



EAST HARTFORD PUBLIC SCHOOLS
EAST HARTFORD HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2008-2011

DISTRICT IMPROVEMENT PLAN

2008-2009

DISTRICT DATA TEAM

Marion H. Martinez, Ed.D.
Superintendent of Schools

Debbie A. Kaprove
Assistant Superintendent

Marcia Huddy
Supervisor, Secondary Curriculum

Lesley Morgan-Thompson, Ph.D.
Supervisor, Elementary Curriculum

Jody Lefkowitz
Director, Pupil Personnel

Karen O'Connell
President, EHEA

Christopher Wethje
Director, Human Resources

Melissa Gavarrino
Dept. Head, Science

Catherine Ciccomascolo
Principal, Silver Lane School

Linda Iverson, Ph.D.
Principal, Pitkin Elementary School

ADMINISTRATIVE COUNCIL

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Christopher Wethje
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Director, Facilities

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Art Arpin
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John Karzar
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Jeff Fournier
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Helene Marchese
Principal, Woodland School

Daniel Brodeur
Principal, Goodwin Elementary School

Lisa Beauchamp
Principal, Hockanum Elementary School

Greg Fox
Principal, Langford Elementary School

Jenny Correa
Principal, Mayberry Elementary School

Pietro Cerone
Principal, Norris Elementary School

Michael Litke
Principal, O'Brien Elementary School

Scott Nozik
Principal, O'Connell Elementary School

Linda Iverson, Ph.D.
Principal, Pitkin Elementary School

Catherine Ciccomascolo
Principal, Silver Lane Elementary

Pauline Fusco, Ph.D.
Principal, Sunset Ridge School

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Supervisor, Birth-to-Three Program

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Assistant Principal, EHHS

Michelle Marion
Assistant Principal, EHHS

David DeCarli
Assistant Principal, EHHS

Nathan Quesnel
Assistant Principal, EHHS

Amy Watson
Assistant Principal, EHMS

Spencer Clapp
Assistant Principal, EHMS

Edward Orszulak, Ph.D.
Assistant Principal, EHMS

Rhea Klein, Ph.D.
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Dept. Head, Guidance

James Agnew
Dept. Head, Social Studies

Allison Anderson
Dept. Head, Mathematics

Melissa Gavarrino
Dept. Head, Science

Monica Giglio
Dept. head, English

Michelle Hacker
Dept. Head, Career Technical Ed.

Nancy Testa, Ed.D.
Dept. Chair, World Languages

Patricia Muggleston
Literacy Coordinator, K-8

Karen Radding
Mathematics Resource Teacher, K-6

Penny Brice
School-Business Partnership

Patricia Perrone
Coordinator, Adult Ed/Summer School

Mindy D'Andrea
School Readiness Coordinator

CURRICULUM CABINET

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Mathematics Resource Teacher, K-6

Debra Drew
Early Literacy Coordinator

Marilyn Boccaccio
District Literacy

Joanne LeBeau
Literacy Coach

Barbara McKinney
Literacy Coach

2008-2009

EAST HARTFORD HIGH SCHOOL DATA TEAM

Mathew Ryan
Principal

Nathan Quesnal
1st Asst. Principal

A.J. LaPlant
Social Studies Teacher

Kelly Blaisdell
Math Teacher

David Pesapane
Math Teacher

Kara Soucy
Math Teacher

Stacy Porch
English Teacher

Eric White
World Language Teacher

John Fote
CTE Teacher

Santosh Oliver
Science Teacher

Lise McCarthy
Special Education Teacher

Janice May
Fine Arts Teacher

DISTRICT IMPROVEMENT PLAN

Introduction

The East Hartford Public Schools District Improvement Plan represents the evolution of work begun five years ago. Although it has undergone several transformations as a result of extensive professional development, it continues to serve as the blueprint for action and a path to excellence.

The generally upward trajectories in student achievement confirm the application of researched-based strategies can make a difference in student achievement. This result has provided encouragement and motivation to staff.

Although pleased with the district's accomplishments and the progress we have made, sustained focus, reinforcement, and fidelity of implementation must continue to be a priority. Accomplishments, along with current work in progress, encompass many important areas of focus:

Curriculum and Assessment

- Standards-based curricula in all core academic areas;
- A five-year review cycle for curricula ;
- Pacing guides aligned with State benchmarks;
- Development of common formative assessments in progress at school levels;
- Identification of priority standards through Making Standards Work (MSW);
- Curriculum-Based Assessments (CBA's) in development;
- Involvement of special education students in classroom and district assessments.

Teaching and Learning

- CReating Independence through Student-owned Strategies (CRISS) and John Collins' professional development;
- Effective Teaching Strategies (ETS), including for English Language Learners (ELL);
- Individual Education Plans (IEPs) for special education students with goals/objectives tied to curriculum standards;
- Annual summer school programs;
- Extended school year program for special education students;
- After-School programs;
- Full implementation of inclusion; increased time with non-disabled peers;
- Increased numbers of Advanced Placement (AP) classes and student participation;
- District-wide, active participation in all Connecticut Accountability for Learning Initiative (CALI) programs;
- Student Advisories supporting and encouraging student achievement at the high school;
- Participation in *Courageous Conversations* addressing student expectations, rigor, and biases.

Organizational Structure for Leadership and Communication

- Building and grade level data teams operational at all schools;
- Implementation of Positive Behavior Supports (PBS);
- Early Intervention Process (EIP);
- Scientific Research-Based Intervention/Response to Intervention (SRBI/RTI) rollout guided by a district planning team;
- Increased number of advanced placement classes (AP);
- Support to encourage increased enrollment of students in AP and other rigorous courses;

- Implementation of a monitoring and tracking plan for district attendance through Central Registration Department;
- Coordination of discipline data utilizing SWIS (School-Wide Information System);
- Continued implementation of student information system, eSchool Plus, with ongoing professional development;
- Active participation of principals in the hiring process, curriculum committees, development of Board policies, chairing subcommittees such as Kindergarten Orientation, Homework, etc;
- Monthly Administrative Council (all administrators) meetings for professional development based on input from the group;
- Administrators on Curriculum Cabinet, Professional Development Committee, District Data Leadership Team, Early Intervention program Committee (EIP), District Equity Team, Courageous Conversations, Positive Behavior Support (PBS) Team, etc.;
- Bi-monthly Principals' Meetings with agendas developed via input from all participants;
- Bi-monthly Curriculum Cabinet Meetings with agendas developed via input from all participants – district/building administrators, teacher leaders, curriculum specialists.

Parent Involvement

- Parent newsletters distributed from all schools;
- Translation of materials into Spanish;
- Financial support for Parent Leadership Training Institute (PLTI);
- Parent involvement in the development of School Improvement Plans;
- PTO/PTA programs at building levels;
- Fireside Chats initiated by the superintendent and assistant superintendent and hosted by parents in their homes.

The actions outlined in this plan were developed to address the needs of “ALL” students enrolled in East Hartford High School with the primary objective of moving “ALL” students towards the achievement of excellence. To facilitate new learning and support during implementation, professional development is a priority. Teachers, by contract, meet weekly at data team and collaborative planning sessions; six shortened days were added to the district calendar, along with four full days reserved for building and/or district professional development needs. The principal, literacy coaches and department heads, focus on building needs which are identified at data team meetings. All professional development is aligned with both the School’s Improvement Plan and District’s Improvement Plan.

This plan sets forward ambitious work for staff and sets high expectations for “ALL” students; however, if East Hartford students are to compete successfully in a global society, we must raise the bar.

DISTRICT OVERVIEW

Priority Student Outcomes (Tier I):

1. On the CAPT in Reading, Mathematics, and Writing, the grade-level gain at or above proficiency over the three-year period of the School Improvement Plan will be at least 15 percentage points.
2. CAPT achievement gaps within targeted subgroups (Black, Hispanic, English Language Learners, Special Education and Free/Reduced Eligible) will be reduced by 30% over the three year period of the School Improvement Plan
3. The number of overall suspensions and the number of students suspended at East Hartford High School will decrease by at least 15 percent over the three-year period of the School Improvement Plan (2008-2011).
4. The number of overall suspensions and the number of students suspended in targeted student subgroups (Black, Hispanic, and Special Education students) will decrease by at least 25 percent over the three-year period of the School Improvement Plan (2008-2011).

High-Leverage Adult Work (Tier II):

1. East Hartford High School will ensure high quality curriculum and instruction at every grade level for all students.
2. East Hartford High School will ensure a positive social and emotional climate for all students, staff and families.
3. East Hartford High School will bring the work of the data teams to a high level of proficiency.

EAST HARTFORD HIGH SCHOOL IMPROVEMENT PLAN

Introduction

Curriculum and Assessment

- Standards-based curricula in all core academic areas;
- A five-year review cycle for curricula ;
- Pacing guides aligned with State benchmarks in academic subjects;
- Development of common formative assessments in progress at school levels;
- Identification of priority standards through Making Standards Work (MSW);
- Curriculum-Based Assessments (CBA's) in development;
- Involvement of special education students in classroom and district assessments.

Teaching and Learning

- CReating Independence through Student-owned Strategies (CRISS) and John Collins' professional development;
- Effective Teaching Strategies (ETS), including for English Language Learners (ELL);
- Individual Education Plans (IEPs) for special education students with goals/objectives tied to curriculum standards;
- Annual summer school programs for students who fail to obtain credit in core subjects.
- Implementation of inclusion model; increased time with non-disabled peers;
- Increased numbers of Advanced Placement (AP) classes and student participation;
- District-wide, active participation in all Connecticut Accountability for Learning Initiative (CALI) programs;
- Student Advisories supporting and encouraging student achievement;
- Participation in *Courageous Conversations* addressing student expectations, rigor, and biases.

Organizational Structure for Leadership and Communication

- Building and subject level data teams;
- Implementation of Positive Behavior Supports (PBS);
- Early Intervention Process (EIP) for grade 9;
- Scientific Research-Based Intervention/Response to Intervention (SRBI/RTI) rollout guided by a district planning team;
- Increased number of advanced placement classes (AP);
- Support to encourage increased enrollment of students in AP and other rigorous courses;
- Implementation of a revised attendance policy;
- Coordination of discipline data utilizing ESchool PLUS;
- Continued implementation of student information system, eSchool Plus, with ongoing professional development;
- Monthly curriculum meetings for departments to evaluate data collected from CBAs and CFAs;

Parent Involvement

- 9 and 10 grade Team Meetings, PPT, Attendance Review Board, 504 etc meetings
- Freshman Orientation, Back to School, Financial Aid Night, Sophomore Night, International Food Feast, 8th grade Open House
- PTO - first Monday of the month
- Project Graduation, Friends of Music, Athletics, Field trips, Concerts, Music presentations
- Connections – Parents have an opportunity to have own Advisory
- Surveys - NEASC, Cambridge... this year possibly Scheduling
- Newsletter, progress reports, report cards – quarterly
- Top 20, Honors and Awards Night, National Honor Society Induction, Sports Awards Night

EAST HARTFORD HIGH SCHOOL IMPROVEMENT PLAN

OVERVIEW

Priority Student Outcomes (Tier I):

1. On the CAPT in Reading, Mathematics and Writing, the average grade-level gain in the number of students at or above proficiency over the three-year period of the School Improvement Plan (2008-2011) will be at least 15 percentage points.
2. On the CAPT, achievement gaps within targeted subgroups (Black, Hispanic, English Language Learners, Special Education and Free/Reduced Eligible) will be reduced by 30% over the three year period of the School Improvement Plan
3. The number of overall suspensions and the number of students suspended at Norris will decrease by at least 15 percent over the three-year period of the School Improvement Plan (2008-2011).
4. The number of overall suspensions and the number of students suspended in targeted student subgroups (Black, Hispanic, and Special Education students) will decrease by at least 25 percent over the three-year period of the School improvement Plan (2008-2011).

High-Leverage Adult Work (Tier II):

1. Norris School will ensure high quality curriculum and instruction at every grade level for all students.
2. Norris School will ensure a positive social and emotional climate for all students, staff and families.
3. Norris School will bring the work of the data teams to a high level of proficiency at all levels of the accountability system – instructional, building and district level teams

EAST HARTFORD HIGH SCHOOL
Action Plan to Implement Strategic Work for School Improvement:
CURRICULUM and INSTRUCTION

Priority Student Outcomes (Tier I): List the prioritized student goals that this action plan is designed to achieve.

- **On the CAPT in Reading, Writing and Mathematics, the grade-level gain at or above proficiency over the three-year period of the School improvement Plan will be at least 15 percentage points.**
- **CAPT achievement gaps within targeted subgroups (Black, Hispanic, English Language Learners, Special Education and Free/Reduced Eligible) will be reduced by at least 30 percent over the three year period of the School Improvement Plan.**

High-Leverage Adult Work (Tier II): Identify the prioritized area of high-leverage adult work that this action plan is designed to address and provide a rationale for selection of this work.

Strategic work:

- **The school will ensure high quality curriculum and instruction with an emphasis on literacy for all students.**

Rationale:

- **Research from the Leadership and Learning Center supports the implementation of a standards-based curriculum that includes the identification of priority standards and appropriate, effective teaching strategies to improve student achievement.**

Cambridge recommendations:

- **Strengthen professional development in order to raise achievement in reading across all phases of schooling, with specific emphasis on diagnosing reading difficulties and expanding strategies to support individual students.**
- **Implement more rigorous evaluation strategies that focus specifically on measuring the impact of additional resources and interventions that are aimed at improving student learning and/or mental and social well-being.**
- **Improve pedagogy so that teaching strategies are of a consistently high standard and appropriately differentiated to meet the needs of individual students.**
- **Review organizational structures to increase leadership capacity, so that accountability models are strengthened and curriculum improvement strategies have greater impact.**
- **Maximize the effectiveness of all professional development by focusing professional development on improving instructional practice; ensuring more consistent use across the curriculum of the agreed strategies and questioning; techniques for improving students' English and math skills.**

Person(s) Responsible: List by name and position the person(s) responsible for implementing this Action Plan.

- **Matt Ryan, Principal; Nate Quesnal, Beverly Blount-Lawrence, Michele Marion, Dave DeCarli Assistant Principals, A.J. LaPlan, Kelly Blaisdell, David Pesapane, Kara Soucy, Stacy Porch, Eric White, John Fote, Santosha Oliver, Lise McCarthy, Janice May, School Data Team; David Flanagan, Supervisor, Health and Physical Education; Emil Kopcha Supervisor, Fine and Performing Arts; Rhea Klein, Ph.D. Dept. Head, Special Education; Frank Staples Dept. Head, Guidance; James Agnew, Dept. Head, Social Studies; Allison Anderson Dept. Head, Mathematics; Melissa Gavarrino Dept. Head, English; Monica Giglio Dept. Head, Science; Michelle Hacker, Dept. Head, Career Technical Ed.; Nancy Testa, Ed.D. Dept. Chair, World Languages**

Action Plan Strategies: Describe in detail the strategies that will be employed to implement this action plan. Strategies must include a detailed description of the specific actions that will be taken, including timelines, projected costs, funding sources, and other relevant information, as appropriate.

- **Facilitate the revision, publication and dissemination of standards-based English/Language Arts (ELA) curriculum documents with prioritized standards and pacing guides.**
 - **Year One**
 - **Create/Revise pacing guides with literacy standards and strategies integrated as appropriate.**
 - **Implement drafts of pacing guides.**
 - **Collect feedback and student achievement data.**
 - **Year Two**
 - **Continue to implement/Revise pacing guides based on feedback from implementation in year one.**
 - **Year Three**
 - **Monitor curriculum/pacing guide implementation through Department meetings (weekly) and Department Head/Principal Meetings (monthly).**
- **Integrate literacy in content areas at all levels**
Facilitate the integration of English Language Learner (ELL) Frameworks into all content area curriculum documents.
 - **Year One**
 - **Support district professional development plans on English Language Learner Frameworks by identifying key school personnel for training.**
 - **Effective Teaching Strategies for English Language Learners (ETS for ELL) for identified key personnel.**
 - **Develop a plan of professional development for staff.**
 - **Year Two**
 - **Implement professional development plan school wide.**
 - **Facilitate the incorporation of Effective Teaching Strategies for English Language Learners in classroom instruction.**
- **Utilize literacy standards and strategies in all content areas for East Hartford High School (Grade Level Expectations).**
 - **Year One**
 - **Professional development for all staff, such as John Collins.**
 - **Continue implementation of Effective Teaching Strategies, and Creating Independence through Student-owned Strategies (CRISS).**
 - **Plan and introduce Site Education Team (SET) classroom visit protocol.**
 - **Implement common reading/writing scoring rubrics through the use of Student Expectation Rubrics.**
 - **Explore flexible grouping practices focused on literacy strategies in the classroom (specifically interdisciplinary team structures).**
 - **Year Two**
 - **Embed the Collins Writing Program in all content areas and publish curriculum documents.**
 - **Apply common instructional strategies scoring rubrics developed incorporating the Collins Writing Program within content areas.**
 - **Develop a plan to incorporate flexible grouping practices on literacy in the classroom.**
 - **Implement Site Education Team classroom visits protocol through departments.**

- Identify goals and professional development through the use of Site Education Team.
 - Analyze and revise the use of Student Expectation Rubrics.
- Year Three
 - Ensure alignment of revised curriculum and instructional practices as demonstrated by units, activities, collaborative lessons that incorporate literacy standards and strategies, through vertical meetings among grade levels and across grade levels.
 - Implement and monitor flexible grouping practices of literacy in the classroom.
 - Continue to analyze and revise the use of Student Expectation Rubrics.
- Ensure application of culturally responsive pedagogy and Effective Teaching Strategies (ETS), including ETS for English Language Learners (ELL) at every grade.
 - Year One
 - Use Classroom Walkthrough (CWT) to assess consistency of implementation of Effective Teaching Strategies (ETS) throughout the building.
 - Continue professional development in Effective Teaching Strategies (ETS) as needed.
 - Include training in Effective Teaching Strategies for English Language Learners for key personnel at East Hartford High School.
 - Participate in professional development in culturally relevant pedagogy for identified personnel at East Hartford High School.
 - Develop plan to build capacity at EHHS.
 - Year Two
 - Monitor consistency of implementation of Effective Teaching Strategies, including Effective Teaching Strategies for English Language Learners.
 - Participate in professional development in culturally relevant pedagogy across disciplines.
 - Year Three
 - On-going support and monitoring of instructional strategies implementation.
- Implement a Scientific Research-Based Intervention/Response to Intervention (SRBI/RTI) model that addresses curriculum and instruction.
 - Year One
 - Develop a plan for use of Scientific Research-Based Intervention/Response to Intervention (SRBI/RTI) and ensuring high quality Tier I instruction.
 - Participate in professional development opportunities for key personnel.
 - Identify and organize universal applications of literacy strategies for all students.
 - Key personnel from PBS and EIP will participate in creating a shared vision/philosophy and a shared definition of Scientific Research-Based Intervention (SRBI)/Response to Intervention (RTI)
 - Participate in professional development to schools on the updated Learning Disabled (LD) Guidelines.
 - Identify and organize integration of Scientific Research-Based Interventions (SRBI) with current Early Intervention Process (EIP) practices.
 - Year Two
 - Implement the plan for use of Scientific Research-Based Intervention/Response to Intervention (SRBI/RTI) and ensuring high quality Tier I instruction.

- Develop a plan for use of Scientific Research-Based Intervention/Response to Intervention (SRBI/RTI) and ensuring high quality Tier II and III instruction.
- Continue to participate in professional development opportunities for key personnel, specifically Learning Disabled (LD) Guidelines
- Utilize identified universal applications of literacy strategies for all students and Scientific Research-Based Interventions (SRBI) with current Early Intervention Process (EIP) practices.
- Analyze the shared vision/philosophy and the shared definition of Scientific Research-Based Intervention (SRBI)/Response to Intervention (RTI)
- Year Three
 - Continue to implement and review the plan for use of Scientific Research-Based Intervention/Response to Intervention (SRBI/RTI) and ensuring high quality Tier I, II and III instruction.
 - Continue to participate in professional development opportunities for key personnel, specifically Learning Disabled (LD) Guidelines
 - Continue to utilize identified universal applications of literacy strategies for all students and Scientific Research-Based Interventions (SRBI) with current Early Intervention Process (EIP) practices.
- Evaluate and revise schedule and school structures to support improved student achievement.
 - Year One
 - Evaluate newly designed 2008-2009 eight period schedule.
 - Evaluate/Revise Teacher Induction Program
 - Evaluate and revise all before and after school programs, activities, and sports.
 - Review other current structures — teaming, looping, etc. – to assess impact, both positive and negative, on instruction and student achievement.
 - Make decisions on schedule structures for year two.
 - Provide an orientation to changes made in the schedule/structures.
 - Year Two
 - Implement revisions to schedule based on analysis of data collected during year one.
 - Implement revisions to Teacher induction program and continue to Evaluate/Revise.
 - Continue to evaluate and revise all before and after school programs, activities, and sports.
 - Year Three
 - Implement revisions to Teacher induction program and continue to Evaluate/Revise.
 - Continue to evaluate and revise all before and after school programs, activities, and sports.

Results Indicators: Process and Product: Describe the data sources, assessment measures, and success criteria that will be used to monitor the degree to which the Action Plan strategies are 1) being implemented with fidelity as proposed, and 2) having a positive impact adult practices, and 3) achieving the specified Tier I goals for students.

- EHHS will gather Classroom Walkthrough/Site Education Team (SET) classroom data at least every 6 weeks to share with the District Data Team. CWT/SET process data will show that increasing percentages of classrooms are implementing the

revised curriculum, including the elements of Making Standards Work (MSW), Effective Teaching Strategies (ETS) and differentiation in lesson plans, in their instructional practices with the goal that all classrooms will demonstrate 100% implementation by the end of the three year period.

- **Analysis of the results of selected department assessments will show over time an increase in achievement and a decrease in the achievement gap of students in identified subgroups using ESchool PLUS.**
- **Evaluations will demonstrate that professional development is of high quality and that additional professional development needs are identified and referred to the district professional development committee.**
- **Annual review of CAPT data will demonstrate continuous progress over time toward achievement of the tier I academic goals for overall performance and reduction of achievement gaps.**

EAST HARTFORD HIGH SCHOOL
Action Plan to Implement Strategic Work for District Improvement
SCHOOL CLIMATE

Priority Student Outcomes (Tier I): List the prioritized student goals that this Action Plan is designed to achieve.

- **The number of overall suspensions and the number of students suspended in the School will decrease by at least 15 percent over the three-year period of the School Improvement Plan (2008-2011).**
- **The number of overall suspensions and the number of students suspended in targeted student subgroups (Black, Hispanic and Special Education students) will decrease by at least 25 percent over the three-year period of the School Improvement Plan (2008-2011).**

High-Leverage Adult Work (Tier II): Identify the prioritized area of high-leverage adult work that this action plan is designed to address and provide a rationale for selection of this work.

Strategic Work:

- **The school will ensure a positive social and emotional climate for all students, staff and families throughout the school year.**

Rationale:

- **Research from the Pacific Education Group (*Courageous Conversations*) indicates that students of color engage in learning more effectively within a positive environment that is culturally relevant and respectful of their needs.**
- **In her keynote address to all East Hartford Public School staff in August 2007, based on the research in her book, *From Rage to Hope*, Dr. Crystal Kuykendall emphasized the need to create a positive learning environment for Black and Hispanic students by knowing their culture, learning about their backgrounds and the understanding the effect institutional barriers and school related obstacles have on behavior and performance.**
- **Alfred Tatum, *Teaching Reading to Black Adolescent Males*, indicates that culturally relevant curricula engage students while decreasing acting out behaviors.**

Cambridge Recommendations:

- **Review organizational structures to increase leadership capacity, so that accountability models are strengthened and curriculum improvement strategies have greater impact.**
- **Implement more rigorous evaluation strategies that focus specifically on measuring the impact of additional resources and interventions that are aimed at improving children's learning and/or mental and social well-being.**
- **Greater attention should be paid to supporting students from minority groups in order to address the disproportionately high number of suspensions particularly among Black males.**

Person(s) Responsible: List, by name and position the person(s) responsible for implementing this Action Plan.

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Eric White, John Fote, Santosha Oliver, Lise McCarthy, Janice May, School Data Team; David Flanagan, Supervisor, Health and Physical Education; Emil Kopcha Supervisor, Fine and Performing Arts; Rhea Klein, Ph.D. Dept. Head, Special Education; Frank Staples Dept. Head, Guidance; James Agnew, Dept. Head, Social Studies; Allison Anderson Dept. Head, Mathematics; Melissa Gavarrino Dept. Head, English; Monica Giglio Dept. Head, Science; Michelle Hacker, Dept. Head, Career Technical Ed.; Nancy Testa, Ed.D. Dept. Chair, World Languages, PBS Team

Action Plan Strategies: Describe in detail the strategies that will be employed to implement this action plan. Strategies must include a detailed description of the specific actions that will be taken, including timelines, projected costs, funding sources, and other relevant information, as appropriate.

- **Participate in professional development on improving school climate in all schools through Connecticut Accountability for Learning Initiative (CALI) School Climate training.**
 - **Year One**
 - **Participate in professional development opportunities for key personnel, through the Connecticut Accountability for Learning Initiative (CALI) on School Climate.**
 - **Year Two**
 - **Continue on-going professional development access and provide support to new and selected staff.**
 - **Year Three**
 - **Continue on-going professional development access and provide support to new and selected staff.**
- **Increase engagement of families in support of positive student behavior.**
 - **Year One**
 - **Administer and analyze district climate survey for families, students and staff in all schools to establish baseline data.**
 - **Share initial information with all members of the entire school community.**
 - **Implement selected strategies to address focus areas and increase engagement of families.**
 - **Assure parent/guardian involvement in Early Intervention Process (EIP) meetings and the development of interventions in grade nine.**
 - **Request translators as needed and disseminate information in alternate languages where possible.**
 - **Year Two**
 - **Implement strategies for selected focus areas.**
 - **Administer and analyze district climate survey as identified in year one.**
 - **Continue to share survey information with entire school community.**
 - **Revise/adjust strategies and collect Positive Behavior Support data on focus areas.**
 - **Monitor integration of Positive Behavior Support (PBS) and Early Intervention Process (EIP) structures.**
 - **Year Three**
 - **Modify year two strategies as indicated by analysis of survey data and PBS data.**
 - **Continue to collect data and disseminate results to entire school.**
- **Assure consistency of implementation of Positive Behavior Support (PBS) using Scientific Research-Based Intervention/Response to Intervention (SRBI/RTI) model.**
 - **Year One**
 - **Develop school protocol for implementation and data gathering of**

referrals from the baseline as established in year one leading to an overall reduction of 50% by the end of year three per class cohort.

- **Suspension data will show incremental reductions of suspensions (In School Suspensions/Out of School Suspensions) averaging 8% per year as measured against the baseline of Year 2007- 08 toward the achievement of the Tier 1 goal.**
- **Survey data will show increasingly positive perceptions of selected focus areas on each school's climate surveys over the baseline of winter, 2009. (percentage increases to be determined after baselines are established in the first survey)**
- **Data will show an increase in family/parent/guardian participation in Early Intervention Process (EIP) meetings and other identified school/parent engagement activities averaging 10% per year (baseline data 2008-2009).**
- **Agenda and minutes from School Data Team and PBS will reflect the tier 1 actions of the SIP.**

EAST HARTFORD HIGH SCHOOL
Action Plan to Implement Strategic Work for District Improvement:
DATA TEAM

Priority Student Outcomes (Tier I): List the prioritized student goals that this action plan is designed to achieve.

- **On the CAPT in Reading, Writing and Mathematics, the grade-level gain at or above proficiency over the three-year period of School Improvement Plan will be at least 15 percentage points.**
- **CAPT achievement gaps within targeted subgroups (Black, Hispanic, English Language Learners, Special Education and Free/Reduced Eligible) will be reduced by at least 30 percent over the three year period of the School Improvement Plan (2008 – 2011).**

High-Leverage Adult Work (Tier II): Identify the prioritized area of high-leverage adult work that this action plan is designed to address and provide a rationale for selection of this work.

Strategic Work:

- **The school will bring the work of the data teams to a high level of proficiency at all levels of the accountability system – School and Department data teams.**

Rationale:

- **Research from the Center for Leadership and Learning supports the systematic use of data for improving student achievement. DuFours' research regarding Professional Learning Communities further supports the connection between the use of data and improved student achievement.**
- **Michael Schmoker's research explicated in *Results Now* suggests that timely use of assessment data to drive instruction leads to improved student achievement.**

Cambridge Recommendations:

- **Distribute leadership more widely, based on increased trust and shared responsibility, so that principals have a greater in role in decision-making and a level of professional autonomy that is commensurate with their school's performance.**
- **Strengthen communication between the district and schools so that principals and teachers have genuine opportunities to significantly shape professional development strategies and curriculum initiatives**
- **Review organizational structures to increase leadership capacity, particularly in elementary schools, so that accountability models are strengthened and curriculum improvement strategies have greater impact.**
- **Ensure that the School Improvement Plan and data-driven decision-making processes are more effective in promoting student achievement by clearly identifying targets for the achievement of all subgroups and individual students; the persons to take action and the tasks and associated timescales.**
- **Develop a coherent and consistent approach to curriculum and instructional leadership oversight, supervision and evaluation by clearly defining the roles and responsibilities of the school administrations team, department heads and district staff.**

Person(s) Responsible: List, by name and position the person(s) responsible for implementing this Action Plan.

Matt Ryan, Principal; Nate Quesnal, Beverly Blount-Lawrence, Michele Marion, Dave DeCarli Assistant Principals, A.J. LaPlan, Kelly Blaisdell, David Pesapane, Kara Soucy, Stacy Porch, Eric White, John Fote, Santosha Oliver, Lise McCarthy, Janice May, School Data Team; David Flanagan, Supervisor, Health and Physical Education; Emil Kopcha Supervisor, Fine and Performing Arts; Rhea Klein, Ph.D. Dept. Head, Special Education; Frank Staples Dept. Head, Guidance; James Agnew, Dept. Head, Social Studies; Allison Anderson Dept. Head, Mathematics; Melissa Gavarrino Dept. Head, English; Monica Giglio Dept. Head, Science; Michelle Hacker, Dept. Head, Career Technical Ed.; Nancy Testa, Ed.D. Dept. Chair, World Languages, Marcia Huddy, Supervisor of Secondary Curriculum

Action Plan Strategies: Describe in detail the strategies that will be employed to implement this action plan. Strategies must include a detailed description of the specific actions that will be taken, including timelines, projected costs, funding sources, and other relevant information, as appropriate.

- **Implement the expectations for the Department and School Data Teams.**
 - **Year One**
 - **Establish a committee with representation from each department.**
 - **Develop a monthly meeting schedule calendar.**
 - **Utilize student expectation and Collins Writing in CBA**
 - **Communicate school progress of SIP goals on a regular basis.**
 - **Collaborate and develop the school wide data team rubric.**
 - **Year Two**
 - **Implement district standardized data team minutes template.**
 - **Review/revise data team meeting calendar.**
 - **Continue reporting to communicate progress of SIP goals on a regular basis.**
 - **Implement the use of the school wide data team rubric and make necessary improvements.**
 - **Year Three**
 - **Monitor implementation and refine processes as needed.**
 - **Continue to use standardized data team template.**
 - **Review/revise calendar**
 - **Continue to implement the use of the school wide data team rubric and make necessary improvements.**
- **Participate in professional development in the analysis and use of data to inform instruction and improve student achievement.**
 - **Year One**
 - **Implement eSchool Plus**
 - **Participate in professional development support to teachers and administrators in the following modules:**
 - **Grade Book and Attendance**
 - **Data analysis and reporting functions – Data Cubes**
 - **Participate in ctreports.com training for all key personnel.**
 - **Participate in Professional Development in areas of the Connecticut Accountability for Learning Initiatives that support data teams as follows:**

- Data Driven Decision Making
- Making Standards Work
- Effective Teaching Strategies
- Common Formative Assessments
- Continue use of training on eSchool Plus.
- New teachers participate in district training for CALI
- Year Two
 - Continue to implement and participate in professional development in areas of CALI focus.
- Create a plan for the use of student expectations at East Hartford High School in all content areas.
 - Year One
 - Identify priority and secondary student expectations for each department.
 - Align CBA to student expectations.
 - Analyze CBA's to inform curriculum, instruction and assessment.
 - Year Two
 - Review/revise priority and secondary student expectations from each department.
 - Evaluate and modify implementation plan for student expectations.
 - Analyze CBA's to inform curriculum, instruction and assessment
 - Year Three
 - Review/revise priority and secondary student expectations from each department.
 - Evaluate and modify implementation plan for student expectations.
 - Analyze CBA's to inform curriculum, instruction and assessment

Results Indicators: Process and Product: Describe the data sources, assessment measures, and success criteria that will be used to monitor the degree to which the Action Plan strategies are 1) being implemented with fidelity as proposed, and 2) having a positive impact adult practices, and 3) achieving the specified Tier I goals for students.

- School Data Team minutes will demonstrate implementation of the SIP goals.
- The Department Data Team minutes will demonstrate implementation and analysis of student achievement as measured by CBA's.
- Building principals will analyze and summarize data team proficiency in their buildings, and the District Data Team will review this information quarterly as per developed rubrics demonstrating 100% proficiency by the end of the three year period.
- Classroom Walkthrough (CWT) and Site Education Team (SET) data shared with the District Data Team will show that increasing percentages of classrooms in each school are implementing the revised curriculum, including the Effective Teaching Strategies and differentiation in lesson plans, in their instructional practices as a result of proficient data team implementation reaching 100% by the end of the three year period.

**EAST HARTFORD HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN: 2008-2011**

Data Chart for SMART-Goal Baselines (2008) and Targets (2011)

Goals 1 & 2: On CAPT, the average grade-level gain in the number of students at or above proficiency over the three-year period of the District Improvement Plan will be at least 15 percentage points.

<u>CAPT: Grade 10</u>	<u>2008 Performance</u>	<u>2011 Target</u>
Reading	66%	81%
Math	57%	72%
Writing	85%	100%

Goal 3: On CAPT achievement gaps within targeted subgroups (Black, Hispanic, English Language Learners, Special Education and Free/Reduced Eligible) will be reduced by 30 percent over the three year period of the District Improvement Plan.

<u>CAPT: Grade 10</u>	<u>2008 % Point Gap</u>	<u>2011 Target</u>
Reading		
Black	4	3
Hispanic	3	2
ELL	X	X
Special Ed.	48	34
Free/Red. Lunch	9	6
Math		
Black	11	8
Hispanic	6	4
ELL	X	X
Special Ed.	No Gap	N/A
Free/Red. Lunch	7	5
Writing		
Black	No Gap	N/A
Hispanic	5	4
ELL	X	X
Special Ed.	42	29
Free/Red. Lunch	5	4

X = Fewer than 20 students in this subgroup.

No Gap = This sub group scored at or above the whole school average.

**Goals 4 & 5: 15% overall reduction in suspension incidents and number of students suspended;
25% reduction in suspensions for Black, Hispanic and Special Education students**

	2008 Baseline	2011 Target
ISS/Total	1493	1270
ISS/Black	768	574
ISS/Hispanic	506	380
ISS/Special Ed.	374	281
OSS/Total	923	785
OSS/Black	480	360
OSS/Hispanic	326	245
OSS/Special Ed.	693	520

Connecticut State Department of Education
Addendum to School and District Improvement Plans
for Technical or Other Assistance Provided by the CSDE to Meet the
Requirements of Sec. 1116 of NCLB

(This addendum must be attached to all school and district improvement plans)

The Connecticut State Department of Education (CSDE) will support the school and district improvement process through the Connecticut Accountability for Learning Initiative (CALI). The initiative will serve as a professional development vehicle and will:

- focus on the district as the primary change agent;
- create a culture of professional learning communities in schools, districts, and the state;
- differentiate support based on individual district and school needs; and
- increase student achievement for all students.

The CSDE will provide technical assistance to districts and schools who have been identified as “in need of improvement”. This support will be provided by the CSDE in conjunction with:

- Regional Education Service Centers (RESCs);
- State Education Resource Center (SERC);
- Cambridge Education;
- Connecticut Association of Schools (CAS); and
- The Leadership and Learning Center.

The following types of support will be provided to district and school-level improvement teams, with priority given to Title I schools and districts identified as “in need of improvement”:

- telephone technical assistance;
- site visits;
- guidance in the development and implementation of improvement plans;
- professional development focused on accountability for student learning, data-driven decision-making, implementation of data teams, understanding standards, and aligning standards instruction and assessment; effective teaching strategies and common formative assessments;
- on-site job-embedded professional development follow-up and support; and
- coaching for principals and superintendents.

The CSDE and the School Improvement and Literacy Unit shall coordinate communication between all stakeholders while working to unify school and district improvement efforts in the state.

Revised 1/07