

Brooklyn
Connecticut:
A Lesson on Local
Abolitionist History

Prudence Crandall

- Opened a school in Canterbury and allowed African American students to attend
- Caused a controversy and an uproar
- The other students did not care, it was the parents who were upset



The Benson Family

- A prominent abolitionist family in Brooklyn
- Lived in Friendship Valley
 - Hosted Crandall here during her trial
- One of the children, Helen, married William Lloyd Garrison
- One of the daughters, Ann Elizabeth, spent the night in jail with Crandall



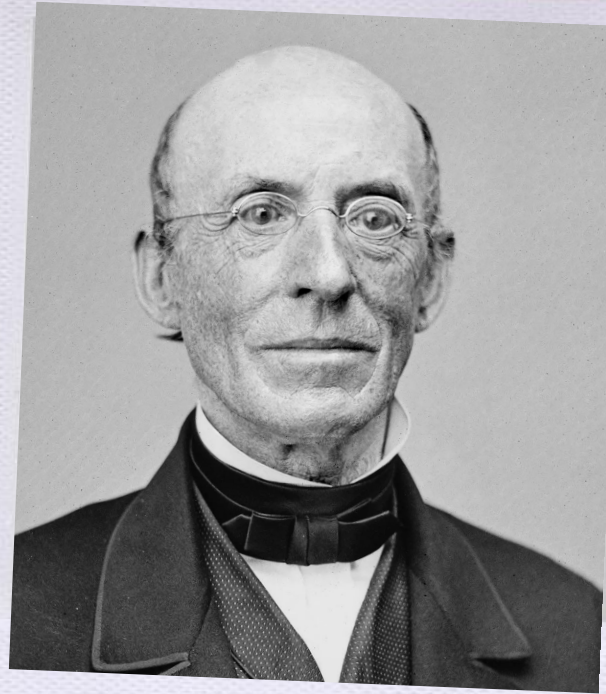
Friendship Valley

- This was the Benson House
- It is where Crandall stayed while awaiting her trial
 - That is how it got its name
- It is also an Underground Railroad house
 - Benson helped African Americans escape slavery



William Lloyd Garrison & *The Liberator*

- Influential abolitionist calling for IMMEDIATE emancipation
 - Called Militant abolitionism
- Wrote *The Liberator*
 - An important and well known abolitionist newspaper



Prudence Crandall Trial

- Crandall was an educated, polite well respected white woman who opened a school
- Believed that African American students should be allowed to get an education
- She was afraid to upset parents, but nonetheless opened her school & continued to admit African American students.
- Black Law of Connecticut





Underground Railroad Houses



Thank You!



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Universal Screen Data

{ January 2023



Brooklyn Public Schools 2022-2023

SBAC Data

ELA	Brooklyn 2021	Brooklyn 2022
Grade 3	48.3%	34.4%
Grade 4	35.5%	52.3%
Grade 5	42.4%	49.3%
Grade 6	54.8%	53.7%
Grade 7	54.3%	52.1%
Grade 8	65.7%	53.8%
All Grades	49.8%	49.0%

SBAC Data

Math	Brooklyn 2021	Brooklyn 2022
Grade 3	46.5%	48.4%
Grade 4	18.4%	44.3%
Grade 5	27.2%	28.8%
Grade 6	31.0%	35.8%
Grade 7	24.5%	40.5%
Grade 8	43.3%	23.1%
All Grades	31.5%	36.8%

SBAC Data

Next Generation Accountability Index	
	<u>2021-2022</u>
BES	60.8
BMS	64.0
District	63.8
State	69.7

SBAC Data

School Performance Index		<u>ELA</u>	<u>Target 75</u>		
		<u>2017-18</u>	<u>2018-19</u>	<u>2021-2022</u>	Change 2019-22
	BES	70.0	68.3	66.3	-2.0
	BMS	77.0	74.7	67.3	-7.4
	District	74.4	72.5	67	-5.5
	State	67.6	67.7	64.2	-3.5
School Performance Index		<u>Math</u>	<u>Target 75</u>		
		<u>2017-18</u>	<u>2018-19</u>	<u>2021-2022</u>	Change 2019-22
	BES	64.5	63.0	62.4	-0.6
	BMS	65.3	66.1	57.1	-9.0
	District	64.9	65.0	58.8	-6.2
	State	62.7	63.1	58.6	-4.5

SBAC Data

School Performance Index	<u>Science</u>	<u>Target 75</u>	
	2018-19	2021-2022	Change 219-22
BMS/District	74.6	67.4	-7.2
State	63.8	61.4	-2.4

SBAC Data

School Performance Index	<u>Science</u>	<u>Target 75</u>	
	2018-19	2021-2022	Change 219-22
BMS/District	74.6	67.4	-7.2
State	63.8	61.4	-2.4

Smarter Balanced Growth

		<u>ELA</u>	<u>Target 100</u>		
		<u>2017-18</u>	<u>2018-19</u>	<u>2021-2022</u>	Change 2019-22
	BES	68.6	59.2	67.2	8.0
	BMS	65.0	57.4	58.9	1.5
	District	65.8	57.6	60.6	3.0
	State	60.7	59.9	60.4	0.5
		<u>Math</u>	<u>Target 100</u>		
		<u>2017-18</u>	<u>2018-19</u>	<u>2021-2022</u>	Change 2019-22
	BES	74.1	71.7	66.0	-5.7
	BMS	59.9	60.2	65.2	5.0
	District	63.0	62.2	65.4	3.2
	State	61.9	62.5	65.2	2.7

BES ELA Screens DIBELS

		Fall 2022	Winter 2023
Kinder	Below	NA	38%
	Approaching	NA	7%
	<i>On/Exceeding</i>	NA	55%
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Grade 1	Below	18%	31%
	Approaching	31%	12%
	<i>On/Exceeding</i>	51%	57%
<hr/>			
Grade 2	Below	34%	25%
	Approaching	22%	17%
	<i>On/Exceeding</i>	44%	58%
<hr/>			
Grade 3	Below	23%	23%
	Approaching	16%	14%
	<i>On/Exceeding</i>	61%	63%
<hr/>			
Grade 4	Below	17%	17%
	Approaching	22%	30%
	<i>On/Exceeding</i>	61%	53%

BES Math Computation

		Fall 2022	Winter 2023
Kinder (ST Goal)	Below	NA	28%
	Approaching	NA	13%
	<i>On/Exceeding</i>	NA	59%
<hr/>			
Grade 1	Below	0%	58%
	Approaching	81%	11%
	<i>On/Exceeding</i>	19%	30%
<hr/>			
Grade 2	Below	40%	18%
	Approaching	27%	10%
	<i>On/Exceeding</i>	33%	72%
<hr/>			
Grade 3	Below	32%	24%
	Approaching	26%	8%
	<i>On/Exceeding</i>	42%	68%
<hr/>			
Grade 4	Below	28%	24%
	Approaching	16%	12%
	<i>On/Exceeding</i>	56%	64%

ELA	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Totals
Students in Grade	76	91	73	97	337
Tier 2	11	10	4	10	35
Tier 3	10	7	5	0	22
Total	21	17	9	10	57
Percentage	28%	19%	12%	10%	17%

Math	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Totals
Students in Grade	76	91	73	97	337
Tier 2	17	23	18	33	91
Tier 3	8	8	9	20	45
Total	25	31	27	53	136
Percentage	33%	34%	38%	55%	40%

BPS DESSA

	DESSA Pre Strength/Typical	DESSA Winter Strength/Typical
Kindergarten	96%	99%
Grade 1	96%	95%
Grade 2	86%	90%
Grade 3	94%	94%
Grade 4	99%	95%
Grade 5	88%	85%
Grade 6	92%	82%
Grade 7	90%	90%
Grade 8	93%	95%

Special Education

BES ELA Screens DIBELS

Grade Level	Classification	Fall 2022	Winter 2023
Kindergarten	Below		50%
	Approaching		0
	On/Exceeding		50%
First Grade	Below	67%	78%
	Approaching	0	0
	On/Exceeding	33%	22%
Second Grade	Below	79%	64%
	Approaching	14%	7%
	On/Exceeding	7%	21%
Third Grade	Below	82%	91%
	Approaching	9%	9%
	On/Exceeding	9%	0
Fourth Grade	Below	50%	44%
	Approaching	21%	50%
	On/Exceeding	29%	6%

Special Education BES Math Computation

Grade Level	Classification	Fall 2022	Winter 2023
Kindergarten	Below		50%
	Approaching		0
	On/Exceeding		50%
First Grade	Below	0	78%
	Approaching	89%	0
	On/Exceeding	11%	22%
Second Grade	Below	82%	64%
	Approaching	9%	0
	On/Exceeding	9%	36%
Third Grade	Below	70%	62%
	Approaching	15%	15%
	On/Exceeding	15%	23%
Fourth Grade	Below	64%	60%
	Approaching	7%	7%
	On/Exceeding	29%	33%

Special Education

BMS Benchmark Data STAR

Fall ELA Proficiency	At	Approaching	Below	Winter ELA Proficiency	At	Approaching	Below
Grade 5	1	3	12	Grade 5	1	7	8
Grade 6	0	2	10	Grade 6	1	2	9
Grade 7	1	6	9	Grade 7	2	3	11
Grade 8	2	6	8	Grade 8	4	4	8

Fall Math Proficiency	At	Approaching	Below	Winter Math Proficiency	At	Approaching	Below
Grade 5	0	2	14	Grade 5	1	1	14
Grade 6	0	0	11	Grade 6	0	0	11
Grade 7	0	3	12	Grade 7	2	2	11
Grade 8	1	1	14	Grade 8	1	1	14

Proud of the Brooklyn Public Schools



2022-23

District and School Advancement Plans

Patricia L. Buell, Brooklyn Superintendent

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Paula Graef, Brooklyn Elementary Principal

Mark Weaver, Assistant Principal Brooklyn Elementary School

Heather Tamsin, Brooklyn Middle School Principal

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Brooklyn Public Schools
DISTRICT ADVANCEMENT PLAN
2022-23

District Goals: The Brooklyn Public Schools’ theory of action begins with the use of a well planned and articulated curriculum that will provide solid tier I instruction to all students. Instructional coaching will support high yield, effective teaching strategies as teachers implement their curriculum. The improvement of SRBI and Tier II and Tier III interventions will lead to improved progress monitoring and adjustment to focus on student outcomes. Both BES and BMS have articulated a pacing guide to include an assessment calendar that will be monitored through data teams. Data team meetings will be conducted at all grade levels and content areas to measure student growth. Student outcomes will improve, adjustments to the curriculum, pacing and interventions in subsequent years will be based on careful analysis of consistent curriculum implementation and accountability.

Student Academic Achievement Goal: Students will demonstrate growth in the areas of reading, mathematics and science across all grade levels.

During the 2022-2023 school year, Brooklyn Schools will continue with the full implementation of Reading, Writing and Phonics Workshop in grades K-8. The schools assessment calendars and pacing guides have become common practice and are utilized with fidelity. The pacing guides, paired with our assessment calendars, drive our Tiered instruction with stopping points along the way to assess student academic growth. Both BES and BMS have committed to creating time for teams to meet regularly to analyze, discuss and formulate responses to both behavioral and academic data. These meetings include general education staff, special education staff and support staff. Instructional Coaches are working with staff to refine practice and provide resources for student success in grades K-8, in response to student data and professional development needs.

Action/Strategies	Indicators for/ Evidence of Success	Timeline
<p><u>Student Achievement: Reading</u> BES:</p> <ul style="list-style-type: none"> ● Restructured data team meetings to embed calibration of student work to identify strengths and weaknesses of students and areas to strategically address the needs of learners through the SRBI process ● Implement explicit foundational reading instruction that is differentiated and targeted in all grades <p>BMS:</p> <ul style="list-style-type: none"> ● Improvements in the data collection and meeting process along with documentation in order to inform instruction in the FLEX intervention model. <ul style="list-style-type: none"> ○ Lexile Level ○ Star Reading 	<p>Reading BES:</p> <ul style="list-style-type: none"> ● DRA goals are set for each grade level based on 2022 spring data. The following percentage of students will meet the end of the year DRA benchmark at the appropriate level: <ul style="list-style-type: none"> ● 80% of Kindergarten students will meet the DRA goal of 4. ● 74% of Grade 1 students will meet the DRA goal of 18 (Spring 64%) ● 55% of Grade 2 students will meet the DRA goal of 28 (Spring 36%) ● 80% of Grade 3 students will meet the DRA goal of 38 (Spring 70%) ● 70% of the Grade 4 students will meet the DRA goal of 40 (Spring 52%) <p>BMS:</p> <ul style="list-style-type: none"> ● Grade level performance on STAR will achieve at least 80% of students with an SGP of 35 or higher ● Percent of Students with SGP of 35 (or higher) for the 	<p>Ongoing: DATA meetings after each SRBI cycle (≅ every 6-8 weeks) based on the building assessment calendar.</p>

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<ul style="list-style-type: none"> ○ 2021-22 SBAC Results ○ Interim Assessment Blocks (7 per grade level) ○ Freckle ○ IXL 	<p>2021-22 School year</p> <p>22-23 Grade 5</p> <p>22-23 Grade 6 56%</p> <p>22-23 Grade 7 89%</p> <p>22-23 Grade 8 69%</p>	
<p>Special Education Support: Improved quality IEPs through Professional Development, coaching and collaboration.</p> <p>Measure usage and effectiveness of the following specialized programs: Orton Gillingham, Co-Writer, Snap and Read, Read Naturally Live, and TeachTown.</p> <p>Improved special education referral process through general education and special education collaboration within the SRBI / MTSS process.</p>	<p>90% of IEPs will demonstrate alignment between goals and objectives, common core standards and progress monitoring demonstrated through monthly IEP audits and coaching.</p> <ul style="list-style-type: none"> - Teachers will create measurable goals and objectives - Teachers will document progress monitoring data appropriately. <p>Monitor monthly student rosters for frequency and durations, track reading levels and growth, and social skills progress.</p> <p>90% of referrals will have followed the SRBI /MTSS process with appropriate intervention data and documentation.</p>	<p>Monthly IEP Audit</p> <p>August 23 & 24 PD-CT SEDS</p> <p>Weekly special education staff meetings/training.</p> <p>On going lesson observations</p> <p>Monthly data team meetings.</p>
<p><u>Student Achievement: Mathematics</u> BES:</p> <ul style="list-style-type: none"> ● Conclude the review and pilot of a mathematics program ● Create a list of mathematical vocabulary and terminology that includes preferred words and alternatives (equation, number sentence) for each grade level ● Math fact fluency and calculation assessments administered at all grade-levels to identify strengths and weaknesses of students and areas to strategically address the needs of learners through the SRBI process 	<p>Mathematics BES:</p> <ul style="list-style-type: none"> ● Present a proposal to adopt a new mathematics program for the 23/24 school year by December 2022 ● All grade levels K-4 will compile a comprehensive list of mathematical vocabulary terms is created and provided for each grade level ● Math fact fluency goals are to be set for each grade level, based on Spring, 2022 fluency data. <ul style="list-style-type: none"> ● 75% of K students will meet the math fluency goal, based on grade-level expectations ● 75% of Grade 1 students will meet the math fluency goal, based on grade-level expectations ● 70% of Grade 2 students will meet the math fluency goal, based on grade-level expectations (60% in spring, 2022) ● 80% of Grade 3 students will meet the math fluency goal, based on grade-level expectations (72% in spring, 2022) 	<p>September-December</p> <p>Math programs will be piloted and reviewed this school year (IM; iReady).</p> <p>Ongoing: DATA meetings after each SRBI cycle (≈ every 6-8 weeks) based on the building assessment calendar</p>

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<p>BMS:</p> <ul style="list-style-type: none"> ● Full implementation of a new math program grades 5-8 ● Improvements in the data collection process and documentation in order to inform instruction in the FLEX intervention model. <ul style="list-style-type: none"> ○ Checkpoint Formative assessments ○ End of Unit Summative Assessments ○ Star Math ○ 2021-22 SBAC Results ○ Freckle ○ IXL ○ Moby Max 	<ul style="list-style-type: none"> ● 55% of Grade 4 students will meet the math fluency goal, based on grade-level expectations (33% in spring, 2022) <p>BMS:</p> <ul style="list-style-type: none"> ● All grade levels 5-8 following new curriculum with fidelity ● All grade levels successfully complete all units according to the recommended curriculum pacing ● Formative and summative assessments are administered and data is analyzed in data meetings ● Grade level performance on STAR will achieve at least 80% of students with and SGP of 35 or higher ● Percent of Students with SGP of 35 (or higher) for the 2021-22 School year. <ul style="list-style-type: none"> 22-23 Grade 5 22-23 Grade 6 69% 22-23 Grade 7 79% 22-23 Grade 8 91% 	
<p>Science:</p> <p>BES:</p> <ul style="list-style-type: none"> ● Development of STEAM Pacing Guide which includes a progression of the NGSS standards <p>BMS:</p> <ul style="list-style-type: none"> ● Improvements in the data collection process and documentation in order to inform instruction <ul style="list-style-type: none"> ○ Implementation of 4 Interim Assessment Blocks ○ Development of unit assessments ○ GIZMO ○ Science Tech Book 	<p>BES:</p> <ul style="list-style-type: none"> ● A minimum of 85% of all students (Pre-K - 4) will receive grade-level appropriate instruction, based on the progression of the NGSS standards identified in the STEAM pacing guide. <p>BMS:</p> <ul style="list-style-type: none"> ● Successful administration of 4 Interim assessment blocks ● Developing a baseline data goal in order to set future growth goals ● Grade 7+8 Science teachers safety trained 	<p>Ongoing pacing development</p> <p>BMS: (IAB)</p> <ul style="list-style-type: none"> ● November 21st ● January 30th ● April 17th ● June 5th
<p>Social Emotional Achievement Goal: Increase in Tier 1 and Tier 2 Social-Emotional</p> <p>Students will demonstrate growth</p>		

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Action/Strategies	Indicators for/ Evidence of Success	Timeline
<p><u>Social Emotional Learning:</u> BES:</p> <ul style="list-style-type: none"> ● Implementation of a data-driven SRBI process to accurately identify students and appropriate supports to meet the individual needs <ul style="list-style-type: none"> ○ Collaborative team meetings will identify the needs of students' social-emotional skills ● Social Worker grade level lessons ● Track and celebrate student and staff attendance ● Implementation of a Tier 1 Positive Behavior Support system that includes recognition of positive, pro-social behaviors and schoolwide social emotional instruction <p>BMS</p> <ul style="list-style-type: none"> ● Staff will use PowerSchool to track student discipline data. ● DESSA-mini Universal Screen 3 times per year <ul style="list-style-type: none"> ○ Full DESSA as identified through the DESSA-mini ● DESSA Targeted Tier 2/3 Intervention Lessons ● Mind-Up/Second Step Curriculum Tier 1 Instruction ● Weekly Agenda Raffle, Chromebook spotcheck ● Good Cookie Award recognizing student behavior monthly ● Lions Club Award recognizing student effort Q1, Q2, Q3 ● Academic Achievement Awards <ul style="list-style-type: none"> ○ Honors ○ High Honors ○ NJSS 7&8 	<p>BES: Reduce the amount of Behavioral Referrals by 15% (from 329 to 280)</p> <p>Observations and learning walks indicate that</p> <ul style="list-style-type: none"> ○ all students and staff use common PBIS language (give me 5, etc) ○ Praise and rewards are used to motivate students and develop a growth mindset approach <ul style="list-style-type: none"> ● Staff, student and family climate surveys indicate students and staff treat one another with respect <p>BMS</p> <ul style="list-style-type: none"> ● Observations and learning walks indicate that <ul style="list-style-type: none"> ○ Praise and reward are used to motivate students and develop a growth mindset approach ● Staff, student and family climate surveys indicate students and staff treat one another with respect. ● Promote positive student behaviors through regular monitoring and incentives 	<p>BES Weekly BMT meetings</p>

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<ul style="list-style-type: none"> ○ Graduate awards ○ ● Powerschool discipline data and DESSA Data examined in SEL Data Team meetings ● Track and celebrate student and staff attendance ● Start With Hello Week to support SEL needs 		
Communication and Parental Involvement Goal: Increase Home-School Communication		
Action/Strategies	Indicators for/ Evidence of Success	Timeline

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<p><u>Communication and Parental Involvement:</u></p> <p>BES:</p> <ul style="list-style-type: none"> ● Develop a positive perception of BES through direct publication to showcase successes <ul style="list-style-type: none"> ○ Podcast ○ PowerSchool Portal ○ Encourage parent volunteers for interventions/school-wide activities <p>BMS:</p> <ul style="list-style-type: none"> ● Podcasts ● PowerSchool Portal for Progress Reports ● Principal’s Advisory Group ● Grade Level Family Newsletters ● Community Fitness Course Ribbon Cutting Event ● School Messenger Family Updates ● Google Classroom Guardian communications ● 2 Parent Conference Events ● Yearly drama production ● Band/Chorus Concerts ● Family Engagement Nights <ul style="list-style-type: none"> ○ 5th Grade Welcome Evening ○ Open House/BBQ ○ Core Academics Nights ○ Related Arts Night ○ Athletics Family Information Nights ○ High School Choice Fair for Grade 8 Families ● Utilization of the Teen Center <ul style="list-style-type: none"> ○ Summer Activities with Social Workers prior to the start of school ○ Potential after school collaboration ○ Potential high school leadership group collaboration 	<p>BES:</p> <ul style="list-style-type: none"> ● Demonstrate a 10% improvement in increased sense of engagement and communication as measured by the responses on the Parent School Climate Survey <p>BMS:</p> <ul style="list-style-type: none"> ● Principal’s Advisory Meetings will be scheduled quarterly ● Increased sense of Engagement and Communication as measured by the responses on the Parent School Climate Survey 	<p>Weekly newsletter Biweekly Podcast Ongoing</p>
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Mid Year Update: BES

Student Achievement

- Grade levels are following the new data meeting template and sharing out student work in data meetings
- Heggerty has been purchased and implementation begun in January. Teachers are reporting positive results with phonemic awareness
- Math pilot is underway at each grade level and math universal screens are being administered. The math interventionist is reviewing intervention materials and other screening methods
- Student progress is discussed with teams at the end of each SRBI cycle, and Tiered interventions are adjusted at that time based on data/need

Social Emotional Learning

- Weekly BMT meetings with BCBA, social worker, administration and school psychologists include review of referrals, DESSA results, behavior documentation and interventions
- Behavior referrals are at 168. 62 of those required follow up by administration.
- PBIS is fully implemented in the building and includes monthly meetings as well as reteaching opportunities. The next school assembly is currently in the planning stages.
- BES & BMS admin to visit Woodstock to discuss PowerSchool discipline data procedures

DESSA Mid Year Data:

(Students at Typical or Strength)

<u>Grade</u>	<u>Fall</u>	<u>Winter</u>
Kindergarten:	96%	99%
Grade 1:	96%	95%
Grade 2:	86%	90%

End of Year Update:

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Grade 3: 94% 94%
Grade 4: 99% 95%

Parent Involvement

- Weekly Newsletters sent to families with building-wide updates
- Parent volunteers in classrooms
- Many parent volunteers for BES Book Fair, Holiday Store, ELA Celebrations
- Parents invited to participate/give feedback in school safety drills
- PowerSchool Portal opened for parents to access student work/progress

Mid Year Update: BMS

Improved Data Collection for FLEX intervention.

- We are now utilizing IAB data for ELA and Science
- We have incorporated a Behavior/SEL data collection which also includes DESSA data to track performance for individual students receiving behavioral interventions.
- We have scheduled meetings for DATA discussion, SEL discussion, Co-planning and Team topics. The scheduling allows for social workers and our instructional coach to attend as needed.

DESSA Beginning of the Year Data:

(Students at Typical or Strength)

Grade 5: 88%
Grade 6: 92%
Grade 7: 90%
Grade 8: 93%

End of Year Update:

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DESSA Mid Year Data:
(Students at Typical or Strength)

Grade 5: 85%
Grade 6: 82%
Grade 7: 90%
Grade 8: 95%

STAR DATA at the Winter Benchmark
(SGP of 35 +):

<u>Reading:</u>	<u>Math:</u>
Grade 5: 84%	Grade 5: 63%
Grade 6: 64%	Grade 6: 63%
Grade 7: 57%	Grade 7: 84%
Grade 8: 72%	Grade 8: 63%

STAR Data projected proficiency:

Fall:		
	Reading	Math
Gr. 5	66%	30%
Gr. 6	50%	20%
Gr. 7	49%	27%
Gr. 8	41%	35%

Winter:		
	Reading	Math
Gr. 5	72%	33%
Gr. 6	52%	22%
Gr. 7	52%	44%
Gr. 8	57%	39%

Student/Staff Celebrations:

- We have been able to hold Honor's recognition with 5th and 6th grade students and 7th and 8th grade students together in the auditorium.

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- We had parents of recipients join for our Quarter 1 Lions Club recognition.
- We recognize 2 students at each grade level monthly for our Good Cookie award.
- We have celebrated our Fall and Winter athletes with a Pep Rally for each season.
- We celebrated our staff on a day of perfect staff attendance.

Parent Communication/Engagement:

- Biweekly Bobcat Blasts with information of upcoming events at the middle school and important information sent out through School Messenger.
- Principal Advisory Committee has met 3 times to discuss upcoming events and fundraisers to support efforts at the middle school.
- Teams have provided newsletters to families around report cards to communicate topics of interest.
- Successful turn out for our ribbon cutting ceremony of phase 1 of our Community Fitness Course.
- Math Night hosted more than 60 visitors on Feb. 1
- Powerschool Parent Portal is open and live for both parents and students to access current performance information in their classes.
- Putnam Lions Club hosted a trivia night fundraiser to support our Community Fitness Course phase 2.
- We have an upcoming Related Arts Night in March.

Social Emotional Learning

- Admin has made updates and improvements to tracking discipline data in PowerSchool.

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<ul style="list-style-type: none">• Admin has made an appointment to visit and learn from a district using Powerschool for staff to input student behavioral data.• Admin has also made an appointment with a diversity specialist in March to strategize district inclusion initiatives.	
<p>Mid Year Update: Special Education</p> <p>Improved quality IEPs through Professional Development, coaching and collaboration.</p> <p>All special education staff have attended 12 hours of IEP Quality Training put out by CSDE.</p> <p>CT SEDS expert trainer staff have attended additional training to support teachers in the implementation of CT SEDS.</p> <p>IEP audits help drive professional development and topics for collaboration.</p> <p>Measure usage and effectiveness of the following specialized programs: Orton Gillingham, Co-Writer, Snap and Read, Read Naturally Live, and TeachTown.</p> <p>We have increased % of special education teachers trained in Orton Gillingham and continue to offer training.</p> <p style="text-align: center;">21-22 SY 67% 22-23 SY 77%</p> <p>We are increasing the use of Read Naturally to support students in reading fluency and assessing the</p>	<p>End of Year Update:</p>

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effectiveness of the program in moving students forward.

We are increasing the use of Co-Writer and Snap and Read to support our students in writing and assessing the effectiveness of the program.

For our high needs student population we have increased the use of Teachtown for social skills and continue to assess the effectiveness of the program in achieving students' social goals.

Improved special education referral process through general education and special education collaboration within the SRBI / MTSS process.

We have aligned our referral process with the new CT SEDS state system.

Our special education teachers are part of the intervention process early on to support the referral process.





Tammy McManaway <mcmaway@brooklynschools.org>

Re: Retirement

Patricia Buell <buell@brooklynschools.org>

Wed, Feb 15, 2023 at 10:54 AM

To: Christie Clark <cclark@brooklynschools.org>, Human Resources <hr@brooklynschools.org>, Paula Graef <graef@brooklynschools.org>

Bcc: mcmaway@brooklynschools.org

Hello Christie,

What a lovely day to announce your retirement! I am accepting your letter to retire. I would like to thank you for your years of service and dedication to the students and families of Brooklyn! I appreciate your work and wish you the best in your retirement! I look forward to seeing you as a substitute in the future! I will share this with the Board of Education.

Patti

On Tue, Feb 14, 2023 at 8:52 AM Christie Clark <cclark@brooklynschools.org> wrote:

Good morning!

After 24 years, I have made the decision to retire at the end of the 2022-2023 school year.

Sincerely,

Christie Clark

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Patricia L. Buell
Superintendent
Brooklyn Public Schools
(860) 774-9732

Mission: The Brooklyn Schools will foster a drive for learning within each student to reach his/her greatest potential. To achieve this mission, the school will continually improve its educational programs and services to meet this community's expectations for a quality education for all.