



EAST HARTFORD PUBLIC SCHOOLS

HOCKANUM ELEMENTARY 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

Marion H. Martinez, Ed.D.
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Jody Lefkowitz
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Christopher Wethje
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Al Costa
Director, Facilities

Paul Mainuli
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Michael Moan
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Supervisor, Special Education

Emil Kopcha
Supervisor, Fine and Performing Arts

David Flanagan
Supervisor, Health and Physical Education

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Art Arpin
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John Karzar
Principal, Synergy High School

Jeff Fournier
Principal, EHMS

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

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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

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Frank Staples
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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Assistant Superintendent

Marcia Huddy
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Karen Radding
Mathematics Resource Teacher, K-6

Debra Drew
Early Literacy Coordinator

Marilyn Boccaccio
District Literacy

Joanne LeBeau
Literacy Coach

Barbara McKinney
Literacy Coach

HOCKANUM SCHOOL IMPROVEMENT PLAN 2008-2009

BUILDING DATA TEAM

Lisa A. Beauchamp
Principal

Sarah Martin
Literacy Coach

Marcia Huddy
Supervisor, Secondary Curriculum

Noah Bilmes
Grade 4 Teacher

Maryann Ciganik
Grade 5 Teacher

Leslee Flanagan
Grade 2 Teacher

Molly Fleming
Grade 1 Teacher

Kris Gianacopolos
Grade 3 Teacher

Tanya Heacock
Kindergarten Teacher

Janey Mastriano
Grade 2 Teacher

Kate McClellan
Grade 1 Teacher

Sara Mullins
Grade 1 Teacher

Linda Necci
Grade 5 Teacher

Sandy Petrides
Grade 1 Teacher

Jayne Davis-Reynolds
Grade 5 Teacher

Dorian Scabich
Grade 3 Teacher

Stephanie Scribner
Grade 4 Teacher

Sloane Stefanik
Readiness Teacher

Jessica Torres
Grade 2 Teacher

Jed Upson
Grade 4 Teacher

Jen Weaver
Kindergarten Teacher

Andrea Zgorski
Kindergarten Teacher

Joseph Bronner
Music Teacher

Liz Finnegan
Art Teacher

Kyle Wood
Physical Education Teacher

Anne Hendrickson
Special Education Teacher

Melissa Longo
Special Education Teacher

Danielle Singleton
Special Education Teacher

Deb Tigno
Special Education Teacher

Mary Nardelli
ELL Teacher

Rosanna Wilson
Psychologist

Carolyn Godfrey
Speech/Language Clinician

Chris Kiely
Gifted & Talented 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, grades K-6, 7-12;
- 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 Gr. 6-12;
- Columbia Writing Workshop Institute and Connecticut Writing Project;
- Strong early intervention program in Grade 1;
- 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;
- Implementation of new mathematics series, *Growing With Math*, K-5 and *MathThematics*, Grade 6 to support standards-based curriculum;
- Annual summer school programs, grades K-3, 7-12;
- Extended school year program for special education students;
- After-School programs, grades 3-12;
- 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), grades K-12;
- Early Intervention Process (EIP) in all buildings;
- 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 Public Schools 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 twice during the week 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. Site-based professional development programs, developed by principals, literacy coaches and department heads, focus on building needs which are identified at data team meetings. The District’s Professional Development Committee meets to identify district professional development needs and discuss targeted audiences. All professional development is aligned with the District’s Improvement Plan.

Discussions of progress will occur at all levels with Administrative Council meetings reserved for ongoing reflection of the District 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 IMPROVEMENT PLAN

OVERVIEW

Priority Student Outcomes (Tier I):

1. On the CMT 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 District Improvement Plan (2008-2011) will be at least 15 percentage points.
2. On the CAPT in Reading, Mathematics, and Writing, the grade-level gain at or above proficiency over the three-year period of the District improvement Plan will be at least 15 percentage points.
3. On the CMT and 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 District Improvement Plan
4. The number of overall suspensions and the number of students suspended in the District will decrease by at least 15 percent over the three-year period of the District Improvement Plan (2008-2011).
5. 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 District improvement Plan (2008-2011).

High-Leverage Adult Work (Tier II):

1. The district will ensure high quality curriculum and instruction at every grade level for all students.
2. The district will ensure a positive social and emotional climate for all students, staff and families in every school across the district.
3. The district 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

HOCKANUM SCHOOL IMPROVEMENT PLAN

Curriculum and Assessment

- Standards-based curricula in all core academic areas;
- Pacing guides aligned with State benchmarks, grades K-5
- 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

- Columbia Writing Workshop Institute and Connecticut Writing Project;
- Strong early intervention program in Grade 1;
- 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;
- Implementation of new mathematics series, *Growing With Math*, K-5;
- Annual summer school programs, grades K-3;
- Extended school year program for special education students;
- Before and After-School programs, grades 3-5;
- Full implementation of inclusion; increased time with non-disabled peers;
- School-wide, active participation in all Connecticut Accountability for Learning Initiative (CALI) programs;
- Participation in *Courageous Conversations* addressing student expectations, rigor, and biases.

Organizational Structure for Leadership and Communication

- Building and grade level data teams operational;
- Implementation of Positive Behavior Supports (PBS), grades K-5;
- Early Intervention Process (EIP) in use at all grade-levels;
- Scientific Research-Based Intervention/Response to Intervention (SRBI/RTI) rollout guided by a district planning team;
- Implementation of a monitoring and tracking plan for district attendance through Central Registration Department;
- Coordination of discipline data utilizing eSchool Plus;
- Continued implementation of student information system, eSchool Plus, with ongoing professional development;
- Active participation of principal in the hiring process, curriculum committees, development of Board policies, chairing subcommittees such as Kindergarten Orientation, Homework, etc;
- Attend monthly Administrative Council meetings as well as bi-monthly Principals' meetings for professional development;
- Principal participates in one or more of the following: 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.

Parent Involvement

- Parent newsletters;
- Translation of selected written information into Spanish;
- Translators available for parents at Open House, Kindergarten Orientation, Parent-Teacher Conferences, Planning and Placement Team meetings (PPTs) and Early Intervention Program (EIP);
- Special programs provided by the PTO/PTA;

The actions outlined in this plan were developed to address the needs of “ALL” students enrolled in East Hartford Public Schools 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 twice during the week 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. Site-based professional development programs, developed by principals, literacy coaches and department heads, focus on building needs which are identified at data team meetings. The District’s Professional Development Committee meets to identify district professional development needs and discuss targeted audiences. All professional development is aligned with the District’s Improvement Plan.

HOCKANUM SCHOOL IMPROVEMENT PLAN

OVERVIEW

Priority Student Outcomes (Tier I):

6. On the CMT 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.
7. On the CMT, 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
8. The number of overall suspensions and the number of students suspended at Hockanum will decrease by at least 15 percent over the three-year period of the School Improvement Plan (2008-2011).
9. 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):

4. Hockanum School will ensure high quality curriculum and instruction at every grade level for all students.
5. Hockanum School will ensure a positive social and emotional climate for all students, staff and families.
6. Hockanum 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

HOCKANUM SCHOOL IMPROVEMENT PLAN

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 CMT in Reading, Writing and Mathematics, 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.**
- **CMT 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 District 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 at every grade level 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.**
- **Research published by Dr. Richard Allington, editor and contributing author of *No Quick Fix*, emphasizes the importance of strong literacy instruction for all students, especially in K-2, so that “on-grade” level reading skills can be achieved by grade 3.**

Cambridge recommendations that apply to Hockanum Elementary school:

- **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 children’s 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.**

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

- **Lisa A. Beauchamp, Principal**
- **Building Data Team**

Classroom Teachers: Noah Bilmes, Maryann Ciganik, Leslee Flanagan, Molly Fleming, Kris Gianacopolos, Tanya Heacock, Janey Mastriano, Kate McClellan, Sara Mullins, Linda Necci, Sandy Petrides, Jayme Reynolds-Davis, Dorian Scabich, Stephanie Scribner, Sloane Stefanik, Jessica Torres, Jed Upson, Jen Weaver, Andrea Zgorski.

Fine Arts/Physical Education: Joseph Bronner, Liz Finnegan/ Kyle Wood

Special Education Teachers: Anne Hendrickson, Melissa Longo, Danielle Singleton, Deb Tigno

English Language Learners Teacher: Mary Nardelli

Literacy Coach: Sarah Martin

Psychologist: Rosanna Wilson

Speech/Language Clinician: Carolyn Godfrey

Talented & Gifted Teacher: Chris Kiely

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, and other relevant information, as appropriate.

- **Disseminate standards-based English/Language Arts (ELA) curriculum documents with identified Grade Level Expectations (GLE), prioritized standards and pacing guides.**
 - **Year One**
 - **Implement and monitor pacing guides (Including Benchmark program)**
 - **Utilize district literacy team to provide support to instructional staff;**
 - **Collect feedback from implementation and student achievement data for possible revision.**
 - **Year Two**
 - **Implement and monitor the revised pacing guides based on feedback from implementation in year one;**
 - **Utilize district literacy team to provide support to instructional staff;**
 - **Continue professional development (provided by building level and department level personnel), including vertical meetings by grade level.**
 - **Year Three**
 - **Monitor fidelity of curriculum/pacing guide implementation through grade-level and/or building level data teams.**
- **Integrate literacy in all content areas.**
 - **Year One**
 - **Attend Effective Teaching Strategies for English Language Learners (ETS for ELL) for principal, literacy coach and teacher leaders;**
 - **Develop a plan to support staff with on-going professional development for ETS for ELL.**
 - **Year Two**
 - **Implement and monitor professional development plan from year one;**
 - **Implement and monitor the use of Effective Teaching Strategies for English Language Learners in literacy and mathematics.**
 - **Year Three**
 - **Monitor professional development plan from years one and two;**
 - **Monitor the use of Effective Teaching Strategies for English Language Learners in literacy and mathematics.**
- **Incorporate literacy standards and strategies in all content areas (Grade Level Expectations).**
 - **Year One**
 - **Collaborate with the district to provide professional development for all staff, such as Readers' Workshop/Writers' Workshop;**
 - **Continue implementation of Effective Teaching Strategies, Blueprint for Learning/Beyond the Blueprint and other literacy focused work;**

- Use Site Education Team (SET) classroom visit protocol to identify short term and long term professional development needs in differentiating instruction;
- Provide literacy blocks of at least 90-minutes of uninterrupted time for instruction, K-5, and investigate additional opportunities for focused literacy interventions;
- Analyze, share and replicate, where appropriate, successful flexible grouping practices, K-5.
- Year Two
 - Embed literacy standards and strategies in all content areas and publish curriculum documents, K-5;
 - Apply common reading and writing scoring rubrics developed collaboratively among and within content areas, K-5;
 - Implement professional development identified through Site Education Team classroom visits;
 - Monitor the effective use of the uninterrupted 90-minute literacy blocks, K-5, and additional opportunities for focused literacy intervention;
 - Continue to share and replicate successful flexible grouping practices, K-5.
- Year Three
 - Ensure alignment of revised curriculum and instructional practices as demonstrated by units, activities, collaborative lessons that incorporate literacy standards and strategies, K-5, through vertical meetings among grade levels and across grade levels.
 - Evaluate and revise, if necessary, common reading and writing scoring rubrics, K-5.
- Ensure application of culturally responsive pedagogy and Effective Teaching Strategies (ETS), including ETS for English Language Learners (ELL) at every grade.
 - Year One
 - Assess consistency of implementation of Effective Teaching Strategies (ETS) across grade-levels;
 - Continue professional development in Effective Teaching Strategies (ETS) as needed;
 - Include training in Effective Teaching Strategies for English Language Learners.
 - Year Two
 - Monitor consistency of implementation of Effective Teaching Strategies, including Effective Teaching Strategies for English Language Learners;
 - Provide implementation support as needed.
 - Year Three
 - Support, monitor and adjust implementation of instructional strategies.
- Implement a Scientific Research-Based Intervention/Response to Intervention (SRBI/RTI) model.
 - Year One: Focus on consensus building around Scientific Research-Based Intervention/Response to Intervention (SRBI/RTI) and ensuring high quality Tier I instruction:
 - Implement East Hartford's SRBI model, which will also address the identification of learning disabled students by the end of 2008-2009 school year;
 - Ensure proper integration of Scientific Research-Based Interventions (SRBI) with current Early Intervention Process (EIP) practices.
 - Continue to implement and monitor Power To Read (PTR) students and their academic growth.
 - Year Two: Focus on making decisions about more strategic and intensive intervention (Tiers II and III).
 - Monitor and evaluate the fidelity of implementation of universal applications of literacy strategies for all students;
 - Implement the tiered model developed in year one across the district and monitor

HOCKANUM SCHOOL IMPROVEMENT PLAN

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

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 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 that apply to Hockanum Elementary School:

- **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.

- **Lisa A. Beauchamp, Principal**
- **Positive Behavior Support Team:** Noah Bilmes, Maryann Ciganik, Sara Mullins, Rosanna Wilson, Kyle Wood, Andrea Zgorski
- **Building Data Team**

Classroom Teachers: Leslee Flanagan, Molly Fleming, Kris Gianacopolos, Tanya Heacock, Janey Mastriano, Kate McClellan, Linda Necci, Sandy Petrides, Jayme Reynolds-Davis, Dorian Scabich, Stephanie Scribner, Sloane Stefanik, Jessica Torres, Jed Upson, Jen Weaver.

Fine Arts: Joseph Bronner, Liz Finnegan

Special Education Teachers: Anne Hendrickson, Melissa Longo, Danielle Singleton, Deb Tigno

English Language Learners Teacher: Mary Nardelli

Literacy Coach: Sarah Martin

Speech/Language Clinician: Carolyn Godfrey

Talented & Gifted Teacher: Chris Kiely

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**
 - **Attend professional development opportunities for building administrators and selected staff in school climate.**
 - **Year Two**
 - **Develop and implement a school-wide “roll-out” plan on school climate.**
 - **Year Three**
 - **Maintain 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 Connecticut Accountability for Learning Initiative (CALI) climate survey for families, students and staff to establish baseline data.**
 - **Share initial information with all members of the school community.**
 - **Identify focus areas and implement selected strategies to increase family engagement.**
 - **Assure parent/guardian involvement in Early Intervention Process (EIP) meetings and the development of interventions.**
 - **Implement and monitor Hello-Update-Goodbye(HUG) check in/out program with identified students.**
 - **Provide translators as needed and disseminate information in alternate languages where possible.**
 - **Year Two**
 - **Continue to implement strategies for selected focus areas.**
 - **Administer and analyze Connecticut Accountability for Learning Initiative (CALI) 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 in focus areas.**
 - **Continue to utilize Hello-Update-Goodbye (HUG) check in/out program and adjust according to data results.**
 - **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 and PBS data.**
 - **Continue to collect data and disseminate results to entire school community.**
 - **Continue to monitor Hello-Update-Goodbye (HUG) check in/out program and adjust, according to data results.**

- **Assure consistency of implementation of Positive Behavior Support (PBS) using Scientific Research-Based Intervention/Response to Intervention (SRBI/RTI) model.**
 - **Year One**
 - **Assess 2007-2008 Positive Behavior Support (PBS) School-wide Evaluation Tool (SET) data to determine level of consistency throughout the building. (Tier 1).**
 - **Utilize professional development and technical assistance to support implementation, as needed.**
 - **Analyze student data on behavior collected from eSchool Plus data base.**
 - **Year Two**
 - **Continue training and implementation of Positive Behavior Support.**
 - **Analyze student data on behavior collected from eSchool Plus data base.**
 - **Year Three**
 - **Continue training and implementation of Positive Behavior Support.**
 - **Analyze student data on behavior collected from eSchool Plus data base.**
- **Ensure consistency in application of disciplinary consequences.**
 - **Year One**
 - **Follow disciplinary procedures and consequences developed by district.**
 - **Ensure student support center tutors attend district training in the features of the discipline module of eSchool Plus to create consistency in data recording.**
 - **Year Two**
 - **Analyze the 2008-2009 Positive Behavior Support School-wide Evaluation Tool (PBS SET) assessments to determine the needs of the school.**
 - **Provide feedback to district on professional development and technical assistance needed to support implementation.**
 - **Analyze student data on behavior collected from eSchool Plus data base.**
 - **Year Three**
 - **Monitor fidelity of implementation and consistency of application by reconciling building data in eSchool Plus.**
 - **Provide feedback to district on professional development and technical assistance needed to support implementation.**

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 on adult practices, and 3) achieving the specified Tier I goals for students.

- **Positive Behavior Support School-wide Evaluation Tool (PBS SET) assessments will demonstrate a minimum level of 80% in consistent application of Positive Behavior Support practices.**
- **Discipline data will show incremental reductions in the number of disciplinary referrals from the baseline, as established in 2008-09.**
- **Suspension data will show incremental reductions of suspensions (In School Suspensions/Out of School Suspensions) averaging 10% per year as measured against the baseline of Year 2007- 08.**
- **Survey data will show increasingly positive perceptions in selected focus areas on the school's climate survey.**
- **Data will show an increase of 10% per year in family/parent/guardian participation in EIP meetings and other identified school/parent activities.**

HOCKANUM SCHOOL IMPROVEMENT PLAN

Action Plan to Implement Strategic Work for School Improvement:

DATA TEAM

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

- **On the CMT in Reading, Writing and Mathematics, 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.**
- **CMT achievement gaps within targeted subgroups (i.e. Black, Hispanic, English Language Learners, Special Education and Free/Reduced Eligible) will be reduced by at least 30 percent by 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.**

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 that apply to Hockanum Elementary School:

- **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 so that accountability models are strengthened and curriculum improvement strategies have greater impact.**

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

- **Lisa A. Beauchamp, Principal**
- **Building Data Team**

Classroom Teachers: Noah Bilmes, Maryann Ciganik, Leslee Flanagan, Molly Fleming, Kris Gianacopolos, Tanya Heacock, Janey Mastriano, Kate McClellan, Sara Mullins, Linda Necci, Sandy Petrides, Jayme Reynolds-Davis, Dorian Scabich, Stephanie Scribner, Sloane Stefanik, Jessica Torres, Jed Upson, Jen Weaver, Andrea Zgorski.

Fine Arts/Physical Education: Joseph Bronner, Liz Finnegan/ Kyle Wood

Special Education Teachers: Anne Hendrickson, Melissa Longo, Danielle Singleton, Deb Tigno

English Language Learners Teacher: Mary Nardelli

Literacy Coach: Sarah Martin

Psychologist: Rosanna Wilson

Speech/Language Clinician: Carolyn Godfrey

Talented & Gifted Teacher: Chris Kiely

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.

- **Develop and disseminate a structured protocol for the implementation of grade level and school level data teams.**
 - **Year One**
 - Utilize a standardized data team minutes template;
 - Develop and implement a meeting schedule calendar;
 - Provide opportunities for vertical teaming
 - Pilot a rubric to assess data team proficiency;
Submit content area/building data to district data team – i.e. writing prompts, benchmarks, common assessments, curriculum based assessments, etc.
 - **Year Two**
 - Continue to assess school data teams by using the district’s data team proficiency benchmarks and rubric;
 - Implement standardized data team minutes template;
 - Review/revise data team meeting calendar.
 - Use building data team to review data and develop strategies to impact student achievement.
 - **Year Three**
 - Monitor implementation and refine processes as needed.
- **Attend professional development in the analysis and use of data to inform instruction and improve student achievement (administrators and teachers).**
 - **Year One**
 - Begin implementing certain modules of eSchool Plus;
 - Attend district’s professional development in eSchool Plus;
 - Attend ctreports.com training;
 - Participate in professional development in the following CALI areas:
 - Data Driven Decision Making
 - Making Standards Work
 - Effective Teaching Strategies
 - Common Formative Assessments
 - Collaborate with the district to provide new staff with training in key district initiatives.
 - **Year Two**
 - Continue to collaborate with the district to provide new staff with training in key district initiatives.
 - Provide district with feedback on coaching/technical assistance needed to support use of eSchool Plus and other data sources.
 - **Year Three**
 - Continue to collaborate with the district to provide new staff with training in key district initiatives.

- Continue to provide district with feedback on coaching/technical assistance needed to support use of eSchool Plus and other data sources.
- Implement the use of district-wide benchmark assessments in literacy, numeracy and other selected content areas
 - Year One
 - Provide feedback to the district in the use of the current district assessment plan with respect to:
 - Current formative assessments and revisions
 - Current benchmark assessments
 - Analyze and monitor student results to make instructional decisions within the data team process.
 - Year Two
 - Implement revised/established district assessment plan (i.e. benchmark plan K-5, formative assessments and selected content area benchmark assessments).
 - Continue to analyze student results and provide feedback to the district.
 - Year Three
 - Monitor the district's assessment plan and provide feedback to the district.
 - Continue to analyze student results and provide feedback to the district.

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.

- Agenda and minutes from School Data Teams will demonstrate communication and collaboration between grade-level teams.
- The principal will review the data team minutes from each grade-level to ensure consistent application of protocol based on application of data team rubrics.
- The principal will analyze and summarize data team proficiency in their buildings.
- Site Education Team (SET) classroom data shared with the school faculty will show that increasing percentages of classrooms are implementing the revised curriculum, including the Effective Teaching Strategies (ETS) and differentiation in lesson plans.
- As a result of proficient data teams, SET data will demonstrate 100% implementation by 2011.

**Hockanum Elementary School
School Improvement Plan: 2008-2011**

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

Goals 1 & 2: On CMT, 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>CMT: Grades 3-5</u>	<u>2008 Performance</u>	<u>2011 Target</u>
Reading	37%	52%
Math	58%	73%
Writing	75%	90%

Goal 3: On CMT, 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.

	Black sub-group 66 students % below / % below '08 data/ '11 goal	Hispanic sub-group 54 students % below / % below '08 data/2011 goal	Eng. Lang. Learners sub-group % below / % below '08 data/2011 goal	Special Education sub-group % below / % below '08 data/2011 goal	Free/Red Lunch sub-group 111 Students % below / % below '08 data/2011 goal
Reading	63.5%(42 students)/ 44.5%(29 students)	71.4%(39 students)/ 50.0%(27 students)	N/A <40 students	N/A <40 students	66.0%(73 students)/ 46.2%(51 students)
Math	44.4%(29 students)/ 25.4% (16 students)	45%(24 students)/ 31.4%(17 students)	N/A <40 students	N/A <40 students	45..6%(51 students)/ 32.0%(35 students)
Writing	28.3%(19 students)/ 8.5%(6 students)	21.0%(11 students)/ 15% (3 students)	N/A <40 students	N/A <40 students	18.0%(20 students)/ 12% (13 students)

**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**

<u>All Students</u>	<u>2008 Baseline</u>	<u>2011 Target</u>
# Incidents	20: 8 ISS/ 12 OSS	12: 6 ISS/ 6 OSS
# Students	14	12
 <u>Black Students</u>		
# Incidents	14: 4 ISS/ 10 OSS	10: 3 ISS/ 7 OSS
# Students	8	6
 <u>Hispanic Students</u>		
# Incidents	8: 4 ISS/ 2 OSS	6: 3 ISS/ 1 OSS
# Students		
 <u>Special Education Students</u>		
# Incidents	4: 2 ISS/ 2 OSS	1: 1 OSS
# Students	2	0

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.

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