tracker and climate data. Home visits will provide a rich source of anecdotal data while survey results will reveal increasing numbers of engaged family members. A Partnership Breakfast will be held in 2019-20 to recognize the significant contributions of our partners.



Looking Ahead: Ambitious Targets, High Expectations

The Connecticut State Department of Education provides an annual performance summary for each Connecticut school district, available on their website as the “*Next Generation Accountability System*.” The annual report consists of measures of progress and performance targets. We closely examine the data and create annual targets on which to focus our work. The targets we aspire to attain are rigorous. They are more than just test scores. The wide array of data span important elements of a student’s schooling experience, from attendance to academics, to participation in the arts.

The gaps between district performance and district targets are calculated. These gaps are divided into growth increments that, although challenging, are designed to eliminate the gap between current and future achievement by 2021. Each month members of Central Office staff meet with building leaders to review current data. These meetings focus on individual students. Attendance, academics, and discipline incidence rates are discussed. The school leadership team designs strategies in partnership with data teams to ensure attention is given to each student, and each measure.

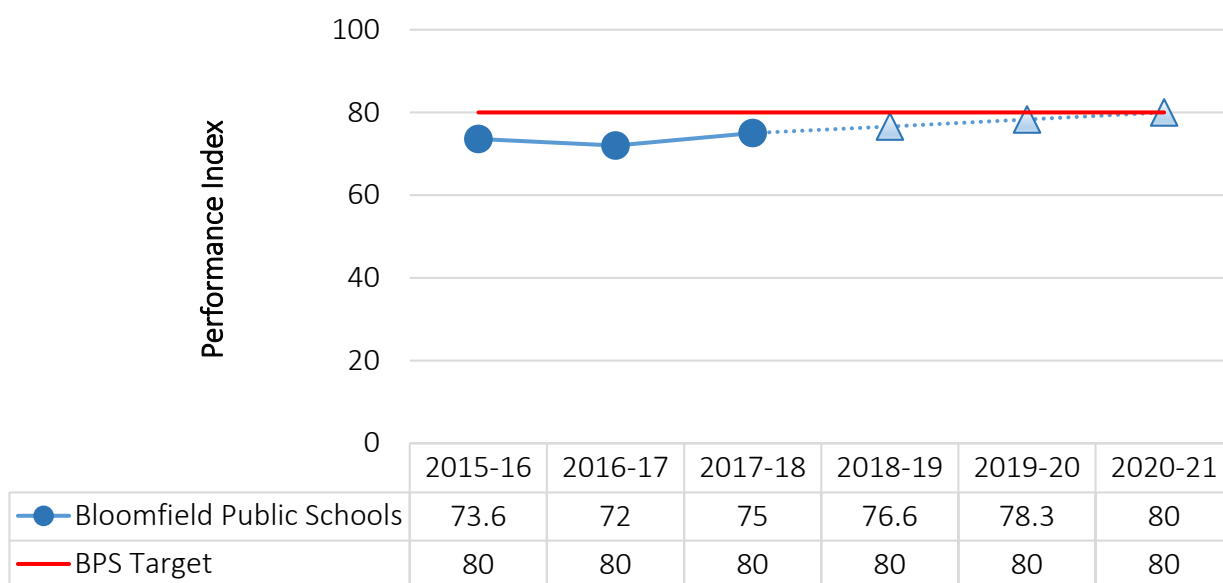


The Connecticut Department of Education integrates 12 measures in order to relay how well schools and districts prepare students for college and career. These broad measures range from academics, attendance and high school graduation, through arts participation and physical fitness. Some measures are weighted more heavily than others. For example, Smarter Balanced Assessment growth is assigned a higher value than a single year’s academic performance.

Charting Our Progress

The series of charts on the next few pages describe recent performance, as well as Bloomfield achievement targets set for the coming years. Data depicted in circles denote past achievement, while triangles show the targeted pathway to meeting future performance goals. Each chart shows the incremental growth required to close the Bloomfield gap within three years.

Accountability Index: All Indicators Included



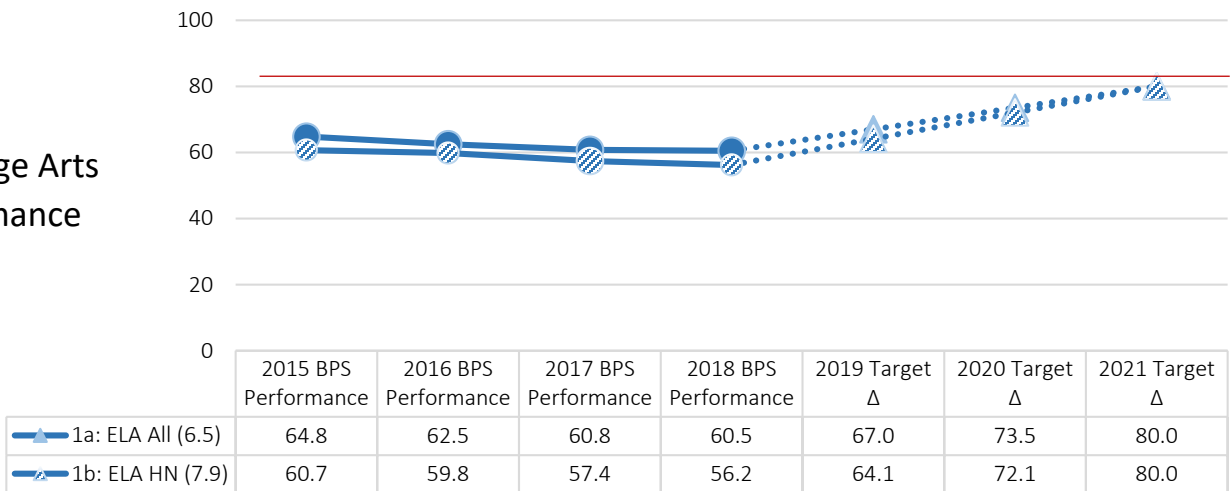
The Accountability Index represents the percentage of total points earned by combining all of the indicators. Bloomfield Public Schools earned an Accountability Index of 75 for the 2017-18 school year. This relays overall growth of 3 points when compared to the preceding year.



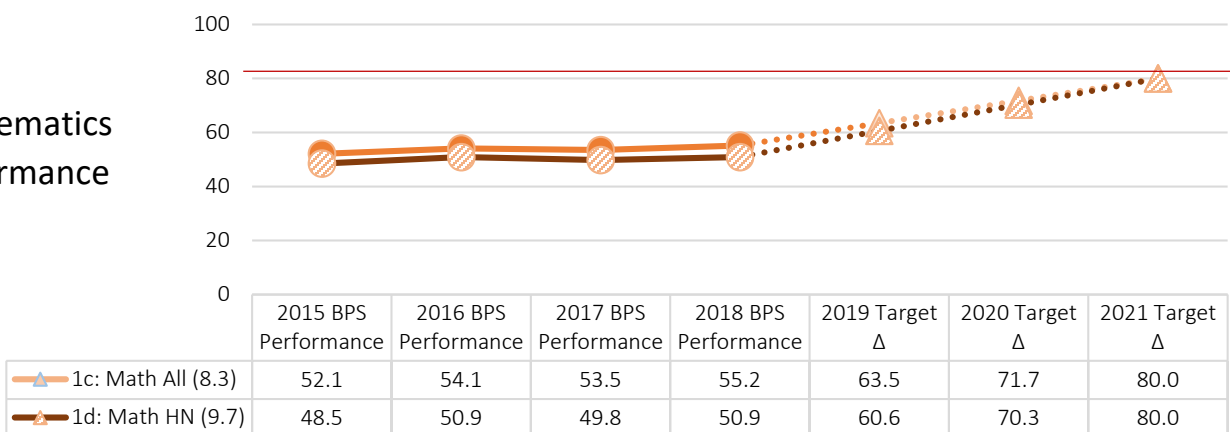
Academic Indicators: English Language Arts and Mathematics

Student scores on the Smarter Balanced Assessment and College Board SAT are used to calculate English Language Arts (ELA) and Math performance indices. These measures integrate all of the scale scores of students in grades 3-8 and 11 for a particular subject area. The State Department of Education (SDE) provides the index for each student, and combines these indices into school-level and district-level metrics. The SDE identifies and groups students as High Needs. Denoted by 'HN' in the charts, the group includes English language learners, students eligible for free or reduced price meals, or students receiving special education services. The SDE does this to make districts more aware of potential gaps in performance.

English Language Arts Performance Index



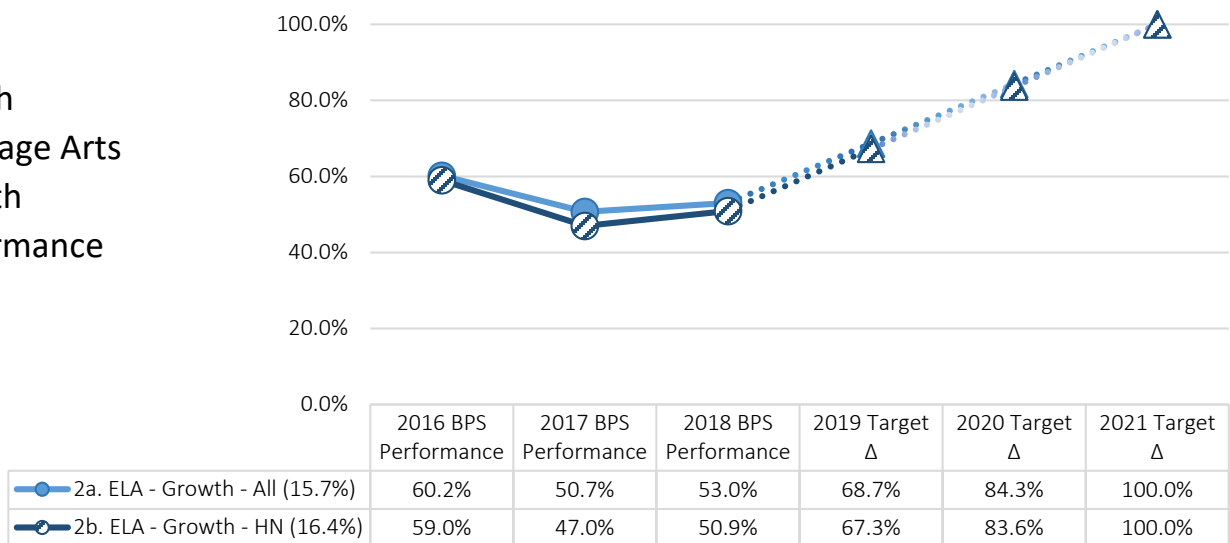
Mathematics Performance Index



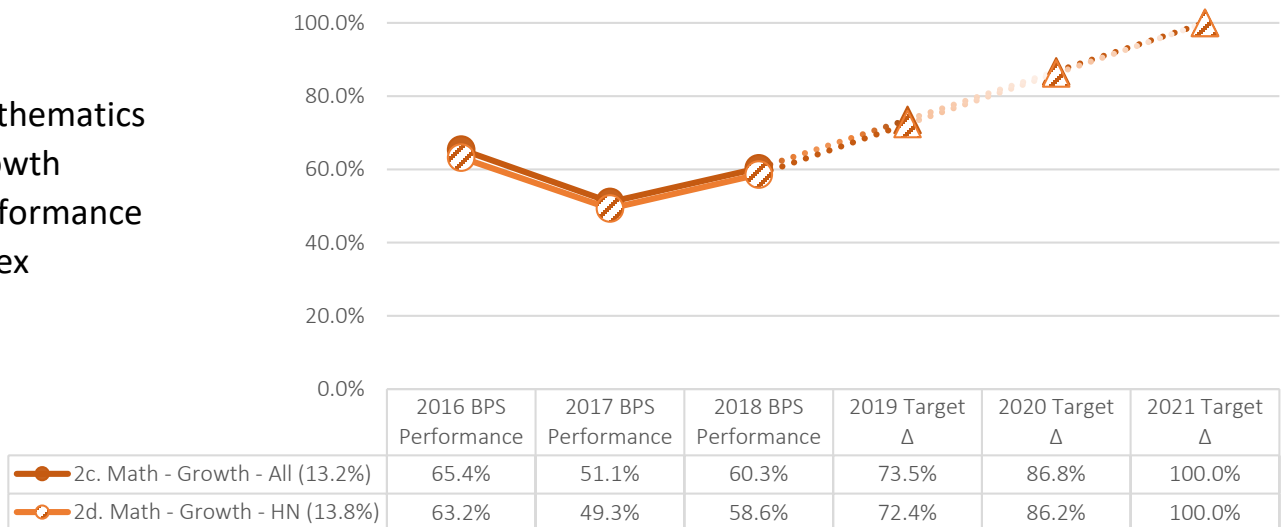
Academic Growth Indicators: English Language Arts and Mathematics

The Connecticut State Department of Education uses the **Smarter Balanced (SB)** Assessment in English language arts (ELA) and mathematics to measure student achievement growth over time. Connecticut students take the SB ELA and mathematics assessments in grades 3-8. In both subjects, the test scores are **vertically scaled from grade 3 to grade 8, creating the opportunity to track student growth across grades for ELA and Math.**

English
Language Arts
Growth
Performance
Index



Mathematics
Growth
Performance
Index

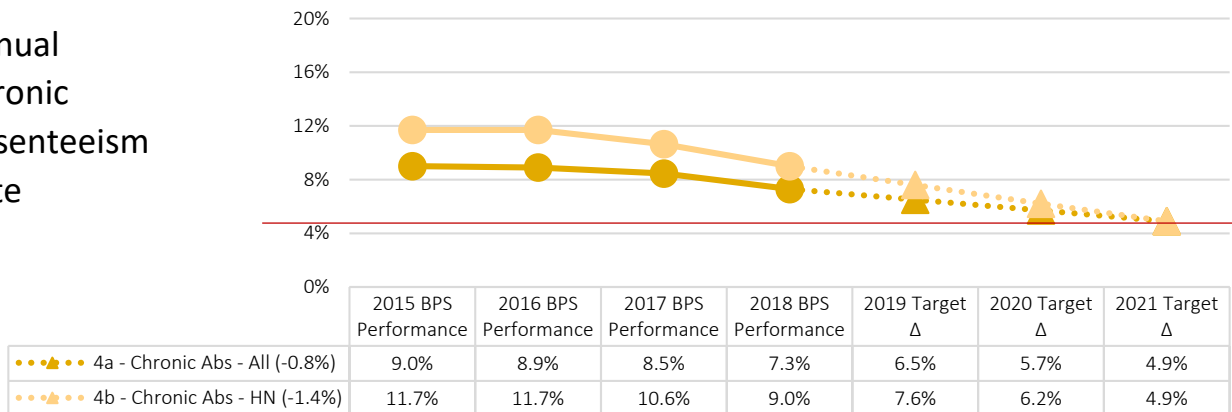


Chronic Absenteeism

Student attendance is essential to a successful school experience. Student learning is short-changed when school days are missed. While some absences are unavoidable, due to illness, we take attendance very seriously.

According to the state definition, chronically absent students lose 18 or more days to absence during the school year. This averages to two or more days of school lost each month. Lost learning often makes it difficult for students to meet academic milestones, like learning to read. Repeated absences can slow the learning process and lead to lagging academic skills.

Annual
Chronic
Absenteeism
Rate



Schools are staffed for 100% attendance every school day. Our district pacing guides, curriculum and assessments are designed to maximize learning during the school day. Students who miss a day of school can feel overwhelmed by what they missed. Repeated absences can cause capable students to lag behind their peers. The long-term impact of chronic absence and truancy can lead to academic failure, juvenile delinquency and school drop-out. High school graduates experience better health, higher earnings, and contribute more positively to their communities than their peers who do not complete high school.

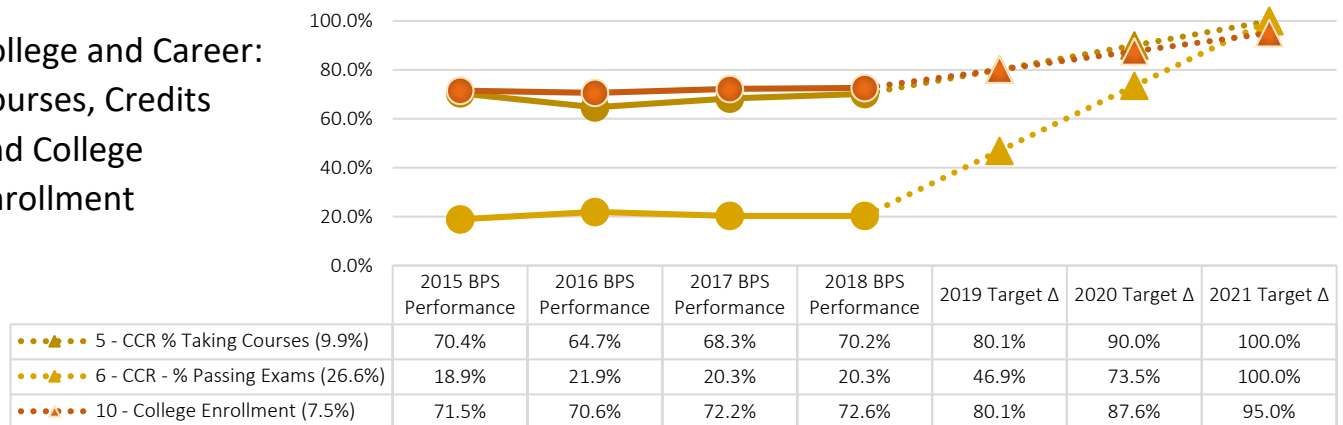


College and Career Readiness

College and Career Readiness is measured by a number of related indicators.

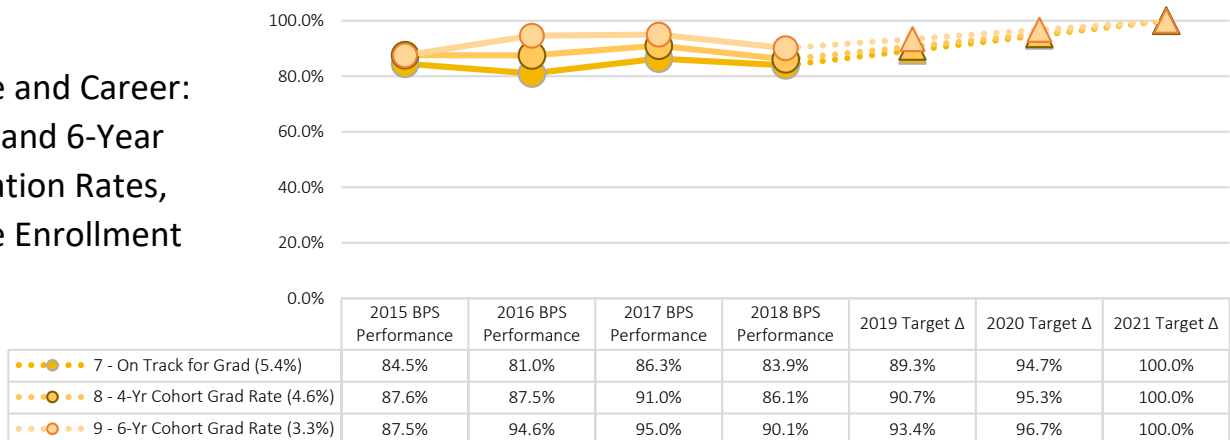
Students taking college credit bearing courses, such as **Advanced Placement** and **UConn Early College Experience**, demonstrate a high level of academic skill. Passing the **AP exams** that are a component of these courses allows the student to earn **college credit while in high school**. The state of Connecticut integrates both measures in these metrics.

College and Career: Courses, Credits and College Enrollment



The traditional gateway to college and career is successful completion of high school. In recent years, Bloomfield High School has maintained a steady high school graduation rate of approximately 90%. Our alternative high school program for over-age, under-credit high school students has expanded, and shown steady success, impacting the 6-year cohort graduation rate.

College and Career: 4-Year and 6-Year Graduation Rates, College Enrollment

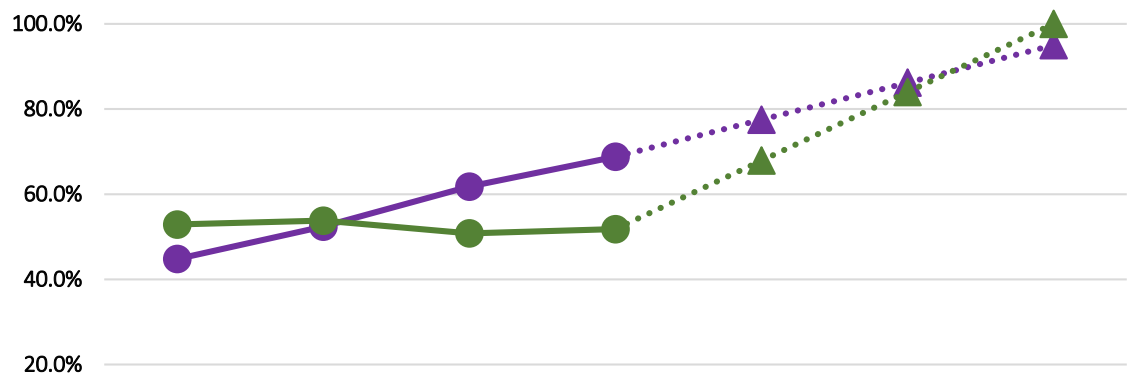


Fitness and Arts Access

The Connecticut State Department of Education rounded out the Accountability System indicators with Physical Fitness and Arts Access measures.

Students in grades 4, 6, 8 and 10 are assessed in four physical skills areas: strength, endurance, flexibility, and cardiovascular. Results compiled by physical education teachers are reported annually to the Connecticut State Department of Education. Bloomfield has shown steady increases in the Physical Fitness measure since 2015.

Physical Fitness and Arts Access in High School



	2015 BPS Performance	2016 BPS Performance	2017 BPS Performance	2018 BPS Performance	2019 Target Δ	2020 Target Δ	2021 Target Δ
11 - % Fitness (8.7%)	44.8%	52.4%	61.8%	68.8%	77.5%	86.2%	95.0%
12 - % Arts Access (16.1%)	52.9%	53.8%	50.8%	51.8%	67.9%	84.0%	100.0%

“Arts Access” was added to the Accountability System by the Connecticut State Board of Education to monitor enrollment in art courses for high school students. This indicator describes the percentage of students in grade 9 through 12 participating in at least one dance, theater, music, or visual arts course during the school year.

In recent years, communities have asked to expand the definition of the Arts Access indicator. Focused on dance, theater, music and visual art courses taken by high school students, the measure does not include community-based arts programs and activities outside of the school day. The State Department of Education shared recently that the definition of this indicator may be expanded.



Glossary

Achievement Target

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

Ainsworth Quality Standards

A curriculum framework and cycle developed by Larry Ainsworth to support building units that are standards based.

Arts Access

The extent to which high school students participate in at least one dance, music, theater or visual arts course during a single school year (CSDE, 2018).

CCR – College Career Readiness

Exams include SAT and Advanced Placement (AP) from College Board, Smarter Balanced Assessment, ACT, and 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.

Dual-Capacity-Building Framework

School-Family partnerships that cultivate and sustain positive relationships, focused on developing adult capacity. Intended to build and enhance the skills, knowledge, and dispositions of stakeholders to support student achievement and development and the improvement of schools.

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 use vertical scale scores from Smarter Balanced Assessments to compare change at the student level from one year to the next. The Connecticut State Department of Education identifies and reports growth targets since the 2017 Smarter Balanced Assessment.



Hattie's High Effect Size Strategies

John Hattie, renowned for his research in instructional methods, provides a list of effect sizes for instructional strategies. Effect Size describes the statistical difference between two groups. Hattie has statistically distilled hundreds of studies to identify the most effective approaches to classroom instruction.

On Track for High School Graduation

The 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

Comprised of test scores (Grades 3-8 Smarter Balanced; Grade 11 SAT; Connecticut Alternate Assessments; Grades 5, 8, and 11 CT Science), a Performance Index is generated for English Language Arts, Math, and Science for the school and district. The purpose is to provide a performance summary based on test data.

Portrait of the Graduate

A living document stating the skills and dispositions students will demonstrate upon graduation.

Smarter Balanced Assessment (SBAC)

Tests in English Language Arts/literacy (ELA) and mathematics that measure student achievement and growth on the Core Standards for students in grades 3-8.

STEAM

When used in an educational setting, the acronym STEAM refers to Science,

Technology, Engineering, Arts and Math programming designed to engage innovation and inspire creativity while collaboratively addressing real-world challenges.

Scientifically Research Based Interventions

The dual focus on providing instruction and intervention in general education using scientifically proven instructional practices.

Students with High Needs

The state of Connecticut identified students with high needs as English learners, receiving special education services, 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 2021.

Vertical Scale Score

Constructed from two years of Smarter Balanced test scores, vertical scale scores are a rough indicator of improvement on the standardized test from one year to the next.

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.



Bloomfield Public Schools

District Plan of Excellence | 2018- 2021

2018-19 Bloomfield Board of Education Members

Donald F. Harris Jr., Chairperson
Michael R. Walters, Vice-Chairperson
Delores M. Bolton, Secretary
Patricia Davis
Howard Frydman
Robert Ike
Thomas Moore

District Data Team

Dr. Beryl Irene Bailey
Jeffrey Bernabe
Lisa Eells
Dr. Trevor Ellis
Paul Guzzo
Ross Hanson
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