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

The Bristol Public Schools
Teaching & Learning with Passion & Purpose
Karen Vibert, Vice Chair - Bristol Board of Education
Ellen W. Solek, Ed.D. – Superintendent
Susan Kalt Moreau, Ph.D. – Deputy Superintendent
Pamela Brisson, Ed.D. - Dir. Teaching & Learning
Carly Fortin – Principal, Bristol Eastern High School
David Huber, Ed.D. – Principal, South Side School
February 28, 2017
Learn with Passion & Purpose!

Designed by: Jonathan Passard, Grade 8, Greene-Hills School
District Structures <-> Feedback to Schools

- District Data Team & Subcommittees
  - Attendance
  - College & Career Readiness
  - Literacy PK-12
  - Mathematics & Science
  - PDEC
  - SRBI

- Accountability Plans – School vs. District Results – See Appendix A

- School Improvement Plans – Focused upon student results

- Teacher & Administrator Evaluation Plans – What do the adults need to learn to accelerate student learning?

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

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

Adults must
- Take students from where they are and fill in learning gap with high leverage strategies for academic success. Continuous job-embedded professional development using literacy & math coaches **funded with Alliance $**.
Sustaining High Levels of Student Achievement

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

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

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

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

Build
Strong Relationships

Develop
Knowledge, Skills, and Confidence

Assess
the Work
South Side School

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

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

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

### Contact Information

<table>
<thead>
<tr>
<th>Role</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent Dr. Ellen Solek</td>
<td><a href="mailto:ellensolek@ci.bristol.ct.us">ellensolek@ci.bristol.ct.us</a></td>
</tr>
<tr>
<td>Dep. Sup’t Dr. Sue Moreau</td>
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</tr>
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<td><a href="mailto:pamelabrisson@ci.bristol.ct.us">pamelabrisson@ci.bristol.ct.us</a></td>
</tr>
<tr>
<td>Bristol Eastern principal Carly Fortin</td>
<td><a href="mailto:carlyfortin@ci.bristol.ct.us">carlyfortin@ci.bristol.ct.us</a></td>
</tr>
<tr>
<td>South Side principal Dr. Dave Huber</td>
<td><a href="mailto:davidhuber@ci.bristol.ct.us">davidhuber@ci.bristol.ct.us</a></td>
</tr>
<tr>
<td>BOE Vice Chair Karen Vibert</td>
<td><a href="mailto:karenvibert@ci.bristol.ct.us">karenvibert@ci.bristol.ct.us</a></td>
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</table>
# Appendix A

<table>
<thead>
<tr>
<th>Position</th>
<th>Role</th>
<th>Total Salaries &amp; Benefits</th>
<th>Grant Rescission 6/16 - $602,249</th>
<th>Grant Rescission 12/16 $250,000</th>
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<tbody>
<tr>
<td>16 Kindergarten Teachers</td>
<td>full day teachers</td>
<td>$1,206,826 to $600,826</td>
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<td>$600,000 funded from local revenue</td>
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<tr>
<td>9.5 Literacy Coaches</td>
<td>coach teachers to improve literacy instruction</td>
<td>$1,058,865</td>
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<td>3.0 Administrators, 60 days of floating</td>
<td>Elementary Supervisor, Supervisor of Assessment &amp; Evaluation,</td>
<td>$508,446</td>
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<tr>
<td>principal for elementary coverage</td>
<td>2-.5 Ass’t Principals at GH-WB</td>
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<td>5.3 Instructional Support Teachers</td>
<td>Provide small group literacy intervention at 5 elementary schools</td>
<td>$606,274</td>
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<td>1 math coach</td>
<td>Improve math instruction of elementary teachers</td>
<td>$68,975</td>
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<td>1.5 PK Teachers</td>
<td>Non - School Readiness Grant classes</td>
<td>$155,297</td>
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<td>1.5 PK Paraprofessionals</td>
<td>Non - School Readiness Grant classes</td>
<td>$46,968</td>
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<td>2 literacy interns</td>
<td>Provide small group literacy intervention</td>
<td>$43,000</td>
<td></td>
<td>$43,000 Remained unfilled</td>
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<td>1 IT Professional</td>
<td>Assure connectivity during on-line assessments</td>
<td>$90,874</td>
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<td>2 Behavior Intervention Specialists*.5 at BC,</td>
<td>Work with students on families to improve attendance and climate</td>
<td>$115,683</td>
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<td>Unfilled HS LCSW $38,000</td>
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<td>BE, EPH, STA</td>
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<td></td>
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<tr>
<td>2.5 math interns**</td>
<td>Provide middle school math intervention</td>
<td>$41,304</td>
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<td>Portions of Grants Office staff salaries</td>
<td>Accounting for this grant</td>
<td>$59,771</td>
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## Activities

- family math nights, literacy instructional materials, literacy & math night stipends, attendance incentives, substitutes for coaching debriefs, Alt. HS intern, Literacy Collaborative fees

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<table>
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<tr>
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<tr>
<td><strong>Total</strong></td>
<td>$4,048,611</td>
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<td><strong>July 1 Reduced Allocation</strong></td>
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<td><strong>Original Year 5 Allocation</strong></td>
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<td><strong>$250,000</strong></td>
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<td><strong>$180,000</strong> grant activities canceled, $70,000**</td>
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<tr>
<td><strong>General Fund</strong></td>
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<td><strong>$3,196,362</strong></td>
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## Appendix B - Bristol Public Schools
### Indicators of Student Success – School & District Summaries
#### K-5 Indicators

<table>
<thead>
<tr>
<th>Code</th>
<th>Indicator</th>
<th>2015 District Baseline % Meeting/ Exceeding Standard</th>
<th>2016 District % Meeting/ Exceeding Standard</th>
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<tr>
<td></td>
<td><strong>Smarter Balanced Assessment</strong></td>
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<td></td>
<td>Grade 3 SBA</td>
<td></td>
<td></td>
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<tr>
<td>E1.1a</td>
<td>Mathematics Exceeding Standard – All Students</td>
<td>13.3%</td>
<td>17%</td>
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<tr>
<td>E1.1b</td>
<td>Mathematics Meeting Standard – All Students</td>
<td>42.7%</td>
<td>45%</td>
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<tr>
<td>E1.1c</td>
<td>Mathematics Exceeding Standard – Non High Needs</td>
<td>23.6%</td>
<td>26%</td>
</tr>
<tr>
<td>E1.1d</td>
<td>Mathematics Meeting Standard – Non High Needs</td>
<td>62.4%</td>
<td>63.4%</td>
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<tr>
<td>E1.1e</td>
<td>Mathematics Exceeding Standard – High Needs</td>
<td>5.7%</td>
<td>9.4%</td>
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<tr>
<td>E1.1f</td>
<td>Mathematics Meeting Standard – High Needs</td>
<td>28.1%</td>
<td>30.5%</td>
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<tr>
<td>E1.2a</td>
<td>ELA Exceeding Standard – All Students</td>
<td>23%</td>
<td>26%</td>
</tr>
<tr>
<td>E1.2b</td>
<td>ELA Meeting Standard – All Students</td>
<td>49%</td>
<td>49%</td>
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<tr>
<td>E1.2c</td>
<td>ELA Exceeding Standard – Non High Needs</td>
<td>41.8%</td>
<td>42%</td>
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<td>E1.2d</td>
<td>ELA Meeting Standard – Non High Needs</td>
<td>70.7%</td>
<td>67.2%</td>
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<td>E1.2e</td>
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<td>E1.2f</td>
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<td></td>
<td>Grade 4 SBA</td>
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<td>E 2.1a</td>
<td>Mathematics Exceeding Standard – All Students</td>
<td>11%</td>
<td>13%</td>
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<td>E 2.1b</td>
<td>Mathematics Meeting Standard – All Students</td>
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<td>42%</td>
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<td>E 2.1c</td>
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<td>E 2.1d</td>
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<td>57.9%</td>
<td>65%</td>
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<td>2.5%</td>
<td>5.2%</td>
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<td>25.8%</td>
<td>24.3%</td>
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<tr>
<td>E 2.2a</td>
<td>ELA Exceeding Standard – All Students</td>
<td>24%</td>
<td>28%</td>
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<td>E 2.2b</td>
<td>ELA Meeting Standard – All Students</td>
<td>53%</td>
<td>52%</td>
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<td>E 2.2c</td>
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<td>72.1%</td>
<td>73.3%</td>
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<td>ELA Exceeding Standard – High Needs</td>
<td>11.4%</td>
<td>13.7%</td>
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<td>E 2.2f</td>
<td>ELA Meeting Standard – High Needs</td>
<td>35.9%</td>
<td>37.1%</td>
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</tbody>
</table>
Our New Model of School Improvement Planning to Improve Student Achievement

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

**THE HOW**
- Clarify purpose and expectations
  - "Strive for Less than Five"
  - Distributed magnets with Strive for Less than five message
  - Communicated via written letters with families who had shown a history of school attendance issues prior to the start of the school year
  - Shared statistics about school attendance and high school completion with families.
  - Recommmunicate expectations with families once attendance patterns emerge through letters, phone calls, texts, and meetings

- Build Strong Relationships
  - Developed relationships with our middle schools to identify students for whom attendance has been a concern
  - Use our strong relationship with our district truancy officer to support our work with families.
  - Meet monthly as a guidance and administrative team to review attendance of students and target interventions.
  - Use community resources such as social workers from Bristol Youth Services to help meet student and family needs.
  - Use relationships that students already have with current teachers to foster better school attendance.
  - Hold PPT meetings to address attendance and academic needs

- Develop Knowledge, Skills, and Confidence
  - Interview students showing attendance concerns about barriers to attendance at school and strengths they have as students.
  - Provide small group counseling and individual counseling to students who’ve shown attendance concerns.
  - Ensure that families are knowledgeable about the impact of a lack of school attendance on student achievement.

**THE WHAT**
- Lowest percent of chronically absent students over the past five years
- Highest Graduation Rate in the past five years
- Highest percent of students on track toward graduation in the past five years
- Lowest suspension rate in the past five years
- Highest percent of students at or above goal on Science CAPT since 2010
- Rising PSAT and SAT scores since 2015
Appendix D - Free/Reduced Lunch Qualified Students

![Bar chart showing the percentage of free/reduced lunch qualified students from 2000-2001 to 2015-2016. The chart displays the following percentages:

- 2000-2001: 25.15%
- 2001-2002: 30.11%
- 2002-2003: 25.02%
- 2003-2004: 29.57%
- 2004-2005: 31.00%
- 2005-2006: 28.69%
- 2006-2007: 29.80%
- 2007-2008: 33.00%
- 2008-2009: 36.12%
- 2009-2010: 38.84%
- 2010-2011: 40.44%
- 2011-2012: 42.09%
- 2012-13: 43.61%
- 2013-14: 45.41%
- 2014-15: 47.05%
- 2015-16: 47.34%]