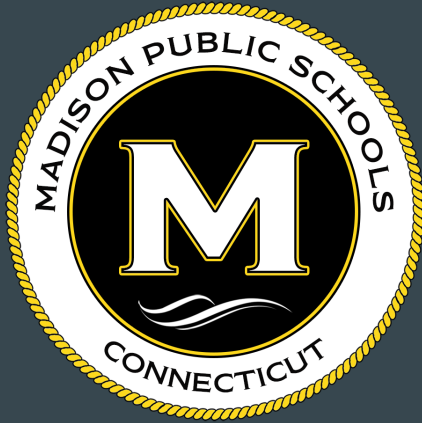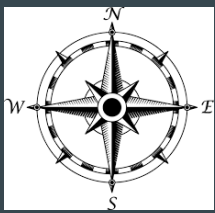# District and School Development Plans

Madison Board of Education Workshop
October 25, 2022

What is a Development Plan?

- A focus on building a systemic learning system
- A roadmap for each level of the system to vertically align and accomplish common goals
- **Four key areas:**
  - Academics
  - Climate
  - Talent/Staff Development
  - Systems

District Academic Goals

1. Data teams to gather and respond to Professional Learning Communities info; monitor progress toward district goals for all learners.

2. Increase accountability measures across district, attend to needs of subgroups.

3. Promote a "learning" system of high achievement/growth in Profile of a Graduate and priority standards.

Example of District Progress

Action Step 2021-2022:

Examine data warehouses for quick and effective data collection and synthesis for use in teams, buildings, and CO.

Evidence 2021-2022:

Committee examined 5 products
Selection Tableau: Training; VIZ building
Presented to all admin and piloted with 7 teachers
Introduction to staff June, 2022
Operational across district August, 2022

Action Step 2022 -2023:

Launch data visualizations (VIZ) at schools and increase use of data in departments, and across core content to identify adjustments to curriculum, instructional

District Climate Goals

1. Diverse, inclusive community focused on mental health/wellness.

2. Student leadership; opportunities for diverse student voices.

3. Equity, agency and opportunity for students to participate in their education.

4. Physically and emotionally safe schools.

Example of District Progress

Action Step 2021 -2022:

Examine curriculum materials to ensure that diverse perspectives, cultures and authors are represented in all content areas

Evidence 2021-2022:
January 4, 2022 Library BOE curr
NYU Culturally Responsive Curriculum Scorecard submitted with state reading application Alternate Perspectives :Units developed Grade 1, Grades 5 and 7

Action Step 2022 -2023:

Wellness Curriculum launch with plan for approach and vertical support for Physical, Mental and Emotional well-being across departments.

Academics

Climate

Action Step 2021-2022:

- Students will be able to achieve grade level standards and growth targets for ELA.

Evidence 2021-2022:

- SBAC:: Math - 82% proficient/ ELA - 79% proficient
- BAS Assessments data (Fall to Spring)
- K-61% to 74%/ 1- 68% to 75%/ 2-72% to 83%/ 3-84% to 92%
- SPRING EasyCBM:
  ELA - 62% low risk, 33% some risk, 5% high risk
  Math - 76% low risk, 17% some risk, 7% high risk

Action Step 2022 -2023:

- Interventionists and special education teachers will be trained in dyslexia intervention and identification.

Action Step 2021-2022:

- Jeffrey School will decrease the amount of students indicating "there are groups of students that make others feel left out."

Evidence 2021-2022:

- Grade 3 Climate Survey Results
- 6% decrease in the number of students that feel that "there are groups of students that make others feel left out"
- Awarded the Honor of National Unified Champion School

Action Step 2022 -2023:

- Jeffrey Staff will engage in an inquiry of how to explicitly teach students the skills of perseverance and problem solving (POG Self-Awareness).

Academics

RYERSON SCHOOL on the hill — Madison, CT

Climate

Action Step 2021-2022:

Students in Grades K-3 will achieve grade level standards for ELA and Math.

Evidence 2021-2022:

- BAS / F&P Spring Results - Kindergarten - 79% at or above goal. First Grade - 73% at or above goal. Second Grade - 84% at or above goal. Third Grade - 87% at or above goal
- Spring EasyCBM results
- SBA Results
  ELA - 78% at or above goal
  Math - 73 % at or above goal

Action Step 2022 -2023

- Interventionists and special education teachers will be trained in dyslexia intervention and identification.

Action Step 2021 -2022:

Administrator and teachers will review and respond to the needs of staff, to identify methods to promote faculty wellness, support and respect.

Evidence 2021-2022:

- Daily Notice - celebrate and recognize staff and provide current and comprehensive information regarding school wide events.
- Read Across America- March Madness at KHR
- Monthly assemblies
- "Welcome Back 2021" All Aboard to build excitement and enthusiasm for the new school year.

Action Step 2022 -2023:

Thematic school-wide assemblies and spirit-days to enhance school community and culture

Academics

Climate

Action Step 2021-2022:

- Teachers will input and analyze data within a district selected student database to examine multiple indicators.

Evidence 2021-2022:

- Administration and staff training
- Staff participation in system selection (4 staff members)
- Full staff introduction of new system in June 2022

Action Step 2022 -2023:

- To fully implement the Data Entry and Visualization system through Infinite Campus (VIZ).

Action Step 2021-2022:

- Develop a diverse and inclusive community of students, families, educators and community partners focused on mental health and wellness.

Evidence 2021-2022:

- Wellness Lessons delivered by service providers (Stress management , conflict resolution, friendship skills, coping strategies)
- Advisory lessons under the PAUSE framework
- Daily Morning Meeting messaging

Action Step 2022 -2023:

- Continued promotion of an inclusive environment through Sandy Hook Promise program, lunch groups, wellness lessons, Unified Sports,and partnership with Madison Youth Services and in school programs (Mindfullness, Lunch groups).

Academics

WPMS

Climate

Action Step 2021-2022:

- Support district-wide committee in the selection of a student database to examine multiple indicators of achievement for use in PLCs

Action Step 2021-2022:

- Develop consistent opportunities to discuss leadership, acceptance, diversity, and tolerance with students

Evidence 2021-2022:

- Staff participation to select Tableau
- Training for administrators 4/26
- Initial training for staff in June 2022

Evidence 2021-2022:

- Monthly PAC meetings with each grade level
- Diversity Club presentation to faculty on pronouns
- Student-driven PEP rally for whole school

Action Step 2022-2023:

- Utilize Tableau's data visualization tool (VIZ) and support staff use across core content areas to identify adjustments to curriculum, instructional interventions/accelerations.

Action Step 2022-2023:

- Continue to provide consistent opportunities to discuss leadership, acceptance, diversity, and tolerance with students. Have more school-wide assemblies.

Academics

Climate

Action Step 2021-2022:

- Revise units to align with the current *Profile of a Graduate* capacities.

Evidence 2021-2022:

- Breakout rubrics for each capacity created in June 2022
  - Completed: Art 100%
  - In-Progress: CTE 12%; Science 95%, Social Studies 50% and World Language 100%; ELA 80%; Math 0%
  - Current Curriculum Work: PE/Health and Music

Action Step 2022 -2023:

- Continue revising units to include the integration of *Profile of a Graduate* into instruction, assessments, and feedback to students.

Action Step 2021-2022:

- Increase student and faculty voice and agency in Wellness Wednesday activities

Evidence 2021-2022:

- Wellness Wednesday met on average 3 times per month
- Full school fundraiser earned $3000 resulting in a "One Hour Wellness Wednesday"
- Student and staff input confirmed the preference of little to no structure during Wellness Wednesday.

Action Step 2022 -2023:

- Develop supportive school cultures that support mental wellness and physical well-being as a community of professionals for staff/faculty benefit.

District Talent Goals

1. Staff diversity; active recruitment/supports.

2. Meaningful professional development in content specific standards and high impact instructional strategies.

3. Expansion and improvement of practice that is effective in meeting needs of today's learners.

Example of District Progress

Action Step 2021-2022:

Cross-training with regular education teachers and special education teachers

Evidence 2021-2022:

Fundations Trainings L3 - 10/11/21
Morphology Training with Ben Powers 10/11/21
Tim Rasinski Fluency PD on 3/17/22
Trauma Informed Instruction with CSDE 08/26/21
Responsive Classroom 1 Day Workshop on 11/19/21
DHHS Executive Functioning Oct 2021, Peg Dawson
Brown- monthly meetings between LA and math coaches with special education teachers

Action Step 2022 -2023:

Wilson and Orton Gillingham training for special education teachers and reading specialists

District Systems Goals

1. Systems of student support from birth to beyond HS; goals for emotional, social, and academic thriving.

2. Understand and close achievement gaps, opportunity gaps, and readiness gaps.

3. Examine schedules to support anticipated district transitions and identified needs of learners.

Example of District Systems Progress

Action Step 2021-2022:

Study the impact of a Multi-Tiered System of Support (MTSS) from a model of Scientifically Research Based Instruction (SRBI).

Evidence 2021-2022:

review Intervention data : Students exit Tiered supports:
        67 Math; 64 ELA; 31 Social Emotional
SRBI MTG
EL Tier I supports

Action Step 2022 -2023 :

Each building will examine data three times a year to identify sub-group performance (High Needs) compared to Non-High Needs and plan for intervention and impact follow-up meetings.

Talent

Action Step 2021-2022:

- Teachers will participate in **Instructional Rounds.**

Evidence 2021-2022:

- **2** sessions of Instructional Rounds were held
- Instructional Rounds Training
- Rounds Schedule
- Instructional Rounds Data

Action Step 2022 -2023:

- A pilot group of Jeffrey classroom teachers and all SPED teachers will be trained in the formal co-teaching model.

Systems

Action Step 2021-2022:

- Expand the role of our social worker to include parent workshops, support groups, and connection with local agencies.

Evidence 2021-2022:

- serviced **22** students in both general and special education.
- was a standing member of our weekly SST meetings.
- oversaw the implementation of the DESSA assessment.
- co-taught in our PAL behavior program 5 days a week.
- spoke at PTO meeting.
- collaborated with multiple outside agencies: MYFS, DCF, etc.
- provided push-in support to classroom teachers.
- facilitated de-escalation to students in distress.
- conducted risk assessments.

Action Step 2022 -2023:

- The mental health team will meet monthly to hold SSTs for students with behavioral and emotional concerns. The team will work proactively to engage families of students with chronic absenteeism.

Talent

RYERSON SCHOOL on the hill Madison, CT

Systems

Action Step 2021-2022:

- Teachers will participate in Instructional Rounds and Coaching Cycles to enhance their professional practice.

Evidence 2021-2022:

- Coaching cycles
- 2 opportunities for Instructional Rounds
- Outcomes of Instructional Rounds - accountable talk.
- Professional Development - Extension from the Instructional Rounds

Action Step 2022 -2023:

- Teachers will participate in coaching cycles in the areas of math and ELA.

Action Step 2021-2022:

- KHR Leadership Team will review the existing daily schedule and make recommendations to the administration to maximize instructional time.

Evidence 2021-2022:

- Monthly leadership meetings
- Summer Leadership meetings
- Flexible schedule for lunches
- Grade Level meetings
- Morning Announcements

Action Step 2022 -2023:

All teachers will populate and utilize data visualizations (VIZ) to identify necessary adjustments to curriculum and individual student instructional interventions/accelerations. Data will be examined by various subgroups including both *high-needs* and *non-high needs*.

Talent

Systems

Action Step 2021-2022:

- To grow teacher leaders through the Leadership Team and informal leadership opportunities.

Evidence 2021-2022:

- Leadership Team representation
- Responsibilities given to Team Leaders
- District and school committee teacher representation

Action Step 2022 -2023:

- Brown teachers and paraeducators will learn and implement strategies to support ELL students in the classroom.

Action Step 2021-2022:

- Examine the current Brown instructional model and make recommendations for improvement to support student learning.

Evidence 2021-2022:

- School level scheduling committee
- Feedback from staff
- Central office, coordinators, and coaches feedback

Action Step 2022 -2023:

- Work closely with facilities director, central office administration, teachers and coordinators to develop a plan after the renovation project begins in June 2023 to ensure all core and related arts programs will be fully delivered during the 23-24 school year.

Talent

WPMS

Systems

Action Step 2021-2022:

Identify opportunities for novice and veteran teachers to engage in professional development by participating in Instructional Rounds and Coaching Cycles

Evidence 2021-2022:

- Professional Development - English Learners, Restorative Practices, GameChangers, Pop Ins, TEAM
- Case Studies with coaches and interventionists
- 2 Student Teachers, 3 Administrative Interns, 5 Paras continuing education

Action Step 2022 -2023:

- Staff will actively network with colleagues to encourage and enhance diverse learning experiences

Action Step 2021-2022:

- Teachers will establish specific language, tools, and materials for students to utilize explicit executive functioning techniques

Evidence 2021-2022:

- Overview for staff from expert Peg Dawson
- Summer work by Leadership Team
- Student Academy to start September 2022
- Resources shared with school counselors

Action Step 2022 -2023:

- Continue research of executive functioning and formalize plans to implement EF supports appropriate for 6-8 students

Talent

Systems

Action Step 2021-2022:

- Administration promotes collaborative practices and fosters leadership opportunities for a professional learning system that promotes continuous improvement.

Evidence 2021-2022:

- NEASC report created collaboratively by all faculty
- All faculty created the Core Values Statement
  - Initial committee drafted changes
  - 2 hours at Coordinators
  - Reviewed by Standards groups
  - 2 hour revision of compiled edits
  - Final version complete-in POS and handbooks

Action Step 2022 -2023:

- Provide high-quality support for faculty and staff

Action Step 2021-2022:

- Formulate a committee to review, design, and improve PAW lessons

Evidence 2021-2022:

- Teacher chaired committee reimagine advisory
- Two stipend positions approved by the BOE to support the development of our advisory program
- Advisory is currently meeting weekly at DHHS

Action Step 2022 -2023:

- Explore the expansion of career and higher educational opportunities including internships, externships and job shadows for students in grades 9-12 based on interests and diverse needs.

Next Steps. . .
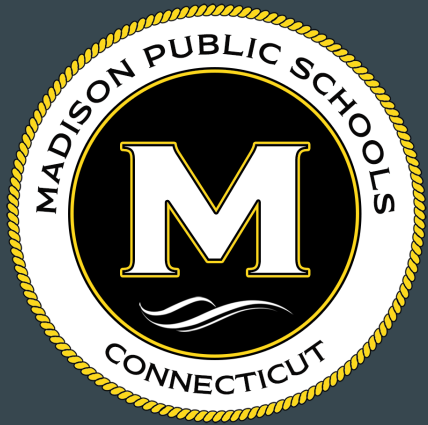
- Public Posting of annual plans
- Highlighted at PTO meetings
- The work!