

# District and School Goals 2021-22

Woodbridge Board of Education

September 20, 2021

Jonathan S. Budd, Ph.D., Superintendent

Analisa Sherman, Beecher Road School Principal

Cheryl Kiesel, Director of Special Services

# Tonight's Presentation - Slide 1 of 2

- First, acknowledgment of strengths as represented by:
  - Spring 2021 standardized assessment results
  - Spring 2021 Panorama surveys of students and families



# Tonight's Presentation - Slide 2 of 2

- Presentation of 6 District & 6 BRS goals based on data analysis
- Each goal will be linked to key data and anticipated measures of achievement
- Midyear presentation of goal attainment will occur January 2022
- End-of-year presentation of goal attainment will occur June 2022





Spring 2021  
Standardized  
Assessment  
Results



# Foundational Points

- Smarter Balanced Assessment assesses grades 3-6 students in literacy & in mathematics
- Next-Generation Science Standards (NGSS) Assessment assesses grade 5 students in science
- Teaching & learning in a pandemic is unlike anything ever before experienced
- Typical comparative results will not be released by CSDE
- WSD results do not include fully remote students who tested at home

# Smarter Balanced Literacy

	<b>Levels 3 + 4 (Met or Exceeded Grade-Level Standard)</b>
<b>Grade 3</b>	71.3%
<b>Grade 4</b>	77.1%
<b>Grade 5</b>	86.4%
<b>Grade 6</b>	81.1%

# Smarter Balanced Literacy - *A Deeper Look*

	<b>Level 3 (Met Grade-Level Standard)</b>	<b>Level 4 (Exceeded Grade-Level Standard)</b>
<b>Grade 3</b>	25.0%	46.3%
<b>Grade 4</b>	23.9%	53.2%
<b>Grade 5</b>	29.1%	57.3%
<b>Grade 6</b>	31.5%	49.5%

# Smarter Balanced Mathematics

	<b>Levels 3 + 4 (Met or Exceeded Grade-Level Standard)</b>
<b>Grade 3</b>	66.1%
<b>Grade 4</b>	69.7%
<b>Grade 5</b>	73.8%
<b>Grade 6</b>	73.6%



# Smarter Balanced Mathematics - *A Deeper Look*

	<b>Level 3 (Met Grade-Level Standard)</b>	<b>Level 4 (Exceeded Grade-Level Standard)</b>
<b>Grade 3</b>	18.3%	47.7%
<b>Grade 4</b>	34.9%	34.9%
<b>Grade 5</b>	26.2%	47.7%
<b>Grade 6</b>	28.2%	45.5%

# NGSS Science

	<b>Levels 3 + 4 (Met or Exceeded Grade-Level Standard)</b>
<b>Grade 5</b>	81.3%

# NGSS Science - *A Deeper Look*

	<b>Level 3 (Met Grade-Level Standard)</b>	<b>Level 4 (Exceeded Grade-Level Standard)</b>
<b>Grade 5</b>	34.6%	46.7%

# Smarter Balanced Literacy, WSD Class of 2021

	<b>Levels 3 + 4 (Met or Exceeded Grade-Level Standard)</b>
<b>2020-21 (Grade 6)</b>	81.1%
<b>2018-19 (Grade 4)</b>	79.7%
<b>2017-18 (Grade 3)</b>	73.7%

# Smarter Balanced Mathematics, WSD Class of 2021

	<b>Levels 3 + 4 (Met or Exceeded Grade-Level Standard)</b>
<b>2020-21 (Grade 6)</b>	73.6%
<b>2018-19 (Grade 4)</b>	78.0%
<b>2017-18 (Grade 3)</b>	71.8%

# Smarter Balanced Literacy, WSD Class of 2022

	<b>Levels 3 + 4 (Met or Exceeded Grade-Level Standard)</b>
<b>2020-21 (Grade 5)</b>	86.4%
<b>2018-19 (Grade 3)</b>	75.9%


# Smarter Balanced Mathematics, WSD Class of 2022

	<b>Levels 3 + 4 (Met or Exceeded Grade-Level Standard)</b>
<b>2020-21 (Grade 5)</b>	73.8%
<b>2018-19 (Grade 3)</b>	73.9%


# Key Conclusions

- Despite the lack of formal comparative possibilities, our results place WSD in the top districts in Connecticut . . . *in the year of a global pandemic*
- This suggests continued strong teaching and learning at Beecher from PreK all the way through grade 6
- Continued analysis of students who exceed grade-level standard is appropriate as our instructional program is developed





Spring 2021  
Panorama Student  
& Family Survey  
Results



# Foundational Points

- Surveying was last used in 2019; it was prepared for 2020, but not implemented due to the pandemic
- Response Rates:
  - 77% of grades 3-6 students
  - 28% of families
  - Teacher survey planned for 2021-22 as part of strategic planning

# Student Survey

	<b>% answering favorably</b>	<b>Change since Spring 2019 survey</b>
<b>School Belonging</b>	71%	+6%
<b>School Climate</b>	72%	+16%
<b>School Rigorous Expectations</b>	79%	+3%
<b>School Safety</b>	79%	+11%
<b>School Teacher-Student Relationships</b>	76%	+10%

# Student Survey

	<b>% answering favorably</b>	<b>National %ile</b>
<b>School Belonging</b>	71%	n/a
<b>School Climate</b>	72%	60th-79th
<b>School Rigorous Expectations</b>	79%	60th-79th
<b>School Safety</b>	79%	80th-99th
<b>School Teacher-Student Relationships</b>	76%	80th-99th

# Key Conclusions: Student Survey - Slide 1 of 2

- All areas are improved since Spring 2019 survey
- *How respectful are your teachers towards you?*
  - 90% answered favorably
- *How much do your teachers encourage you to do your best?*
  - 89% answered favorably
- *How positive or negative is the energy of the school?*
  - 88% answered favorably
- *When you feel like giving up, how likely is it that your teachers will make you keep trying?*
  - 86% answered favorably

# Key Conclusions: Student Survey - Slide 2 of 2

- *How well do people at your school understand you as a person?*
  - 63% answered favorably
- *How much respect do students at your school show you?*
  - 66% answered favorably
- *How often do your teachers make you explain your answers?*
  - 70% answered favorably

# Family Survey

	<b>% answering favorably</b>	<b>National %ile</b>
<b>Additional Questions</b>	66%	n/a
<b>Family Support</b>	70%	20th-39th
<b>School Climate</b>	78%	60th-79th
<b>School Fit</b>	71%	40th-59th
<b>School Safety</b>	78%	n/a

# Key Conclusions: Family Survey - Slide 1 of 2

- *Overall, how much respect do you think the teachers at your child's school have for the children?*
  - 94% answered favorably
- *To what extent do you think that children enjoy going to your child's school?*
  - 86% answered favorably
- *Would you recommend Beecher Road School to a friend seeking a school for their child?*
  - 82% answered favorably



# Key Conclusions: Family Survey - Slide 2 of 2

- *Does Beecher Road School differentiate instruction appropriately to meet your child's academic needs?*
  - 45% answered favorably
- *How much does the school value the diversity of children's backgrounds?*
  - 57% answered favorably
- *Does your child's teacher keep you informed about your child's schoolwork?*
  - 61% answered favorably



# District Goals 2021-22



District Goal 1: The WSD will engage in a comprehensive strategic planning process to review and update mission, guiding principles, and goals to guide the district from 2022-2027.

### The Need

- “The future is not a far-off point: It arrives in daily doses that must be noticed and understood.” ~ Vijay Govindarajan 2016
- Prior WSD strategic plan ended in 2020
- Strategic planning will engage all stakeholders in a process to focus on goals, actions, and timelines moving forward

District Goal 1: The WSD will engage in a comprehensive strategic planning process to review and update mission, guiding principles, and goals to guide the district from 2022-2027.

Anticipated Evidence of Attainment

- The strategic planning process will be presented to the BOE at its October 2021 meeting
- The process will begin midyear, and conclude in spring 2022, with a full presentation to the BOE at that time

District Goal 2: The WSD will begin a process of assessing climate related to diversity, equity, and inclusion and implementing policy and programs to address any unmet needs.

The Need

- “Strength lies in differences, not in similarities.” ~ Stephen R. Covey
- Our continued need is for each and every member of our community to feel safe (both physically and emotionally), respected, and valued within our District
- We also have an obligation to prepare our students as well as we can for the world beyond Beecher
- We have an obligation to work in partnership with the Town

District Goal 2: The WSD will begin a process of assessing climate related to diversity, equity, and inclusion and implementing policy and programs to address any unmet needs.

Anticipated Evidence of Attainment

- Climate assessment specific to DEI issues at the elementary level
- Analysis of, and recommendations for, policy and programs related to DEI needs in the District
- Continued alliance with the Town Ad Hoc Committee on Diversity & Inclusion

District Goal 3: The WSD will continue to implement enhanced protocols and procedures related to human resources.

The Need

- Implementation of enhanced human resources protocols and procedures will increase operational efficiency in accordance with labor laws and best practices
- Implementation of Frontline Recruiting & Hiring software in spring 2021 met and surpassed district expectations

District Goal 3: The WSD will continue to implement enhanced protocols and procedures related to human resources.

Anticipated Evidence of Attainment

- Continued use of streamlined onboarding and hiring documentation, including with personnel of Extended School Day programs
- Implementation of leave request software to replace paper forms and processing



District Goal 4: The WSD will update and revise its capital plan with transparency and feedback from Town leaders and community constituents.

### The Need

- Certain systemic physical plant needs at BRS require enhanced focus
- Federal funding to WSD via the American Rescue Plan encourages innovative thinking in relation to school facilities

District Goal 4: The WSD will update and revise its capital plan with transparency and feedback from Town leaders and community constituents.

Anticipated Evidence of Attainment

- Ad Hoc Capital Plan Committee proposed for BOE action this evening
- Engagement with Town leaders and full community as part of process
- Preliminary report to BOE at its November 2021 meeting
- Final report to BOE at its February 2022 meeting

District Goal 5: The WSD will review and update protocols and procedures for assessing the academic, social, and emotional achievement and growth of students with identified special needs, including enhanced communication of assessment results with families.

### The Need

- Increased special education referrals support a need to streamline the evaluation process
- Streamlined data reporting to families will support strong two-way understanding

District Goal 5: The WSD will review and update protocols and procedures for assessing the academic, social, and emotional achievement and growth of students with identified special needs, including enhanced communication of assessment results with families.

Anticipated Evidence of Attainment

- Phased-in implementation of multidisciplinary reports for families
- Implementation of DALs assessment and scoring, with supplemental hard-copy assessments based on student need
- Updated and streamlined procedures and protocols for meetings and required paperwork

District Goal 6: The Board of Education of the WSD will effectively engage in professional development necessary for its effective functioning to achieve Board of Education roles and responsibilities.

### The Need

- Strong Board of Education professional development is associated with a cohesive school system with continuous improvement at its core
- Several Board of Education members are serving their first term on the Board of Education

District Goal 6: The Board of Education of the WSD will effectively engage in professional development necessary for its effective functioning to achieve Board of Education roles and responsibilities.

Anticipated Evidence of Attainment

- Formal professional development for all Board members from the Connecticut Association of Boards of Education (CABE) & the Freedom of Information (FOI) Commission
- Additional professional development for Board members as offered by CABE (e.g., CABE Summer Leadership Institute)



# School Goals 2021-22



School Goal 1: BRS will assess and address effectively the social and emotional needs of all students, including those returning from fully remote learning.

The Need

- “A strong sense of belonging translates to students . . . improving academically, being more engaged and motivated in school, and increasing their physical and emotional health.” ~ *Principal Leadership* Oct. 2020
- Approximately 20% of BRS students are returning for the 2021-22 school year from fully remote learning in 2020-21
- Spring 2021 Panorama Student Survey: *How well do people at your school understand you as a person?*
  - 36% answered “Understand somewhat” or less favorably



School Goal 1: BRS will assess and address effectively the social and emotional needs of all students, including those returning from fully remote learning.

Anticipated Evidence of Attainment

- Assessment of social and emotional needs of students as discussed with Ad Hoc Student Culture & Community Committee
- Through evaluation process, teacher focus on “social and emotional learning for students,” and administrator focus on “developing systematic approaches to incorporating social and emotional practices . . . into the teaching and learning process”
- Increased number of students indicating that they feel that people at their school understand them as persons on the Spring 2022 Panorama Student Survey

## School Goal 2: BRS will expand and develop best practices for teaching and learning literacy.

### The Need

- Beecher's strong history of literacy instruction is at a natural point for re-evaluation based on new research and data
- Spring 2021 Smarter Balanced, Grades 3-6: Between 13-28% of students did not yet meet grade-level standard in literacy
- Increased special education referrals have linked to concerns in the area of reading
- New State "Right to Read" legislation promotes local development of literacy curricula

School Goal 2: BRS will expand and develop best practices for teaching and learning literacy.

Anticipated Evidence of Attainment

- Through evaluation process, teacher focus on “academic achievement,” and administrator focus on “mastery-based learning”
- Utilization of literacy specialists and special education teachers to continue coaching and supporting classroom teachers in best literacy practices
- Literacy curricula brought to BOE Curriculum Committee, to BOE, and subsequently publicized on WSD website

School Goal 3: BRS will expand and develop best practices for culturally responsive teaching and learning, including in the social studies.

The Need

- Professional development around culturally responsive instruction occurred in March 2021, and again at the start of the 2021-22 school year; this theme merits additional sustained attention
- Spring 2021 Panorama Family Survey: *How much does the school value the diversity of children's backgrounds?*
  - 43% answered “Some,” “A little bit,” or “Not at all”

School Goal 3: BRS will expand and develop best practices for culturally responsive teaching and learning, including in the social studies.

Anticipated Evidence of Attainment

- Continued assured professional learning
- Through evaluation process, teacher focus on “cultural responsiveness,” and administrator focus on “developing systematic approaches to incorporating . . . culturally responsive practices into the teaching and learning process”
- Increased number of families indicating that they feel that the diversity of children’s backgrounds is valued at BRS

School Goal 4: BRS will expand best practices for using technology to enhance teaching and learning and to strengthen student engagement.

### The Need

- Technology integration in classrooms necessarily expanded during 2020-21, and interest in such integration continues
- Professional development around technology integration occurred throughout 2020-21, and again at the start of the 2021-22 school year; this theme merits additional sustained attention

School Goal 4: BRS will expand best practices for using technology to enhance teaching and learning and to strengthen student engagement.

Anticipated Evidence of Attainment

- Continued assured professional learning
- Through evaluation process, teacher focus on “student engagement”; through classroom observations process, enhanced use of technology to support teaching and learning
- Enhanced use of technology within the specialized curriculum (e.g., MakerSpace in Library Technology Center)

School Goal 5: BRS will expand professional sharing of best instructional practices, and data-based decision-making, linked to improved student outcomes.

### The Need

- Beecher's strong history of Professional Learning Communities (PLCs) is at a natural point for professional sharing of best practices
- Returning to in-person learning in 2021-22 requires attention to Scientific Research-Based Interventions (SRBI) and their delivery based on data



School Goal 5: BRS will expand professional sharing of best instructional practices, and data-based decision-making, linked to improved student outcomes.

Anticipated Evidence of Attainment

- Continued assured PLC implementation with sharing of best practices through team leaders
- Clarified SRBI intervention process and benchmarks
- School-wide data team to review collected data and emphasize next steps for grade levels and for individual teachers

School Goal 6: BRS will expand and develop best practices for effective engagement of, and communication with, families.

### The Need

- “When families are involved in education, there are significant benefits for students, educators, and families.” ~ *NASP Position Statement on Home-School Connection*
- Spring 2021 Panorama Family Survey: *Does your child’s teacher keep you informed about your child’s schoolwork?*
  - 40% answered “Sometimes” or less favorably

School Goal 6: BRS will expand and develop best practices for effective engagement of, and communication with, families.

Anticipated Evidence of Attainment

- Sustained faculty discussions around best practices for family engagement and communication
- Administrative improvement of strategies for timely, responsive, two-way communication
- Increased number of families indicating that their children's teachers keep them informed about their children's schoolwork on the Spring 2022 Panorama Family Survey



Questions?