



Plan of Excellence

2021-2024

Bloomfield Public Schools



Raising the Bar is Taking us Far



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Wintonbury Early Childhood Magnet School
44 Brown Street, Bloomfield, CT



Laurel Elementary School
1 Filley Road, Bloomfield, CT



Metacomet Elementary School
185 School Street, Bloomfield, CT



Carmen Arace Intermediate School
390 Park Avenue, Bloomfield, CT



Carmen Arace Middle School
390 Park Avenue, Bloomfield, CT



Global Experience Magnet School
44 Griffin Road South, Bloomfield, CT



Bloomfield High School
5 Huckleberry Lane, Bloomfield, CT



Message from the Superintendent of Schools

Dear Bloomfield Public Schools Community,

April 2021 will mark the 10th year of my tenure in Bloomfield Public Schools. I take pride in our many shared accomplishments, and deeply appreciate the skillful people who serve our school system.

The Bloomfield School District is a welcoming, caring place where children learn and grow. Our capable staff focus on excellence in academics, athletics and the arts, ensuring that the efforts of our talented students and families build a stronger school system and an exciting future for our community.

While we have much more work to do, the four key priorities established by the Bloomfield community in 2011 continue to guide our progress. This has led to improved outcomes for Bloomfield students.

We continue with a clear focus on four priorities:

1. Holistic Accountability;
2. Rigorous Curriculum;
3. Positive School Climate; and
4. Family and Community Engagement.

We credit our partnership with families and staff with helping raise the Bloomfield High School graduation rate from 74% to 93.2%. College and universities are also embracing our graduates, awarding about \$2 million in scholarships to recent graduating seniors.

Novel, free extended school day and summer programs serve students in grades 2 through 8, expanding the school day and year with enrichment opportunities. An engaging STEAM (Science, Technology, Engineering, Art and Math) curriculum invites students to solve real-world problems through hands-on activities.

Bloomfield High School students participate in a comprehensive summer program. This includes a bridge program designed to ensure rising ninth graders earn high school credit while becoming more

familiar with the staff and school building before fall courses begin.

In 2019 and 2020, the district received a national *Best Communities for Music Education* award from the National Association of Music Merchants Foundation.

During the 2019-20 school year we focused on caring for one another in new ways, as the global pandemic slowed in-person events, and instruction transitioned to online learning. We ensured that wifi and devices were available to families, while creating school-based teams to build stronger connections with students.

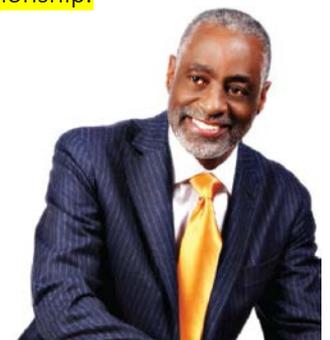
We learned a great deal during the spring, and implemented Enhanced Distance Learning at the start of the new school year this fall. Our instructional models offered in-person and remote learning. About 55% of our children and families elected to attend in-person school, while 45% continued to enjoy enhanced distance learning.

Our work to address anti-racism and equity took on new meaning in 2020, as nationally and internationally people came together to call out and correct injustice and unfair practices. We embraced this opportunity to put fresh eyes on our curriculum, thoughtfully curating resources that celebrate important contributions from the many and varied origins of our students.

In short, our thriving school district has much to offer families and professionals. Even during the most challenging days, we have turned to one another as a source of strength and companionship.

Warm regards,

James Thompson, Jr., Ed. D.
Superintendent of Schools





The Purpose for the Plan

Bloomfield Public Schools attributes the success of our students to the implementation of a District Plan of Excellence. Thoughtfully created in response to the needs of our students, staff, and community, our work aligns with our core values and beliefs, while concurrently setting high expectations for student outcomes. The District's Plan of Excellence vision and theory of action for academic excellence came from the guidance of our community members. The clarity and focus of the plan permits educators to recognize and act on what is required for all students to succeed.

Significant improvements since 2011 validate our efforts and direct us to continue implementing the four priorities. This plan is structured around these priorities. By connecting vision to action, the entire school system will strengthen our alignment to high-impact strategies that guide all students to their next level of success. For this reason, overarching student goals are identified up front. Each priority area describes the adult actions required to attain them.

The 2021–2024 District Plan of Excellence expands on successful past work. We provide a vision, core strategies, action steps, and indicators for both fidelity and adult progress for each priority.

This new plan's core strategies have evolved in response to local, national, and global changes. We embrace these new opportunities while extending key initiatives that have demonstrated effectiveness over time.

Each School Accountability Plan aligns to the district plan, coordinating expectations at the classroom, grade, school, and district levels – ensuring coherence and continuity.

The Bloomfield Public Schools are committed to updating stakeholders on our progress with the 2021–2024 District Plan of Excellence through regular reports to the Bloomfield Board of Education and an Annual Report to the Bloomfield community.

As a living document, the plan will change over time, in response to student needs and as determined by data.

Our Vision and Theory of Action

Vision

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

Theory of Action

The Bloomfield Public Schools will successfully implement a comprehensive and collaborative accountability system characterized by data-supported planning and decision-making practices at every level, leading to strengthened adult work throughout the district. As a result, learning for all students will continue to improve, and be sustained over time.



Defining our Work

Within the Bloomfield Public Schools adults work closely with students, families and community organizations to bring about student success. This requires that we hold common, well-defined understandings regarding the language of our work. Below are the key elements and definitions of the four focus areas for each of our priorities.

Core Strategies

Core strategies are high-leverage approaches to a specific course of action designed to address an opportunity. Generally limited in number, core strategies are coherently connected to the district goals, priority vision statement, action steps, and indicators that guide the work of each core strategy.

Action Steps

Action steps are specific, sequenced actions adults take in response to prioritized needs. Action steps are limited in number, to maintain focus. For example, one Holistic Accountability Action Step is to ensure that all three levels of data team practices are aligned with respect to monitoring and implementing the district templates relating to data teaming minutes, processes and district and school plans of excellence.

Fidelity Indicators

Fidelity Indicators provide evidence to demonstrate completion of action steps. This best practice is reflected in the data teaming process. Using the earlier example, a corresponding fidelity indicator is that school plans will be updated annually in response to the impact of adult actions.

Indicators of Adult Progress

Indicators of Adult Progress help us determine changes in adult practices over time, and are linked directly to Action Steps and Fidelity Indicators within the plan. For example, “approved School Plans of Excellence are shared on the school website” is a fidelity indicator that provides evidence that written plans exist and are available to all members of the school community.





2021 – 2024 District Goals

The following district goals convey our high expectations:

1. At least 80% of students will meet or exceed the state goal level in English Language Arts and Mathematics as measured by the annual high stakes assessments.
2. At least 80% of students will meet annual growth targets as measured by the Smarter Balanced Assessment.*
3. At least 95% of students will meet graduation requirements.
4. At least 95% of students will have no disciplinary events involving suspension.
5. At least 95% of students will have attendance rates of 95% or better.
6. 100% of students will engage in culturally relevant, anti-racist, equity-based curriculum and instruction.
7. 100% of students will report feeling socially and emotionally supported in their learning environment.
8. Adopt and implement a *Portrait of the Graduate*.
9. Community partnerships will be sustained and expanded.

The district goals are integrated into the work of each priority. All goals are monitored by data teams and will be evaluated both mid-year and end-of-year, to track progress.

Data Teaming is a core strategy for Priority 1, *Holistic Accountability*. This process ensures that 100% of staff will be informed of and actively monitoring student progress throughout the school year. Priority 2, *Rigorous Curriculum, Instruction and Assessment*, focuses on realizing English language arts, mathematics and science performance goals through curriculum, instruction and assessment, while ensuring students meet the expectations identified by our *Portrait of the*

Graduate (goals 1, 2, 6 and 8). This will be facilitated by effective social and emotional learning curriculum (goal 7).

Adult work supporting Priority 3, *Positive School Climate*, includes monitoring attendance and discipline (goals 4 and 5). Additionally, Priority 3 supports the implementation of social and emotional learning curriculum (goal 7). The *Family and Community Engagement* efforts of Priority 4 direct us to build community partnerships that effectively prepare graduates for college and career (goals 8 and 9), while facilitating student readiness for graduation (goal 8).

* Due to the global pandemic, the spring 2020 state high stakes assessment was not administered, nor were the annual Next Generation Accountability Reports published by the Connecticut State Department of Education. Therefore, goal 2 will be in effect when two consecutive annual administrations of the Smarter Balanced Assessment take place.



Priority 1: Holistic Accountability

Vision Statement:

All educators will work collaboratively across all three data team levels to analyze data, engage in rich discourse around monitoring progress towards achieving district and school accountability goals, and develop high leverage strategies that lead to changes in adult practice. This will result in the achievement of targeted goals for all students over time.

Summary of Core Strategies

The Holistic Accountability System leverages data teaming as a core strategy. Data teams will continuously improve the data teaming process of monitoring 100% of students' progress toward promotion and graduation. An essential lever for ensuring 80% or more students meet or exceed achievement standards, data teaming focuses on each student during regular meetings, multiple times throughout the year.

Data teaming is scheduled into the school day and communicated through the district data teaming calendar.

Summary of Action Steps

Ongoing district-wide data teaming professional development will be provided. Staff will review the data teaming standards, as well as expectations and practices at all three levels of the data teaming process.

Data team minutes, agendas and artifacts will be stored electronically, and monitored by instructional leaders, central office staff, and members of the District Data Team.

Data teams will engage the 5-step process that includes collecting and charting data, analyzing data, developing SMART goals for student performance, selecting Hattie's High Effect Size instructional strategies, and determining results indicators.

Fidelity Indicators

Ensuring that 80% of students meet or exceed grade level standards requires all educators to

come together to collaboratively and proactively monitor successes while addressing challenges.

Twice annually each data team will undertake a district-developed, collaborative self-assessment of its standards-based data teaming practices. Based on the assessment, strengths will be identified and targeted for continued use and refinement. Improvement work will be planned in response to the data - all of which will be presented to peers in district and school settings.

Indicators of Adult Progress

District, School and Instructional Data Teams will demonstrate continuous growth in achieving the district's standards for effective data team practices, as evidenced by results from annual mid- and end-of-year data-team self-assessments; by written observations of data-team meetings by school and district supervisory personnel; and voluntary observations by professional colleagues when requested.

Twice annually data teams at the District, School and Instructional levels will assess progress on district goals. The mid-year evaluation will inform action plans for the remainder of the school year. The end-of-year goal evaluation will inform planning for the following school year, as well as professional learning offered throughout the course of the next school year.

At least 80% of students will meet or exceed achievement standards as measured by the College Board and Smarter Balanced assessments, and at least 80% of elementary students will meet annual growth targets on the Smarter Balanced Assessment.



Priority 2: Rigorous Curriculum, Instruction, and Assessment

Vision Statement:

The Bloomfield Public Schools will implement a standards-based literacy and numeracy curriculum, research-based instructional practices, and a rigorous and relevant assessment program across all content areas. In addition, all curricula will include a systemic focus on equity, anti-racism, cultural responsiveness, and the social and emotional well-being of all students.

Summary of Core Strategies

Bloomfield educators will work collaboratively to revise and further develop a standards-aligned K-12 curriculum that promotes equity, anti-racism, and cultural responsiveness. Instruction will be delivered in a manner that is sensitive to the social and emotional well-being of all students, to ensure that at least 80% of students meet and exceed achievement standards.

Our Bloomfield educators will implement curriculum with fidelity for every grade level, content area, for both in-person and remote instructional models.

We will adopt and implement a *Portrait of the Graduate*. This holistic vision for learners will articulate the community's aspirations for all students, and guide the efforts of the school community in supporting skills, attributes and dispositions students will require following graduation.

Student learning gaps will be addressed with a special focus on students most negatively impacted by the pandemic.

Summary of Action Steps

With regard to curriculum, staff will employ the Rigorous Curriculum Design (RCD) framework throughout the curriculum development process. Staff will write the culturally responsive, social and emotional curriculum using professional development time.

All staff members will be provided with professional development on teaching components of the curriculum that now include the critical areas of equity, anti-racism, cultural responsiveness, and social and emotional learning.

Data will continue to inform our work. Data teams will closely examine assessment content for validity, reliability, question clarity and cultural relevance. Staff will demonstrate best practices by collaboratively scoring constructed and extended responses to confirm fidelity, calibration to standards, and effectiveness of instruction.

Teachers will analyze authentic student work, assessment and performance task responses, gathering evidence of effective practice and sharing this information across grades and content areas, during data teams.

The fidelity of curriculum implementation will be monitored and assessed through Central Office supervision and support; district and school data teams; teacher evaluation; and school-specific approaches to assessing implementation fidelity.

To ensure effective teacher use of instructional technology, staff will be provided with professional development and coaching; and administrators will receive training on how to calibrate the evaluation of distance learning instruction.

Assessment will be used to identify student learning gaps. Professional learning and staffing resources will be provided to address student learning gaps.

Fidelity Indicators

At least four curriculum units per year will be completed and vetted for each grade level and content area. Accountability artifacts will demonstrate that sufficient time has been allocated to curriculum writing.



Periodic professional development will be provided throughout each school year, as evidenced by records of staff attendance and feedback provided by attendees.

With regard to instruction, data gathered from action steps will be analyzed to determine fidelity of curriculum implementation. Results will inform next steps for planning, professional learning, and systemic improvement for each school year. Data teams will use assessment results to identify gaps in student skills.

Administrators will receive training in calibrating evaluation of distance learning instruction not later than June, 2021.

Indicators of Adult Progress

There will be ample evidence of adult progress within the curriculum, instruction and assessment work completed by staff.

All of the completed curricula will align with the Rigorous Curriculum Design (RCD) framework. The completed curricula will present different points of view on the same events or experiences, especially

from the perspectives of marginalized people and communities. The curricula will also communicate an assets-based perspective by representing people of diverse races, classes, genders, abilities, sexual orientation, and social and emotional learning skills through their strengths, talents and knowledge.

Instruction will be continuously monitored and assessed for excellence. Supervisory observations and staff data-team self-assessments will form the basis of this evidence. Adults will continue to develop their skills in providing enhanced instruction to all students based on a revised culturally responsive curriculum, with a strong focus on equity and anti-racism, and social and emotional learning. Adults will demonstrate increasingly successful integration of various online tools into their delivery of the curriculum.

Assessments will reveal diminishing learning gaps when the effective action steps identified by school and grade level data teams are implemented with fidelity.





Priority 3: Positive School Climate

Vision Statement:

The Bloomfield Public Schools will continuously strive to be an educational community that provides a safe, orderly, and supportive environment for learning and demonstrates care and respect for all students, families and staff.

Summary of Core Strategies

Core climate strategies call for a full implementation of the Collaborative and Proactive Solutions (CPS) restorative practice model. Survey and focus group methods will ensure data is gathered and analyzed regarding the status of family, student and staff climate perceptions. In further support of this work, equitable and culturally relevant action plans and restorative practices will be enacted to effectively support at-risk students.

Summary of Action Steps

Ongoing teacher training in Collaborative and Proactive Solutions (CPS) Strategies to student behavior will be provided.

School Climate Committees, data teams, and Climate Specialists will identify strengths and areas for improvement in climate practices to create and implement professional development plans.

Focus group meetings, such as *A Seat at the Table*, will be engaged to assess school and classroom culture and climate. These forums will enable the district to respond to participant concerns and feedback; and to design improvements.

School-based monthly Climate meetings will review detailed reports on student attendance and disciplinary incidents to develop individualized and differentiated action plans.

All staff members will participate in social and emotional professional development in support of students, families and fellow staff. The learning will be monitored by evidence of application observed in settings with students, families and staff. District climate surveys will include items to assess changes in social and emotional learning.

Fidelity Indicators

All teachers will participate in ongoing training in CPS skills, and social and emotional learning curriculum as evidenced by staff attendance and feedback provided by attendees.

The district's Climate Specialists will lead the analysis of survey responses within their schools, meeting monthly to analyze and respond to data as it becomes available.

Central Office leadership will review action plans for evidence of the application of restorative practices as the predominant strategy for resolving the needs of at-risk students. Key Collaborative and Proactive Solutions (CPS) strategies, including the Assessment of Lagging Skills and Unsolved Problems (ALSUP), will be available at school sites and reviewed by Climate Specialists. Restorative Practices will be included in action plans developed and effectively implemented by school staff.

Indicators of Adult Progress

Student, staff and family climate survey responses will be monitored for evidence of increasingly positive perceptions regarding student-teacher relationships, and strengthened social and emotional learning practices. This will be further confirmed by information gathered from *A Seat at the Table* focus groups.

Adults will effectively implement the action plans with fidelity as evidenced by an increase in the proportion of students succeeding, and a reduction in the proportion of students at-risk, over time.



Priority 4: Family and Community Engagement

Vision Statement:

The Bloomfield Public Schools will have thriving home, school, and community partnerships that value and engage the knowledge and skills of families and community stakeholders to enhance overall student achievement.

Summary of Core Strategies

Bloomfield Schools will expand and strengthen the extended school day program to increase learning and enrichment opportunities for students through partnerships with families and community-based organizations.

We will effectively engage families and parents as partners in supporting their children's educational progress and addressing social and emotional learning needs.

Bloomfield's *Portrait of the Graduate* will be adopted, disseminated and implemented. Partnerships to support college and career readiness skills will be implemented to fully realize the attributes and dispositions our graduates require for success.

Summary of Action Steps

Increasing numbers of students will enroll in small-group enrichment activities provided by community partner organizations. These extended day programs will provide additional standards-based learning opportunities with a focus on cultural relevance, anti-racism and equity.

Online webinars focused on supporting children as they develop academic and social skills will be provided to families.

All schools will have school-based Family and Community Engagement Committees that develop equity and diversity action plans and monitor the quality of the implementation.

Partnerships will be maintained and extended, to increase opportunities for students, in alignment with the *Portrait of the Graduate*.

Fidelity Indicators

Evidence of impact will be monitored through Increases in extended learning program enrollment. New learning opportunities focused on cultural relevance, anti-racism and equity have been developed and are ready for implementation.

Schools will conduct up to six events per school per year for staff to actively engage families and parents in social and emotional learning experiences. Evidence of family participation in social and emotional learning trainings will be collected and reported to the Superintendent.

In preparation for college and career, community partners will be engaged to develop and support student internships and service-learning that nurtures attributes and dispositions necessary for post-graduation success.

Indicators of Adult Progress

Adults supporting extended day initiatives will successfully provide students with a wide range of enrichment opportunities; as well as an enhanced instruction that includes a strong emphasis on cultural responsiveness, equity, and anti-racism.

Formal observations conducted by district supervisory personnel and survey feedback from participants will help assess program quality.



Looking Ahead: Ambitious Targets, High Expectations

The Connecticut State Department of Education provides an annual performance summary for each Connecticut school district through the “*Next Generation Accountability System*.” This annual report consists of measures of progress and performance targets.

We closely examine the report, creating annual targets to focus our work. The targets we aspire to attain are rigorous. They are more than just test scores. The wide array of data span important elements of students’ schooling experience, from attendance to academics, to participation in the arts, physical fitness, and college and career readiness.

Gaps between actual district performance and goals are calculated. These gaps are divided into growth increments that, although challenging, are designed to raise current student performance to higher future achievement.

Each month members of Central Office staff meet with building leaders to review various data elements. These meetings focus on individual students. Attendance, academics, and discipline incidence rates are discussed and action plans are developed. The school leadership team then designs further strategies and action steps with various school data teams to ensure attention is given to each student and each measure.

The Connecticut Department of Education integrates 12 measures in order to relay how well schools and districts prepare students for college and career. These broad measures range from academics, attendance and high school graduation, through arts participation and physical fitness. Some measures are weighted more heavily than others. For example, Smarter Balanced Assessment growth is assigned a higher value than a single year’s academic performance.

Due to the global pandemic the Connecticut State Department did not administer the annual high stakes assessments in the spring of 2020, and did not publish the 2019-20 Next Generation Accountability Reports. We anticipate that once we return to more traditional schooling, the state department will publish these reports, and we will once again leverage this report to summarize our progress.



Glossary

Achievement Target

An achievement target is a particular outcome on a specific summative performance measure (test).

Ainsworth Quality Standards

A curriculum framework and cycle developed by Larry Ainsworth to support building units that are standards based.

Assessment of Lagging Skills and Unsolved Problems (ALSUP)

The ALSUP is a discussion tool from the Dr. Ross Greene Collaborative Proactive Solutions (CPS) approach to resolving challenges that disrupt student behavior. Focused on solutions, it focuses teachers and students on issues that they can control and generate strategies to address challenges.

Arts Access

The extent to which high school students participate in at least one dance, music, theater or visual arts course during a single school year (CSDE, 2018).

CCR – College Career Readiness

Exams include SAT and Advanced Placement (AP) from College Board, Smarter Balanced Assessment, ACT, and International Baccalaureate measures.

CCR – Courses

Students in grades 11 & 12 participating in at least one of the following during high school:

- Two courses in AP/IB/ dual enrollment; or
- Two courses in one of seven CTE categories; or
- Two workplace experience “courses” in any area.

Chronic Absenteeism

A student is considered chronically absent if s/he is absent for 10% of the days of enrollment. For example, if a student is absent 18 or more times

during the school year, s/he would be considered chronically absent.

Collaborative Proactive Solutions (CPS)

The district’s restorative practices model, CPS, was designed by Dr. Ross Greene as a non-punitive, non-adversarial, trauma-informed model of care for students. By approaching behavior through the lens of developing student success skills, and gaps in those skills, students help generate constructive, empowering approaches to problems.

Connecticut Standards and Frameworks

Includes Connecticut Core Standards, Connecticut Elementary and Secondary Social Studies Frameworks, and Next Generation Science Standards (NGSS).

Connecticut State Target

Connecticut state targets are defined by the Connecticut State Department of Education, in alignment with the Every Student Succeeds Act.

Dual-Capacity-Building Framework

School-Family partnerships that cultivate and sustain positive relationships, focused on developing adult capacity. Intended to build and enhance the skills, knowledge, and dispositions of stakeholders to support student achievement and development and the improvement of schools.

Graduation Cohort

- 4-Year - The graduation year for the four year cohort is identified as four years from a student’s first entry into ninth grade in a high school in the United States.
- 6-Year - The graduation year for the six year graduation cohort is identified as six years from a student’s first entry into ninth grade in a high school in the United States.



Growth Target

Growth targets use vertical scale scores from Smarter Balanced Assessments to compare change at the student level from one year to the next. The Connecticut State Department of Education identifies and reports growth targets.

Hattie's High Effect Size Strategies

John Hattie, renowned for his research in instructional methods, provides a metanalytically researched list of instructionally powerful methods. Effect Size describes the statistical difference between two groups. Hattie has statistically distilled hundreds of studies to identify the most effective approaches to classroom instruction.

Next Generation Science Standards (NGSS)

These are the standards that comprise the science assessment for Connecticut students in grades 5, 8, and 11.

On Track for High School Graduation

The percentage of 9th graders earning at least five full-year credits in the year and no more than one failing grade in English, Mathematics, Science, or Social Studies.

Performance Index

Comprised of test scores (Grades 3-8 Smarter Balanced; Grade 11 SAT; Connecticut Alternate Assessments; Grades 5, 8, and 11 NGSS), a Performance Index is generated for English Language Arts, Math, and Science for the school and district. The purpose is to provide a performance summary based on test data.

Portrait of the Graduate

A living document stating the skills and dispositions students will demonstrate upon graduation.

Smarter Balanced Assessment (SBAC)

Tests in English Language Arts/literacy (ELA) and mathematics that measure student achievement

and growth on the Core Standards for students in grades 3-8.

STEAM

When used in an educational setting, the acronym STEAM refers to Science, Technology, Engineering, Arts and Math programming designed to engage innovation and inspire creativity while collaboratively addressing real-world challenges.

Scientifically Research Based Interventions

The dual focus on providing instruction and intervention in general education using scientifically proven instructional practices.

Social and Emotional Learning (SEL)

Integral to education and human development, SEL is the human process of developing identity, managing emotion, building relationships, developing empathy, achieving goals and making sound decisions that benefit self and others.

Learning environments grounded in SEL advance equity and empowerment.

Students with High Needs

The state of Connecticut identifies students with high needs as English learners, receiving special education services, or qualifying for free- or reduced- priced meals.

Theory of Action

A set of underlying assumptions about how an organization transforms from a current state to a desired state.

Three-Year Academic Goal

Bloomfield Public Schools have created rigorous performance expectations. Separated into annual increments, meeting these expectations will demonstrate that Bloomfield students are locally and nationally competitive by 2024.

Vertical Scale Score

Constructed from two years of Smarter Balanced test scores, vertical scale scores are a rough indicator of improvement on the standardized test from one year to the next.

Bloomfield Public Schools

District Plan of Excellence | 2021- 2024

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John Robinson, Human Resources and Technology Director
Stan Simpson, Director of Strategic Communications & Planning
Elisa Pierce, Grant Writer
Anne Marie Cullinan, Curriculum Specialist
Dr. Bethany Silver, Assistant Superintendent, Accountability and Performance

District Data Team

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