

# Bethel Board of Education Regular Meeting

Thursday, October 17, 2024 7:00 PM

Board of Education Conference Room E, Live Stream:

<http://devos2.bethel.k12.ct.us/show?video=763ff4de0370> Materials can be viewed at: <https://meetings.boardbook.org/Public/Organization/2425> The opportunity for members of the public wishing to make comments can attend and comment in-person or may send public comments to the Board via email or letter and it will be included as part of the record of the meeting., 1 School Street, PO Box 253, Bethel, CT 06801

<b>1. Call to Order</b>	<b>Speaker(s):</b> Policy 9326
1.A. Roll Call for Quorum	
1.B. Pledge of Allegiance	
<b>2. Board Recognition/A Salute to Excellence</b>	
2.A. Gifts, Grants, & Bequests	
<b>3. BOARD REPORTS - PROGRESS TOWARDS DISTRICT INITIATIVES</b>	
3.A. School Counseling Grades 6-12	<b>Speaker(s):</b> Amy Mannion & Leanne Fuccillo
3.B. School Improvement Plan - BHS	<b>Speaker(s):</b> Chris Troetti
3.C. School Improvement Plans - BMS & JS	<b>Speaker(s):</b> Bryan Watson & Alison Salerno
3.D. Special Education Report	
<b>4. Consent Calendar</b>	<b>Speaker(s):</b> Policy 9326
4.A. Approval of Minutes	
4.A.1. September 19, 2024	
<b>5. Correspondence</b>	<b>Speaker(s):</b> Policy 9326
<b>6. Public Comment</b> (Please note: The Board welcomes Public Comment and asks that speakers please limit their comments to 2 minutes. Speakers may offer objective comments of school operations and programs that concern them. The Board will not permit any expression of personal complaints or defamatory comments about Board of Education personnel and students, nor against any person connected with the Bethel Public School System.)	<b>Speaker(s):</b> Policy 9326
<b>7. Administrative/Board Member Update</b>	<b>Speaker(s):</b> Policy 9326
7.A. Board Chairperson Update	
7.B. Administrative Update	<b>Speaker(s):</b> Christine Carver
7.B.1. 2024-2025 BOE District Data Sheet	

**8. Reports to the Board**

**8.A. Policy** **Speaker (s) :** Policy  
9310, 9311, 9313

8.A.1. First Reading

**8.A.1.a. Policy 0521 - Non-discrimination Statement**

8.A.1.b. Policy 6123 - Use of Certified Therapy  
Dogs in Schools **Speaker (s) :** Christine  
Carver

8.A.1.c. Bylaw 9325.43 - Attendance at Meetings  
via Electronic Communications

8.A.2. Second Reading/Approval

**8.A.2.a. Policy 5114 - Student Discipline**

8.A.2.b. Policy/Regulation 4118.112 - REGARDING  
PROHIBITION OF SEX DISCRIMINATION AND SEXUAL  
HARASSMENT IN THE WORKPLACE

8.A.2.c. Policy/Regulation 5145.42 - PROHIBITION OF SEX  
DISCRIMINATION, INCLUDING SEX-BASED HARASSMENT

8.A.2.d. Policy 5131.911 - School Climate

**9. Resource Management & Business Operations**

9.A. 2025-2026 Budget Discussion - Pay-to-  
Participate

**10. Recommended Executive Session**

10.A. CT General Statutes 1-210(b) (9)  
Negotiations - BEA Negotiations **Speaker (s) :** Christine  
Carver & Jen Variale

**11. Adjourn**

# Understanding Student Success Plans

Supporting Every Student's Path to Success  
School Counseling Curriculum

Presented by  
Leanne Fuccillo -Dept. Chair BHS  
Amy Mannion - Coordinator -K-8

# Key Components of SSP's

1. **Academic Planning** : Goal setting and tracking progress toward academic achievements.
2. **Career Exploration:** Identifying interests, strengths, and potential career paths.
3. **Personal/Social Development:** Building life skills, emotional intelligence, and self management.

# Components of the SSP Curriculum

## 1. Academic Planning

- a. Individualized Learning Plans: Course Selection aligned with areas of interest.
- b. Progress Monitoring: Regular reviews of academic performance and adjustments as needed.
- c. Personalized Goals: Short-term and long-term academic goals.

## 2. Career Readiness

- a. Career Exploration Tools: Utilizing Naviance platform for career research and skills assessments.
- b. Internship/Job Shadowing Opportunities: Partnering with local businesses for real-world experience.
- c. Resume & Interview Skills: Workshops and classes on job application processes.

## 3. Social Emotional Learning:

- a. SEL Curriculum: Focus on emotional intelligence, resilience, and stress management.
- b. Counseling Services: One-on-One and group support for personal challenges
- c. Peer & Adult Mentoring: Opportunities for students and adults to guide students.

# Curriculum Delivery

## Grade Specific Milestones:

- Middle School: Early exposure to career options, goal-setting, and SEL
- 9th & 10th Grade: Focus on academic tracking, career exploration, and self-awareness
- 11th & 12th Grade: Emphasis on post-secondary planning, internships, employment, and college/career readiness.

## Advisory Periods :

- Dedicated periods where students receive direct support and guidance on their SSP through lessons, workshops, one on one meetings.

## Integration with Core Subjects:

- Embedding career research, problem solving and goal setting in core subject lessons.

# SSP Curriculum Inventory - Grade 6-12

Inventory list refers to our tools, assessments, or resources used by school counselors to support students' academic, social, emotional, and career development.

[Guidance Inventory/SSP - Grade 6-12](#)

# School Counseling Curriculum Timeline

BMS - [timeline](#)

BMS - [Workshops](#)

BHS - [timeline](#)

BHS - [SSP Checklist by Grade](#)



School: **Bethel High School**

Year: **2024/25**

### **School/Building Improvement Plan**

#### **Theory of Action**

*If we use formative assessment data to differentiate **grade-level** instruction that intellectually engages all learners, then we will improve student outcomes.*

#### **Student Learning Goals**

75% of BHS students in grades 9 will meet or exceed the grade level goal on the EBRW Spring PSAT.

75% of BHS students in grades 10 will meet or exceed the grade level goal on the EBRW Spring PSAT.

60% of grade 9 students will meet or exceed the grade level goal on the Math Spring PSAT.

60% of grade 10 will meet or exceed the grade level goal on the Math Spring PSAT.

## Stakeholder Feedback Goal

**Bethel High School will receive a favorable response on the survey question: BHS is responsive to issues regarding culture, race, religion, gender, sexual orientation and disabilities.**

Strategy #1	Action Steps	Timeline	Evidence of Implementation	Leadership Routines to Monitor Action Steps Implementation/Dates
<p>Use formative assessment to drive instructional moves and differentiate according to student needs.</p>	<p>Consistently examine, design, align and administer common formative assessment practices to high priority standards (grade/course) and make adjustments where needed *</p> <p>*In some cases, the work of the PLC will be to start the process of creating standards-based formative assessments</p>	<p>Ongoing</p>	<p>PL-Formative Assessment</p> <p>Pilot Teams- Each department will choose one PLC Math to complete 3 Data Cycles (See CPRL Protocol)</p> <p>All other Teams: Creation of Minimum of 3 common FA per PLC</p> <p><a href="#">PLC Notes</a>: with examples of actions taken, documented and linked in <a href="#">District Assessment List</a></p> <p>Ensure that all PLC members are consistently administering these common formative assessments (CFAs) and analyzing data from formative assessments to make instructional moves (differentiation)</p>	<p>Instructional leaders/administrators make regular, quarterly observations in PLC meetings and in classroom visits</p> <p>Review PLC notes during Cabinet and Dept. meetings</p> <p>Provide PL that directly relates to making/adjusting formative assessment</p> <p>Attend pilot team PLCs to train and support on data team process</p>

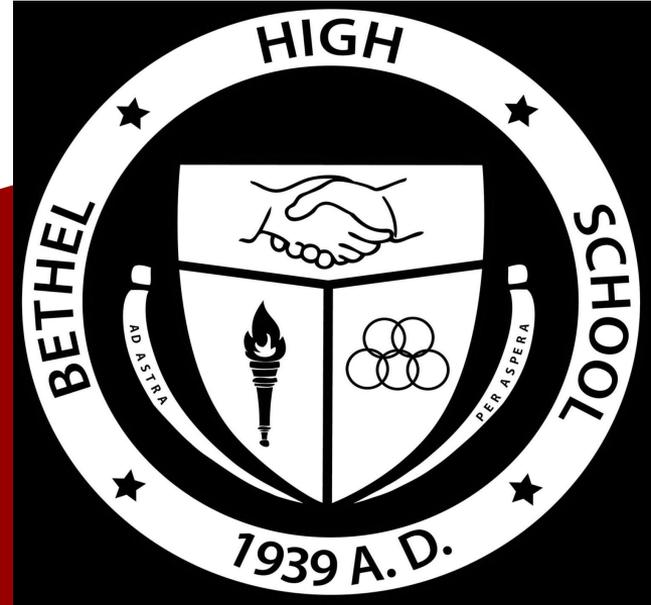
	Teachers individually analyze data and respond to areas of need by adjusting instructional strategies and differentiating when necessary.	Ongoing	Teacher reflection to be brought to PLC and Department/Faculty Meeting Discussions  Evidence of differentiation during observation cycles Student self reflection and review of previous work	PLC meetings Department meeting time Professional Learning Faculty meeting time Admin Observations Peer observations Observations at other school
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Strategy #2	Action Steps	Timeline	Evidence of Implementation	Leadership Routines to Monitor Action Steps Implementation/Dates
Cultivate classrooms that are responsive and engaging	Culturally responsive teaching (avoid shutdown)	Ongoing	Informal input from students at the Leadership Summit and other student focus groups/organizations.  Climate Survey results  Regular student interaction with Naviance  Less students needing Academic Support programming  Lower numbers of students referred to SAT (failing grades, disengaged, behavior	Informal input from students at the Leadership Summit and other student focus groups/organizations.  Quarterly School Climate Committee meetings  Analysis of Climate Survey results by Administration, Cabinet, and Climate Committee  Formal and Informal Observation data

			problems, chronic absenteeism)	
	Cognitively engaging (brain time limits)	Ongoing	Continued creation of cognitively engaging lessons that are structured to support best learning practices, including appropriate variety of tasks, level of challenge, scaffolding, to encourage cognitive stamina (PLCs, Departments, Whole Faculty)  Consistent implementation of formative practices (ie. Engagement continuum, GC Self Assessment) and routinely examine outcome measures in PLCs and department meetings to determine how well we are cognitively engaging our students	Formal and Informal Observation data  <a href="#">PLC Notes</a>  Quarterly Dept. Chair meeting  <a href="#">Formative Assessment Data Analysis/"Data Sprints"</a>  Student GC Self Assessments
	Relationship building - SEL - Wildcat Time and in the classroom, so that all students have trusted adults and do not feel disconnected	Ongoing	Climate Survey results  Lower numbers of students self-identifying on the disconnected list  Increased number of students involved with clubs and activities	Quarterly School Climate Committee meetings  Analysis of Climate Survey results by Administration, Cabinet, and Climate Committee  Wildcat Time feedback

# Bethel High School Improvement Plan

Chris Troetti, Bethel High School Principal



# Theory of Action SIP

If we use formative assessment data to differentiate grade-level instruction that intellectually engages all learners, then we will improve student outcomes.



# Strategy:

Use formative assessment to drive instructional moves and differentiate according to student needs.



# Actions Steps

- **Consistently examine, design, align and administer common formative assessment practices to high priority standards (grade/course) and make adjustments where needed**
- **All departments conduct pilot data team “sprints” - inform instruction at the Tier 1 level.**
- **Provide Professional Learning** to support teacher’s capacity to make instructional moves in support of student learning

# Johnson and Bethel Middle School Improvement Plans

Dr. Alison Salerno, Johnson School Principal  
Mr. Bryan Watson, Bethel Middle School Principal

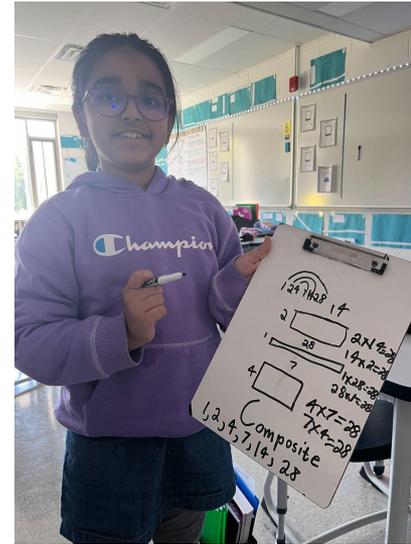
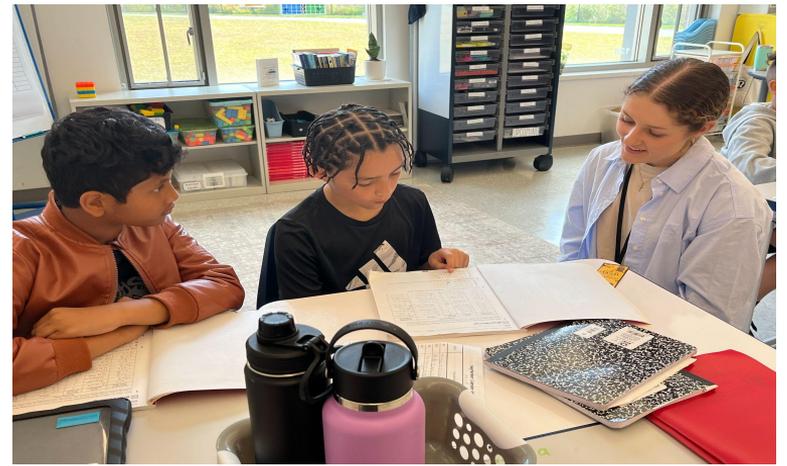


# Theory of Action ↔ SIP

If we use formative assessment data to differentiate grade-level instruction that intellectually engages all learners, then we will improve student outcomes.



**Strategy:**  
Increase student  
intellectual  
engagement by  
cultivating a  
culturally  
responsive  
environment for all  
learners.



**Professional Learning**-develop a shared understanding of **neuroscience** and **culturally responsive instruction** and its impact on **academic mindset, cognitive engagement, and student learning.**



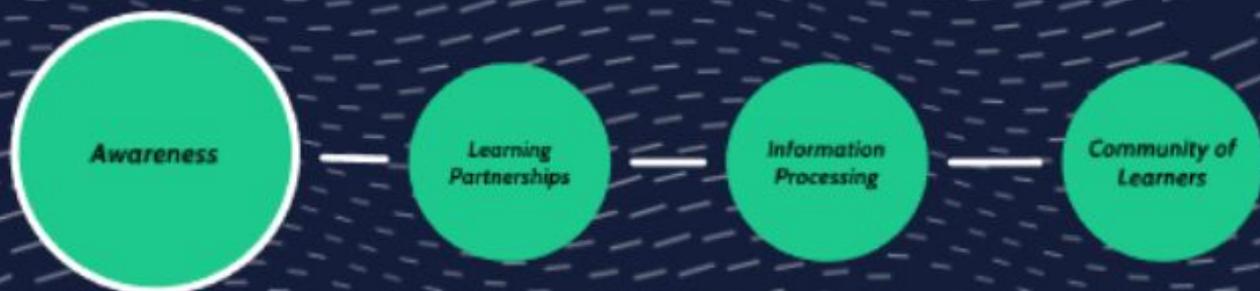
**Ensure rigorous grade level instruction for all students**

**Data Sprints- inform instruction at the Tier 1 level**

**Use what a student knows (background knowledge) to make connections to new concepts and content in order to promote effective information processing**

# Ready for Rigor Framework

The tools and strategies of each area blend together to create the social, emotional and cognitive conditions that allow students to more actively engage and take ownership of their learning.





School or Department: **Johnson**

Year: **2024-2025**

### School/Building Improvement Plan

#### Theory of Action

*If we use formative assessment data to differentiate **grade-level** instruction that intellectually engages all learners, then we will improve student outcomes.*

#### Measures of Student Growth and Achievement

##### Math:

By spring of 2025, **5th-grade students** will demonstrate growth in “Numbers and Operations with Fractions” as measured by:

- scoring “above proficiency standards” (with fractions) on Claim 1 Target F on the SBA
- 80% of students will score at proficiency on the two new multiply and divide focused IABs
- 80% of students will score at the Spring IXL End-of-Year Math: Fractions 65th percentile (570). (fall= 49.8)
- 80% of students will achieve grade-level proficiency as measured by the Bridges Fractions (Units 2 & 5...questions taught to mastery) Summative Math Assessment.

By spring of 2025, **4th grade students** will demonstrate growth as measured by:

- scoring “above proficiency standards” (with fractions) on Claim 1 Target F on the SBA
- 80% of students will score at proficiency on the Fractions, Equivalence, & Ordering IAB
- 80% of students will achieve grade-level proficiency as measured by the Bridges Fractions (Unit 7...questions taught to mastery) Summative Math Assessment.
- 80% of students will score at the Spring IXL End-of-Year Math: Fractions 65th percentile (480). (fall= )

By spring of 2025, **3rd grade students** will demonstrate growth as measured by:

--scoring “above proficiency standards” (with fractions) on Claim 1 Target F on the SBA

--80% of students will score at proficiency on the Numbers & Operations - Fractions IABs.

--80% of students will score at the Spring IXL End-of-Year Math: Fractions 65th percentile (390). (fall= )

-- 80% of students will achieve grade-level proficiency as measured by the Bridges Fractions (Units 3..questions taught to mastery) Summative Math Assessment.

## **Literacy Measures**

By spring of 2025, **5th-grade students** will demonstrate growth in “Central Ideas (Literary) & Key Details (Informational)” as measured by:

--scoring “above proficiency standards” on Claim 1, Targets 2 (Literary) & 9 (Informational) on SBA.

--80% of students will score at proficiency on the Focused Interim Assessment Blocks (Make and Support Inferences Literary & Informational FIABS).

--80% of students will achieve grade-level proficiency as measured by questions aligned with Standards 1 & 2 on the MyView Summative Assessments, Units 2-5.

By spring of 2025, **4th grade students** will demonstrate growth in “Central Ideas (Literary) & Key Details (Informational)” as measured by:

--scoring “above proficiency standards” Claim 1 Targets 2 (Literary) & 9 (Informational) on SBA.

--80% of students will score at proficiency on the Focused Interim Assessment Blocks. (Make and Support Inferences Literary & Informational FIABS).

--80% of students will achieve grade-level proficiency as measured by questions aligned with Standards 1 & 2 on the MyView Summative Assessments, Units 2-5.

By spring of 2025, **3rd-grade students** will demonstrate growth in “Central Ideas (Literary) & Key Details (Informational)” as measured by:

--scoring “above proficiency standards” on Claim 1 Targets 2 (Literary) & 9 (Informational) on SBA.

--80% of students will score at proficiency on the Focused Interim Assessment Blocks. (Make and Support Inferences Literary & Informational FIABS).

--80% of students will achieve grade-level proficiency as measured by questions aligned with Standards 1 & 2 on the MyView Summative Assessments, Units 2-5.

## **Science Measures**

80% of students will score proficient on their Unit 5 Summative Argument and/or Scientific Explanation.

Students will demonstrate growth in their perceptions of individual effort and ability to make sense of science interim assessments, their feelings of self-efficacy, and the use of appropriate tools as assessed by self-reflection.

## Stakeholder Feedback Goal

On the 24-25 parent survey, maintain or improve (85% of parents): My child's school is sensitive to issues regarding culture, race, religion, gender, sexual orientation, and disabilities.

Strategy #1	Action Steps	Timeline	Evidence of Implementation	Leadership Routines to Monitor Action Steps Implementation/Dates
Increase student intellectual engagement by cultivating a culturally responsive environment for all learners.	Review student data from incoming classes to plan for instruction and to create a culturally responsive community for learners. (ch. 9: Classroom Environment, ch. 3: Neuroscience)	Kidbriefs (8/26 & 8/27) and ongoing	<ul style="list-style-type: none"> <li>Classroom aesthetics and symbols</li> <li>Classroom routines and rituals</li> <li>Social and academic talk structures</li> <li>Artifacts from home</li> <li>Morning Meetings</li> <li>Classroom Observations</li> <li>Student/Faculty survey</li> </ul>	<p>Admins facilitate kid briefs</p> <p>Monitor classroom and school environment-provide feedback</p> <p>Observations</p>
	Provide professional learning to develop a shared understanding of neuroscience and culturally responsive instruction and its impact on academic mindset, cognitive engagement, and student learning.	Yearlong	<p>Observations &amp; Learning Walks, PLCs, Data "Sprints" Team Meetings to include:</p> <ul style="list-style-type: none"> <li>Differentiation at the tier 1 level that allows for the cognitive engagement of all learners</li> <li>Examples of intentionally planning</li> </ul>	<ul style="list-style-type: none"> <li>Provide professional learning on neuroscience at the beginning of the year</li> <li>Classroom observations to monitor the implementation of culturally responsive teaching</li> <li>Check-ins- with staff at faculty meetings</li> </ul>

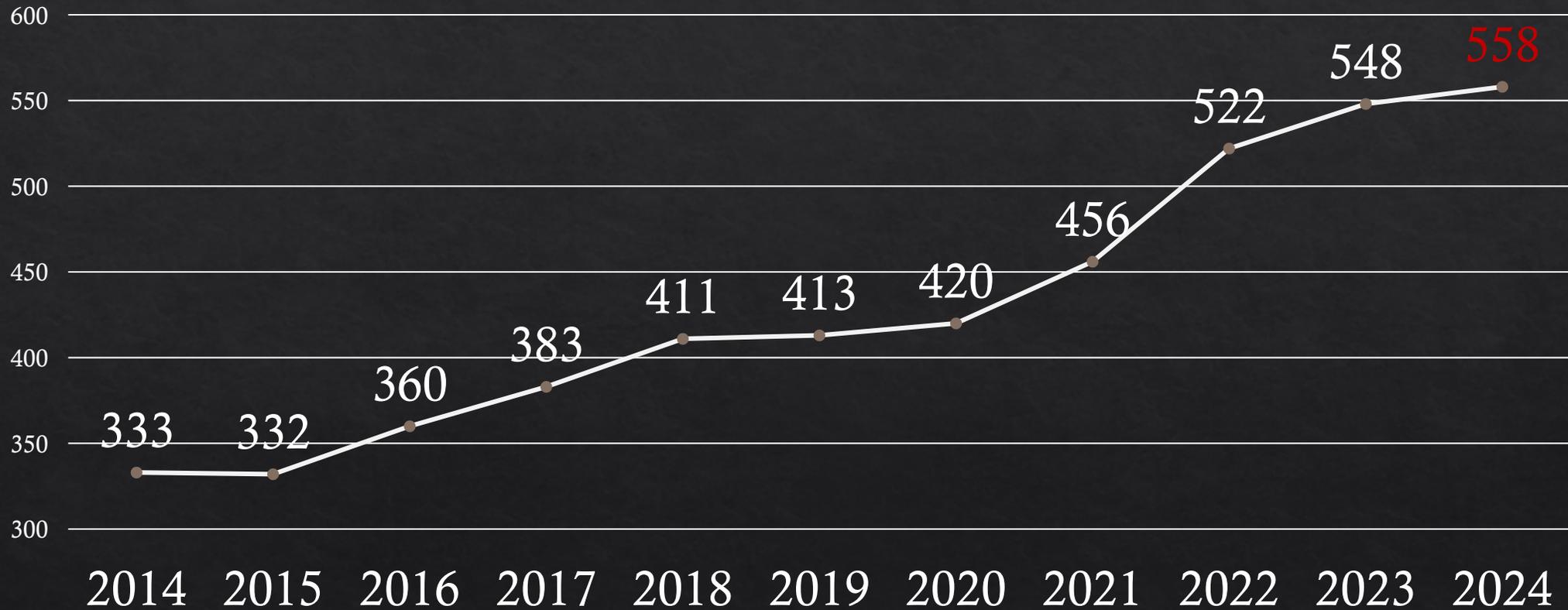
			<p>for the diverse needs of students</p> <ul style="list-style-type: none"> <li>• Modes of building background knowledge</li> </ul>	<p><b>Resources for PL:</b></p> <p>Zaretta Hammond, <a href="#">Using Neuroscience to Help Kids Learn</a></p> <p>Zaretta Hammond, <a href="#">Brain and Cognition, Culturally Responsive Teaching</a> (13:52-Safety)</p> <p><a href="#">Equity and CLSP (Culturally &amp; Linguistically Sustaining Practices)</a></p>
<p>Analyze student summative data (NWEA/SBA, LAS Links) to prioritize and plan for learning at the beginning of the school year.</p> <p>Determine priority assessments in myView, and use myView and Bridges assessments to collect and analyze student data, to inform instruction, and provide targeted instruction to meet the needs of varied learners (differentiation) so they are culturally responsive (All Students).</p>	<p>August 27 and ongoing</p>	<ul style="list-style-type: none"> <li>• Learning Walks</li> <li>• PLC Notes/Meeting agendas</li> <li>• Grade Level Master Schedule of Priority Assessments and Data Team Meeting dates <ul style="list-style-type: none"> <li>○ JES Master Assessment and Data Sprint Calendar</li> </ul> </li> <li>• Data Team Meeting notes and follow-up team emails</li> <li>• Increased student intellectual engagement</li> <li>• Increased student achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to model the “Data Sprint” protocol</li> <li>• Data sprints to be followed by emails to develop a clear, collective understanding</li> <li>• Attend PLCs consistently</li> </ul>	
<p>Continue our focus on Responsive Teaching (Culturally Responsive Teaching) by maintaining the rigor of</p>	<p>Yearlong</p>	<ul style="list-style-type: none"> <li>• PLC/Data team process notes</li> </ul>	<p>Create a protocol for unpacking - evidence of</p>	

	<p>the grade level curriculum through purposeful planning using student learning data (both formal and informal).</p>		<ul style="list-style-type: none"> <li>● Grade Level Master Schedule of Priority Assessments and Data Team Meeting dates</li> <li>● Decreased number of students referred to SRBI</li> <li>● Data Team Meeting notes and follow-up team emails</li> <li>● Learning plans are updated to reflect strategies for intellectual engagement</li> <li>● SRBI meeting notes</li> <li>● CASEL Survey</li> </ul>	<p>culturally responsive discourse</p> <p>Drop-in verbal feedback (<a href="#">intellectual engagement and program implementation</a>) at least bi-weekly, with verbal arcoaching feedback to teachers, by building admin and quarterly by the leadership team</p> <ul style="list-style-type: none"> <li>● Building Admin- At least BiWeekly</li> <li>● District Team- Quarterly</li> <li>● Admins attend PLCs all year</li> </ul>
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# Special Education Department

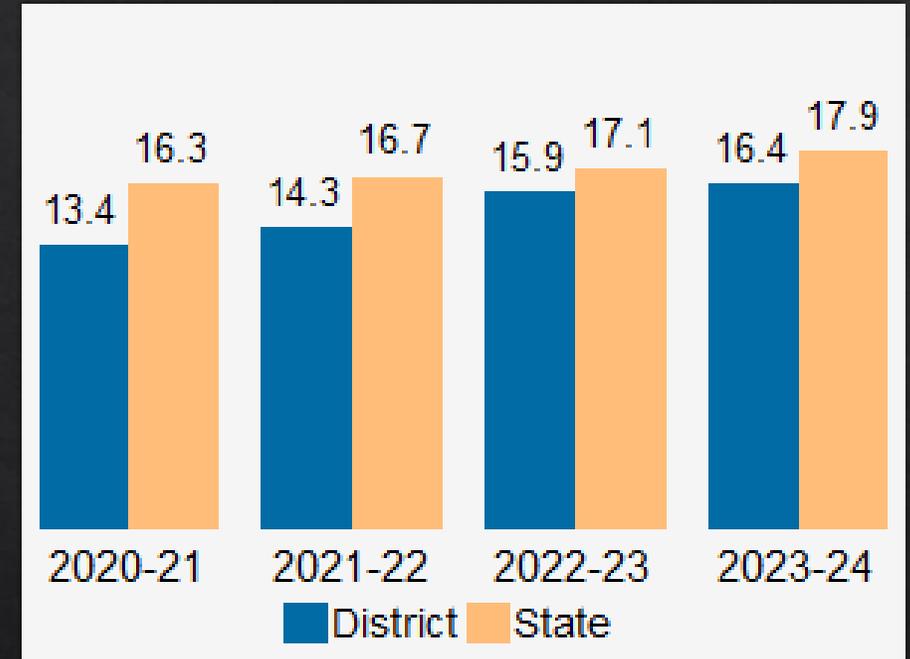
2024-2025

# Students with Disabilities 2014-Present



# Factors in Increasing Population

- 1) Overall population growth in Bethel
- 2) Increasing state trend- % of SWDs
- 3) High number of referrals for evaluation
- 4) Higher percentage of students with Autism and Other Disabilities (e.g, Hearing Impaired, Multiple Disabilities, Developmental Delay) in Bethel



# A student with disabilities may...

- ◆ Require intensive academic instruction (e.g., small group or individual reading instruction)
- ◆ Require speech-language therapy, occupational therapy, and physical therapy services in school
- ◆ Have counseling services and a behavior intervention plan to support social skills development and positive behavior
- ◆ Require adult support
- ◆ Qualify for programming through age 22
- ◆ Require placement in a specialized school outside of the district (outplacement)

# Programs PreK-2

## Circle of Friends

7 teachers (9 sections)

Integrated classrooms  
with typical peers

Full day 4s program

Speech-language only  
services

## Berry

1 Resource

2 Essentials

2 Foundations

## Rockwell

1 Resource

1 Essentials

1 FLEX

**\*\*Increase from 4 to 6 specialized  
classrooms at K-2 level\*\***

# Programs 3-8

## Johnson

5 Resource

1 Essentials

1 Foundations

1 FLEX

\*\*Essentials  
program added  
to support  
students with  
intensive  
academic  
needs\*\*

## Bethel Middle

6 Resource

1 Essentials/Foundations

1 FLEX

# Programs 9-12+

7 Resource

1 Essentials

1 Principles

1 Foundations

1 STEP

Community Partnership Program

**\*\*Reallocated positions to support more students in Essentials/Principles and the Community Partnership Program\*\***

# Related Services

- ◆ **School Psychologists- 4**
- ◆ **School Social Workers- 6**
- ◆ School Counselors- 10
- ◆ Speech-Language Pathologists- 7
- ◆ Occupational Therapists- 2
- ◆ Physical Therapist- 1
- ◆ BCBA's- 4

# Areas of Focus 2024-2025

- ◆ Student outcomes- Academic and Social-Emotional
  - ◆ Standards-based goals
  - ◆ Improved progress monitoring
- ◆ Instructional leadership
  - ◆ Feedback for high quality direct instruction
  - ◆ Emphasis on communication and collaboration with parents
- ◆ Strategic planning for in-district specialized programs, including staffing

**Minutes of the Bethel Board of Education Regular Meeting held on Thursday, September 19, 2024, in Board of Education Conference Room E, 1 School Street, PO Box 253, Bethel, CT 06801 and via Live Stream**

**Attendance: None.**

**Administrative Attendance: C. Carver, K. Brooks, J. Variale, D. Burns, M. Rutledge**

**S. Clayton, Chair, called the meeting to order at 7:00 PM.**

**Board Members Attendance:**

<b>Mrs. Jennifer Ackerman:</b>	<b>Present, arrived at 7:12 PM</b>
<b>Anthony Cassio:</b>	<b>Present</b>
<b>Mr. Scott Clayton:</b>	<b>Present</b>
<b>Mrs. Kara DiBartolo:</b>	<b>Present</b>
<b>Mr. Bill Foster:</b>	<b>Present</b>
<b>Mrs. Jen Larsen:</b>	<b>Present</b>
<b>Mrs. Courtney Martin:</b>	<b>Absent</b>
<b>Ms. Pat Rist:</b>	<b>Present</b>
<b>Mr. Jeffrey Spies:</b>	<b>Present</b>

**1. Call to Order**

- 1.A. Roll Call for Quorum**
- 1.B. Pledge of Allegiance**

**2. Board Recognition/A Salute to Excellence**

- National Recognition Johnson School Unified Sports. The Board congratulates our Unified Sports team and their coaches, Jess Bouchard and Coach Claridge as they were named a Special Olympics National Champion School! The national recognition program celebrates exemplary unified programs that embrace the three tenets of Unified Sports, Whole School Engagement, and Inclusive Youth Leadership, as well as 10 standards of excellence. Banner Unified Champion Schools also demonstrate they are self-sustainable or have a plan in place to sustain these activities into the future. Although Unified Sports is at the core, this recognition is meant as a whole school recognition for efforts by the entire school to support Unified Sports and create an inclusive school environment.
- National Merit Scholarship Semifinalist. The Board congratulates BHS Senior, Chiranjevi Akkili, for being selected as a semifinalist in the National Merit Scholar Program! Chiranjevi was one of 16,000 students across the nation selected as a semifinalist.

**2.A. Gifts, Grants, & Bequests**

Bethel High School

- \$400, for the advisory program and staff wellness, American Online Giving Foundation, Calgary, AB, Canada.

Rockwell School

- Classic board games, to enhance social & cognitive development, valued at \$719, donorschoose.org

Districtwide

- 3 office desks, 2 office chairs, 4 conference room chairs, 1 table, and a Keurig, Tim Martin, Bethel, CT

### **3. BOARD REPORTS - PROGRESS TOWARDS DISTRICT INITIATIVES**

#### **3.A. Educator Evaluation & Support Plan**

**Move to approve the Educator and Leader Evaluation Plan. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Jennifer Ackerman.**

Mrs. Jennifer Ackerman:	Yea
Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Ms. Pat Rist:	Yea
Mr. Jeffrey Spies:	Yea

Dr. Brooks provided an overview of the plan. The State of Connecticut made significant changes to the educator and leader evaluation plan and their guidelines were required to be included in the plan. The plan needs Board approval. Dr. Brooks reviewed the new timeline, guiding principles, four facets of the program, and the six clusters of the framework for teaching, and the Continuous Learning Project, (CLP Project) requirement after reaching tenure. She reviewed the evaluation check-ins, goal setting, mid-year, SIPs, and end-of-year meetings. Dr. Brooks also reviewed the Leadership Evaluation & Support Plan. The plan is similar; they have four check-ins, and the same tiered support.

#### **3.B. SRBI: Literacy & Mathematics**

Dr. Brooks and Mrs. Rutledge, Dir. of Teaching & Learning, presented a follow-up from last year on the SRBI process, the criteria for pull out intervention, staffing levels, and the number of students served and those not receiving intervention. Mrs. Rutledge reviewed the SRBI Tier Process and reviewed the criteria guidelines for literacy & math. She spoke about the service model by level and program resources. She reviewed the data on services from the High Dosage Tutoring Grant. Serviced 163 students January-June and are inviting 132 this fall. She reviewed multiple data points and intervention data from last year and the approximate data for this year's

interventions for math and ELA. She noted the Smarter-Balanced growth is the most growth the district has had.

#### **4. Consent Calendar**

##### **4.A. Approval of Minutes**

##### **4.A.1. August 15, 2024 - Regular Meeting**

**Move to approve the minutes of the August 15, 2024 - Regular Meeting. Passed with a motion by Ms. Pat Rist and a second by Mr. Bill Foster.**

Mrs. Jennifer Ackerman:	Abstain
Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Ms. Pat Rist:	Yea
Mr. Jeffrey Spies:	Yea

##### **4.A.2. August 19, 2024 - Special Meeting**

**Move to approve the minutes of the August 19, 2024 - Special Meeting. Passed with a motion by Mr. Bill Foster and a second by Ms. Pat Rist.**

Mr. Scott Clayton:	Abstain
Mrs. Jennifer Ackerman:	Yea
Anthony Cassio:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Ms. Pat Rist:	Yea
Mr. Jeffrey Spies:	Yea

#### **5. Correspondence**

- Letter from NEASC to BHS Principal, Mr. Troetti, regarding its June 24, 2024 meeting, review of the Three-Year Report of Progress and Planning of Bethel High School and voted to award the school continued Accreditation in the New England Association of Schools and Colleges.
- Letter of formal feedback from Dr. Carver and the Western Connecticut Superintendents to the Special Education Task Force.

#### **6. Public Comment**

None.

## **7. Administrative/Board Member Update**

### **7.A. Board Chairperson Update**

Mr. Clayton spoke to the Board about his address to the staff at the district's welcome-back convocation. Mr. Clayton spoke about the state's recently released state-wide data in the academic areas of English language Arts (ELA), mathematics, science, and attendance. He spoke about the significant growth in mathematics and science, with incremental growth in ELA. Due to the significant growth in mathematics, Dr. Carver, Mr. Clayton, and a couple of teachers were asked to go to the legislative office building in the state capital to make remarks on how the district was able to make such progress. Mr. Clayton thanked the teaching staff for once again putting Bethel on map in achievement.

### **7.B. Administrative Update**

Dr. Carver noted the school year started very well. Dr. Carver spoke to the Board about enrollment and an enrollment study to look at growth in the community. She will have a formal presentation to Board at the December annual meeting. Dr. Carver informed the Board that she, Dr. Brooks, Jen Variale, Tyler Stevens, and Mr. Clayton will be meeting with the Town leaders regarding the 10-year Capital Plan. In addition to HVAC, they need to look at roof replacement for BHS, and eventually Berry School and Bethel Middle will need replacing. Will present to the Board of Selectmen and Board of Finance the need for a facilities study and long-term planning. Dr. Carver noted the district is continuing its budget freeze.

Dr. Carver spoke to the Board about the student's behavior on social media, online communication with people they don't know, behavior that has led to serious, issues, naked pictures, extortion, etc. She has spoken with the Chief of Police about doing a presentation for both parents and students. Dr. Carver stressed parents need to monitor what their child is doing online.

#### **7.B.1. 2024-2025 BOE District Data Sheet**

Dr. Carver provided the Board with the 2024-2025 BOE District Data Sheet.

#### **7.B.2. Discussion - Capital Plan**

\*See Admin Update.

## **8. Reports to the Board**

### **8.A. Policy**

#### **8.A.1. First Reading**

8.A.1.a. Policy 5114 - Student Discipline

8.A.1.b. Policy/Regulation 4118.112 - Regarding Prohibition of Sex Discrimination and Sexual Harassment in the Workplace

8.A.1.C. Policy/Regulation 5145.42 - Prohibition of Sex Discrimination,

Including Sex-Based Harassment  
8.A.1.d. Policy 5131.911 - School Climate

**Move to accept: Policy 5114 - Student Discipline Policy/Regulation 4118.112 - Regarding Prohibition of Sex Discrimination and Sexual Harassment in the Workplace Policy/Regulation 5145.42 - Prohibition of Sex Discrimination, Including Sex-Based Harassment Policy 5131.911 - School Climate for a first reading. Passed with a motion by Ms. Pat Rist and a second by Mr. Scott Clayton.**

Mrs. Jennifer Ackerman:	Yea
Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Ms. Pat Rist:	Yea
Mr. Jeffrey Spies:	Yea

**8.B. Resource Management & Business Operations**

**8.B.1. Finance**

**8.B.1.a. Final Transfers & Year-End Wrap-Up**

Mrs. Variale reviewed the end-of-year transfers. The insurance savings were able to be used in multiple accounts to pay for needed special education services as well as needed facilities repairs and playground ADA compliance. All transfers were aligned with the memo to the Board of Education in June and subsequently voted on in the regular meeting in June.

Mrs. Variale updated the Board on the 2024-2025 budget. Starting the year on a very tight budget, she and the administration watching spending very closely.

**9. Adjourn**

**Move to adjourn at 8:50 PM. Passed with a motion by Ms. Pat Rist and a second by Mrs. Jen Larsen.**

Mrs. Jennifer Ackerman:	Yea
Anthony Cassio:	Yea
Mr. Scott Clayton:	Yea
Mrs. Kara DiBartolo:	Yea
Mr. Bill Foster:	Yea
Mrs. Jen Larsen:	Yea
Ms. Pat Rist:	Yea
Mr. Jeffrey Spies:	Yea

Respectfully submitted,

*Susan Pare*

Susan Pare  
Board Recorder



Board of Education, Bethel &lt;boe@bethel.k12.ct.us&gt;

## Request for information

3 messages

**Heizman, Stephen** <sheizman\_boe@cromwell.k12.ct.us>  
To: boe@bethel.k12.ct.us

Thu, Oct 3, 2024 at 11:29 PM

Hello my name is Stephen Heizman and I am a BOE member in Cromwell. In light of the recent swatting incidents that have been going on at local schools I am reaching out to see what all Districts in DRG D are doing as far as school security staff. Specific information about your district's security will not be shared publicly.

I am looking for answers to the following questions:

How many schools in your district?

Do you have armed security at all schools in your district?

If you do is it a mix of ASOs and RSOs?

What is your annual cost for 1 SRO on average, if applicable?

What is your annual cost for 1 ASO on average, if applicable?

Please feel free to call me on my cell at 860-882-7619 if you would like to discuss anything.

Thank You

Stephen Heizman

**Board of Education, Bethel** <boe@bethel.k12.ct.us>  
To: Christine Carver <carverc@bethel.k12.ct.us>

Fri, Oct 4, 2024 at 3:13 PM

In BOE email.  
[Quoted text hidden]

**Carver, Christine** <carverc@bethel.k12.ct.us>  
To: "Board of Education, Bethel" <boe@bethel.k12.ct.us>, sheizman\_boe@cromwell.k12.ct.us, Susan Pare <pares@bethel.k12.ct.us>

Mon, Oct 7, 2024 at 8:47 AM

How many schools in your district? [5 on 1 campus](#)

Do you have armed security at all schools in your district? [3 SRO's split between the 5 schools](#)

If you do is it a mix of ASOs and RSOs? [No just SRO](#)

What is your annual cost for 1 SRO on average, if applicable? [In police budget](#)

What is your annual cost for 1 ASO on average, if applicable? [N/A](#)

Christine Carver, Ed. D.  
Superintendent of Schools  
Bethel Public Schools  
P.O. Box 253  
Bethel, CT 06801

(203)794-8601



[Quoted text hidden]



# CONNECTICUT Administrative Services

October 11, 2024

Dr. Christine Carver  
Superintendent of Schools  
1 School Street  
Bethel, CT 06801

**Re: Anna H. Rockwell School – Project No. 009-0058 RNV**

Dear Dr. Carver:

We have received the DAS-1049R form, Notice of Change to School Construction Project and other documentation for the above referenced project. We have reviewed and approved the explanation provided for the cost increase. During our review of the project file, we noted the following:

**Form ED049R – Project Cost Increase**

Revised estimated project costs in the amount of \$26,399,376 have been reported on Form DAS-1049R. The revised costs reflect an increase of \$1,675,944 or 6.78% above project costs of \$24,723,432 authorized on May 31, 2018. We have reviewed and approved the explanation provided for the cost increase.

This cost increase is related to what has been submitted, any further increases will have to be addressed separately.

If you have any questions, please contact the Grants Administration Office at:  
[DAS.GrantsAdministration@ct.gov](mailto:DAS.GrantsAdministration@ct.gov).

Sincerely,

A handwritten signature in blue ink that reads "Michelle H. Gilman".

Michelle H. Gilman, Commissioner  
Department of Administrative Services

cc: Jennifer Variale, Bethel Director of Finance and Business Operations  
Jenna Padula, DAS Legal Director  
Jolita Lazauskas, DAS Chief Fiscal Officer  
Ella Sun, DAS Director of Grants Administration  
Michelle Dixon, Education Consultant of Grants Administration



# CONNECTICUT Administrative Services

October 11, 2024

Dr. Christine Carver  
Superintendent of Schools  
1 School Street  
Bethel, CT 06801

**Re: Ralph M.T. Johnson School – Project No. 009-0059 RNV**

Dear Dr. Carver:

We have received the DAS-1049R form, Notice of Change to School Construction Project and other documentation for the above referenced project. We have reviewed and approved the explanation provided for the cost decrease. During our review of the project file, we noted the following:

**Form ED049R – Project Cost Decrease**

Revised estimated project costs in the amount of \$38,624,246 have been reported on Form DAS-1049R. The revised costs reflect a decrease of \$2,483,465 or 6.04% below project costs of \$41,107,711 authorized on May 31, 2018. We have reviewed and approved the explanation provided for the cost decrease.

This cost decrease is related to what has been submitted, any further project cost changes will have to be addressed separately.

If you have any questions, please contact the Grants Administration Office at:  
[DAS.GrantsAdministration@ct.gov](mailto:DAS.GrantsAdministration@ct.gov).

Sincerely,

A handwritten signature in blue ink that reads "Michelle H. Gilman".

Michelle H. Gilman, Commissioner  
Department of Administrative Services

cc: Jennifer Variale, Bethel Director of Finance and Business Operations  
Jenna Padula, DAS Legal Director  
Jolita Lazauskas, DAS Chief Fiscal Officer  
Ella Sun, DAS Director of Grants Administration  
Michelle Dixon, Education Consultant of Grants Administration



# STATE OF CONNECTICUT



October 2024

Dear Parents and Guardians,

The safety and well-being of children and everyone in our schools is our top priority. Recently, there have been several threats against schools in Connecticut, which has understandably caused some concern as the school year begins — a time usually filled with excitement and hope.

When your child's school learns about potential threats, please know that superintendents and school staff are dedicated to sharing information with families and the school community as quickly as possible. However, there may be limits to what can be shared due to the sensitive nature of the information and the need to keep everyone safe. Local police and first responders are members of School Security and Safety Committees, are fully updated on any threats made, and work closely with school staff to handle any safety concerns.

All schools in Connecticut must have a School Security and Safety Plan, created with input from School Security and Safety Committees. Plans focus on five important areas: prevention, protection, mitigation, response, and recovery. Specifically, efforts go into prevention, which means stopping violence before it happens, keeping everyone prepared and safe, responding quickly during emergencies, and sharing information effectively. To maintain everyone's safety, schools do not publicly share specific details of their School Security and Safety Plans.

Safety and security begin at home, and we encourage parents and caregivers to help us with this. Here are some ways families can support safe schools:

- Be aware of your child's online activities and the social media and gaming platforms they use.
- Discuss with your child the seriousness of threats to schools, emphasizing that they are not harmless jokes. Such threats and false reports can cause fear and lead to serious legal consequences, including arrest.
- Don't allow your child to bring toy guns or other pretend weapons to school as they may be seen as real, frighten others, cause disruption of the school day, and lead to discipline for your child, including suspension and expulsion.
- Monitor the personal information your child shares online, as it can be misused by strangers on the internet and gaming platforms.
- Encourage your child to report any threats or threatening behavior they see to local police or the school.
- Set a good example on social media, as children learn from adults how to behave online. Don't repost threats that you see on social media; instead, notify the police.
- Connecticut law requires that, if you have guns in your home, they must be stored in locked containers so that children cannot access them.

Thank you for your continued support. Together, we can help keep our students and school community safe.

Sincerely,

Ned Lamont  
Governor  
State of Connecticut

Charlene M. Russell-Tucker  
Commissioner  
CT State Department of Education

Ronnell A. Higgins  
Commissioner  
Department of Emergency Services  
and Public Protection



## Science of Reading MasterClass

Smarter Balanced Assessment scores of districts participating in the Science of Reading Masterclass reveal the immediate and significant impact of learning from the Masterclass on early literacy outcomes across participating Connecticut districts.

*East Haven saw a 12% increase in all 3rd grade students meeting or exceeding achievement levels on the Smarter Balanced Assessments from 2021-2022 to 2023-2024. In addition, at the end of the 2023-2024 school year, the district reported the highest number of kindergarten students reaching grade-level benchmark on the DIBELS assessment in district history.*



**EAST HAVEN PUBLIC SCHOOLS**

The program consists of five in-person events, led by national reading experts, and is complemented by online learning modules that allow participants to deepen and apply their knowledge. Participants include a wide range of educational leaders, from superintendents to teacher leaders, with the goal of driving districtwide literacy improvement. For instance, Windham Public Schools formed a team of teachers, interventionists, coaches, and administrators who found the program insightful and inspiring, helping them develop a District Literacy Plan to assess and improve their literacy practices.

The Science of Reading (SOR) Masterclass is a major professional development initiative aimed at improving literacy instruction in K-3 education across Connecticut. It was created through a collaboration between the Connecticut State Department of Education (CSDE) and the Connecticut Association of Public School Superintendents (CAPSS). This initiative is designed to help district literacy leadership teams implement evidence-based reading strategies effectively.

*ELA Grade 3 District Performance Index (DPI) has increased by 1.4 (52.9 — 54.3), placing Windham in the top one-third of districts for overall increase.*



**WINDHAM PUBLIC SCHOOLS**

**In addition to learning sessions, the Masterclass provides tailored district coaching, with CAPSS consultants offering district meetings, classroom walk-throughs, and online resources. Peer collaboration is encouraged through affinity groups, helping districts share insights and strategies. Bethel Public Schools, for example, benefited from learning walks, which helped them identify strengths and areas for improvement in their literacy instruction.**

*Bethel Public schools, saw exemplary growth in their Smarter Balanced Assessment results this year, exceeding the State average for students meeting or exceeding the achievement levels by nearly 10 percentage points, In addition to their SBAC outcomes, they have also seen additional literacy outcomes (NWEA Growth Literacy) starting to shift. After years of seeing stagnant data, Bethel experienced growth in almost all grade levels this year, "but more importantly, students are starting to achieve their growth goals.*



**BETHEL PUBLIC SCHOOLS**

*Odyssey, a public charter school, exceeded the state average on the 2023-2024 Smarter Balanced Assessments (for students meeting or exceeding the achievement level) by 24.4 percentage points. Odyssey also showed exemplary growth on other literacy measures with 80% of K-2 students scoring at or above benchmark on mCLASS assessments and on ELA Smarter Balanced testing, and 72% of 3rd graders scoring proficient, compared to only 51% the previous year.*



**ODYSSEY PUBLIC CHARTER SCHOOL**

**Participants have expressed positive feedback regarding the program's impact on literacy outcomes and professional learning. Districts like Odyssey Community School and East Haven Public Schools have reported significant progress in literacy instruction thanks to the individualized support and expert-led sessions. The development of a district-specific Science of Reading plan helps ensure ongoing commitment to evidence-based literacy practices.**

**With over 450 education leaders involved, the Science of Reading Masterclass is playing a vital role in improving student literacy outcomes across Connecticut, fostering a consistent, research-driven approach to reading instruction.**



Performance Matters 2024

# *Bethel Public Schools*

How to Develop the Conditions and Systems  
for Improving Mathematical Outcomes

October 10, 2024



# *Team Members - Bethel Public Schools*



**Bryan Watson,  
Bethel Middle School  
Principal**



**Dr. Christine Carver,  
Superintendent of Schools**



**Dr. Kristen Brooks,  
Assistant Superintendent  
of Schools**



# *Team Members - Bethel Public Schools*



**Heather Farisello,  
Math Coach, 4-8**



**Marie Jowdy,  
BMS Math Coordinator &  
8th Grade Mathematics  
Teacher**



**Danielle Legnard,  
Math Coach, K-3**



# Overview



In this session, we will be providing an overview of how we (Bethel Public Schools) created conditions and systems for mathematical success in Grade K-8 including the use of assessment, curricular revisions, instructional practices, professional learning, schedule changes and more.



# Bethel Public Schools Strategic Plan 2020-2025



## District Mission and Core Beliefs

### Mission

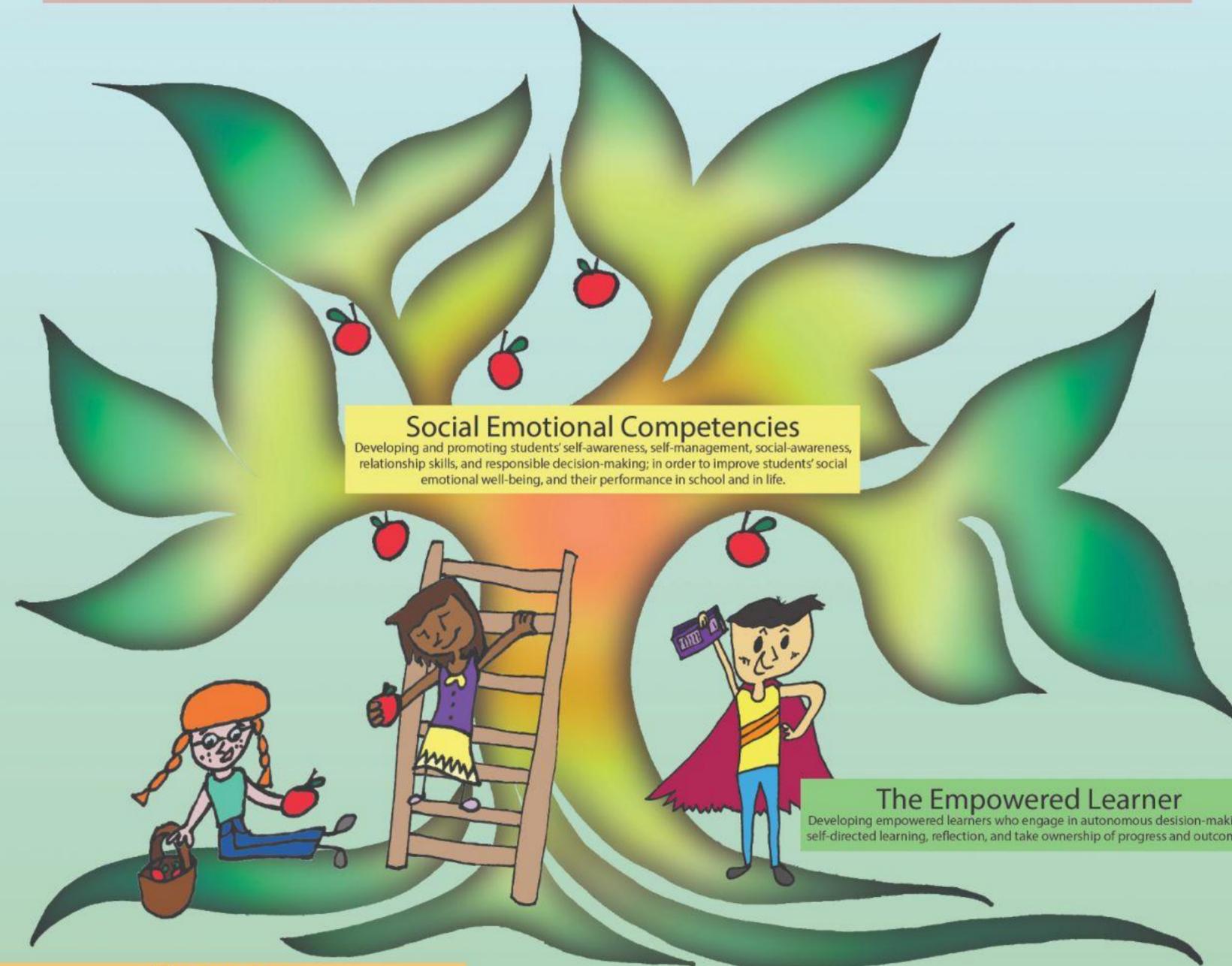
The mission of the Bethel Public Schools is to foster a culture of excellence and achievement accomplished through strong, collaborative relationships and rigorous teaching and learning opportunities for all learners. Our graduates will be compassionate, skilled and inquisitive individuals, who take initiative in making positive contributions to society.

### Core Beliefs

We, at the Bethel Public Schools, believe:

- that educational excellence benefits the entire community and is the shared responsibility of students, families, educators, staff, and citizens.
- that equity is a fundamental value, providing for high-quality education and that the diversity of our students is an asset to the educational community.
- in having high expectations for all children to learn and grow to their full potential.
- in developing caring, respectful, and supportive relationships among stakeholders which creates an environment that fosters social-emotional growth.
- that if we want our students to engage in a global workforce and become effective stewards of democracy, we need to develop their ability to think critically, become effective collaborators, creators and innovators.
- in the necessity of teaching students to become informed and positive contributing members of society.
- that recruiting, developing, and retaining exceptional educators creates a rigorous learning environment that will prepare our students for the demands of the future workforce.
- that safe, secure, well-maintained, equipped facilities are essential for the physical, social-emotional, and intellectual development of our students.
- in communicating the fundamental value and quality of education being delivered in our schools.

## Our Primary Purpose Is To Improve Student Achievement



### Social Emotional Competencies

Developing and promoting students' self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making; in order to improve students' social emotional well-being, and their performance in school and in life.

### The Empowered Learner

Developing empowered learners who engage in autonomous decision-making, self-directed learning, reflection, and take ownership of progress and outcomes.

### Resources

Ensuring that our staff has the appropriate resources to create the empowered learner and develop social emotional competencies of our students.

## Collaboration

Collaborators engage through communication in constructive and critical dialogue by listening for and articulating thoughts, questions, and ideas in diverse environments.

Collaborators exercise flexibility and willingness to be contributors and listeners while making necessary compromises and working together in both virtual and



## Creativity & Innovation

Those who demonstrate Creativity and Innovation challenge and improve existing standards by designing, implementing, and communicating original ideas.

Creators and Innovators exhibit curiosity, imagination, and flexibility. The creative person is open and responsive to new and diverse perspectives, and views failure as



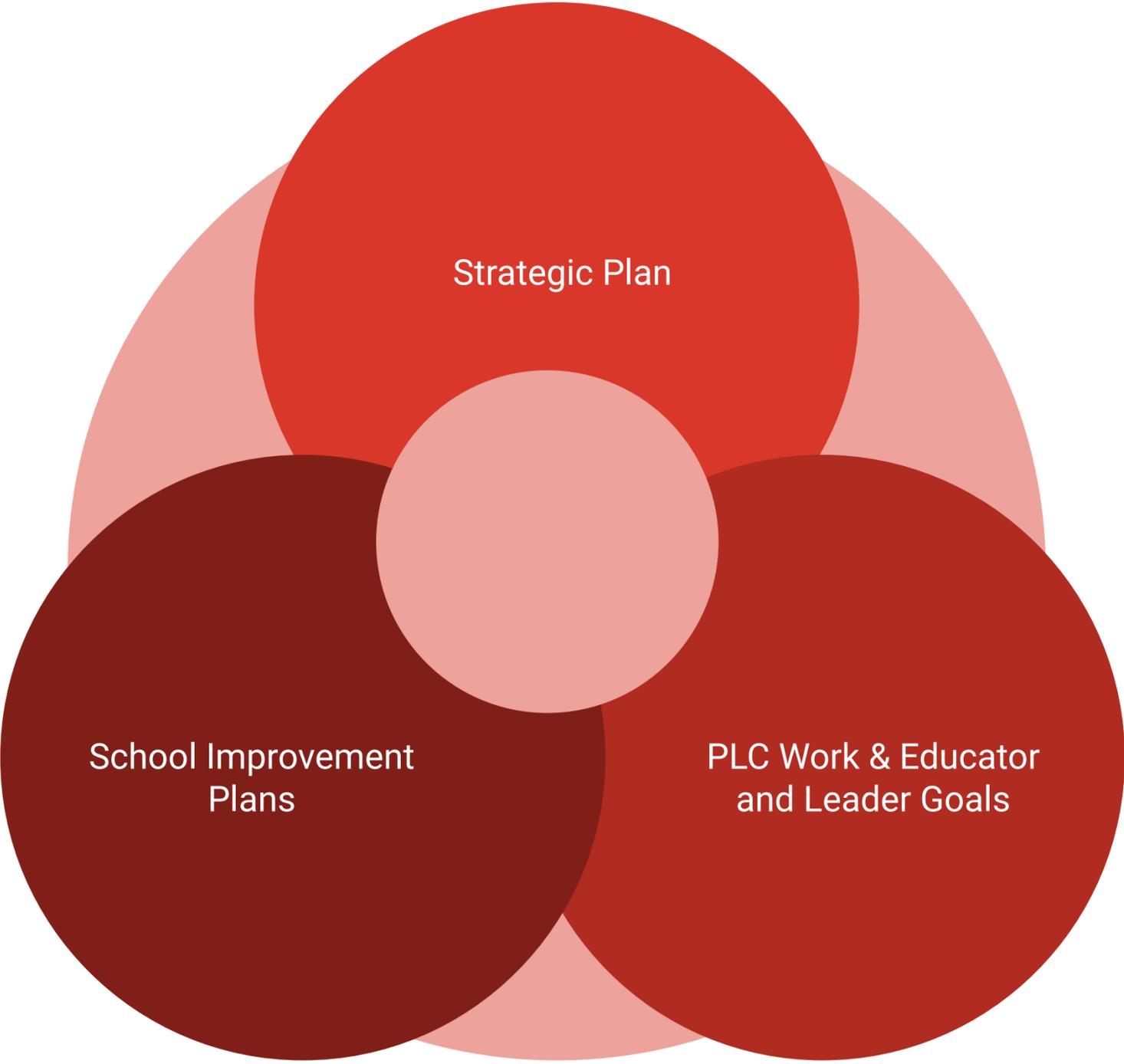
## Critical Thinking

Critical thinking is the ability to look at problems in a new way and to link learning within and across disciplines. Students will reflect, analyze, and evaluate evidence,

arguments, claims and beliefs to draw conclusions. Students are open to reconsider and revise thinking when presented with alternative points of view.

# Vision of a Graduate

# Alignment & Coherence



**BETHEL PUBLIC SCHOOLS**  
Bethel, Connecticut

**Coherence Framework**  
2021-2022

The graphic features a large white star on a background of graduates. The star's points and internal lines contain the following terms:

- Top point: Social & Emotional Competencies
- Right point: Customized Environments
- Bottom point: Student Agency
- Left point: Essential Learning
- Vertical line (left): Responsive
- Vertical line (right): Equitable
- Diagonal line (top-left to bottom-right): Rigorous & Relevant
- Center: Empowered Learner
- Inner ring around center: Critical Thinker, Creator, Innovator, Collaborator, Problem Solver
- Outer ring around center: Self-efficacy

**Professional Learning Cycle**

The cycle consists of four main stages in a clockwise flow:

- Analyze Data** (Blue)
- Set Goals** (Purple)
- Learn Individually and Collaboratively** (Green)
- Implement New Learning** (Orange)

At the center of the cycle is **Collective Efficacy**. The cycle is surrounded by four text boxes with guiding questions:

- Top Box (Light Blue):**
  - Examine your impact on student learning.
  - Come prepared with student work already analyzed (know strengths, growth opportunities, misconceptions).
  - What are the key standards, knowledge, skills, and global competencies (GC)?
  - Why are we teaching this? (UbD Rationale/Relevance)
  - What does success look like?
  - How are we assessing understanding in terms of content/practice standards, GC skills, and the Rigor & Relevance Framework?
  - Develop learning intentions/success criteria.
  - How are you planning to move each student to the next level of learning (may use Learning Progressions)?
- Right Box (Light Green):**
  - What professional learning do I/we need in order to address students' needs and instructional practice?
  - What resources (professional, digital, and peer) do I/we need to explore to further our learning?
  - What will the new learning look like in practice and how will I/we collect evidence?
- Bottom Box (Light Orange):**
  - Implement and reflect.
  - Ask questions, share your successes and challenges.
  - Seek feedback from Instructional Coach, Dept. Leader, Dept. Head, Coordinator, colleague, and/or administration.
  - Video yourself and watch and/or share with your PLC.
- Left Box (Light Purple):**
  - Learning is cyclical! Persevere!
  - A PLC should engage in this cycle more than once during a unit of study.
    - Have we accomplished our goal?
    - What evidence do we have that we have/have not achieved our goal?

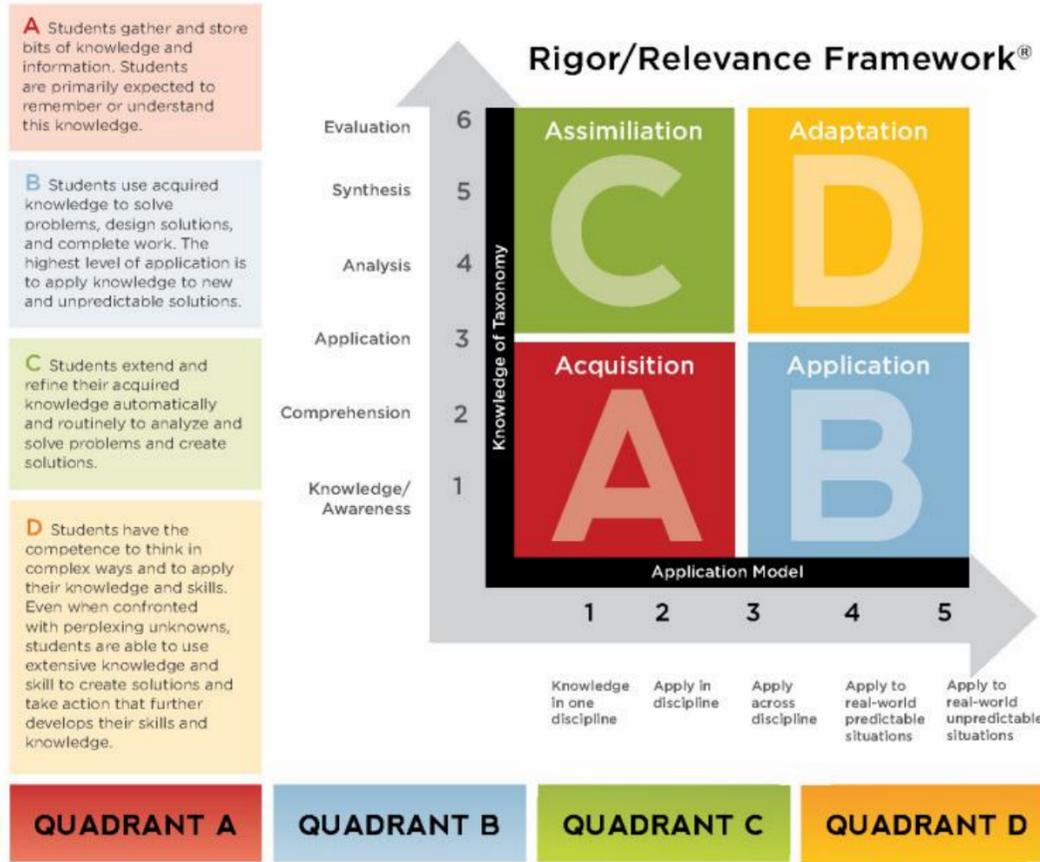
**learningforward**  
THE PROFESSIONAL LEARNING ASSOCIATION

Source:  
*Becoming a Learning Team: A Guide to a Teacher-Led Cycle of Continuous Improvement*

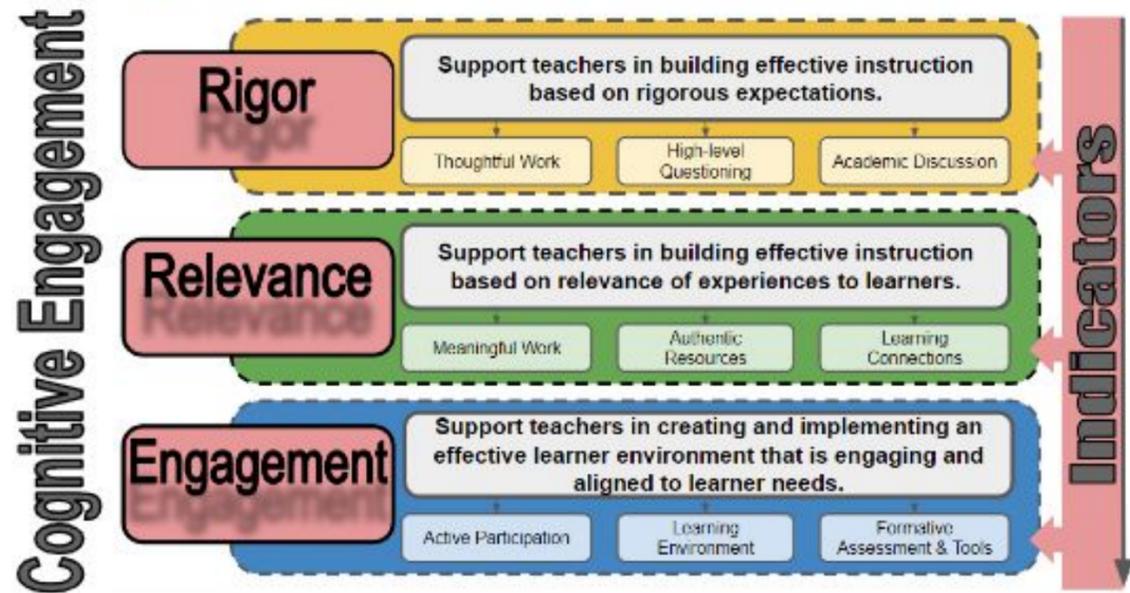
# 2024-2025 District Theory of Action

*If we use formative assessment data to differentiate **grade-level** instruction that intellectually engages all learners, then we will improve student outcomes.*

## RIGOR/RELEVANCE FRAMEWORK®



Vision Statement: Our graduates will be **compassionate**, **skilled**, and **inquisitive** individuals, **who take initiative** in making positive contributions to society.



**SET ADVANTAGEOUS GOALS**

awareness  
forethought  
intentionality  
planful competence



**INITIATE ACTION TOWARD THOSE GOALS**

choice  
voice  
free will  
freedom  
autonomy  
individual volition



**REFLECT AND REVISE**

self-reflectiveness  
self-assessment  
self-control  
self-discipline  
grit  
perseverance

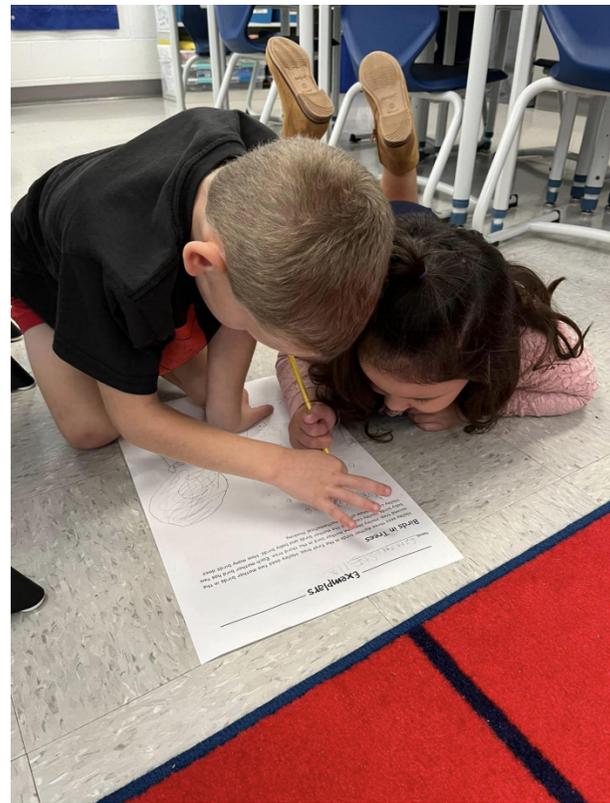


**INTERNALIZE SELF-EFFICACY**

growth mindset  
internal locus of control  
empowerment  
self-efficacy

# Mathematics Mission Statement

*The PreK-12 Mathematics Mission of the Bethel Public Schools, in partnership with our colleagues, families and the community is to develop mathematically literate members of society who engage in challenging learning experiences requiring communication, collaboration, critical thinking and creative problem solving. Students persevere as they apply what they learn in mathematics in a variety of meaningful ways.*



# *Bethel Public Schools*

## **Demographics**

- Student Enrollment: 3249 - Growing Enrollment
- DRG D
- 55.49 White - 44.51 Minority
- 7.17% Multilingual Learners
- 16.41% of Students Identified as Disabled
- 32.01% of Students Eligible for Free or Reduced Lunch

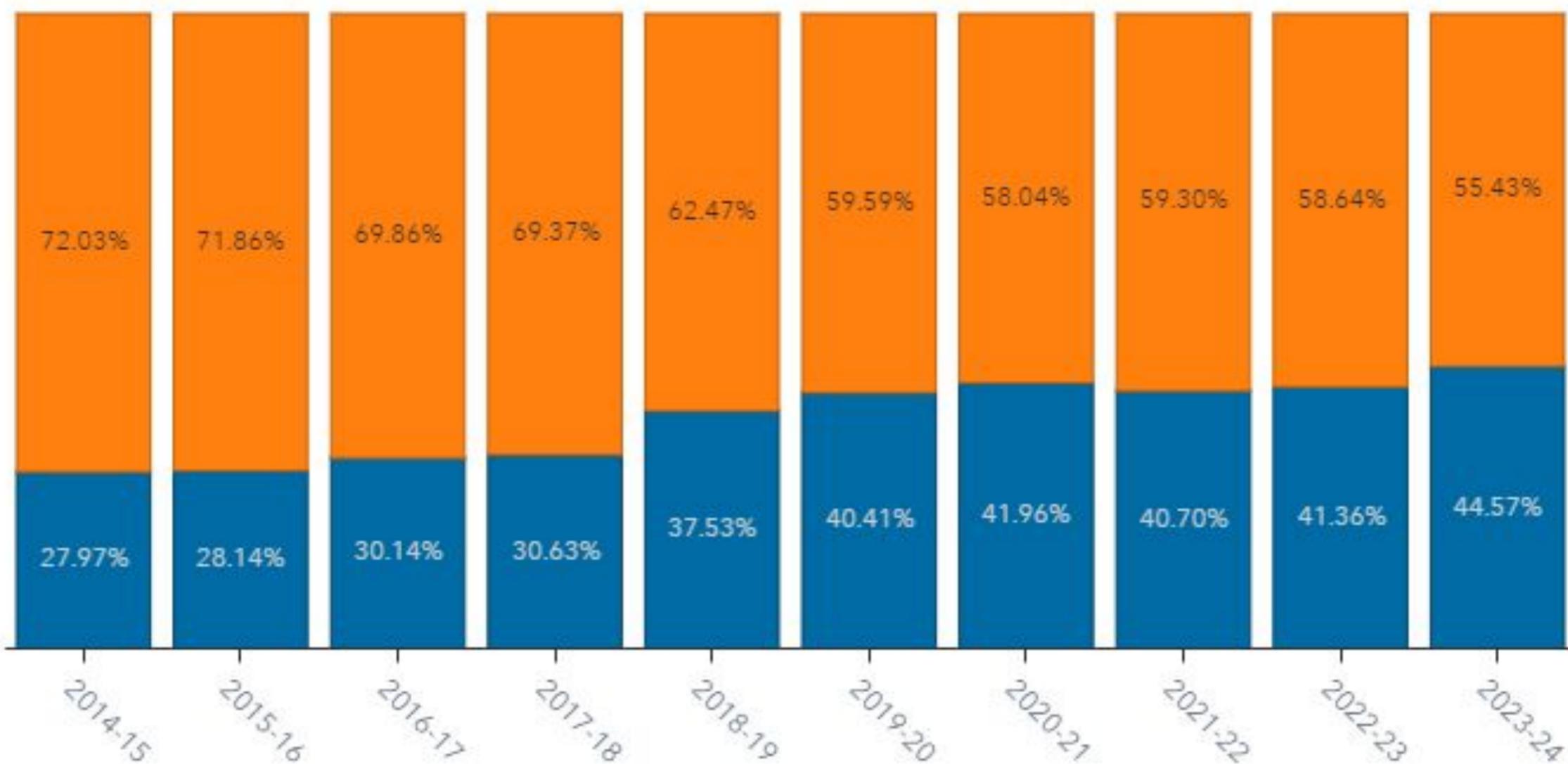


# Ten Year Trend by Student Group\*

< All Students High Needs Gender Grade Race English Learner S > 

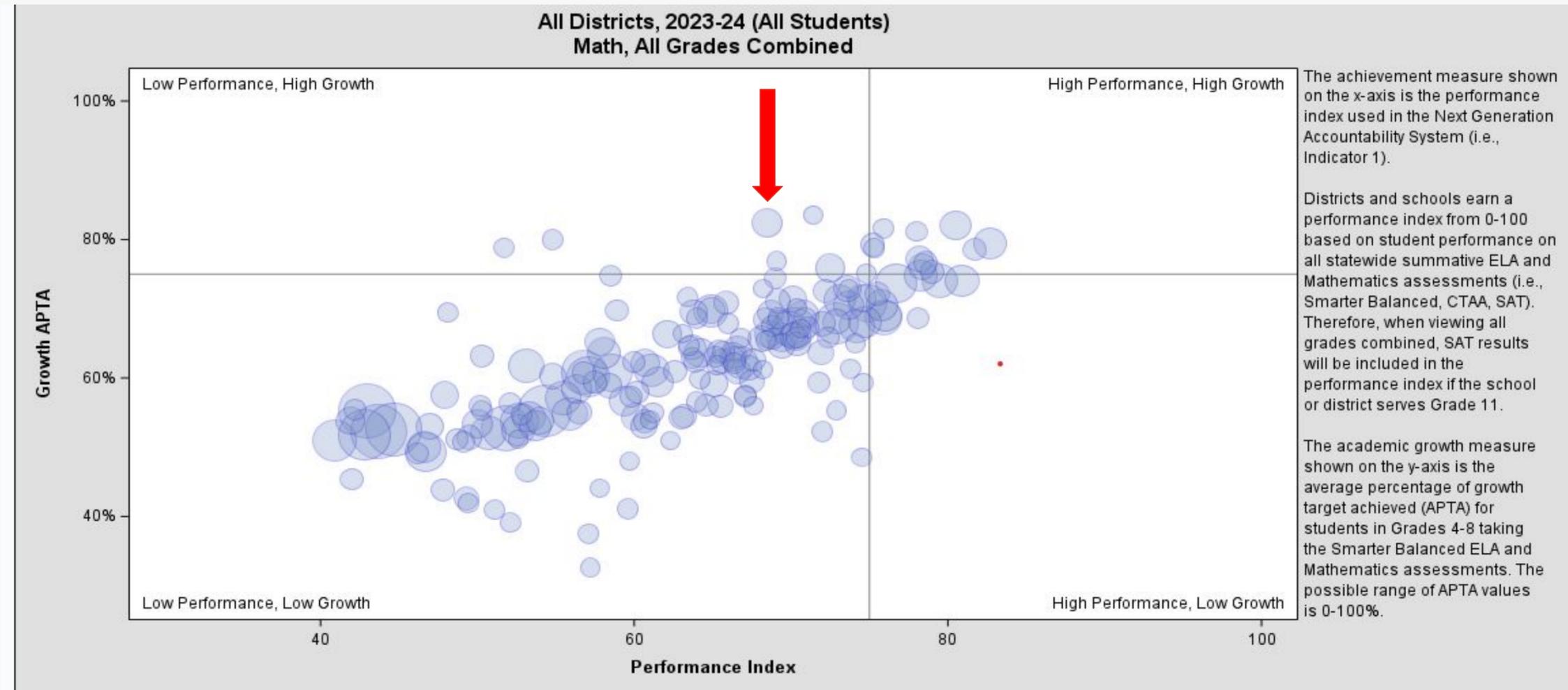
## High Needs Status

■ High Needs ■ Non-High Needs



# SBA Math Data

Organization = **Bethel School District**  
 Performance Index = 68.5  
 Growth APTA = 82.4%  
 Student Count = 1,165



## Smarter Balanced Assessments, Trend Bethel School District, Math, All Grades Combined, All Students

[Export .csv file](#)

District	School Year									
	2017-18		2018-19		2021-22		2022-23		2023-24	
	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %
Bethel School District	1,381	61.3	1,438	58.9	1,427	48.1	1,435	52.8	1,431	57.2



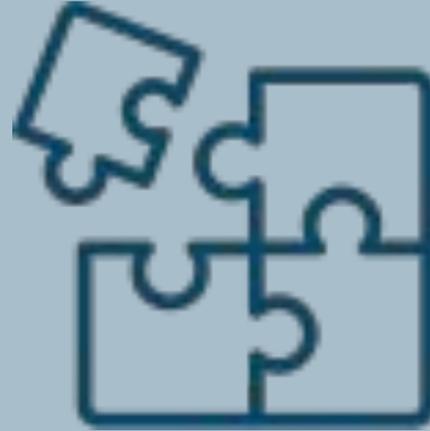
# *Systems for Success*

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## **Conditions**

- Curriculum & Assessment Practices
- Professional Learning Communities
- Time
- Staffing



## **Competencies**

- Responsive Teaching
- Instructional Practices
- Professional Learning



## **Culture**

- Continuous Improvement
- High Expectations
- Team Work
- Student Focused

# Conditions

## Professional Learning Communities:

- PLCs are a sacred space in Bethel
- Middle School PLCs 2 x a week, PLC cycle
- Elementary PLCs 2-3 x a week, PLC cycle
- Opportunity for grade level teachers to collaborate with specialists and coach
- Determine strategies and resources to improve instruction in weak areas

## Curriculum & Assessment Practices:

- Implemented new K-8 core resources aligned to grade level standards
- Aligned district curriculum with State model curriculum
- Reordered units based on priority and state curriculum
- Supplemented core resource as needed
- Developed a variety of standards-based assessments
- Used Interim Assessment Blocks and Smarter Balanced sample items for practice and assessment

## Time:

- Develop new 8 period day schedule to increase time in Mathematics
- Adjust current curriculums and developed new Application of Mathematics
- Provide more time for practice, priority standards and responsive teaching

## Staffing:

- Reallocation of staff to support new schedule
- Added additional specialists to support mathematics intervention
- High Dosage Math Tutoring Grant
- Train and retrain teachers



# Analysis of Student Results

C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO	AP	AQ	AR	AS	
Scale Score	Performance	8	17	15		2	4	13	21	14	22		1	3	5		16	26	33	6	25	32		7	10		9	11	12	18	19	20	23	24	27	28	29	30	31	34	SUM		
2495 ± 27	Level 1: Does Not Meet	0	1	1		1	1	1	0	0	0		1	0	0		0	0	0	1	0	0		0	1		0	0	1	1	0	2	0	0	0	0	0	0	0	0	0	12	
2630 ± 26	Level 3: Meets	1	1	1		0	1	1	1	1	1		1	1	1		0	0	0	1	1	1		2	1		1	1	1	1	1	2	1	1	1	1	1	1	1	1	0	31	
2619 ± 25	Level 3: Meets	1	1	1		0	1	1	1	1	1		1	1	1		1	1	0	1	1	0		1	1		1	0	0	1	1	2	1	1	1	0	1	0	1	1	28		
2599 ± 24	Level 3: Meets	1	0	1		1	1	1	0	1	1		1	1	0		0	0	0	1	1	0		2	2		1	1	1	1	1	2	1	0	1	1	0	0	1	1	27		
2583 ± 24	Level 2: Approaching	0	1	0		0	1	1	0	1	1		0	0	0		1	1	0	1	1	1		2	1		1	1	1	1	0	0	1	1	1	0	1	0	1	0	22		
2652 ± 27	Level 3: Meets	1	1	1		1	1	0	1	1	1		1	1	0		0	1	1	1	1	1		2	2		1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	34	
2687 ± 31	Level 4: Exceeds	1	1	1		1	1	1	1	1	1		1	1	1		1	1	1	1	1	1		2	2		1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	37	
2612 ± 25	Level 3: Meets	0	1	1		1	1	1	1	1	1		0	1	1		0	1	0	1	1	1		2	1		1	1	1	1	0	2	0	1	1	1	0	0	1	0	27		
2554 ± 24	Level 2: Approaching	1	1	1		1	0	1	1	0	1		1	1	1		0	0	0	1	1	1		0	0		1	0	1	0	0	2	1	1	0	1	0	1	0	0	21		
2653 ± 27	Level 4: Exceeds	1	1	1		1	1	1	1	1	1		1	1	1		1	1	0	1	1	0		2	1		1	1	1	1	0	2	1	1	1	1	1	1	1	1	33		
2561 ± 24	Level 2: Approaching	0	0	0		1	1	1	1	0	1		1	1	1		0	0	0	1	1	0		2	1		0	0	0	1	1	2	0	0	1	1	0	0	1	0	20		
2625 ± 25	Level 3: Meets	1	1	1		1	1	1	1	1	1		1	1	1		0	1	0	1	1	0		2	1		1	0	1	1	0	2	1	1	1	0	1	0	1	1	29		
2625 ± 25	Level 3: Meets	1	1	1		1	1	1	1	1	0		1	1	0		0	1	1	1	1	1		2	1		1	0	0	1	1	2	1	1	1	0	1	0	1	1	29		
2581 ± 24	Level 2: Approaching	0	1	0		1	1	1	1	1	1		1	1	0		0	0	0	1	0	0		2	1		1	1	1	0	0	2	1	1	1	0	1	0	1	1	24		
2656 ± 28	Level 4: Exceeds	1	1	1		1	1	1	1	1	1		1	1	1		0	1	1	1	1	0		2	2		1	1	1	1	1	2	1	1	1	1	1	1	1	0	34		
2525 ± 25	Level 2: Approaching	1	0	1		1	1	0	0	1	0		1	0	0		0	0	0	1	1	0		0	0		1	0	1	1	0	2	0	0	1	0	0	1	0	1	16		
2592 ± 24	Level 3: Meets	1	0	0		1	0	1	1	0	1		0	1	0		0	1	0	1	1	0		2	2		1	1	1	1	0	2	1	1	1	0	1	0	1	0	24		
2627 ± 25	Level 3: Meets	1	1	1		1	1	1	1	1	1		0	0	1		0	1	1	1	0	0		2	2		1	0	1	1	1	2	1	1	1	1	1	1	1	0	30		
2628 ± 24	Level 3: Meets	1	1	1		1	1	1	1	1	1		1	1	0		1	0	0	1	1	0		2	2		1	1	1	1	1	1	0	1	0	1	1	1	0	1	29		
2586 ± 24	Level 3: Meets	1	0	0		1	1	1	1	1	1		1	1	1		0	1	0	1	1	0		2	1		1	0	0	1	0	2	1	0	1	0	1	0	1	0	24		
2530 ± 25	Level 2: Approaching	0	1	0		1	1	1	0	1	1		1	1	0		0	0	0	1	1	0		0	0		1	1	0	0	0	2	0	0	1	0	0	1	1	0	17		
2579 ± 24	Level 2: Approaching	0	1	1		1	0	1	1	1	1		0	0	0		0	1	1	1	1	1		2	1		1	1	1	1	0	1	0	1	1	0	0	1	0	0	23		
2626 ± 24	Level 3: Meets	1	0	1		1	1	1	1	1	1		1	1	1		1	0	1	1	1	1		2	2		0	1	1	1	0	1	1	1	1	0	0	0	1	1	29		
2582 ± 24	Level 2: Approaching	0	0	1		1	1	1	0	1	0		1	0	1		1	1	0	1	1	1		1	1		1	0	1	1	0	2	0	1	1	0	0	1	1	0	23		
2563 ± 24	Level 2: Approaching	1	0	1		0	0	1	1	0	0		1	0	0		0	1	1	1	0	1		0	1		1	1	1	1	1	2	1	0	1	0	1	1	0	1	22		
2610 ± 24	Level 3: Meets	1	1	1		0	1	1	1	1	1		1	1	0		0	1	0	1	1	0		2	2		1	0	1	1	0	1	1	1	1	0	0	1	1	0	26		
2556 ± 24	Level 2: Approaching	1	1	0		1	0	1	1	1	1		1	0	0		0	0	0	1	1	0		1	1		1	0	1	0	0	2	1	1	1	0	0	0	1	0	20		
2665 ± 29	Level 4: Exceeds	1	1	1		1	1	1	1	1	1		1	1	0		1	1	1	1	1	1		2	1		1	0	1	1	1	2	1	1	1	1	1	1	1	1	34		
2587 ± 24	Level 3: Meets	1	1	0		0	1	1	1	1	1		1	1	0		0	1	0	1	0	1		2	1		1	0	1	1	0	2	1	1	1	0	0	0	1	0	24		
2525 ± 25	Level 2: Approaching	0	1	1		0	1	1	1	1	0		0	0	0		0	0	0	0	1	1		0	1		0	0	1	1	0	1	1	0	0	1	0	0	0	0	14		
2552 ± 24	Level 2: Approaching	1	1	0		1	1	0	1	1	1		1	1	0		0	0	0	1	1	1		0	0		0	1	1	0	0	2	0	1	0	1	1	1	0	1	21		
		30	33	31		33	39	41	37	37	36		31	32	22		12	24	12	43	38	21		71	53		39	23	35	39	19	79	31	33	39	24	29	26	32	19			
		Geometry			Expressions and Equations				The Number System				Functions				Statistics & Probability		Math Practice																								

# Standards Alignment

Grade 8 ICA				Grade 8 ICA
Question	Standard	DOK	Difficulty	
1	8.NS.1	1	Easy	
2	8.EE.6	2	Moderate	
3	8.NS.2	2	Moderate	
4	8.EE.6	2	Moderate	
5	8.NS.2	1	Moderate	
6	8.F.3	2	Moderate	
7	8.SP.3	2	Moderate	
8	8.G.1	1	Moderate	
9	Math Practice	3	Moderate	Functions - y = mx + b
10	8.SP.3	2	Difficult	
11	Math Practice	2	Moderate	Functions - nonlinear
12	Math Practice	2	Moderate	Geometry - Transformations
13	8.EE.7b	2	Moderate	
14	8.EE.8b	2	Moderate	
15	8.G.7	2	Moderate	
16	8.F.1	2	Moderate	
17	8.G.1	2	Moderate	
18	Math Practice	2	Moderate	Expressions & Equations - Write a linear system
19	Math Practice	2	Difficult	Geometry - congruence
20	Math Practice	2	Moderate	Functions - rate of change
21	8.EE.7b	2	Moderate	
22	8.EE.8b	2	Moderate	
23	Math Practice	2	Moderate	Expressions and Equations - simultaneous equations
24	Math Practice	3	Moderate	Expressions and Equations - Write and solve an equation
25	8.F.4	1	Difficult	
26	8.F.1	1	Difficult	
27	Math Practice	3	Moderate	Functions - Linear
28	Math Practice	2	Moderate	Geometry - Pythagorean Thm
29	Math Practice	3	Difficult	Geometry - volume of cylinder
30	Math Practice	2	Difficult	Expressions and Equations - Properties of Exponents
31	Math Practice	3	Difficult	Expressions and Equations - critique reasoning of equation solved
32	8.F.4	2	Difficult	
33	8.F.1	1	Difficult	
34	Math Practice	2	Difficult	Expressions and Equations - write and solve a system

# Analysis of Student Results

ELA Assessments

Science Assessments

Math Assessments

AI	AJ	AK	AL	AM	AN	AO	AP	AQ	AR	AS	AT	AV	AW	AX	AY	AZ	BA	BB	BC	BD	BE	BF	BG	BH	BI	BJ	BK	BL
2024 Math - SBAC Level	2024 Math - SBAC Scaled Score	2023 Math - SBAC Level	2023 Math - SBAC Scaled Score	2022 Math - SBAC Level	2022 Math - SBAC Scaled Score	2024 Math NWEA Spring Percentile	2023 Math Spring NWEA Percentile	2022 Math Fall NWEA Percentile	2024 SBAC ELA - Level	2024 SBAC ELA - Scaled Score	2023 SBAC ELA - Level	2023 SBAC ELA - Scaled Score	2022 SBAC ELA - Level	2022 SBAC ELA - Scaled Score	2024 Reading NWEA Spring Percentile	2023 Reading Spring NWEA Percentile	2022 Reading Fall NWEA Percentile	2024 SPANISH Reading NWEA Spring Percentile	Grade 5 NGSS Scale Score	Grade 5 NGSS Scale Score	22-23 Hab Fall (G6)	22-23 Hab Fall Proficiency Level (G6)	G6 Hab Spring	G6 Hab Spring Proficiency Level	23-24 Hab Proficiency Fall / Winter (G7)			
Level 4	2647	Level 4	2642	Level 4	2634	78	79	97	Level 4	2718	Level 4	2668	Level 4	2607	88	88	89		Level 4	565 ± 15	12	Level 4	12	Level 4	Level 2			
Level 4	2715	Level 4	2644	Level 4	2659	97	88	89	Level 4	2710	Level 4	2695	Level 4	2626	91	93	91		Level 4	574 ± 15	11	Level 4	12	Level 4	Level 4			
Level 4	2682	Level 4	2616	Level 3	2559	93	78	60	Level 4	2693	Level 4	2632	Level 3	2566	69	79	59		Level 3	526 ± 10	10	Level 4	10	Level 4	Level 2			
Level 4	2729	Level 4	2614	Level 4	2617	94	85	95	Level 4	2673	Level 4	2676	Level 4	2634	91	84	91		Level 4	562 ± 14	10	Level 4	9	Level 3	Level 3			
Level 4	2693	Level 4	2620	Level 4	2630	91	74	86	Level 4	2659	Level 3	2611	Level 4	2627	82	83	94		Level 4	546 ± 12	9	Level 3	11	Level 4				
Level 4	2741	Level 4	2668	Level 4	2690	98	83	94	Level 4	2656	Level 3	2593	Level 3	2562	85	83	90		Level 4	577 ± 15	10	Level 4	10	Level 4	Level 2			
Level 4	2752	Level 2	2531	Level 3	2565	93	64	70	Level 4	2649	Level 4	2643	Level 4	2643	91	92	94		Level 4	536 ± 12	12	Level 4	11	Level 4	Level 3			
Level 4	2716	Level 4	2684	Level 4	2692	99	93	87	Level 3	2644	Level 4	2640	Level 4	2699	95	88	93		Level 4	564 ± 15	12	Level 4	12	Level 4	Level 3			
Level 3	2634	Level 4	2611	Level 4	2606	84	72	74	Level 3	2632	Level 3	2599	Level 4	2588	73	62	72		Level 3	520 ± 12	9	Level 3	9	Level 3	Level 2			
Level 2	2558	Level 2	2504	Level 2	2510	49	46	23	Level 3	2601	Level 2	2489	Level 3	2525	62	43	38		Level 3	511 ± 11	9	Level 3	4	Level 1	Level 3			
Level 3	2616	Level 3	2573	Level 4	2595	80	68	78	Level 3	2597	Level 3	2558	Level 4	2601	65	73	85		Level 3	521 ± 12	12	Level 4	11	Level 4	Level 1			
Level 4	2656	Level 3	2604	Level 3	2562	87	68	74	Level 3	2578	Level 3	2603	Level 4	2603	58	65	74		Level 3	528 ± 13	7	Level 2	11	Level 4	Level 3			
Level 3	2603	Level 2	2502	Level 3	2528	83	53	70	Level 3	2575	Level 3	2581	Level 3	2573	73	50	80		Level 3	519 ± 11	8	Level 3	11	Level 4	Level 3			
Level 2	2538	Level 2	2523	Level 3	2553	53	64	65	Level 3	2571	Level 3	2592	Level 3	2566	57	74	70		Level 3	510 ± 11	9	Level 3	8	Level 3	Level 1			
Level 3	2610	Level 3	2602	Level 4	2597	80	68	81	Level 2	2540	Level 2	2514	Level 3	2559	69	62	57		NT		11	Level 4	10	Level 4	Level 3			
Level 1	2456	Level 2	2510	Level 2	2465	20	25	25	Level 2	2536	Level 2	2518	Level 2	2475	40	14	50		Level 2	485 ± 13	7	Level 2	10	Level 4	Level 2			
Level 3	2580	Level 2	2481	Level 2	2468	59	35	46	Level 2	2509	Level 1	2402	Level 1	2432	45	23	57		Level 1	459 ± 11	7	Level 2	9	Level 3	Level 2			
Level 2	2522	Level 1	2460	Level 2	2492	28	n/t	n/t	Level 2	2499	Level 2	2475	Level 3	2535	65	n/t	n/t				n/t		n/t		Level 1			
Level 2	2488	Level 2	2475	Level 1	2370	36	25	23	Level 2	2497	Level 1	2445	Level 2	2487	36	23	68		Level 2	476 ± 11								
Level 1	2384	Level 1	2377	Level 1	2360	14	15	9	Level 2	2484	Level 1	2449	Level 1	2440	50	35	21		Level 2	474 ± 11	6	Level 2	7	Level 2	Level 1			
Level 1	2360	Level 1	2348	Level 2	2467	25	5	18	Level 2	2484	Level 1	2367	Level 1	2415	7	8	27		Level 2	485 ± 13	8	Level 3	7	Level 2	Level 1			
Level 1	2425	Level 1	2357	Level 1	2396	23	15	32	Level 1	2341	Level 1	2398	Level 1	2391	14	27	52		Level 1	466 ± 11	5	Level 1	6	Level 2				
Level 1	2431	Level 1	2407	Level 1	2292	8	9	3	Level 1	2322	Level 1	2374	Level 1	2328	9	1	1		Level 1	400 ± 17					Level 1			
Level 1	2424	Level 1	2310	Level 1	2385	28	4	6	Level 1	2318	Level 1	2414	Level 1	2348	38	6	9		Level 1	430 ± 14			2	Level 1	Level 1			
Level 3	2573	Level 2	2479	Level 1	2430	36	11	16	n/t	n/t	Level 2	2505	Level 1	2385	57	35	40		Level 2	475 ± 11	5	Level 1	0	Level 1	Level 2			
Level 3	2604	Level 3	2564	Level 3	2533	80	76	72	Level 4	2709	Level 3	2588	Level 3	2580	77	84	89		Level 3	525 ± 12	12	Level 4	10	Level 4	Level 4			
Level 4	2683	Level 4	2621	Level 3	2562	91	81	67	Level 4	2695	Level 4	2694	Level 4	2606	90	95	93		Level 3	526 ± 11	9	Level 3	12	Level 4	Level 3			
Level 3	2624	Level 3	2581	Level 4	2604	84	72	72	Level 4	2687	Level 3	2548	Level 4	2607	71	83	86		Level 4	556 ± 14	9	Level 3	10	Level 4	Level 2			
Level 4	2778	Level 4	2681	Level 4	2673	97	92	86	Level 4	2650	Level 3	2608	Level 4	2630	77	91	90		Level 4	551 ± 12	9	Level 3	11	Level 4	Level 4			
Level 3	2572	Level 2	2498	Level 1	2445	62	55	41	Level 4	2649	Level 4	2639	Level 3	2573	84	81	94		Level 3	514 ± 11	8	Level 3	11	Level 4	Level 1			
Level 3	2595	Level 3	2558	Level 3	2576	77	70	56	Level 3	2619	Level 2	2506	Level 2	2442	60	55	54		Level 3	516 ± 13	6	Level 2	10	Level 4	Level 2			
Level 4	2715	Level 4	2646	Level 4	2680	98	95	99	Level 3	2612	Level 3	2540	Level 4	2623	55	73	86		Level 4	537 ± 12	11	Level 4	9	Level 3	Level 2			
Level 3	2611	Level 3	2563	Level 4	2655	78	64	76	Level 3	2559	Level 2	2458	Level 3	2523	65	31	66		Level 3	526 ± 11			9	Level 3	Level 3			
Level 4	2762	Level 3	2591	Level 4	2583	84	88	79	Level 3	2553	Level 1	2449	Level 2	2455	43	62	50		Level 4	538 ± 13	9	Level 3	8	Level 3	Level 4			
Level 3	2582	Level 2	2551	Level 2	2525	64	46	78	Level 2	2549	Level 3	2561	Level 4	2596	65	69	83		Level 4	551 ± 13	8	Level 3	10	Level 4	Level 3			
Level 2	2487	Level 2	2500	Level 2	2526	44	44	56	Level 2	2547	Level 2	2499	Level 2	2454	38	48	62		Level 2	472 ± 12	7	Level 2	9	Level 3	Level 1			
Level 1	2448	Level 1	2417	Level 1	2432	28	33	29	Level 2	2546	Level 3	2563	Level 2	2479	65	75	59		Level 1	454 ± 13	7	Level 2	9	Level 3	Level 2			
Level 1	2454	Level 1	2459	Level 1	2443	40	16	14	Level 2	2529	Level 1	2401	Level 2	2451	31	12	12		Level 2	477 ± 10	7	Level 2	8	Level 3	Level 1			
Level 3	2588	Level 3	2558	Level 2	2480	51	39	53	Level 2	2521	Level 2	2517	Level 2	2494	31	48	54		Level 2	497 ± 11	7	Level 2	9	Level 3	Level 2			
Level 1	2453	Level 1	2391	Level 1	2349	30	8	8	Level 2	2515	Level 2	2462	Level 2	2480	43	23	35		Level 2	477 ± 12	8	Level 3	7	Level 2	Level 1			
Level 2	2552	Level 2	2509	Level 2	2488	59	64	41	Level 2	2501	Level 2	2470	Level 2	2447	29	35	29		Level 3	512 ± 11	7	Level 2	10	Level 4	Level 1			
Level 2	2552	Level 2	2490	Level 1	2421	38	37	18	Level 2	2494	Level 3	2541	Level 1	2360	38	19	15		Level 2	468 ± 11			6	Level 2	Level 1			
Level 2	2563	Level 2	2500	Level 2	2467	49	25	29	Level 1	2478	Level 2	2511	Level 2	2474	45	29	40		Level 3	504 ± 10	6	Level 2	8	Level 3	Level 1			
Level 2	2544	Level 2	2515	Level 2	2519	40	41	48	Level 1	2447	Level 2	2495	Level 3	2506	55	14	50		Level 3	532 ± 12	5	Level 1	8	Level 3	Level 2			
Level 1	2395	Level 1	2286	Level 1	2376	14	5	n/t	Level 1	2440	Level 1	2380	Level 1	2342	7	4	n/t		Level 1	461 ± 13					Level 1			
Level 2	2523	Level 2	2483	Level 2	2490	46	41	46	Level 1	2428	Level 3	2551	Level 2	2491	57	62	72		n/t	n/t	n/t	Level 2	n/t	Level 1	n/t			
Level 1	2467	Level 1	2467	Level 2	2462	28	31	18	Level 1	2384	Level 2	2475	Level 2	2472	67	43	50		Level 1	453 ± 12			3	Level 1	Level 1			
Level 1	2358	Level 1	2329	Level 1	2364	4	10	6	n/t	n/t	Level 1	2413	Level 1	2367	20	14	16		Level 1	441 ± 14								
Level 1	2474	Level 1	2382	Level 1	2380	17	7	11	Level 2	2503	Level 1	2376	Level 1	2360	29	16	3		Level 1	442 ± 13			8	Level 3	Level 1			
Level 1	2442	Level 1	2389	Level 1	2346	13	3	8	Level 2	2484	Level 1	2384	Level 1	2341	25	23	38		Level 1	462 ± 12			1	Level 1	Level 1			
Level 1	2404	Level 1	2365	Level 2	2456	10	5	14	Level 1	2450	Level 2	2460	Level 1	2396	45	25	11		Level 2	491 ± 12			4	Level 1	Level 1			

Key

= Exceeds

= Meets

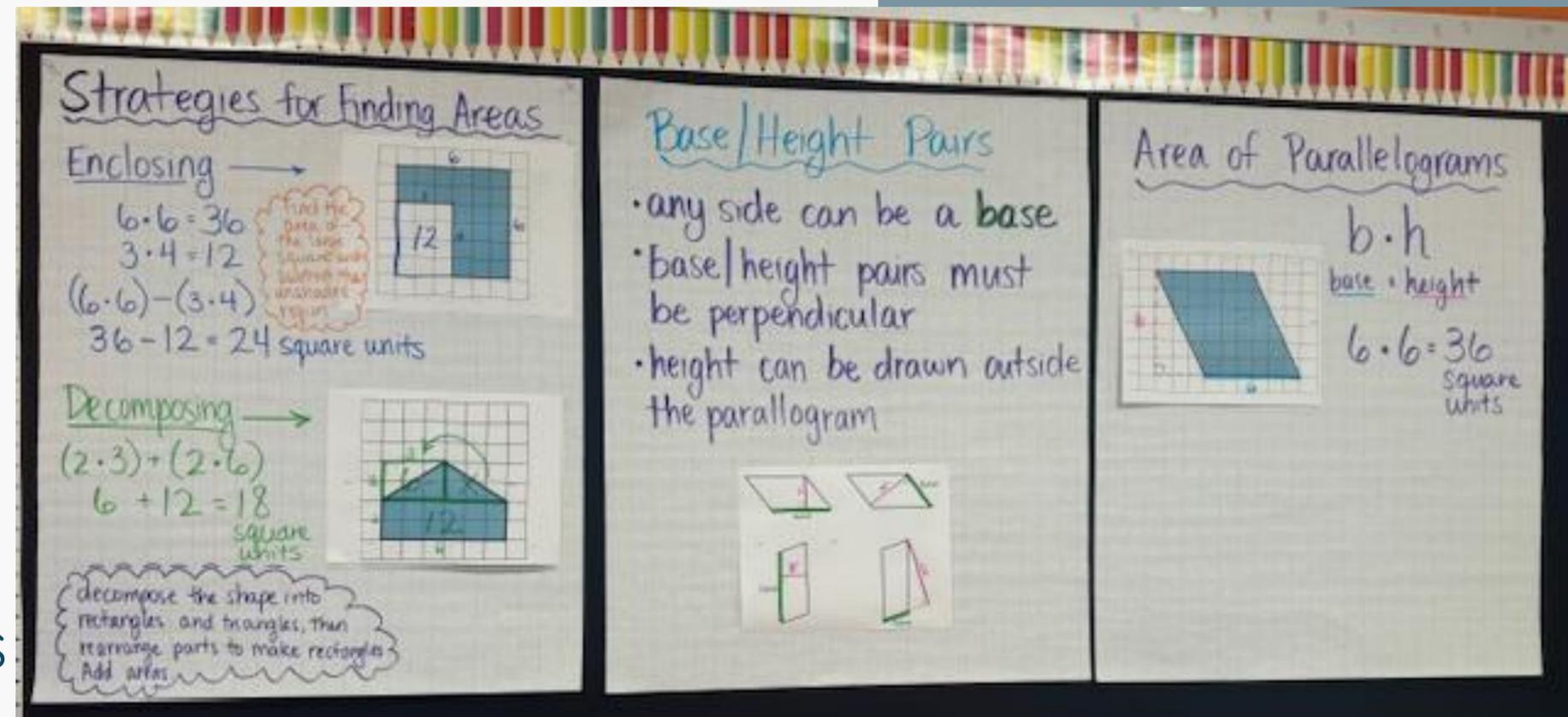
= Approaching

= Below

# Competencies

## Instructional Practices

- Promote Math Practices
- Embed Illustrative Math Routines
- Use Building Thinking Classroom Strategies
- Promote Problem Solving Using Exemplars, Concept Quests, State Performance Tasks
- Create Word Walls, Anchor Charts to Support Concepts and Vocabulary



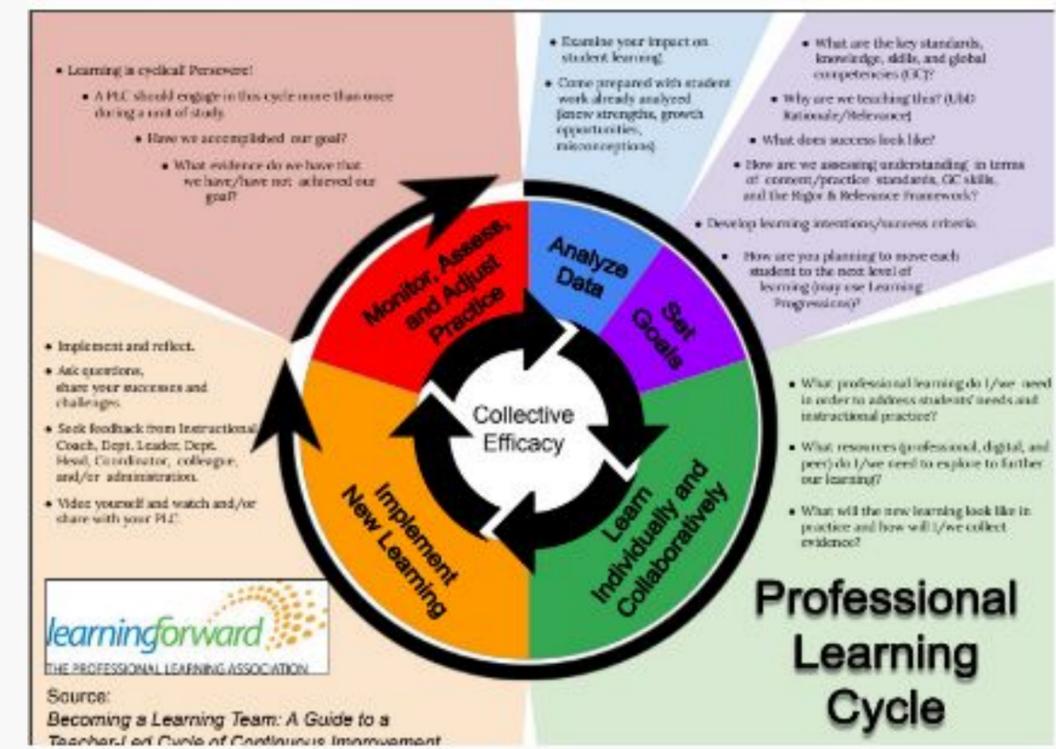
# Competencies

## PLC Cycle

- Continuous cycle of improvement model - based on data
  - data aggregated by coach, or teachers, for review
  - Instructional coaches work closely with classroom teachers and PLC around a focused area of professional growth based on data
  - determine next steps as a team (teachers, coach, math specialists)

## Professional Learning

- Continuously building teacher capacity and instructional practices
  - Professional Learning Days / In District & Out of District/Webinars
  - PLC Meetings
  - Faculty Meetings
  - Department Meetings
  - Learning Walks based on specific criteria



WE ♥  
MATH

# *Culture*

## **Continuous Improvement**

- Desire to Improve Craft
- Willingness to Try New Things
- Instructional Coaching
- Teacher Tenacity

## **High Expectations:**

- Warm Demanders
- Every Student is Capable

## **Teamwork**

- Trust/Psychological Safety
- Everyone is Involved

## **Student Focused**

- Asset-Based
- Student Empowerment
- Responsive to Students' Needs

# *Leadership Routines*

## **Coaching**

## **PLC Cycle**

## **School Improvement Team**

## **Data Teams**

## **Feedback & Monitoring**

- Informal and Formal
- Learning Walks
- Instructional Rounds





Performance Matters 2024

*Thank you!*

*What Questions Do*

*You Have For Us?*





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September 13, 2024

Dear Member of the Business Community,

As we prepare our students for the rapidly evolving workforce, we recognize the invaluable role that local businesses and industry leaders like yourself play in shaping the future. To better align our educational programs with the skills and dispositions needed in today's and tomorrow's job market, we are launching a strategic initiative to guide the direction of our public schools from 2025 to 2030.

We are writing to invite you to participate in a focus group, partnered with the Town of Bethel, Department of Economic Development, aimed at identifying the critical skills, competencies, and personal qualities that will prepare our students to succeed in a dynamic and technology-driven economy. Your insights will be vital in ensuring that we, as a district, are equipping our students with the practical, creative, and interpersonal skills necessary to meet the demands of an ever-changing workforce.

This focus group will not only help us better understand the needs of the business community but will also assist in the development of our strategic plan. By participating, you will have the opportunity to influence the future of education in our region and help shape the next generation of innovators, leaders, and skilled professionals.

Focus Group Details:

- Date: October 4, 2024
- Time: 8:00 AM - 9:00 AM
- Location: Virtual
- [RSVP at this link.](#)

Your expertise and perspective are crucial as we look to build stronger partnerships between the education and business communities. We hope you will join us in this important conversation

and collaborate with us to ensure that our schools remain forward-thinking and responsive to the changing world.

Please let us know if you can attend or if you have any questions about the event. If you are unable to attend, but have a key member of your team who could provide input, we would encourage you to RSVP for them. Once you RSVP, we will send a calendar invite with a link to the Google Meet to the individual participating. Prior to the event, we will also send you some questions to consider to launch our conversation.

We look forward to your participation and the opportunity to work together in shaping the future of education in our community.

Thank you for your time and consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Christine L. Carver". The signature is fluid and cursive, with a large initial "C" at the end.

Christine L. Carver, Ed. D.  
Superintendent of Schools



# Bethel Public Schools

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October 1, 2024

Dear Parents and Guardians,

As we prepare to shape the future of our district and the education of your children, we value your voice and insights as essential partners in this journey. To ensure that we continue to provide a high-quality and relevant education, we are developing a strategic plan that will guide our district from 2025 to 2030. We are writing to invite you to participate in a parent focus group. This is an opportunity for you to share your experiences, perceptions of our strengths and areas for growth, and your priorities for your child's education. Additionally, we would love to hear from you about the skills and dispositions you believe are essential for your child's success in college, career, and as engaged citizens in an ever-changing world. In the focus group, we will explore:

- Your overall experience with our schools and programs.
- What you believe we are doing well and where you see room for improvement.
- The knowledge, skills, and personal qualities you hope your child will acquire to be prepared for the future.
- Your priorities in ensuring that our schools provide a nurturing, challenging, and inspiring environment for all students.

Your input will play a vital role in helping us shape the district's direction and priorities for the coming years. We are committed to working with you to ensure that every child is prepared to thrive in college, careers, and as active, thoughtful members of the community.

Focus Group Details you can attend either session:

- Date: October 9, 2024, In-Person at 6 PM, Johnson School Media Center
- Time: October 10, 2024, Virtual at 6 PM, once you RSVP, we will send you a Google Meet invite for the meeting
- [RSVP at this link](#)

Your perspective is invaluable to us, and we sincerely hope you can join us in this important conversation. Please let us know if you are able to attend or if you have any questions about the event. Once you RSVP, if you select the virtual session, we will send you a Google Meet invite for the meeting. We will also send you a list of questions to think about to launch our conversation.

Thank you for your ongoing support and partnership in your child's education. We look forward to hearing from you and working together to build a bright future for all students in our district.

Sincerely,

A handwritten signature in black ink, appearing to read "Christine L. Carver". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Christine L. Carver, Ed.D.  
Superintendent of Schools