



BLOOMFIELD BOARD OF EDUCATION - REGULAR MEETING

Regular Meeting AT Tuesday, April 16, 2013

Bloomfield Board of Education 1133 Blue Hills Avenue Board Room, 1133 Blue Hills Avenue ,
Bloomfield, CT 06002

1. Establishment of a Quorum and Call to Order
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3. Opening Statement
4. Consent Agenda
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5. Presentations
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C. Leone
 - B. Student Representative Report - Bloomfield High School
6. Public/PTO Comment
7. Superintendent's Report
 - A. Recognition - Leon McKinley
J. Thompson
 - B. Recognition - Tracy Youngberg, Connecticut's 2013 National Distinguished Principal
J. Thompson
 - C. Upcoming Events:
J. Thompson
 1. 1. Cycle 3 Benchmark Assessments - April 22 - May 3, 2013
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E. Stoltz

10. Board Comments
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BLOOMFIELD BOARD of EDUCATION - Special - Training Workshop

March 2, 2013 08:30AM

Bloomfield Board of Education

1133 Blue Hills Avenue

Board Room

Attendance:

Present:

D. Harris, Chair
D. Seldon, Vice Chair (arrived 8:54)
M. R. Walters, Secretary
R. Ike
L. Mara
S. True M. Williams (arrived 8:58)

Also Present:

J. Thompson, Jr., Superintendent
C. Leone, Chief Operating Officer
L. McKinley, Director of School Improvement
E. Pierce, District Grant Writer
B. Silver, Director of Assessment, Evaluation and Research
E. Stoltz, Chief Academic Officer
J. Trevino, Workshop Leader

I. ESTABLISHMENT OF A QUORUM AND CALL TO ORDER

D. Harris, Chair, determined a quorum was present and called the meeting to order at 8:47 a.m.

II. PRESENTATIONS

A. Review of Board Self-Evaluation

J. Trevino complimented the authors of the Self-Evaluation draft. He expressed his desire to use this exemplary document in other teaching opportunities.

J. Trevino presented the reasons to evaluate ourselves as a Board of Education:

- Responsibility to the school system,
- Impact of the evaluation,
- Accountability to others,

- Accountability to the highest levels,
- Critical assessment, and
- Improvement.

The draft of the self-evaluation document was reviewed page by page by the attendees. Discussion revolved around the distinction between a level 4 and a level 5 assessment. Level 4 is a consistent demonstration by the members of how the governance is expected to be accomplished. Level 5 is when the actions have become a part of the culture.

A clarification of the intent of the comments section was discussed. This was intended to contain examples of actions that took place during the evaluated period, and should be included in a plan of action.

A suggestion was made to create a consistent vocabulary for the each governance labels being evaluated. This was agreed to and will be in the next document version.

It was noted the standing and ad hoc committees need charters that included the purpose, task of the committee and timelines and completion dates for tasks.

After the discussion, J. Trevino commented on the positive interaction of the group.

There was a break from 10:15 a.m. until 10:37 a.m.

D. Introduction to Data Dashboard

B. Silver reviewed the data dashboard and the new index that will be included to continue to monitor the student achievement progress. The alignment with the District Accountability Plan and the inclusion of the survey participation and outcomes were discussed.

B. Discuss Timeline for Administration & Analysis of the Board Self-Evaluation

The next steps include:

- Making the refinements to the documents discussed in the workshop,
- Send a copy to J. Trevino,
- Board of Education review, refine and formally approve the documents,
- Send the finalized copy to all Board Members in Early August (specify date to be returned),
- Within two weeks of receipt, the data collected needs to be summarized and numbers tabulated,
- In the last two weeks of August, the Board of Education should have a retreat workshop to analyze the results and establish Board of Education goals for the School Year 2013 - 2014.

C. Introduction to Theory of Action

A result of a theory of action is reform policies. The reforms should not be more than two or three within a school year. They are usually major changes and usually apply to academic policies. A theory of action for change sample was distributed, reviewed and discussed after a group exercise to demonstrate theory of action and reform policies. Three companies were discussed. What made them unique? What makes them unique is their theory of action (i.e. Southwest Air wants to keep planes in the air) and

the reform policies are the visible results (such as their policies for no reserved seating and luggage handling).

Dr. Thompson will develop a theory of action policy specifically for Bloomfield.

III. ADJOURMENT

At 12:18 p.m., a motion to adjourn was made by R. Ike and seconded by M. R. Walters. The motion was passed unanimously.

M. R. Walters, Secretary

J. Thompson, Jr., Superintendent

Bloomfield Board of Education – Regular Meeting
Tuesday, March 12, 2013, 7:00PM.
Bloomfield Board of Education
1133 Blue Hills Avenue
Board Room

Attendance

D. Harris, Chair	Present
D. Seldon, Vice Chair	Present
M. R. Walters, Secretary	Present
R. Ike	Present
L. Mara	Present
S. True	Present
M. Williams	Present

Also Present:

J. Thompson, Jr., Superintendent
C. Leone, Chief Operating Officer
L. McKinley, Director of School Improvement
E. Stoltz, Chief Academic Officer
B. Silver, Director of Assessment, Evaluation and Research
E. Pierce, District Grant Writer
S. Loveland, Global Experience Magnet School, Principal
J. Lawrence, Global Experience Magnet School, Student Representative

I. Establishment of a Quorum and Call to Order

D. Harris, Chair determined a quorum was present and called the meeting to order at 7:02 p.m.

II. Presentation of Colors

D. Harris, Chair requested the Bloomfield High School JROTC Color Guard to present the colors.

III. Pledge of Allegiance

All rose to recite the Pledge of Allegiance.

IV. Opening Statement

D. Harris, Chair, welcomed all attendees. The purpose and process of the Board of Education meeting was stated.

V. Consent Agenda

A. Approval of Minutes – Regular Meeting – February 12, 2013

B. Approval of Minutes – Special Meeting – February 21, 2013

After comments were noted, a motion was made by D. Seldon and seconded by R. Ike that the Bloomfield Board of Education approve the consent agenda as follows:

Regular Meeting Minutes – February 12, 2013

Special Meeting Minutes – February 21, 2013, as amended.

The motion passed unanimously.

VI. Presentations

Prior to making the announced presentations, J. Thompson took the time to present a certificate of completion to L. Mara for her participation in a multi-week Leadership Seminar offered by CABE.

A. Bloomfield High School JROTC – Honor Unit with Distinction Citation 2012 – 2013

LTC G. Reuling and Cadet Adrian Gray presented J. Thompson and D. Harris with an award received by the Bloomfield JROTC for being an Honor Unit with Distinction Citation. The citation is for exceptional performance in all areas of the Bloomfield High School JROTC program.

B. Student Representative Report – Global Experience Magnet School (GEMS)

J. Lawrence highlighted all the current and upcoming activities at GEMS. They are as follows:

- CMT and CAPT testing is underway
- English is being taught in South Africa
- Trip to Ireland is leaving this evening
- The trip to China is in early April
- There will be a Montreal Trip
- In August there will be a trip to New Mexico
- In May there will be a trip to Washington, D.C.

VII. Public/PTO Comment

No public comments presented.

VIII. Superintendent's Report

A. Board Member Appreciation Month

J. Thompson expressed the district's appreciation to the dedicated Board of Education members for the generosity of their time and expertise to provide every student with every resource and opportunity possible. A book was presented to each member. Dr. Ellen Stoltz, Bloomfield School District's Chief Academic Officer, contributed to the book a chapter discussing her rigorous curriculum development strategies.

B. CMT and CAPT Administration – March 5 – 22, 2013

This is a reminder that the CAPT and CMT Testing are underway from March 5th to the 22nd, 2013.

C. Parent/Teacher Conferences – March 26, 27 & 28, 2013

Parent Teacher conferences are being held on March 26, 27 and 28, 2013. J. Thompson highlighted with importance of these conferences.

D. Financial Reports – February 2013

C. Leone stated the financials remain in a healthy state for 2012/2013 as of February 2013. The one and six page reports were reviewed. Although there was a financial implication to the budget from the snow storms this winter, C. Leone took the time to compliment the facilities staff for their dedication and commitment to the clean up from each storm.

A question about the impact of the sequester was presented. C. Leone noted Title I, IDEA (Special Education) and the School Improvement Grant will probably be impacted. It is possible the after school grant may also be impacted.

IX. Old Business

No old business presented.

X. New Business

A. 2012 – 2013 Climate Satisfaction Survey

B. Silver presented the 2012 – 2013 Climate Satisfaction Survey details. Surveys will be available online for students, parents and staff to complete between March 18 and May 31 2013. The survey supports the third priority of the District Accountability Plan by highlighting the learning environment, school climate and the parent/community engagement. The survey is important because the results guide future decisions.

B. Early Start Update

E. Stoltz presented the 2013 Early Start Program. Next Month the summer programs for students entering 9th grade and above will be presented.

The Early Start Program is for Students entering grades 1 through 8 in the fall of 2013. There was a decline in attendance during the fifth week last year, so this summer's program will be a 4 week program (July 8 to August 2). Twenty additional school days will be gained by attending. All students are welcome. Mandated students will be notified at the Parent/Teacher Conferences in March. Each student's focus for the four weeks will be based on their personal benchmark results.

Breakfast and lunch will be available. Transportation availability will be based on the school year's criteria. A nurse will be on duty. Morning will be curriculum based studies and the afternoon will be extracurricular activities. Students entering grades 1 through 4 will be at Metacomet School. Grades 5 through 8 will be at Carmen Arace School.

C. Approval of 2013 – 2014 Academic Calendar

C. Leone noted the change from the version presented last month. There would be no school on Election Day 2013 and school would be in session on the originally planned Professional Development day in May 2014.

Prior to voting, D. Seldon requested a notation in the minutes of the importance of the schools being in session and the students witnessing the voting process, although he understands the logistical problems that may occur.

A motion was made by D. Seldon and seconded by M. R. Walters that the Bloomfield Board of Education approve the proposed 2013 – 2014 Academic Calendar as presented. The motion passed unanimously.

XI. Board Comments

R. Ike commented on the expectation placed on raising the bar for ALL students by the administration and the Board members.

L. Mara commented on the participation at Carmen Arace Family Fun Night. The attendance was tremendous and the activities were excellent. She also took time to visit GEMS and thought it was outstanding.

M. R. Walters was excited about the travel opportunities and rich experiences being offered to our students. He was also excited about the academic rigor being offered to all students during the summer.

M. Williams noted a board policy should be created to institutionalize rigor as discussed in the workshop attended by the board members and administration.

S. True stated how exhilarating it is for students experience other places and people from around the world.

D. Seldon praised the creativity and group effort of the administration for increasing district income, student achievement and the increased days of school.

D. Harris supported the comments of his colleagues. He also complimented what get accomplished and with efficiency. As a reminder, the District budget will be presented to the Town Council 3/14/13. All Board members should try to attend.

XII. Adjournment

A motion was made by R. Ike and seconded by L. Mara to adjourn at 8:32 p.m. The motion passed unanimously.

XIII. Next Board Meeting – Regular – April 16, 2013 7:00 PM

M. R. Walters, Secretary

J. Thompson, Jr., Superintendent

Bloomfield

Report # 77425

BOE EXPENDITURE REPORT BY MAJOR OBJECT

Statement Code: BOE NEW

Account Number / Description	Reclassified Budget 7/1/2012 - 6/30/2013	Expenses YTD 7/1/2012 - 6/30/2013	Encumbrances 7/1/2012 - 6/30/2013	Balance Before Req's Sub. 7/1/2012 - 6/30/2013	Submitted Requisitions 7/1/2012 - 6/30/2013	Balance After Req's Sub	Percent Remaining 7/1/2012 - 6/30/2013
01 CERTIFIED SALARIES	\$16,007,086	\$10,492,603	\$5,399,692	\$114,791	\$0	\$114,791	1%
02 NON-CERTIFIED SALARIES	\$5,898,759	\$4,167,680	\$1,604,558	\$126,521	\$0	\$126,521	2%
03 EMPLOYEE BENEFITS	\$7,413,623	\$4,933,373	\$1,862,191	\$618,059	\$0	\$618,059	8%
04 CONTRACTED SERVICES	\$1,661,621	\$1,021,208	\$451,860	\$188,553	\$54	\$188,499	11%
05 PUPIL TRANSPORTATION	\$2,224,813	\$1,686,910	\$326,149	\$211,754	\$12,368	\$199,386	10%
06 INSURANCE	\$250,002	\$249,340	\$0	\$662	\$0	\$662	0%
07 COMMUNICATIONS	\$165,094	\$71,146	\$32,655	\$61,293	\$0	\$61,293	37%
08 TUITION	\$2,124,072	\$706,939	\$900,586	\$516,547	\$0	\$516,547	24%
09 OTHER PURCHASED SERVICES	\$112,225	\$67,204	\$25,082	\$19,939	\$21	\$19,918	18%
10 SUPPLIES	\$670,037	\$436,632	\$155,892	\$77,513	\$3,727	\$73,786	12%
11 OPERATION & MAINTENANCE OF BUILDINGS	\$1,554,753	\$1,014,131	\$459,474	\$81,148	\$0	\$81,148	5%
12 TEXTBOOKS/LIBRARY BOOKS/OTHER SUPPL	\$133,472	\$75,404	\$38,845	\$19,223	\$185	\$19,038	14%
13 EQUIPMENT	\$178,091	\$164,181	\$9,022	\$4,888	\$0	\$4,888	3%
14 MISCELLANEOUS	\$161,456	\$125,360	\$24,841	\$11,255	\$300	\$10,955	7%
GRAND TOTAL	\$38,555,104	\$25,212,111	\$11,290,847	\$2,052,146	\$16,655	\$2,035,491	5%

Bloomfield

Report # 77423

BOE EXPENDITURE REPORT BY OBJECT

Statement Code: BOE 6 Page

Account Number / Description	Revised Budget 7/1/2012 - 6/30/2013	Expenses YTD 7/1/2012 - 6/30/2013	Encumbrances 7/1/2012 - 6/30/2013	Balance Before Req's Sub. 7/1/2012 - 6/30/2013	Submitted Requisitions 7/1/2012 - 6/30/2013	Balance After Req's Sub	Percent Remaining 7/1/2012 - 6/30/2013
1110 SALARIES, TEACHER	\$13,873,907	\$8,838,980	\$4,932,151	\$102,776	\$0	\$102,776	1%
1115 SALARIES, ADMIN	\$2,133,179	\$1,653,623	\$467,541	\$12,015	\$0	\$12,015	1%
01 CERTIFIED SALARIES	\$16,007,086	\$10,492,603	\$5,399,692	\$114,791	\$0	\$114,791	1%
1210 SALARIES, PROFESSIONAL STAFF	\$291,505	\$195,248	\$93,264	\$2,993	\$0	\$2,993	1%
1215 SALARIES, JROTC	\$80,939	\$47,357	\$40,592	\$(7,010)	\$0	\$(7,010)	(9)%
1220 SALARIES, TUTOR	\$206,246	\$101,586	\$41,328	\$63,332	\$0	\$63,332	31%
1230 SALARIES, PARA	\$621,697	\$373,685	\$193,652	\$54,360	\$0	\$54,360	9%
1235 SALARIES, NURSES	\$252,143	\$155,657	\$91,091	\$5,395	\$0	\$5,395	2%
1240 SALARIES, CLERICAL	\$1,312,452	\$939,210	\$375,563	\$(2,321)	\$0	\$(2,321)	0%
1244 SALARIES, CLERICAL CAO	\$51,418	\$38,003	\$15,272	\$(1,857)	\$0	\$(1,857)	(4)%
1246 SALARIES, CLERICAL SCH IMPROV	\$48,087	\$35,006	\$12,897	\$184	\$0	\$184	0%
1250 SALARIES, BUSINESS OFFICE	\$427,478	\$323,011	\$103,374	\$1,093	\$0	\$1,093	0%
1255 SALARIES, TECHNICAL SUPPORT	\$354,925	\$262,909	\$84,251	\$7,765	\$0	\$7,765	2%
1256 FAMILY COMMUNITY LIAISON	\$49,526	\$33,223	\$16,180	\$123	\$0	\$123	0%
1257 SALARIES, RESIDENCY OFFICER	\$59,315	\$45,627	\$13,688	\$0	\$0	\$0	0%
1258 SCH CLIMATE SPECIALIST	\$28,622	\$19,584	\$9,038	\$0	\$0	\$0	0%
1260 SALARIES, CUSTODIAN	\$1,267,632	\$931,320	\$319,923	\$16,389	\$0	\$16,389	1%

Bloomfield

Report # 77423

BOE EXPENDITURE REPORT BY OBJECT

Account Number / Description	Revised Budget 7/1/2012 - 6/30/2013	Expenses YTD 7/1/2012 - 6/30/2013	Encumbrances 7/1/2012 - 6/30/2013	Balance Before Req's Sub. 7/1/2012 - 6/30/2013	Submitted Requisitions 7/1/2012 - 6/30/2013	Balance After Req's Sub	Percent Remaining 7/1/2012 - 6/30/2013
1265 SALARIES, MAINTENANCE	\$515,273	\$388,461	\$127,189	\$(377)	\$0	\$(377)	0%
1270 SALARIES, MONITOR	\$193,256	\$137,640	\$59,641	\$(4,025)	\$0	\$(4,025)	(2)%
1275 SALARIES, CROSSING GUARD	\$29,049	\$18,872	\$7,615	\$2,562	\$0	\$2,562	9%
1280 SALARIES, SUPPORT	\$3,890	\$6,983	\$0	\$(3,093)	\$0	\$(3,093)	(80)%
1290 OVERTIME, SUPPORT	\$105,306	\$114,298	\$0	\$(8,992)	\$0	\$(8,992)	(9)%
02 NON-CERTIFIED SALARIES	\$5,898,759	\$4,167,680	\$1,604,558	\$126,521	\$0	\$126,521	2%
2100 HEALTH INSURANCE	\$4,870,210	\$3,014,647	\$1,471,636	\$383,927	\$0	\$383,927	8%
2150 LIFE INSURANCE	\$168,350	\$97,720	\$70,019	\$611	\$0	\$611	0%
2170 INSURANCE BUY-OUT	\$31,400	\$22,800	\$7,600	\$1,000	\$0	\$1,000	3%
2200 SOCIAL SECURITY	\$876,264	\$594,930	\$257,420	\$23,914	\$0	\$23,914	3%
2300 PENSION	\$865,293	\$865,293	\$0	\$0	\$0	\$0	0%
2410 SEVERANCE	\$60,000	\$29,928	\$0	\$30,072	\$0	\$30,072	50%
2500 COURSE REMUNERATION	\$30,000	\$18,294	\$11,520	\$186	\$0	\$186	1%
2600 UNEMPLOYMENT COMP	\$292,416	\$72,134	\$43,996	\$176,286	\$0	\$176,286	60%
2700 WORKERS' COMP	\$217,690	\$217,627	\$0	\$63	\$0	\$63	0%
2800 PERSONAL PROPERTY LOSS - DISTRICT	\$2,000	\$0	\$0	\$2,000	\$0	\$2,000	100%
03 EMPLOYEE BENEFITS	\$7,413,623	\$4,933,373	\$1,862,191	\$618,059	\$0	\$618,059	8%

Bloomfield

BOE EXPENDITURE REPORT BY OBJECT

Account Number / Description	Revised Budget 7/1/2012 - 6/30/2013	Expenses YTD 7/1/2012 - 6/30/2013	Encumbrances 7/1/2012 - 6/30/2013	Balance Before Req's Sub. 7/1/2012 - 6/30/2013	Submitted Requisitions 7/1/2012 - 6/30/2013	Balance After Req's Sub	Percent Remaining 7/1/2012 - 6/30/2013
3100 ADMIN SERVICES	\$66,900	\$22,559	\$9,667	\$34,674	\$0	\$34,674	52%
3200 PROF EDUCATIONAL SERVICES	\$573,832	\$394,238	\$172,344	\$7,250	\$0	\$7,250	1%
3260 TESTING	\$47,325	\$16,916	\$18,339	\$12,070	\$0	\$12,070	26%
3300 PROF DEVELOPMENT	\$63,809	\$57,940	\$1,685	\$4,184	\$0	\$4,184	7%
3400 OTHER PROF SERVICES	\$68,892	\$3,425	\$51,000	\$14,467	\$0	\$14,467	21%
3500 TECHNICAL SERVICES	\$142,275	\$119,224	\$8,744	\$14,307	\$0	\$14,307	10%
3520 COPIER COSTS	\$128,101	\$64,538	\$32,767	\$30,796	\$0	\$30,796	24%
4000 PURCHASED SERVICES	\$20,000	\$22,200	\$0	\$(2,200)	\$0	\$(2,200)	(11)%
4009 PURCH SERV NON-PUBLIC HEALTH SVCS	\$91,880	\$58,150	\$29,420	\$4,310	\$0	\$4,310	5%
4300 MAINTENANCE & REPAIR	\$65,192	\$28,190	\$16,698	\$20,304	\$54	\$20,250	31%
4310 PURCHASED SERVICES BUILDINGS	\$348,415	\$207,107	\$94,139	\$47,169	\$0	\$47,169	14%
4320 VEHICLE MAINTENANCE & REPAIR	\$45,000	\$26,721	\$17,057	\$1,222	\$0	\$1,222	3%
04 CONTRACTED SERVICES	\$1,661,621	\$1,021,208	\$451,860	\$188,553	\$54	\$188,499	11%
5100 TRANSPORTATION, PUPIL	\$2,152,353	\$1,659,693	\$300,194	\$192,466	\$6,928	\$185,538	9%
5820 FIELD TRIPS	\$72,460	\$27,217	\$25,955	\$19,288	\$5,440	\$13,848	27%
05 PUPIL TRANSPORTATION	\$2,224,813	\$1,686,910	\$326,149	\$211,754	\$12,368	\$199,386	10%
5200 PROPERTY/LIABILITY INSURANCE	\$242,002	\$241,435	\$0	\$567	\$0	\$567	0%

Bloomfield

Report # 77423

BOE EXPENDITURE REPORT BY OBJECT

Account Number / Description	Revised Budget 7/1/2012 - 6/30/2013	Expenses YTD 7/1/2012 - 6/30/2013	Encumbrances 7/1/2012 - 6/30/2013	Balance Before Req's Sub. 7/1/2012 - 6/30/2013	Submitted Requisitions 7/1/2012 - 6/30/2013	Balance After Req's Sub	Percent Remaining 7/1/2012 - 6/30/2013
5290 OTHER INSURANCE	\$8,000	\$7,905	\$0	\$95	\$0	\$95	1%
06 INSURANCE	\$250,002	\$249,340	\$0	\$662	\$0	\$662	0%
5300 TELEPHONE	\$28,439	\$4,741	\$20,323	\$3,375	\$0	\$3,375	12%
5310 POSTAGE	\$34,255	\$25,256	\$509	\$8,490	\$0	\$8,490	25%
5400 ADVERTISING	\$25,000	\$4,601	\$2,845	\$17,554	\$0	\$17,554	70%
5500 PRINTING	\$77,400	\$36,548	\$8,978	\$31,874	\$0	\$31,874	41%
07 COMMUNICATIONS	\$165,094	\$71,146	\$32,655	\$61,293	\$0	\$61,293	37%
5600 TUITION, PUBLIC	\$804,318	\$201,140	\$254,200	\$348,978	\$0	\$348,978	43%
5630 TUITION, PRIVATE	\$589,118	\$245,496	\$271,401	\$72,221	\$0	\$72,221	12%
5690 TUITION, MAGNET	\$730,636	\$260,303	\$374,985	\$95,348	\$0	\$95,348	13%
08 TUITION	\$2,124,072	\$706,939	\$900,586	\$516,547	\$0	\$516,547	24%
5810 STAFF TRAVEL	\$47,720	\$22,488	\$10,906	\$14,326	\$0	\$14,326	30%
5814 CONFERENCES & MEETINGS	\$64,505	\$44,716	\$14,176	\$5,613	\$21	\$5,592	9%
09 OTHER PURCHASED SERVICES	\$112,225	\$67,204	\$25,082	\$19,939	\$21	\$19,918	18%
6110 INSTRUCTIONAL SUPPLIES	\$425,313	\$251,142	\$118,324	\$55,847	\$2,810	\$53,037	13%
6115 OFFICE SUPPLIES	\$63,018	\$38,952	\$15,532	\$8,534	\$917	\$7,617	14%
6116 LIBRARY / AV SUPPLIES	\$17,650	\$7,253	\$5,325	\$5,072	\$0	\$5,072	29%

Bloomfield

BOE EXPENDITURE REPORT BY OBJECT

Report # 77423

Account Number / Description	Revised Budget 7/1/2012 - 6/30/2013	Expenses YTD 7/1/2012 - 6/30/2013	Encumbrances 7/1/2012 - 6/30/2013	Balance Before Req's Sub. 7/1/2012 - 6/30/2013	Submitted Requisitions 7/1/2012 - 6/30/2013	Balance After Req's Sub	Percent Remaining 7/1/2012 - 6/30/2013
6117 COMPUTER SUPPLIES	\$10,000	\$4,724	\$1,807	\$3,469	\$0	\$3,469	35%
6120 SOFTWARE	\$136,037	\$125,915	\$6,667	\$3,455	\$0	\$3,455	3%
6900 OTHER SUPPLIES	\$18,019	\$8,646	\$8,237	\$1,136	\$0	\$1,136	6%
10 SUPPLIES	\$670,037	\$436,632	\$155,892	\$77,513	\$3,727	\$73,786	12%
6125 FACILITY SUPPLIES	\$90,097	\$73,941	\$14,360	\$1,796	\$0	\$1,796	2%
6130 FACILITY MATERIALS	\$77,897	\$41,015	\$30,480	\$6,402	\$0	\$6,402	8%
6200 HEAT	\$369,063	\$197,786	\$109,955	\$61,322	\$0	\$61,322	17%
6220 ELECTRICITY	\$928,980	\$644,397	\$277,336	\$7,247	\$0	\$7,247	1%
6290 WATER SERVICES	\$36,889	\$18,178	\$18,273	\$438	\$0	\$438	1%
7200 BUILDING IMPROVEMENTS	\$51,827	\$38,814	\$9,070	\$3,943	\$0	\$3,943	8%
11 OPERATION & MAINTENANCE OF BUILDINGS	\$1,554,753	\$1,014,131	\$459,474	\$81,148	\$0	\$81,148	5%
6410 TEXTBOOKS	\$117,378	\$67,413	\$33,530	\$16,435	\$0	\$16,435	14%
6420 LIBRARY BOOKS, PERIODICALS	\$4,500	\$2,729	\$1,766	\$5	\$185	\$(180)	0%
6430 PROF BOOKS	\$11,594	\$5,262	\$3,549	\$2,783	\$0	\$2,783	24%
12 TEXTBOOKS/LIBRARY BOOKS/OTHER SUPPL	\$133,472	\$75,404	\$38,845	\$19,223	\$185	\$19,038	14%
7300 NEW EQUIPMENT	\$15,321	\$15,165	\$4,118	\$(3,962)	\$0	\$(3,962)	(26)%
7320 REPLACEMENT EQUIPMENT	\$10,463	\$6,971	\$757	\$2,735	\$0	\$2,735	26%

Bloomfield

Report # 77423

BOE EXPENDITURE REPORT BY OBJECT

Account Number / Description	Revised Budget 7/1/2012 - 6/30/2013	Expenses YTD 7/1/2012 - 6/30/2013	Encumbrances 7/1/2012 - 6/30/2013	Balance Before Req's Sub. 7/1/2012 - 6/30/2013	Submitted Requisitions 7/1/2012 - 6/30/2013	Balance After Req's Sub	Percent Remaining 7/1/2012 - 6/30/2013
7340 COMPUTER EQUIP	\$152,307	\$142,045	\$4,147	\$6,115	\$0	\$6,115	4%
13 EQUIPMENT	\$178,091	\$164,181	\$9,022	\$4,888	\$0	\$4,888	3%
8100 DUES & FEES	\$56,772	\$47,693	\$871	\$8,208	\$0	\$8,208	14%
8800 ATHLETIC PROGRAMS	\$73,984	\$61,575	\$12,362	\$47	\$0	\$47	0%
8900 STUDENT ACTIVITIES	\$30,700	\$16,092	\$11,608	\$3,000	\$300	\$2,700	10%
14 MISCELLANEOUS	\$161,456	\$125,360	\$24,841	\$11,255	\$300	\$10,955	7%
GRAND TOTAL	\$38,555,104	\$25,212,111	\$11,290,847	\$2,052,146	\$16,655	\$2,035,491	5%

CONTRACT FOR TRANSPORTATION SERVICES

This CONTRACT FOR TRANSPORTATION SERVICES ("Contract") is made this 1st day of April 2013 by and between the BLOOMFIELD **BOARD** OF EDUCATION, hereinafter called the "**Board**," and Access Transportation Solutions LLC., hereinafter called the "**Contractor**."

WHEREAS, the **Board** wishes to provide transportation services for students to locations outside of the Town of Bloomfield and in district special needs students for whom the **Board** provides transportation services ~~for~~.

WHEREAS, the **Contractor** is ready, willing and able to provide the required transportation services to the **Board** and has accepted the award of the Contract.

NOW, THEREFORE, in consideration of the mutual promises and covenants of the parties hereto, the **Board** and the **Contractor** mutually agree as follows:

I .TERM

- A. The term of this Contract shall be for a period of one (1) year, **one (1) month, and twelve (12) days**, beginning on June 30th, 2013, and terminating on August 12th, 2014
- B. The **Board** shall have two (2) one (1) year options to extend this Contract, at rates to be mutually agreed upon by the parties on a day that is prior to six (6) months before the termination of this Contract.

II. SCOPE OF WORK

The **Contractor** shall transport students to and from places hereinafter specified every school day in accordance with the- 2013 -----2014 school calendar.

The **Board** may change the designated route(s), and/or increase or decrease the number of students in accordance with the needs of the district and vehicle capacity.

The **Board** shall pay the **Contractor** in monthly payments at the 2012-2013 school year rates.

The **Board** agrees the **Contractor** shall have 1st and last rights of refusal for all special needs out of district transportation throughout the Contract period.

The **Contractor** shall transport students **whose transportation is the legal obligation of the Board**, not to exceed in number the capacity of the vehicle (and, where applicable, another local **Board** with which the **Contractor** has contracted with other **Boards** and is providing transportation jointly) and **shall to**

comply with applicable statutes, and regulations governing student transportation in the State of Connecticut.

The **Contractor shall** ensure that the driver of each vehicle shall be a reliable person of good character who shall possess all State school bus driver qualifications and licenses and shall comply with all statutes, regulations and procedures of the State of Connecticut and rules and specifications of the local **Board**. If, in the **sole** judgment of the local **Board**, any driver of a vehicle operated under contract to transport school students shall be deemed unsuitable to drive a school vehicle because of lack of driving skills, inability to control students, failure to comply with the aforesaid rules, regulations and specifications, incapacity, unbecoming conduct, or ~~any other good~~ cause; the local **Board** may ~~request~~ **demand that** the transportation **Contractor** to replace said driver. If the transportation **Contractor** shall fail to comply with the aforesaid request, the local **Board** may ~~require the Contractor to show cause why such failure to comply with the request shall be deemed to constitute a breach of contract, and~~ may set aside and annul this contract.

The **Contractor shall** transport only designated student(s) and personnel over route(s) as set forth on fully detailed specifications.

INSURANCE

The **Contractor shall** maintain commercial general liability insurance for bodily injury and property damage liability combined single limit of not less than \$1,000,000 and an aggregate limit of not less than \$1,000,000, with additional umbrella coverage of not less than \$10,000,000.

The aforesaid insurance shall cover the local **Board** as an additional insured. The insurance company is to be one admitted under the insurance laws of this State to write the line of insurance to be provided. The **Contractor** further agrees to file a certificate of such insurance with the **Board** annually **prior to July 1st of any year in which the contract remains in effect**.

The **Contractor** shall defend and indemnify the local **Board** and any given agent, officer, or employee thereof and save harmless from and against any and all claims, actions, damages, liability and expense in connection with the loss of life, personal injury and/or damage to property arising from or out of actions of the **Contractor** occasioned wholly or in part by any act or omission

to act of the transportation **Contractor** , its agent, its sub-Contractor , or its employees in the performance of this contract.

The failure of one party to this contract to comply with the provisions hereof shall constitute good cause for its termination by the other party to it.

It is understood and agreed by the parties hereto that this agreement shall be without force or effect until it shall require the approval of the district herein mentioned.

During the performance of this contract, the **Contractor** agrees as follows:

The term of the contract shall be for the 2013 -----2014 School year and include the Summer 2014 Summer Programs. Student Transportation Contracts are deemed to include all the rules and procedures pertaining to Student Transportation though not expressly stated.

VEHICLES

All Vehicles and other equipment shall be in compliance with all laws, rules, regulations and policies of federal, state, and local governments pertaining to school transportation vehicles. It shall be the responsibility of the **Contractor** to ensure that all rules, regulations and policies.

All vehicles shall be systematically inspected yearly and display a school bus certification inspection sticker to ensure that such vehicles and equipment are in safe and proper operating condition.

The **Contractor** shall provide and maintain an adequate number of school buses, including spares, to safely transport any and all students assigned to the routes contained in this bid and to assure uninterrupted service in the event of mechanical breakdown.

VEHICLE OPERATORS

A. The **Contractor** shall take the highest degree of care in recruiting and selecting Vehicle Operators. Subject to any applicable confidentiality requirements, the **Board** reserves the right to review all personnel records and personnel used in the performance of the Contract. All Vehicle Operators shall be properly licensed and qualified by the State of Connecticut, and no other Vehicle Operators may be used. **Contractor** and all Vehicle Operators shall be in compliance with all local, state and federal laws, rules and regulations relating to school transportation. The **Contractor** shall furnish a list of certified Vehicle Operators and their Connecticut Driver's License numbers to the **Board** prior to the opening of school each year, and no other Vehicle Operators may be used without notice to the **Board**.

B.. The **Contractor** shall provide an ongoing program of classroom and road training at its expense in accordance with federal, state and local laws, rules and regulations to assure continued state certification of all Vehicle Operators. In

addition to all training required under federal, state and local laws, rules and regulations, **Contractor** shall also hold training sessions for its Vehicle Operators at least once a month covering topics such as safety and customer service. Upon request, the **Contractor** shall provide the dates, times, topics and attendance at such sessions. Upon request, the **Contractor** shall provide the dates and times of the sessions to the **Board** at least one week prior to such sessions. An authorized agent of the **Board** may attend any such sessions.

C. The **Board** or its authorized agents may approve or disapprove prior to and during employment any or all Vehicle Operators for the operation of Vehicles. Notification shall be made by the **Board** to the **Contractor** of such Vehicle Operators considered to be unsatisfactory by the **Board**. Such Vehicle Operators shall not be allowed to operate Vehicles under this Contract and shall be replaced immediately after notification from the **Board**.

EMERGENCY PROVISIONS

1. In the event the school is closed due to inclement weather or other emergencies, the **Contractor** shall be notified as soon as possible by the public school authorities providing transportation.
2. In an emergency where the **Contractor** cannot meet the schedule, or if the school has a change in schedule, the party responsible for any change shall immediately notify the other party.

TRAINING PROGRAMS

1. The **Contractor** will ensure that drivers and aides are properly trained to perform their duties.
2. The **Contractor** shall administer a safety education program for all permanent and substitute drivers and bus aides.

Drivers and aides are required to participate in scheduled school bus evacuation drills.

COMPLAINTS

The **Contractor** will investigate all complaints, keep a log of such complaints, and will report any action taken to the **Board** or any authorized agent within twenty-four (24) hours such action.

ACCIDENTS

Any accident involving Student transportation shall be reported orally to the **Board** immediately. A detailed written report shall be submitted to the **Board** as soon as possible, and no later than twenty-four (24) hours after the accident.

The **Contractor** agrees to revise any of its testing procedures, if necessary, to assure that all personal testing conforms with the job principles of job related testing, as established by the statutes and court decisions of the State of Connecticut and as established by applicable Federal law and court decisions. In conforming with the applicable employment goals, the **Contractor** agrees to review all procedures relating to transfer, upgrading, downgrading and layoff to ensure that all such actions are taken without regard to age creed, color, national origin, ancestry, marital status or sexual orientation, gender identity or expression, disability, nationality or sex, consistent with the statutes and court decisions of the state of Connecticut, and applicable Federal law and Federal court decisions.

MISCELLANEOUS

A. If any provision of this Contract is subsequently found to be illegal or invalid, all unlawful provisions shall be deemed stricken from this Contract and shall be of no effect and the remaining provisions shall not be affected thereby and shall remain in full force and effect.

B. This Contract and all Exhibits attached hereto constitute the full and complete agreement of the parties hereto and shall be binding upon their respective permitted successors and assigns.

C. This Contract shall be governed by, and construed and enforced in accordance with, the laws of the State of Connecticut without regard to its conflicts of laws principles.

IN WITNESS WHEREOF, the parties hereto have set their hands by their duly authorized representatives at BLOOMFIELD, CONNECTICUT, the 1st day of April, 2013.

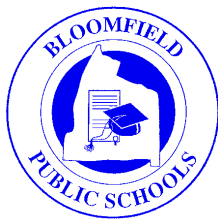
By _____
BLOOMFIELD BOARD OF EDUCATION



Louis J. Annino, Managing Member
Access Transportation Solutions LLC.
CONTRACTOR

Fuel Surcharge Addendum

Fuel will continue to be purchased by Access Transportation. Access will purchase fuel @ the rack price of \$2.64 per gallon for gas and \$2.85 per gallon for diesel. If at any time throughout the term of this agreement the price of fuel increases by 38. % to a rate of \$3.74 per gallon for gasoline and \$3.94 per gallon for diesel a fuel surcharge of \$15.00 per day will be added to the monthly invoice. Only one (1) fuel surcharge will be charged per day. The \$15.00 per day fuel surcharge is inclusive of all combined runs and will remain in effect until the fuel prices drop below \$3.74 per gallon for gasoline and \$3.94 per gallon for diesel fuel.



Bloomfield Public Schools

James Thompson, Jr., Ed.D.
SUPERINTENDENT OF SCHOOLS

Christopher G. Leone
CHIEF OPERATING OFFICER /
DIRECTOR OF MAGNET SCHOOLS

Ellen J. Stoltz, Ph.D.
CHIEF ACADEMIC OFFICER

MEMORANDUM

TO: Board of Education Members

FROM: Christopher Leone, Chief Operating Officer

DATE: April 10, 2013

SUBJECT: Special Education Transportation Agreement

Attached you will find the draft contract for Special Education Transportation between the Bloomfield Board of Education and Access Transportation Solutions, LLC.

This agreement is a one-year continuation of the current contract that is set to expire on June 30, 2013. The extension agreement calls for a freeze of the 2012-2013 route rates. There is no direct budgetary impact on this contract as the number of students and routes determines the overall cost. However, the agreement with Access allows for the district to maintain flat costs associated with routes for 2013-2014 and also extend for two more years if necessary. The agreement also allows the district to set a new timeline for all transportation agreements as the regular education transportation agreement expires on June 30, 2014.

This contract has been reviewed and approved by Chris Chinni, Esq, who is the attorney of record for the Board of Education. It is the request of the administration that the Board of Education approve this agreement.

Christopher Leone
April 10, 2013

Bloomfield Public Schools
2012-2013
Budget Transfers - March 2013

		Transfer to	Transfer from	Location	Explanation
100-41-094-1300-01-1110-5	Teacher - Adult Ed	2,090.00		Adult Ed	Director's Request
100-41-094-1300-02-1280-5	Salaries Other - Adult Ed		2,090.00	Adult Ed	Director's Request
100-10-010-1000-13-7300-5	New Equipment WECMS	6,156.00		WECMS	Principal's Request
100-10-115-1000-10-6110-5	Supplies WECMS		6,156.00	WECMS	Principal's Request
100-11-400-2210-09-5814-5	Conferences Laurel	301.00		Laurel	Principal's Request
100-11-410-2210-12-6430-5	Professional Books Laurel		301.00	Laurel	Principal's Request
100-11-090-2220-12-6420-5	Library Books Laurel	1,800.00		Laurel	Principal's Request
100-11-090-2220-10-6116-5	Supplies Library Laurel		1,800.00	Laurel	Principal's Request
100-50-400-2400-02-1290-5	Clerical Overtime - Laurel	3,480.00		Laurel	Principal's Request
100-11-010-1000-10-6110-5	Supplies General Laurel	1,170.00		Laurel	Principal's Request
100-11-012-1000-12-6410-5	Textbooks Math Laurel		4,650.00	Laurel	Principal's Request
100-12-400-2210-09-5814-5	Conferences - Meta	2,500.00		Meta	Principal's Request
100-12-011-1000-12-6410-5	Language Arts Textbooks - Meta	7,000.00		Meta	Principal's Request
100-12-300-2740-08-5820-5	Field Trips - Meta	2,000.00		Meta	Principal's Request
100-12-010-1000-10-6110-5	Supplies General Laurel	3,175.00		Meta	Principal's Request
100-12-400-2400-14-8100-5	Dues and Fees - Meta		560.00	Meta	Principal's Request
100-12-010-2400-07-5500-5	Printing - Meta		4,000.00	Meta	Principal's Request
100-12-012-1000-10-6110-5	Supplies Math Meta		1,500.00	Meta	Principal's Request
100-12-021-1000-10-6110-5	Supplies Art Meta		2,200.00	Meta	Principal's Request
100-12-090-2223-10-6116-5	Supplies AV Meta		2,025.00	Meta	Principal's Request
100-12-014-1000-12-6410-5	Textbooks Social Studies Meta		1,890.00	Meta	Principal's Request
100-12-012-1000-12-6410-5	Textbooks Math Meta		1,000.00	Meta	Principal's Request
100-12-013-1000-12-6410-5	Textbooks Science Meta		1,000.00	Meta	Principal's Request
100-12-400-2400-10-6900-5	Staff Meetings Meta		500.00	Meta	Principal's Request
100-50-400-2400-02-1290-5	Clerical Overtime District	919.00		Meta	Principal's Request
100-12-010-1000-10-6110-5	Supplies General Meta		919.00	Meta	Principal's Request
100-50-080-1000-04-3200-5	Purch Serv Subs - District	2,517.00		Meta	Principal's Request
100-12-400-2210-09-5814-5	Conferences Meta		1,804.00	Meta	Principal's Request
100-12-400-2400-13-7300-5	Equip Admin New Meta		713.00	Meta	Principal's Request

Bloomfield Public Schools
2012-2013
Budget Transfers - March 2013

		Transfer to	Transfer from	Location	Explanation
100-21-090-2220-12-6420-5	Library Books INT	500.00		INT	Principal's Request
100-21-090-2223-10-6116-5	Supplies AV INT		500.00	INT	Principal's Request
100-21-300-2740-05-5820-5	Field Trips INT	300.00		INT	Anti-bullying program/CAO's request
100-25-300-2740-05-5820-5	Field Trips MS	300.00		MS	Anti-bullying program/CAO's request
100-50-010-1000-04-3260-5	Testing District		600.00	District	Anti-bullying program/CAO's request
100-21-010-1000-10-6110-5	Supplies General INT	1,600.00		INT	Principal's Request
100-21-400-2210-09-5814-5	Conferences INT		1,600.00	INT	Principal's Request
100-25-300-2740-05-5820-5	Field Trips MS	1,000.00		MS	Principal's Request
100-25-400-2400-10-6115-5	Supplies Office MS		800.00	MS	Principal's Request
100-25-400-2400-14-8100-5	Dues/Fees Admin MS		200.00	MS	Principal's Request
100-25-090-2220-12-6420-5	Library Books MS	700.00		MS	Principal's Request
100-25-090-2223-10-6116-5	Supplies AV MS		700.00	MS	Principal's Request
100-25-010-1000-10-6110-5	Supplies Instr MS	4,400.00		MS	Principal's Request
100-25-010-2400-07-5500-5	Printing MS	500.00		MS	Principal's Request
100-25-011-1000-12-6410-5	Textbooks LA MS		1,000.00	MS	Principal's Request
100-25-012-1000-10-6110-5	Supplies Math MS		1,000.00	MS	Principal's Request
100-25-013-1000-12-6410-5	Textbooks Science MS		1,000.00	MS	Principal's Request
100-25-014-1000-12-6410-5	Textbooks Social Studies MS		1,500.00	MS	Principal's Request
100-25-015-1000-12-6410-5	Textbooks World Lang MS		400.00	MS	Principal's Request
100-50-400-2400-02-1290-5	Clerical Overtime-District	1,052.00		BHS	Principal's Request
100-31-012-1000-10-6110-5	Supplies Math BHS		1,052.00	BHS	Principal's Request
100-31-022-1000-13-7320-5	Equip R Music BHS	1,150.00		BHS	Principal's Request
100-31-022-1000-10-6110-5	Supplies Music BHS		1,150.00	BHS	Principal's Request
100-31-300-2740-05-5820-5	Field Trips - BHS	225.00		BHS	Principal's Request
100-31-400-3200-14-8900-5	St. Awards/Activities BHS		225.00	BHS	Principal's Request
100-31-010-1000-04-3260-5	Testing Inst BHS	4,000.00		BHS	Principal's Request - A/P Exams
100-50-403-1000-03-2600-5	Unemployment		4,000.00	District	Principal's Request - A/P Exams
100-31-400-2210-09-5814-5	Conferences BHS	1,170.00		BHS	Principal's Request
100-31-010-1000-10-6110-5	Supplies General BHS		1,170.00	BHS	Principal's Request

Bloomfield Public Schools

2012-2013

Budget Transfers - March 2013

		Transfer to	Transfer from	Location	Explanation
100-31-032-1000-02-1215-5	JROTC BHS	8,949.00		BHS	Reconciliation with Federal payment
100-50-403-1000-03-2600-5	Unemployment		8,949.00	District	Director's Request
100-31-015-1000-10-6110-5	Supplies World Lang BHS	1,000.00		BHS	Principal's Request
100-31-015-2210-14-8100-5	Dues & Fees World Lang BHS		500.00	BHS	Principal's Request
100-31-015-1000-04-3200-5	Purch Serv World Lang BHS		500.00	BHS	Principal's Request
100-35-099-1000-13-7300-5	Equipment New LAB	170.00		LAB	CAO's Request
100-35-099-1000-10-6110-5	Supplies - LAB		170.00	LAB	CAO's Request
100-50-401-2112-14-8100-5	Dues/Fees - Pupil Services	215.00		Student Support Svcs.	Director's Request
100-50-100-1200-12-6430-5	Professional Books SPED-District		215.00	Student Support Svcs.	Director's Request
100-50-102-2130-02-1280-5	Substitute Nurse District	8,550.00		Student Support Svcs.	Director's Request
100-50-403-1000-03-2600-5	Unemployment Compensation		8,550.00	Student Support Svcs.	Director's Request
100-50-070-1000-01-1110-5	After School Academics District	750.00		District	CAO's Request
100-50-403-1000-03-2500-5	Course Remuneration		750.00	District	CAO's Request
100-51-404-2301-04-3100-5	Purchase Services BOE	1,000.00		District	Secretarial services 12 addt'l regular, committee, workshop meetings
100-50-403-1000-03-2600-5	Unemployment		1,000.00	District	Secretarial services 12 addt'l regular, committee, workshop meetings
100-10-200-2620-11-6290-5	Water-WECMS	1,200.00		District	Director's Request
100-21-200-2620-11-6290-5	Water-CAIS		300.00	District	Director's Request
100-25-200-2620-11-6290-5	Water-CAMS		300.00	District	Director's Request
100-33-200-2620-11-6290-5	Water-GEMS		600.00	District	Director's Request

61,492.00 61,492.00

0.00

Balance

BLOOMFIELD PUBLIC SCHOOLS (AES)

Acknowledgment

In 2011, the Bloomfield Public Schools was the recipient of a School Improvement Grant from the Connecticut State Department of Education. Part of the grant included the agreement to create a revised Administrator Evaluation System (AES) aligned to student growth and district goals. The previous AES served the district for over a decade. In the fall of 2011, the district in collaboration with the Bloomfield Education Association and the Bloomfield Administrators Association created a work group focused on creating a useful and informative evaluation system. The workgroup met monthly for eight months and was comprised of the Director of School Improvement, Chief Operating Officer, Chief Academic Officer, Teachers, Administrators, and Parents.

During 2012-2013, the Bloomfield Public Schools Evaluation Work Group met quarterly to review data on the pilot year. The Work Group revisited and modified the document to meet the needs of best instructional practice. Additionally, the group approved the inclusion of a Climate Survey Goal and modified the scoring percentages.

The Bloomfield Public Schools thanks the following people and organizations for their contributions in time, knowledge, and sharing of best practices:

Evaluation Workgroup

Mr. Hector Colon, Parent

Mr. Trevor Ellis, Principal

Mr. Sam Galloway, Principal

Mrs. Patricia Jones-Mack, Assistant Principal

Mrs. Dorothy Johnson, Teacher

Ms. Sarah Leibert, Teacher

Mr. Christopher Leone, Chief Operating Officer

Mr. Leon McKinley, Director of School Improvement

Mr. Desi Nesmith, Principal

Ms. Calla Riccio, Teacher

Mrs. Wendy Sheppard-Banish, Director

Dr. Bethany Silver, Director

Mrs. Lisa Simone, Teacher

Mrs. Melody Smith, Teacher

Mrs. Elka Spencer, Teacher

Mr. Glenn Spencer, Teacher

Dr. Ellen Stoltz, Chief Academic Officer

Mrs. Sue Sumberg, Teacher, BEA President

Mr. Jesse White, BHS Teacher

BLOOMFIELD PUBLIC SCHOOLS (AES)

District Vision Statement

The Bloomfield Public Schools will be a high-performing district with a positive climate of inclusion, an expectation of competitive academic achievement, and a culture of meaningful parent and community engagement.

It is critical to the success of our mission that all segments of the community work together to achieve:

A supportive environment characterized by:

- Mutual respect
- Respect for the value of learning
- High motivation
- Disciplined behaviors
- Timely and adequate communication
- Student participation and involvement
- Parent participation and involvement
- Staff support and involvement
- Community support and involvement
- Positive attitudes

A rigorous program characterized by:

- Comprehensive balanced curriculum aligned with State Standards
- High expectations, achievement and performance
- Mastery of skills and concepts
- Effective instruction

Adequate resources characterized by:

- Appropriate funding
- Appropriate staffing
- Appropriate facilities, equipment, technology and materials
- Competent knowledgeable staff
- Efficient allocation of available resources
- Responsive leadership
- Effective utilization of staff expertise

Philosophy Statement

The purposes of the teacher evaluation program are to facilitate student learning by promoting and improving skillful teaching and to ensure that all members of the teaching staff perform at or above system standards. The teacher evaluation system is a cooperative effort between teachers and administrators to achieve the districts goals of academic excellence. All Bloomfield teachers are expected to demonstrate mastery of teaching standards and student growth.

It is expected that the system will provide appropriate assistance to help teachers maintain the district's standard of excellence as well as to encourage innovation and professional growth. The outcome of the evaluation process is that Bloomfield teachers will continuously strive to refine the skill and art of teaching in order to stimulate their professional growth and the growth of all students.

Goals of the Bloomfield Administrator Evaluation System

1. To improve student learning.
2. To provide a teacher evaluation/professional growth process that recognizes the importance of observations, feedback, goals, and provides support for both individual and collaborative evaluation and professional growth.
3. To provide an opportunity for the staff member and evaluator to collaboratively analyze the staff member's strengths and needs as they relate to the teaching/learning process and to use this knowledge, as a reflective practitioner, to develop plans for continuous professional growth.
4. To provide a means for the evaluator to determine the effectiveness performance. This includes making decisions and recommendations concerning continued employment, granting of increment/salary increases and other personnel related responsibilities.

BLOOMFIELD PUBLIC SCHOOLS (AES)

RESPONSIBILITIES

All Educators have a shared responsibility to

- To grow professionally;
- To share their knowledge with one another through various methods of data collection and collaborative work;
- To become reflective practitioners; and
- To contribute in a positive manner to the culture and climate of the total school community.

STAFF MEMBER RESPONSIBILITIES

The primary responsibility of the staff member shall be successful performance in meeting the foundational skills and competencies as delineated in the [Connecticut Common Core of Teaching](#). The teacher must be knowledgeable about this evaluation criteria.

To improve student learning, the staff member will actively participate in the evaluation process by:

- Acknowledging the need for professional growth and self-improvement.
- Developing objectives and a professional growth plan that leads to more skillful teaching
- Engaging in reflection and self-evaluation
- Seeking assistance and advice whenever necessary.

TRAINING COMPONENT

Evaluators will be trained in the facilitation of the new Administrator Evaluation Professional Development document through a series of workshops and seminars prior to the implementation of this plan. This will be part of the state-required 15 hours of training in the evaluation of teachers for the Superintendent of Schools and employees in positions requiring an intermediate administrator or supervisory certificate.

The training component for all staff members will take place prior to the implementation of the plan and address understanding of the elements of the plan.

BLOOMFIELD PUBLIC SCHOOLS (AES)

Evaluation Timelines

The following are the deadlines for the annual evaluation:

Administrator

October 15th – Goal Forms Completed and signed by Evaluator

Mini Observations – The 5 observations can be completed from the start of school through June 1st. Face-to-face feedback must be provided within three school days (or 72 hours) of each mini-observation. If an administrator is out of district for this period of time the face-to-face feedback must be completed within two schools days (or 48 hours) of the return to district.

Last Work Day of June – Final Evaluation Completed and signed

Modifications for Leaves or Part Time Employment

FTE Modifications

The district will modify the number of observations for an administrator based on their Full Time Equivalence (FTE). For example, if a administrator is a .6 FTE then their observations will be calculated at # of required observations * .6.

Leave Modifications

The district will modify the number of observations for an administrator who is out on approved leave. For example, if an administrator is on a six week leave then their observations will be calculated at # of required observations * # of days worked / 186.

Ongoing Reform and Evaluation

The District Evaluation Workgroup, which is composed of elementary, middle, and high school teachers, building and central office administrators and a representative of the Bloomfield Administrators Association is a standing committee charged with the responsibility of overseeing the implementation and evaluation of the Evaluation Plan.

The committee will meet at least once a quarter during the 2013-2014 year to review progress and revise the plan. In June 2013, revisions to the plan will be brought to the Bloomfield Board of Education for approval.

Every three years, at a minimum, the plan will be formally evaluated to assure that the plan is meeting its stated purposes, goals, and objectives. Input will be sought, through a structured process, from all personnel being evaluated under the plan.

BLOOMFIELD PUBLIC SCHOOLS (AES)

The Evaluation Workgroup will be responsible for recommending modifications to the plan to assure that it meets its stated purposes and the professional development needs of all certified personnel of the Bloomfield Public Schools.

Dispute and Conflict Resolution

All disputes arising from the Evaluation Process shall be referred to the Grievance Process as outlined in the contract between the Bloomfield Board of Education and Bloomfield Administrators Association.

DRAFT

BLOOMFIELD PUBLIC SCHOOLS (AES)

ADMINISTRATOR EVALUATION SYSTEM **MINI OBSERVATION RUBRICS**

Overview

This set of rubrics is designed to measure the level of performance which contributes to student achievement within a school environment conducive to learning.

The following sets of rubrics are divided into six domains:

1. Diagnosis and Planning
2. Priority Management and Communication
3. Curriculum and Data
4. Supervision, Evaluation, and Professional Development
5. Discipline and Family Involvement
6. Management and External Relations

The six domains are defined by the measurable indicators, which, in sum, contribute to the expectations of each domain.

Each domain is based on a four-point scale to assess the overall impact through a set of mini-observations. The rubric numerical key represents gradations of performance:

- **4= Goal:**
The administrator demonstrates consistent exemplary knowledge and skill in the domain.
- **3=Proficient:**
The administrator demonstrates strong knowledge and skill in a majority of indicators.
- **2= Attempted/Needs Improvement:**
The administrator demonstrates some or inconsistent attempts at some indicators.
- **1=Mandatory Assistance:**
The administrator demonstrates few or none of the skills required in the indicator. Assistance WILL be offered if a rating is given under this category.
- **N/O= Not Observed**

The scoring is based on a preponderance of evidence from the mini-observation system within each indicator and across all domains. **Observation score based on total points/possible points earned.**
Each observation is worth 8% of the Total Evaluation.

BLOOMFIELD PUBLIC SCHOOLS (AES)

Diagnosis and Planning

The Administrator:

	4 Goal	3 Proficient	2 Needs Improvement	1 Mandatory Assistance	Not Observed
Team	Recruits a strong leadership team and develops its skills and commitment to a high level of achievement.	Recruits and develops a leadership team with a balance of skills.	Enlists one or two like-minded colleagues to provide advice and support.	Works solo with little or no support from colleagues.	
Strategy	Collaboratively crafts a lean, comprehensive, results- oriented strategic plan with annual goals.	Gets input and writes a comprehensive, measurable strategic plan for the current year.	Writes a cumbersome, non- accountable strategic plan.	Recycles the previous year's cumbersome, non-accountable strategic plan.	
Support	Fosters a sense of urgency and responsibility among all stakeholders for achieving annual goals.	Builds ownership and support among stakeholders for achieving annual goals.	Presents the annual plan to stakeholders and asks them to support it.	Gets the necessary signatures for the annual plan, but there is little ownership or support.	
Revision	Regularly tracks progress, gives and takes feedback, and continuously improves performance.	Periodically measures progress, listens to feedback, and tweaks the strategic plan.	Occasionally focuses on key data points and prods colleagues to improve.	Is too caught up in daily crises to focus on emerging data.	

Priority Management and Communication

The Administrator:

	4 Goal	3 Proficient	2 Needs Improvement	1 Mandatory Assistance	Not Observed
Communication	Skillfully communicates goals to all constituencies using a variety of methods of communication.	Uses a variety of means (e.g., face-to-face, newsletters, websites) to communicate goals to others.	Has a limited communication repertoire and some key stakeholders are not aware of school goals.	Is not an effective communicator, and others are often left guessing about policies and direction.	

BLOOMFIELD PUBLIC SCHOOLS (AES)

Expectations	Has total staff understanding on exactly what is expected for management procedures and discipline.	Makes sure staff knows what is expected for management procedures and discipline.	Periodically reminds teachers of policies on management procedures and discipline.	Is constantly reminding staff what they should be doing in management and discipline.	
Delegation	Has highly competent people in all key roles and is able to entrust them with maximum responsibility.	Delegates appropriate tasks to competent staff members and checks on progress.	Doesn't delegate some tasks that should be done by others.	Does almost everything him- or herself.	

Curriculum and Data

The Administrator:

	4 Goal	3 Proficient	2 Needs Improvement	1 Mandatory Assistance	Not Observed
Targets	Gets each grade-level/subject team invested in reaching measurable, results-oriented year-end goals.	Works with grade-level and subject-area teams to set measurable student goals for the current year.	Urges grade level subject teams to set measurable student learning goals for the current year.	Urges teachers to improve student achievement, but without measurable outcome goals.	
Interims and Analysis	Ensures that high-quality, aligned, common interim assessments are given by all teacher teams at least four times each year. Facilitates high-quality, low-stakes data/action team meetings after each round of assessments.	Orchestrates common interim assessments to monitor student learning several times a year. Monitors teacher teams as they analyze interim assessment results and formulate action plans.	Suggests that teacher teams give common interim assessments to check on student learning. Suggests that teacher teams work together to draw lessons from the tests they give.	Doesn't insist on common interim assessments, allowing teachers to use their own classroom tests. Does not see the value of analyzing tests given during the year.	
Monitoring	Uses data on grades, attendance, behavior, and other variables to monitor and drive continuous improvement toward goals.	Monitors data in several key areas and uses them to inform improvement efforts.	Monitors attendance and discipline data to inform decisions.	Keeps an eye on attendance and suspension rates.	

BLOOMFIELD PUBLIC SCHOOLS (AES)

Supervision, Evaluation, and Professional Development

The Administrator:

	4 Goal	3 Proficient	2 Needs Improvement	1 Mandatory Assistance	Not Observed
Development	Orchestrates aligned, high- quality coaching, workshops, school visits, and other professional learning tuned to staff needs.	Organizes aligned, on-going coaching and training that builds classroom proficiency.	Provides conventional staff development workshops to teachers.	Provides occasional workshops, leaving teachers mostly on their own in terms of professional development.	
Empowerment	Gets teams to take ownership for using data and student work to drive constant refinement of teaching.	Orchestrates regular teacher team meetings as the prime focus for professional learning.	Suggests that teacher teams work together to address students' learning problems.	Does not emphasize teamwork and teachers work mostly in isolation from colleagues.	
Evaluation	Visits an average of 2-4 classrooms a day and gives helpful, face-to-face feedback to each teacher within 72 hours.	Makes unannounced visits to a few classrooms every day and gives helpful feedback to teachers.	Tries to get into classrooms but is often distracted by other events and rarely provides feedback.	Only observes teachers in annual or bi-annual formal observation visits.	

Discipline and Family Involvement

The Administrator:

	4 Goal	3 Proficient	2 Needs Improvement	1 Mandatory Assistance	Not Observed
Expectations	Gets staff understanding for clear, school wide student-behavior standards, routines, and consequences.	Sets expectations for student behavior and establishes school wide routines and consequences.	Urges staff to demand good student behavior, but allows different standards in different classrooms.	Often tolerates discipline violations and enforces the rules inconsistently.	

BLOOMFIELD PUBLIC SCHOOLS (AES)

Effectiveness	Deals effectively with any disruptions to teaching and learning, analyzes patterns, and works on prevention.	Deals quickly with disruptions to learning and looks for underlying causes.	Deals firmly with students who are disruptive in classrooms, but doesn't get to the root causes.	Tries to deal with disruptive students but is swamped by the number of problems.	
Celebration	Publicly celebrates kindness, effort, and improvement and builds pride in their school.	Praises school achievement and works to build school spirit.	Praises well-behaved students, or staff, for good work, or behavior.	Rarely praises school community and fails to build school pride.	
Openness	Makes families feel welcome and respected, responds to concerns, and gets a number of them actively involved in the school.	Makes families feel welcome, listens to their concerns, and tries to get them involved.	Reaches out to families and tries to understand when they are critical.	Makes little effort to reach out to families and is defensive when parents express concerns.	

Management and External Relations

The Administrator:

	4 Goal	3 Proficient	2 Needs Improvement	1 Mandatory Assistance	Not Observed
Scheduling	Creates an equitable schedule that maximizes learning, teacher collaboration, and smooth transitions.	Creates a schedule that provides meeting times for all key teams.	Creates a schedule with some flaws and few opportunities for team meetings.	Creates a schedule with inequities, technical flaws, and little time for teacher teams to meet.	
Budget	Skillfully manages the budget and finances to maximize student achievement and staff growth.	Manages the school's budget and finances to support the strategic plan.	Manages budget and finances with few errors, but misses opportunities to support the strategic plan.	Makes errors in managing the budget and finances and misses opportunities to further the mission.	

BLOOMFIELD PUBLIC SCHOOLS (AES)

Relationships	Builds strong relationships with all stakeholders involved and gets them involved with the school's mission.	Builds relationships with stakeholders so they will be helpful with the school development process.	Is correct and professional with stakeholders but does not enlist their active support.	Neglects relationship-building with district and external staff and doesn't have their support to accomplish goals.	
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FEEDBACK (Provided within 72 hours):

Administrator Offered Assistance _____

Assistance Follow-up

Opt out of assistance _____

REBUTAL:

BLOOMFIELD PUBLIC SCHOOLS (AES)

Professional Intervention Improvement Planning Form

Name _____

School

DROP DOWN

Assignment _____

Date

SMART goal for 20__-20__:

<u>Action Steps</u>	<u>Designation</u>	<u>Timeframe</u>	<u>Resources</u>	<u>Progress Towards goal</u>
What steps/activities will be initiated to achieve this goal? What products will be created? Professional development / professional learning, team collaboration, peer visits/coaching, curriculum or assessment development, new program or strategy implementation, etc.)	Who will be responsible for initiating or sustaining the action steps?	What is a realistic timeframe for each phase of the activity?	What resources will be needed for each phase of the action step? Who will be responsible for obtaining resources needed for each phase of the action step?	What evidence will you present that you are making progress toward your goal? Identify student data or student work to be collected Attach student data or student work at reflection conference

BLOOMFIELD PUBLIC SCHOOLS (AES)

Adequate progress towards goal? Yes ☐

No ☐ → Continue to work on plan ☐ Revise plan ☐

Administrator signature _____

Date _____

Evaluator signature _____

Signature indicates that this form has been received and reviewed with ADMINISTRATOR.

Date of next meeting: _____

Focus for next meeting: _____

Upcoming observation date(s): _____

BLOOMFIELD PUBLIC SCHOOLS (AES)

Annual Goal Setting Form (SMART GOALS)

Name _____

School

DROP DOWN

Assignment _____

Date

SMART goal for 20__-20__:

Administrator SMART goals in numeracy and literacy will be based on improvement as measured through Benchmark Indicators, NWEA, DRA, DRP, and Statewide Assessments. Each goal is worth 11.25% of the total evaluation.

Administrator SMART goal in School Performance Index (SPI) will be based on improvement as measured through the SPI as calculated by the State Department of Education. This goal is worth 22.5% of the total evaluation.

Administrator SMART goal on Teacher Effectiveness will be evaluated through completion of the teacher SMART goals as measured by the T-Eval System. This goal is worth 5% of the total evaluation.

Enter Literacy SMART goal: (11.25% of Evaluation)

Enter Numeracy SMART goal: (11.25% of Evaluation)

Enter School Performance SMART goal: (22.5% of Evaluation)

Enter Teacher Effectiveness SMART goal: (5% of Evaluation)

BLOOMFIELD PUBLIC SCHOOLS (AES)

Specific: What is your focus or objective for improving student performance in your school?

Measureable: How will you establish a baseline and show student growth? What data will you collect to document progress?

Attainable: What strategies or actions will help you to improve student performance in this area?

Relevant: How does your goal align with school and district improvement efforts?

Time Bound: When do you expect to reach your goal? What are the benchmarks or checks along the way to indicate that you are making progress?

☐

SMART goals approved by evaluator

☐

SMART goals approved with revisions

Administrator signature _____

Date _____

Evaluator signature _____

Date to meet again _____

BLOOMFIELD PUBLIC SCHOOLS (AES)

Annual CLIMATE SURVEY Goal Setting Form

Name _____

School

DROP DOWN

Assignment _____

Date

CLIMATE SURVEY goal for 20__-20__

The CLIMATE SURVEY goal is based on District School Climate Survey and aligned to the School Accountability Plan. This goal is worth 10% of the total evaluation.

Enter CLIMATE SURVEY goal:

Specific: What is your focus or objective for improving climate in your school?

Measureable: How will you establish a baseline and show growth? What data will you collect to document progress?

Attainable: What strategies or actions will help you to improve climate in this area?

Relevant: How does your goal align with school and district improvement efforts?

Time Bound: When do you expect to reach your goal? What are the benchmarks or checks along the way to indicate that you are making progress?

BLOOMFIELD PUBLIC SCHOOLS (AES)

☐

CLIMATE SURVEY goal approved by evaluator

☐

CLIMATE SURVEY goal approved with revisions

Administrator signature _____

Date _____

Evaluator signature _____

Date to meet again _____

DRAFT

BLOOMFIELD PUBLIC SCHOOLS (AES)

End of Year Self-Reflection Form (SMART GOALS)

Name _____

School

DROP DOWN

Assignment _____

Date

Please complete this self-reflection form in advance of your end-of-year reflection meeting with your evaluator. If a meeting is requested you should come prepared to discuss the following areas:

I. Revisit SMART goals

Literacy SMART goal: (11.25% of Evaluation)

Numeracy SMART goal: (11.25% of Evaluation)

School Performance SMART goal: (22.5% of Evaluation)

Teacher Effectiveness SMART goal: (5% of Evaluation)

BLOOMFIELD PUBLIC SCHOOLS (AES)

II. Assessing progress towards goal

Did you make progress towards your goals? (Please attach data, student work, observational or anecdotal evidence to explain your assessment)

TEXT BOX.... (No more than 250 Words)

III. Reflection

Where did you make the greatest gains or the most satisfying personal growth? Are there any events or accomplishments you want to highlight or celebrate?

TEXT BOX.... (No more than 250 words)

☐

Administrator requests a conference to review this data with Administrator.

☐

Evaluator requests a conference to review this data with teacher

Smart Goal Rating

Goals are worth a total of 50% of the total Evaluation System.

4= Goal:

The administrator demonstrates consistent exemplary knowledge in all domains of practice.

3=Proficient:

The administrator demonstrates strong knowledge and skill in a majority of indicators.

2= Attempted/Needs Improvement:

The administrator demonstrates some or inconsistent attempts at some indicators.

1=Mandatory Assistance:

The administrator demonstrates few or none of the skills required in each indicator.

BLOOMFIELD PUBLIC SCHOOLS (AES)

Literacy Goal Rating (11.25% of Total Evaluation): _____

COMMENT TEXT BOX

Numeracy Goal Rating (11.25% of Total Evaluation): _____

COMMENT TEXT BOX

School Performance Goal Rating (22.5 % of Evaluation) : _____

COMMENT TEXT BOX

Teacher Effectiveness Goal Rating (5 % of Evaluation) : _____

COMMENT TEXT BOX

Administrator signature _____

Date _____

Evaluator signature _____

BLOOMFIELD PUBLIC SCHOOLS (AES)

End of Year Self-Reflection Form (CLIMATE SURVEY GOAL)

Name _____

School

DROP DOWN

Assignment _____

Date

Please complete this self-reflection form in advance of your end-of-year reflection meeting with your evaluator. If a meeting is requested you should come prepared to discuss the following areas:

I. Revisit CLIMATE SURVEY goal

CLIMATE SURVEY goal:

II. Assessing progress towards goal

Did you make progress towards your goals? (Please attach data, student work, observation or anecdotal evidence to explain your assessment)

TEXT BOX.... (No more than 250 Words)

III. Reflection

Where did you make the greatest gains or the most satisfying personal growth? Are there any events or accomplishments you want to highlight or celebrate?

TEXT BOX.... (No more than 250 words)

☐

Administrator requests a conference to review this data with Evaluator.

☐

Evaluator requests a conference to review this data with Administrator.

BLOOMFIELD PUBLIC SCHOOLS (AES)

CLIMATE SURVEY Goal Rating

CLIMATE SURVEY Goal is worth a total of 10% of the total Evaluation System.

4= Goal:

The administrator demonstrates mastery of the indicator.

3=Proficient:

The administrator demonstrates strong knowledge and skill in a majority of indicators.

2= Attempted/Needs Improvement:

The administrator demonstrates some or inconsistent attempts at indicators.

1=Mandatory Assistance:

The administrator demonstrates few or none of the skills required in indicator.

A comment is expected to be provided with the rating.

CLIMATE SURVEY Goal Rating (10% of Evaluation) :

COMMENT TEXT BOX

BLOOMFIELD PUBLIC SCHOOLS (AES)

Final Evaluation

Cumulative OBSERVATION Rating

There are 5 mini-observations worth 40% of the Annual Evaluation. Each observation is worth 8% of the Annual Evaluation.

Observation #1: _____

Observation #2: _____

Observation #3: _____

Observation #4: _____

Observation #5: _____

Total OBSERVATION Score: _____

Cumulative SMART GOAL Rating

There are four SMART Goals worth 50% of the Annual Evaluation.

Literacy Goal (11.25% of Total Evaluation): _____

Numeracy Goal: (11.25% of Total Evaluation): _____

School Performance Goal: (22.5% of Total Evaluation): _____

Teacher Effectiveness Goal: (5% of Total Evaluation): _____

Total SMART GOAL Score: _____

Cumulative CLIMATE GOAL Rating

The Climate Goal is worth 10% of the Annual Evaluation.

Climate Goal (10% of Total Evaluation): _____

Total CLIMATE GOAL Rating: _____

BLOOMFIELD PUBLIC SCHOOLS (AES)

Overall Rating

Scored as (OBSERVATION) + (SMART GOALS) + (CLIMATE GOAL)

Rating Scale

86-100 = Goal

71-85 = Proficient

60-70 = Mandatory Assistance

59 or below

Year 1 in this category placed on Mandatory Assistance Plan.

Year 2 in this category is candidate for non renewal.

Renewal

Contract renewed: ____ Yes ____ Yes, with Assistance Plan* ____ No*

*Evaluator may attach notes or other documentation

Administrator signature _____

Date _____

Evaluator signature _____

BLOOMFIELD PUBLIC SCHOOLS (TES)

Acknowledgment

In 2011, the Bloomfield Public Schools was the recipient of a School Improvement Grant from the Connecticut State Department of Education. Part of the grant included the agreement to create a revised Teacher Evaluation System (TES) aligned to student growth and district goals. The previous TES was drafted in 2001 and served the district for over a decade. In the fall of 2011, the district in collaboration with the Bloomfield Education Association and the Bloomfield Administrators Association created a work group focused on creating a useful and informative evaluation system.

During 2012-2013, the Bloomfield Public Schools Evaluation Work Group met quarterly to review data on the pilot year. The Work Group revisited and modified the rubrics to meet the needs of best instructional practice. Additionally, the group approved the inclusion of a Climate Survey Goal and modified the scoring percentages.

Teacher Evaluation Workgroup

Mr. Hector Colon, Parent

Mr. Trevor Ellis, Principal

Mr. Sam Galloway, Principal

Mrs. Patricia Jones-Mack, Assistant Principal

Mrs. Dorothy Johnson, Teacher

Ms. Sarah Leibert, Teacher

Mr. Christopher Leone, Chief Operating Officer

Mr. Leon McKinley, Director of School Improvement

Mr. Desi Nesmith, Principal

Ms. Calla Riccio, Teacher

Mrs. Wendy Sheppard-Banish, Director

Dr. Bethany Silver, Director

Mrs. Lisa Simone, Teacher

Mrs. Melody Smith, Teacher

Mrs. Elka Spencer, Teacher

Mr. Glenn Spencer, Teacher

Dr. Ellen Stoltz, Chief Academic Officer

Mrs. Sue Sumberg, Teacher, BEA President

Mr. Jesse White, BHS Teacher

BLOOMFIELD PUBLIC SCHOOLS (TES)

District Vision Statement

The Bloomfield Public Schools will be a high-performing district with a positive climate of inclusion, an expectation of competitive academic achievement, and a culture of meaningful parent and community engagement.

It is critical to the success of our mission that all segments of the community work together to achieve:

A supportive environment characterized by:

- Mutual respect
- Respect for the value of learning
- High motivation
- Disciplined behaviors
- Timely and adequate communication
- Student participation and involvement
- Parent participation and involvement
- Staff support and involvement
- Community support and involvement
- Positive attitudes

A rigorous program characterized by:

- Comprehensive balanced curriculum aligned with State Standards
- High expectations, achievement and performance
- Mastery of skills and concepts
- Effective instruction

Adequate resources characterized by:

- Appropriate funding
- Appropriate staffing
- Appropriate facilities, equipment, technology and materials
- Competent knowledgeable staff
- Efficient allocation of available resources
- Responsive leadership
- Effective utilization of staff expertise

Philosophy Statement

The purposes of the teacher evaluation program are to facilitate student learning by promoting and improving skillful teaching and to ensure that all members of the teaching staff perform at or above system standards. The teacher evaluation system is a cooperative effort between teachers and administrators to achieve the districts goals of academic excellence. All Bloomfield teachers are expected to demonstrate mastery of teaching standards and student growth.

It is expected that the system will provide appropriate assistance to help teachers maintain the district's standard of excellence as well as to encourage innovation and professional growth. The outcome of the evaluation process is that Bloomfield teachers will continuously strive to refine the skill and art of teaching in order to stimulate their professional growth and the growth of all students.

Goals of the Bloomfield Teacher Evaluation System

1. To improve student learning.
2. To provide a teacher evaluation/professional growth process that recognizes the importance of observations, feedback, goals, and provides support for both individual and collaborative evaluation and professional growth.
3. To provide an opportunity for the staff member and evaluator to collaboratively analyze the staff member's strengths and needs as they relate to the teaching/learning process and to use this knowledge, as a reflective practitioner, to develop plans for continuous professional growth.
4. To provide a means for the evaluator to determine the effectiveness of teacher performance. This includes making decisions and recommendations concerning continued employment, granting of tenure, granting of increment/salary increases and other personnel related responsibilities.

BLOOMFIELD PUBLIC SCHOOLS (TES)

RESPONSIBILITIES

All Educators have a shared responsibility to

- To grow professionally;
- To share their knowledge with one another through various methods of data collection and collaborative work;
- To become reflective practitioners; and
- To contribute in a positive manner to the culture and climate of the total school community.

STAFF MEMBER RESPONSIBILITIES

The primary responsibility of the staff member shall be successful performance in meeting the foundational skills and competencies as delineated in the [Connecticut Common Core of Teaching](#). The teacher must be knowledgeable about this evaluation criteria.

To improve student learning, the staff member will actively participate in the evaluation process by:

- Acknowledging the need for professional growth and self-improvement.
- Developing objectives and a professional growth plan that leads to more skillful teaching
- Engaging in reflection and self-evaluation
- Seeking assistance and advice whenever necessary.

TRAINING COMPONENT

Evaluators will be trained in the facilitation of the new Teacher Evaluation Professional Development system through a series of workshops and seminars prior to the start of the school year. This will be part of the state-required 15 hours of training in the evaluation of teachers for the Superintendent of Schools and employees in positions requiring an intermediate administrator or supervisory certificate.

The training component for all staff members will take place prior to the implementation of the plan and address understanding of the elements of the plan.

BLOOMFIELD PUBLIC SCHOOLS (TES)

Evaluation Timelines

The following are the deadlines for the annual evaluation:

Non-Tenured Staff

October 15th – Goal Forms completed and approved by Administrator

Jan. 15 – Midyear review of progress

April 1st – Goal Reflection due to Administrator.

April 15th – Final Evaluation Completed and signed by Administrator

Mini Observations – The eight (8) observations can be completed from the start of school through April 15th. Face-to-face feedback must be provided within three school days (or 72 hours) of each mini-observation. If a teacher is out of school for this period of time the face-to-face feedback must be completed within two schools days (or 48 hours) of the teachers return to school.

Tenured Staff

October 15th – Goal Forms Completed and signed by Administrator

Jan. 15 – Midyear review of progress

June 10th – Goal Reflection due to Administrator (Teacher should use end of year benchmark assessment data)

Last Day of School – Final Evaluation Completed and signed by Administrator

Mini Observations – The eight (8) observations can be completed from the start of school through June 1st. Face-to-face feedback must be provided within three school days (or 72 hours) of each mini-observation. If a teacher is out of school for this period of time the face-to-face feedback must be completed within two schools days (or 48 hours) of the teachers return to school.

Modifications for Leaves or Part Time Employment

FTE Modifications

The district will modify the number of observations for a teacher based on their Full Time Equivalence (FTE). For example, if a teacher is a .6 FTE then their observations will be calculated at # of required observations * .6.

Leave Modifications

The district will modify the number of observations for a teacher who is out on approved leave. For example, if a teacher is on a six week leave then their observations will be calculated at # of required observations * # of days worked / 186.

Ongoing Reform and Evaluation

The Evaluation Workgroup, which is composed of elementary, middle, and high school teachers, building and central office administrators and a representative of the Bloomfield Teachers Association is a standing committee charged with the responsibility of overseeing the implementation and evaluation of the Evaluation Plan.

The committee will meet at least once a quarter during the 2013-2014 year to review progress and revise the plan. In June 2014, revisions to the plan will be brought to the Bloomfield Board of Education for approval.

Every three years, at a minimum, the plan will be formally evaluated to assure that the plan is meeting its stated purposes, goals, and objectives. Input will be sought, through a structured process, from all personnel being evaluated under the plan.

The Evaluation Workgroup will be responsible for recommending modifications to the plan to assure that it meets its stated purposes and the professional development needs of all certified personnel of the Bloomfield Public Schools.

Dispute and Conflict Resolution

All disputes arising from the Evaluation Process shall be referred to the Grievance Process as outlined in the contract between the Bloomfield Board of Education and Bloomfield Education Association

MINI OBSERVATION RUBRICS

Overview

According to Marzano (2007), the teacher is the “one factor that surfaced as the single most influential components of an effective school.” The purpose of this evaluation tool is to identify the knowledge and skills that define effective teaching. This set of rubrics is designed to measure the level of performance, which contribute to student achievement within a classroom environment conducive to learning.

The following sets of rubrics are divided into four domains:

1. Planning and Preparation for Learning
2. Classroom Management
3. Delivery of Instruction
4. Monitoring Progress through Assessment Practices

The four domains are defined by the measurable indicators, which, in sum, contribute to the expectations of each domain for all teachers.

Each domain is based on a four-point scale to assess the overall impact on a specific or group of lessons observed over time through a set of mini-observations. The rubric numerical key represents gradations of performance:

- **4= Goal:**
The teacher demonstrates consistent exemplary knowledge and skill in all domains of practice.
- **3=Proficient:**
The teacher demonstrates strong knowledge and skill in a majority of domains and indicators.
- **2= Attempted/Needs Improvement:**
The teacher demonstrates some or inconsistent attempts at each domain and indicators.
- **1=Mandatory Assistance:**
The teacher demonstrates few or none of the skills required in each indicator.
Assistance WILL be offered to teachers who fall under this category.
- **N/O= Not Observed**

The scoring is based on a preponderance of evidence from the mini-observation system within each indicator and across all domains. **Observation score based on total points/possible points earned**

BLOOMFIELD PUBLIC SCHOOLS (TES)

PLANNING AND PREPARATION FOR LEARNING SECTION

OVERVIEW

The Planning and Preparation for Learning Section will be broken into five subsections. The following are statements of expectation for each section:

A: Knowledge

Teacher demonstrates high level of expertise in subject area with research based concepts of how students learn.

B: Assessments

Teacher prepares and utilizes a series of assessments to continuously monitor student progress.

C: Lessons

Teacher will design lessons closely aligned with standards and instructional strategies.

D: Engagement

Teacher selects higher order activities that connect meaning to learning.

E: Environment

Teacher establishes an organized environment that supports student learning and engagement.

BLOOMFIELD PUBLIC SCHOOLS (TES)

PLANNING AND PREPARATION FOR LEARNING (REVISE)

The Teacher:	4 Goal	3 Proficient	2 Attempted/ Needs Improvement	1 Mandatory Assistance
a. Knowledge	Subject-based concepts of learning with explicit understanding of developmentally appropriate instruction.	Knows subject area but has most concepts of learning. Understanding of developmentally appropriate instruction.	Inconsistent with subject area, concepts of learning and how students develop.	Minimal or no evidence of familiarity of subject area or developmentally appropriate instruction.
b. Assessments	Prepares and utilizes various assessments. Assessment fully aligned with curriculum and to student need.	Prepares and utilizes various assessments. Assessments mostly aligned with curriculum and to student need.	Prepares and utilizes various assessments. Assessments somewhat aligned to curriculum and to student need.	Prepares and utilizes minimal forms of assessments. Assessments are minimally aligned to curriculum and to student need.
c. Lessons	All goals closely aligned with standards, curriculum, instructional strategies, and appropriate materials.	Most goals closely aligned with standards, curriculum, instructional strategies, and appropriate materials.	Some inconsistent alignment of lessons, goals, and curriculum.	Minimal alignment to goals and curriculum.

BLOOMFIELD PUBLIC SCHOOLS (TES)

d. Engagement	Higher order learning activities, questioning levels, and all student participation.	Higher order learning activities, questioning levels, and most student participation.	Low rigor learning activities, low level questioning or limited student participation.	Minimal or no evidence of relevant strategies, questioning, or student participation.
e. Environment	Well-organized classroom environment.	Most of classroom environment organized.	Some of the classroom environment is organized.	Minimal or no evidence of classroom environment being organized.

CLASSROOM MANAGEMENT

BLOOMFIELD PUBLIC SCHOOLS (TES)

OVERVIEW

The Classroom Management Section will be broken into six subsections. The following are statements of expectation for each section:

A: Expectations

Teacher directly and specifically communicates high expectations for behavior.

B: Relationships

Teacher demonstrates instructional control by fostering respectful relationships among all in the learning environment.

C: Social Emotional

Teacher promotes and nurtures positive interactions among all students within the classroom.

D: Efficient Routines

Teacher demonstrates and establishes routines to ensure maximized instructional time.

E: Prevention and Intervention

Teacher demonstrates a repertoire of strategies to promote high behavioral standards for all students.

F: Incentives

Teacher fosters intrinsic motivation by establishing a system of incentives and positive feedback.

BLOOMFIELD PUBLIC SCHOOLS (TES)

CLASSROOM MANAGEMENT

The Teacher:	4 Goal	3 Proficient	2 Attempted/ Needs Improvement	1 Mandatory Assistance
a. Expectations	High expectations for behavior. Direct, specific, and consistent with all class and school norms	High expectations for behavior. Direct, specific, and consistent with most class and school norms	Mediocre expectations for behavior. Inconsistent evidence of behavioral expectations with some class and school norms	Minimal, or no expectations, for behavior that is vague and inconsistent with class and school norms
b. Relationships	Instructional control and mutual respect shown for all interactions.	Instructional control and mutual respect shown for most interactions.	Inconsistent levels of instructional control and mutual respect.	Minimal or no evidence of instructional control and mutual respect.
c. Social Emotional	Fully implemented classroom management program that successfully develops positive interactions.	Partially implemented classroom management program that successfully develops positive interactions.	Inconsistently implemented classroom management program that develops positive interactions.	Minimal or no evidence of a classroom management program that develops positive interactions.
d. Efficient d. d. d. Routines	Established successful routines to ensure all lessons and transitions are seamlessly efficient and effective in maximizing instructional time.	Established routines to ensure most lessons and transitions are seamlessly efficient and effective in maximizing instructional time.	Some or inconsistent evidence of established routines; lessons and transitions are inefficient and/or ineffective in maximizing instructional time.	Minimal or no evidence of routines; lessons and transitions are problematic and interfere with instructional time.

BLOOMFIELD PUBLIC SCHOOLS (TES)

The Teacher:	4 Goal	3 Proficient	2 Attempted/ Needs Improvement	1 Mandatory Assistance
e. Prevention and Intervention	Demonstrates several differentiated strategies to prevent and intervene with behaviors for all students.	Demonstrates differentiated strategies to prevent and intervene with behaviors for most students.	Demonstrates inconsistent differentiated strategies to prevent and intervene with behaviors for some students.	Demonstrates minimal or no differentiated strategies to prevent and intervene with behaviors.
f. Incentives	Creates a highly effective system of incentives to motivate, encourage, and reinforce all student behavior.	Creates an effective system of incentives to motivate, encourage, and reinforce most student behavior.	Creates somewhat of an effective system of incentives to motivate, encourage, and reinforce some student behavior.	Minimal, or no evidence, of effective system of incentives to motivate, encourage, and reinforce student behavior.

BLOOMFIELD PUBLIC SCHOOLS (TES)

DELIVERY OF INSTRUCTION

OVERVIEW

The Delivery of Instruction Section will be broken into five subsections. The following are statements of expectation for each section:

A: Expectations and Goal-Setting

Teacher establishes and promotes rigorous expectations for high achievement.

B: Engagement

Teacher promotes the construction of deep meaning through alignment of instruction with Big Ideas and Standards.

C: Clarity

Teacher presents material clearly and explicitly

D: Differentiation and Personalization

Teacher demonstrates skill in addressing the learning needs of all students.

E: Strategies

Teacher selects and effectively implements highly effective instructional strategies

BLOOMFIELD PUBLIC SCHOOLS (TES)

DELIVERY OF INSTRUCTION

The Teacher:	4 Goal	3 Proficient	2 Attempted/ Needs Improvement	1 Mandatory Assistance
a. Expectations and Goal-Setting	Establishes and promotes rigorous expectations for high achievement for all students.	Establishes and promotes expectations for high achievement for most students.	Establishes and promotes expectations for high achievement for some students.	Minimal, or no evidence, of expectations for high achievement for all students.
b. Engagement	Gets all students highly involved in focused work in which they are active learners and problem-solvers.	Gets most students highly involved in focused work in which they are active learners and problem-solvers.	Gets some students highly involved in focused work in which they are active learners and problem-solvers.	Minimal, or no evidence, of students being highly involved in focused work in which they are active learners and problem-solvers.
c. Clarity	Always presents material clearly and explicitly, with well-chosen examples vivid and appropriate language.	Mostly presents material clearly and explicitly, with well-chosen examples vivid and appropriate language.	Sometimes presents material clearly and explicitly, with well-chosen examples vivid and appropriate language.	Minimal, or no evidence, that material was presented clearly and explicitly, with well-chosen examples vivid and appropriate language.
d. Differentiation and d.Personalization	Demonstrates a high level of skill in effectively addressing the learning needs of all students based on recent data.	Demonstrates a level of skill in effectively addressing the learning needs of some students based on recent data.	Demonstrates some level of skill in effectively addressing the learning needs of some students based on recent data.	Minimal, or no evidence, of level of skill in effectively addressing the learning needs of all students based on recent data.

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The Teacher:	4 Goal	3 Proficient	2 Attempted/ Needs Improvement	1 Mandatory Assistance
e. Strategies	Selects and implements highly effective instructional strategies using materials, flexible grouping, teachable moments and real life situations to motivate and engage all students.	Selects and implements highly effective instructional strategies using materials, flexible grouping, teachable moments and real life situations to motivate and engage most students.	Selects and implements highly effective instructional strategies using materials, flexible grouping, teachable moments and real life situations to motivate and engage some students.	Minimal or no evidence of using highly effective instructional strategies using materials, flexible grouping, teachable moments and real life situations to motivate and engage students.

MONITORING PROGRESS THROUGH ASSESSMENT PRACTICES

OVERVIEW

The Monitoring progress through assessment practices section will be broken into four subsections. The following are statements of expectation for each section:

A: Checking for Understanding

Teacher uses a variety of methods to monitor student progress and appropriately respond to misconceptions.

B: Recognition

Teacher provides precise feedback on all assessments to assist students in reaching their educational goals

C. Support

Teacher provides all students with required support

D. Analysis

Teacher documents and analyzes student assessment data

BLOOMFIELD PUBLIC SCHOOLS (TES)

MONITORING Progress Through Assessment Practices

The Teacher:	4 Goal	3 Proficient	2 Attempted/ Needs Improvement	1 Mandatory Assistance
a. Self-Assessment	All students set ambitious goals, continuously self-assess, and take responsibility for improving student performance.	Most students set ambitious goals, continuously self-assess, and take responsibility for improving student performance.	Some students set ambitious goals, continuously self-assess, and take responsibility for improving student performance.	Minimal, or no evidence, that students set ambitious goals, continuously self-assess, and take responsibility for improving student performance.
b. Recognition	Posts student work with feedback and uses it to motivate and direct the effort of all students.	Posts student work with feedback and uses it to motivate and direct the effort of most students.	Posts student work with feedback and uses it to motivate and direct the effort of some students.	Minimal, or no evidence, or student work with feedback, or motivation.
c. Support	Makes sure that all students who need specialized diagnosis and help receive appropriate services.	Makes sure that most students who need specialized diagnosis and help receive appropriate services.	Makes sure that some students who need specialized diagnosis and help receive appropriate services.	Minimal, or no evidence, that students who need specialized diagnosis and help receive appropriate services.
d. Analysis	Works with colleagues to analyze and chart assessment data, draw action conclusions, and share strategies with others.	Analyzes data from assessments, draws conclusions and shares strategies appropriately.	Records students grades and notes some general patterns for future reference.	Minimal, or no evidence, of data analysis beyond recording student grades.

BLOOMFIELD PUBLIC SCHOOLS (TES)

Professional Intervention Improvement Planning Form

Name _____

School

DROP DOWN

Assignment _____

Date

SMART goal for 20__-20__:

<u>Action Steps</u>	<u>Designation</u>	<u>Timeframe</u>	<u>Resources</u>	<u>Progress On Goal</u>
What steps/activities will be initiated to achieve this goal? What products will be created? Professional development / professional learning, team collaboration, peer visits/coaching, curriculum or assessment development, new program or strategy implementation, etc.)	Who will be responsible for initiating or sustaining the action steps?	What is a realistic timeframe for each phase of the activity?	What resources will be needed for each phase of the action step? Who will be responsible for obtaining resources needed for each phase of the action step?	What evidence will you present that you are making progress toward your goal? Identify student data or student work to be collected Attach student data or student work at reflection conference

BLOOMFIELD PUBLIC SCHOOLS (TES)

Adequate progress on goal? Yes ☐

No ☐ → Continue to work on plan ☐ Revise plan ☐

Teacher signature _____

Date _____

Evaluator signature _____

Signature indicates that this form has been received and reviewed.

Date of next meeting: _____

Focus for next meeting: _____

Upcoming observation date(s): _____

BLOOMFIELD PUBLIC SCHOOLS (TES)

Annual Goal Setting Form

Name _____

School

DROP DOWN

Assignment _____

Date

SMART goal for 20__-20__

Teacher SMART goals in numeracy and literacy will be based on improvement as measured through Benchmark Indicators, NWEA, DRA, DRP, and Statewide Assessments. Each goal is worth 25% of the total evaluation.

Enter Literacy SMART goal (25% of Total Evaluation):

Enter Numeracy SMART goal (25% of Total Evaluation)

Specific: What is your focus or objective for improving student performance in your school?

Measureable: How will you establish a baseline and show student growth? What data will you collect to document progress?

Attainable: What strategies or actions will help you to improve student performance in this area?

Relevant: How does your goal align with school and district improvement efforts?

BLOOMFIELD PUBLIC SCHOOLS (TES)

Time Bound: When do you expect to reach your goal? What are the benchmarks or checks along the way to indicate that you are making progress?

☐

Goal approved by evaluator

☐

Goal approved with revisions

Teacher signature _____

Date _____

Administrator signature _____

Date to meet again _____

BLOOMFIELD PUBLIC SCHOOLS (TES)

Annual CLIMATE SURVEY Goal Setting Form

Name _____

School

DROP DOWN

Assignment _____

Date

CLIMATE SURVEY goal for 20__-20__

The CLIMATE SURVEY goal is based on District School Climate Survey and aligned to the School Accountability Plan. This goal is worth 10% of the total evaluation.

Enter CLIMATE SURVEY goal:

Specific: What is your focus or objective for improving climate in your school?

Measureable: How will you establish a baseline and show growth? What data will you collect to document progress?

Attainable: What strategies or actions will help you to improve climate in this area?

Relevant: How does your goal align with school and district improvement efforts?

Time Bound: When do you expect to reach your goal? What are the benchmarks or checks along the way to indicate that you are making progress?

BLOOMFIELD PUBLIC SCHOOLS (TES)

☐

CLIMATE SURVEY goal approved by evaluator

☐

CLIMATE SURVEY goal approved with revisions

Teacher signature _____

Date _____

Administrator signature _____

Date to meet again _____

DRAFT

BLOOMFIELD PUBLIC SCHOOLS (TES)

End of Year Self-Reflection Form (SMART GOALS)

Name _____

School

DROP DOWN

Assignment _____

Date

Please complete this self-reflection form in advance of your end-of-year reflection meeting with your evaluator. If a meeting is requested you should come prepared to discuss the following areas:

I. Revisit SMART goals

Literacy SMART goal: (25 % of Evaluation)

Numeracy SMART goal: (25% of Evaluation)

II. Assessing progress towards goal

Did you make progress towards your goals? (Please attach data, student work, observational or anecdotal evidence to explain your assessment)

TEXT BOX.... (No more than 250 Words)

III. Reflection

Where did you make the greatest gains or the most satisfying personal growth? Are there any events or accomplishments you want to highlight or celebrate?

TEXT BOX.... (No more than 250 words)

BLOOMFIELD PUBLIC SCHOOLS (TES)

☐

Teacher requests a conference to review this data with Administrator.

☐

Administrator requests a conference to review this data with teacher

Smart Goal Rating

Goals are worth a total of 50% of the total Evaluation System.

4= Goal:

The teacher demonstrates consistent exemplary knowledge in all domains of practice.

3=Proficient:

The teacher demonstrates strong knowledge and skill in a majority of indicators.

2= Attempted/Needs Improvement:

The teacher demonstrates some or inconsistent attempts at some indicators.

1=Mandatory Assistance:

The teacher demonstrates few or none of the skills required in each indicator.

A comment is expected to be provided with each goal rating.

Literacy Goal Rating (25% of Total Evaluation):

COMMENT TEXT BOX

Numeracy Goal Rating (25% of Total Evaluation):

COMMENT TEXT BOX

BLOOMFIELD PUBLIC SCHOOLS (TES)

End of Year Self-Reflection Form (CLIMATE SURVEY GOAL)

Name _____

School

DROP DOWN

Assignment _____

Date

Please complete this self-reflection form in advance of your end-of-year reflection meeting with your evaluator. If a meeting is requested you should come prepared to discuss the following areas:

I. Revisit CLIMATE SURVEY goal

Enter CLIMATE SURVEY goal:

II. Assessing progress towards goal

Did you make progress towards your goals? (Please attach data, student work, observation or anecdotal evidence to explain your assessment)

TEXT BOX.... (No more than 250 Words)

III. Reflection

Where did you make the greatest gains or the most satisfying personal growth? Are there any events or accomplishments you want to highlight or celebrate?

TEXT BOX.... (No more than 250 words)

☐

Teacher requests a conference to review this data with Administrator.

☐

Administrator requests a conference to review this data with teacher

BLOOMFIELD PUBLIC SCHOOLS (TES)

CLIMATE SURVEY Goal Rating

CLIMATE SURVEY Goal is worth a total of 10% of the total Evaluation System.

4= Goal:

The teacher demonstrates mastery of the indicator.

3=Proficient:

The teacher demonstrates strong knowledge and skill in a majority of indicators.

2= Attempted/Needs Improvement:

The teacher demonstrates some or inconsistent attempts at indicators.

1=Mandatory Assistance:

The teacher demonstrates few or none of the skills required in indicator.

A comment is expected to be provided with the rating.

CLIMATE SURVEY Goal Rating (10% of Evaluation) :

COMMENT TEXT BOX

BLOOMFIELD PUBLIC SCHOOLS (TES)

Final Evaluation

Cumulative OBSERVATION Rating

There are 8 mini-observations worth 40% of the total Evaluation System. Each observation is worth 5% of the Annual Evaluation.

Observation #1: _____

Observation #2: _____

Observation #3: _____

Observation #4: _____

Observation #5: _____

Observation #6: _____

Observation #7: _____

Observation #8: _____

Total OBSERVATION Rating: _____

Cumulative SMART GOAL Rating

There are two SMART Goals worth 50% of the total Evaluation System.

Literacy Goal (25% of Total Evaluation): _____

Numeracy Goal: (25% of Total Evaluation): _____

Total SMART GOAL Rating: _____

Cumulative CLIMATE GOAL Rating

The Climate Goal is worth 10% of the Annual Evaluation.

Climate Goal (10% of Total Evaluation): _____

Total CLIMATE GOAL Rating: _____

BLOOMFIELD PUBLIC SCHOOLS (TES)

Overall Rating

(OBSERVATION) + (SMART GOAL) + (CLIMATE GOAL)

Rating Scale

86-100 = Goal

71-85 =Proficient

60-70 = Mandatory Assistance

59 or below

NON-TENURED

Candidate for non renewal

TENURED

Year 1 in this category placed on Mandatory Assistance Plan.

Year 2 in this category is candidate for non renewal.

Renewal

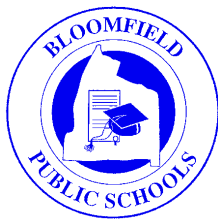
Contract renewed: ____ Yes ____ Yes, with Assistance Plan* ____ No*

*Evaluator may attach notes or other documentation

Teacher signature _____

Date _____

Evaluator signature _____



Bloomfield Public Schools

James Thompson, Jr., Ed.D.
SUPERINTENDENT OF SCHOOLS

Christopher G. Leone
CHIEF OPERATING OFFICER /
DIRECTOR OF MAGNET SCHOOLS

Ellen J. Stoltz, Ph.D.
CHIEF ACADEMIC OFFICER

MEMORANDUM

TO: Board of Education Members

FROM: Christopher Leone, Chief Operating Officer

DATE: April 10, 2013

SUBJECT: Teacher Evaluation / Administrator Evaluation Changes

"According to the Connecticut Guidelines for Educator Evaluation (Core Requirements) sec. 1.3 (1), "educator evaluation and support plans or revisions to such plans must be approved annually by the State Department of Education prior to district implementation. Such process will be an iterative one— between the State Department of Education and district superintendent or in the instance of a consortium of districts, superintendents—until the State Department of Education approves the teacher and administrator evaluation and support plans. The State Department of Education will inform districts of the approval process timeline." - SDE Circular, March 13, 2013.

In advance of the statewide evaluation changes the Bloomfield Public Schools formed an Evaluation Work Group in October 2011. This group of teachers, administrators, and parents, developed a comprehensive digital evaluation plan that was approved by the Board of Education in June 2012.

In support of the ongoing development the Evaluation Work Group has meet quarterly this year and made changes to align the Bloomfield Evaluation System with the State Department of Education requirements. These changes, listed below, and accompanying documents, are being presented to the Board of Education on April 16, 2013, with the request for approval. The plans will be submitted to the CSDE for approval on April 17, 2013.

1) Revision of Teacher Evaluation System Rubrics

Language and clarification updates with full support from the BEA and BAA. (see attached)

2) Discussion of Language / Process Amendments for 2013-2014

a) FTE Modifications

Included the following language: "The district will modify the number of observations for a teacher based on their Full Time Equivalence (FTE). For example, if a teacher is a .6 FTE then their observations will be calculated at # of required observations * .6.

b) Leave Modifications

Included the following language: "The district will modify the number of observations for a teacher who is out on approved leave. For example, if a teacher is on a six week leave then their observations will be calculated at # of required observations * # of days worked / 186.

c) Retirement Modifications

Included the following language: "The district will modify the number of observations for a teacher who has notified the district on their retirement prior to January 1st."

d) Goal Language (For compliance with SDE requirements)

Included the following language: "Teacher SMART goals in numeracy and literacy will be based on Benchmark Indicators, NWEA, DRA, DRP, or Statewide Assessments."

Included the following language: "Administrator SMART goals in numeracy and literacy will be based on improvement as measured through Benchmark Indicators, NWEA, DRA, DRP, and Statewide Assessments. Administrator SMART goal in School Performance Index (SPI) will be based on improvement as measured through the SPI as calculated by the State Department of Education. Administrator SMART goal on Teacher Effectiveness will be evaluated through completion of the teacher SMART goals as measured by the T-Eval system."

e) Dispute and Conflict Resolution Language

Added language that "Dispute and Conflict Resolution" will be resolved through the bargaining unit contract.

3) Scoring Changes for 2013-2014

a) Percentages For Teachers

Category	Current	2013-2014 (FOR SDE REQUIREMENTS)
Observations	10 Observations (80% of total evaluation)	8 Observations (40% of total evaluation)
Goals	2 SMART Goals aligned to Literacy and Numeracy Performance (20% of total evaluation.)	2 SMART Goals aligned to Literacy and Numeracy Performance (50% of total evaluation)
Climate Survey (Parent and Student Feedback)	Not Calculated	1 SMART Goal for Parent and Student feedback aligned to the District Climate Survey based on school growth from previous year baseline results and connected to the School Accountability Plan. (10% of total evaluation)

b) Percentages for Administrators

Category	Current	2013-2014 (FOR SDE REQUIREMENTS)
Observations	5 Observations (50% of total evaluation)	5 Observations (40% of total evaluation)
Goals	3 SMART Goals aligned to Literacy, Numeracy and Climate Performance (50% of total evaluation.)	2 SMART Goals aligned to Literacy and Numeracy Performance (22.5% of total evaluation) 1 SMART Goal aligned to School Performance Index (22.5% of total evaluation) 1 SMART Goal aligned to Teacher Effectiveness. (5% of total evaluation)
Climate Survey (Parent and Student Feedback)	Not Calculated Individually	SMART Goal for Parent and Student feedback aligned to the District Climate Survey based on school growth from previous year baseline results and connected to the School Accountability Plan. (10% of total evaluation)

