

Implementation of Connecticut Core State Standards
Presentations: January 12, 2016

West Hartford Public Schools
Curriculum Design and Professional Learning: Collaboration Matters

Through the lens of one district's journey to implement the Connecticut Core Standards at the elementary level, participants will learn and reflect upon the essential conditions for effective curriculum design and professional learning that ***increases educator effectiveness*** and ***impacts results for all students***.

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Bloomfield Public Schools
Blueprint for Improving Student Performance
Global Experience Magnet School Presentation

The A-B-Cs & Ds of Closing the Achievement Gap in a Low Performing High School:
(Analysis of Student work, Benchmark Assessments, Close & Critical Reading and Data Teams)

From 2011 to 2015, Bloomfield High School transformed from one of the lowest performing schools in Connecticut to a school in which juniors scored well above the state average in Literacy in 2015, resulting in Bloomfield High School's removal from the state's list of "Turnaround" schools. When measured by the 2015 Smarter Balanced Assessment, BHS ranks in the top 40% in ELA, the top 30% in Numeracy and the top 5% for the high needs subgroup.

The Bloomfield Public Schools theory of action, defined by adult work is the foundation of our reform. As a compliment to the work that has taken place at Bloomfield High School, our Global Experience Magnet School, grades 6-12, through a focus on adult actions has leveraged to build capacity in meeting the needs of our students in a competitive global economy, challenging our students to engage in self-discovery of their interests and roles in society.

The leadership team invites you to participate in an open and transparent dialogue about the benefits of structure, instructional practices and the instructors. Be a witness to the benefits of: *building an effective and collegial professional learning community; ongoing job embedded professional development; creation of performance tasks; writing standards-based curricula; vertical and horizontal interdisciplinary data teams; ongoing formative and summative assessments; collaborative and calibrated scoring of student work and providing specific and timely feedback aligned to standards-based analytical rubrics.*

Presenter: **Stacy McCann**, Director of School Improvement and Intervention
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