

CSDNB 2017-2018 Annual Scorecard

Vision

To Pursue Excellence One Student at a Time

Mission

In partnership with family and community, the Consolidated School District of New Britain works to provide the best personalized and comprehensive whole-child education so our students will be prepared for, and positively contribute to, a profoundly different future.

Commitment to Service Excellence / District Core Values

Our priority is to serve our stakeholders in a kind and friendly way by listening and owning problems to achieve stakeholder, focused solutions. Our Service Excellence Standards are: Integrity | Respect | Professionalism | Communication | Teamwork | Accountability

Success Measures

Culture and Climate	Partnership	Academics	Talent Development	Operations
<i>We promote an engaging culture for learning for all staff and students</i>	<i>We cultivate and sustain engaging family-school-community partnerships for student and staff success</i>	<i>We prepare all students to be future-ready through an engaging, personalized, and comprehensive education</i>	<i>We engage and develop all employees to pursue excellence</i>	<i>We demonstrate safe, effective and efficient operations that create an environment that promotes and supports staff and student engagement</i>
Reduce Chronic Absenteeism from 19.12% to 18.12%	Establish baseline partnership effectiveness data	Increase 10% of K-5 students scoring above the 41st percentile NWEA Math from 34.62% (Spring 2017) to 38.08% (Spring 2018)	Increase the overall mean for Employee Engagement from 3.92 to 4.02.	Decrease # of students in out of district placement by 13 students
Reduce OSS from 1203 to 1143 instances.	Complete and apply rubric for new partnership approval and intake/ start-up process	Increase 10% of 3-5 students scoring at proficient or above on Math SBAC from 13.1% (Spring 2017) to 14.4% (Spring 2018)	Establish baseline data for teachers at or above proficiency in 3B (students to construct new meaning)	Maintain cost for student transportation
Reduce # of students expelled by 10 across the district	Establish baseline measure of effectiveness of out of school time (Grades 6-12)	Increase 10% of K-5 students scoring above the 41st percentile on NWEA Reading from 42.56% (Spring 2017) to 46.81% (Spring 2018)	Establish baseline data for adminis in Domain 1: Instructional Leadership	Reduce June 30, 2017 outstanding work order balance of 818 by at least 123 or 15% for an outstanding balance of 695 or lower by June 30, 2018
Reduce the percentage of students with one or more OSS/ISS infractions from 11.6% to 10.6% (1%)	Establish a New Britain presence (students and families) and voice at the Capitol during annual budget season	Increase 10% of 3-5 students scoring at proficient or above on ELA SBAC from 20% (Spring 2017) to 22% (Spring 2018)	Increase minority recruitment, hiring and retention for administrative hires increased from to 40% to 45% and for teacher hires from 20% to 25%	
Reduce the number of incidences of OSS in grades K-2 by 50%	Increase faith based presence	Increase 10% of 6-8 students scoring at proficient or above on ELA SBAC (Spring 2017) from 19% to 20.9% (Spring 2018)		

Reduce the number of incidences of OSS in grades 9-12 for students identified with special needs	Achieve 30% parent participation in Parent Satisfaction Survey (Sondra, Tricia)	Increase 10% of 6-8 students scoring at proficient or above on Math SBAC from 10% to 11%		
		Increase 4% of grade 9-12 students who earn credit in mathematics courses from 71.05% to 73.89%		
		Increase the percentage of students graduating in June 2018 by 4% (results in October 2018)		

Core Strategies

Culture and Climate	Partnership	Academics	Talent Development	Operations
<i>We promote an engaging culture for learning for all staff and students</i>	<i>We cultivate and sustain engaging family-school-community partnerships for student and staff success</i>	<i>We prepare all students to be future-ready through an engaging, personalized, and comprehensive education</i>	<i>We engage and develop all employees to pursue excellence</i>	<i>We demonstrate safe, effective and efficient operations that create an environment that promotes and supports staff and student engagement</i>
Increase student engagement through effective implementation of HIIP	Implement and communicate criteria and process for new partnerships	Implement full day-4 year old pre-k for select students and assess impact by PPVT	Improve onboarding program for new staff	Delineate and implement a process for identifying homeless students and providing of transportation
Engage high school administration to utilize restorative practices and develop/implement alternatives to suspension and expulsion	Schools increase opportunities for families to engage with students and staff	Complete development of SEL Curriculum at grades 4-5 and Grades 6--8 Advisory	Participate in the Diversifying Teacher Pipeline (DTP) for identifying minority teachers	Improve process to request/ assign special education transportation
Align Board policy, Student Code of Conduct, parent and student handbooks (school and district) regarding student discipline	Assess effectiveness of Family Resource Centers housed in our schools	Provide professional development and support for DAP/EF and Play for Grades PK, K, 1; provide curriculum revision implementation for Gr. K	Implement centralized hiring process for teachers and administrators	Implement single-system routing for bus transportation
Implement state-required restraint training for all applicable employees	Define FRC roles and responsibilities.	Revise report cards PK-12	Create administrator (Nicole) and paraprofessional evaluation and professional development tracking	Operations leaders meet consistently to execute strategies
Bring cycle of needed trainings to the Talent Office	Provide training to staff regarding new expectations on attendance teams	Align out-of-school-time learning for students in Grades PK-12 through Coalition Strategy Group	Implement TEVAL for teacher evaluation and professional development tracking	Create transportation RFP for bid process open to all vendors-We will set parameters, equipment needs, to generate cost savings for the district
Train Pupil Services staff to deliver Tier 2 & Tier 3 SEL interventions	Implement A-Plus system for after-school programming	Revise process of identification of Gifted and Talented services per CTSDE guidelines during the 18-19 School Year	Provide professional development to custodians and administrative assistants	Establish annual and progress monitoring reporting system to track and report on district's goals

Implement the district plan for RTI, for academic and social emotional progress	Integrate partner organizations, identify best time of year, and offer parent survey in multiple languages to increase participation	Implement career themes vision across grades 6-12 to ensure vertical alignment; align professional development for teachers around CTE	Engage in negotiations with union leaders to maximize human capital	Identify, create, maintain and continues update an inventory of both short term and long term physical plant repairs and improvements by location with an estimate cost assigned along with a priority rank of order for corrective action (e.g. High, Medium, Low, etc.).
Improve attendance team process to reduce chronic absenteeism	Tap students from all levels in a collaborative group to advocate at the Capitol for public education funding in April, 2018	Implement feedback loop for PK-3 SEL curriculum implementation	Partner with local colleges/universities to recruit secondary content teachers & continuously develop current staff	Assess and improve field trip approval process to reduce unnecessary cost and increase impact on learning
Roll-out In-school provision of mental health services by community-based partners: "Love Wins" & SBHC	Continue education of and relationship-building with corporate sponsors CTE and Academy Boards	Conduct Needs Assessment at NBHS focused on effective delivery of special education services	Provide building administrators with professional development to implement embedded, building-level data analysis, monitoring and adjustment meetings	Systematize inventory processes and establish accountability for teaching and learning resources
Provide PD activities to Special Education staff in development of social, emotional, and behavioral IEP goals/objectives	Develop Family Engagement Team (FET) to respond to a change in the referral process of the JRB Connects to Culture: <i>Work with CT School-Based Diversion Initiative to establish alternatives to suspension and expulsion at both middle school buildings</i>	Ensure administrators are monitor, supporting and giving feedback via the CCT for all PK, K, I		Establish a Central Office Task Force to ensure process and procedures are well established and implemented with regard to preschool & K-12 registration of regular, EL and students identified with special needs
Provide Specialized Classroom Management (SCM) training to behavioral program staff				Review and revise processes around homeless verification
Work with CT School-Based Diversion Initiative to establish alternatives to suspension and expulsion at both middle school buildings				