



EAST HARTFORD PUBLIC SCHOOLS
ROBERT J. O'BRIEN ELEMENTARY
SCHOOL IMPROVEMENT PLAN
2008-2011

DISTRICT IMPROVEMENT PLAN

2008-2009

DISTRICT DATA TEAM

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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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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

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Principal, O'Brien Elementary School

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Principal, O'Connell Elementary School

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Dept. Head, Guidance

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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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Early Literacy Coordinator

Marilyn Boccaccio
District Literacy

Joanne LeBeau
Literacy Coach

Barbara McKinney
Literacy Coach

O'BRIEN SCHOOL IMPROVEMENT PLAN 2008-2011 BUILDING DATA TEAM

Michael Litke
Principal

Paula Norton
Kindergarten Teacher

Caroline Battle
First Grade Teacher

Kathy McCarter
Second Grade Teacher

Molly Bacon
Third Grade Teacher

Mary White
Fourth Grade Teacher

Jennifer Grilli
Fifth Grade Teacher

Carrie Hayden
Literacy Coach

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

O'BRIEN SCHOOL IMPROVEMENT PLAN

Introduction

Curriculum and Assessment

- Implementation of the standards-based curricula in all core academic areas;
- Implementation of the pacing guides aligned with State benchmarks, grades K-6, 7-12;
- Development of common formative assessments in progress at school levels;
- Embed the priority standards throughout the pacing guides;
- Development of spiraling strand review in reading and math;
- Involvement of special education students in classroom and district assessments.

Teaching and Learning

- Columbia Writing and Reading Workshop;
- 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 to support standards-based curriculum;
- Annual summer school programs, grades K-3;
- Extended school year program for special education students;
- After-School programs, grades 3-5;
- Full implementation of inclusion; increased time with non-disabled peers;
- 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) with parental involvement;
- Scientific Research-Based Intervention/Response to Intervention (SRBI/RTI) rollout guided by a district planning team;
- Coordination of discipline data utilizing SWIS (School-Wide Information System);
- Continued implementation of student information system, eSchool Plus, with ongoing professional development;
- Monthly School Leadership meetings for fidelity of implementation;
- Monthly School Improvement Team meetings.

Parent Involvement

- Parent newsletters distributed monthly;
- Translation of materials into Spanish;
- Hold an annual Reading Night;
- Invite parents to EIP meetings and add a home component;
- Parent involvement in the development of School Improvement Plans through surveys;
- PTO/PTA programs at building levels;
- Monthly Coffee with the Principal meetings.

O'BRIEN SCHOOL 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 School Improvement Plan (2008-2011) will be at least 15 percentage points.
2. 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
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. O'Brien School will ensure high quality curriculum and instruction at every grade level for all students.
2. O'Brien School will ensure a positive social and emotional climate for all students, staff and families.
3. O'Brien 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

Action Plan to Implement Strategic Work for School Improvement: CURRICULUM and INSTRUCTION

Priority Student Outcomes (Tier I):

- 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 School 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 School Improvement Plan.

High-Leverage Adult Work (Tier II):

Strategic work:

- O'Brien 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:

- 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:

- Principal, Michael Litke
- Building Data Team: Paula Norton, Caroline Battle, Kathy McCarter, Molly Bacon, Mary White, Jennifer Grilli, Carrie Hayden
- Literacy Coach, Carrie Hayden
- SRBI Leadership Team

Action Plan Strategies

- Implement the standards-based English/Language Arts (ELA) curriculum documents with identified Grade Level Expectations (GLE), prioritized standards and pacing guides.
 - Year One
 - Implement pacing guides.
 - Collect feedback from implementation and student achievement data for possible revision.
 - Year Two
 - Implement pacing guides.
 - Collect feedback from implementation and student achievement data for possible revision.
 - Year Three
 - Monitor fidelity of curriculum/pacing guide implementation through collection of

grade level plans and walk-throughs.

- **Integrate literacy in content areas at all levels**
 - **Year One**
 - **Effective Teaching Strategies for English Language Learners (ETS for ELL) for literacy coaches and teacher leaders.**
 - **Begin bringing to co-planning.**
 - **Year Two**
 - **Implement professional development plan.**
 - **Monitor the effective use of the uninterrupted 90-minutes literacy blocks, K-5, and additional opportunities for focused literacy interventions.**
 - **Incorporate Effective Teaching Strategies for English Language Learners in co-planning documents.**
- **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, Writers' Workshop, CFA's, SRBI.**
 - **Continue implementation of Effective Teaching Strategies.**
 - **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;**
 - **Year Two**
 - **Apply common reading and writing scoring rubrics.**
 - **Implement professional development identified through Site Education Team classroom visits.**
 - **Year Three**
 - **Ensure alignment of revised curriculum and instructional practices as demonstrated by collaborative lesson planning that incorporate literacy standards and strategies, 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.**
 - **Incorporate culturally relevant pedagogy into team planning.**
 - **Develop plan to build district capacity.**
 - **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 across the district that addresses curriculum and instruction.**
 - **Year One: Focus on consensus building around Scientific Research-Based Intervention/Response to Intervention (SRBI/RTI) and ensuring high quality Tier I instruction:**
 - **Continue to provide professional development opportunities in the district and through outside sources, such as the Connecticut Accountability for Learning**

- Initiative (CALI) workshops and others.
 - Ensure universal applications of literacy strategies for all students.
 - Agree on a shared vision/philosophy and a shared definition of Scientific Research-Based Intervention (SRBI)/Response to Intervention (RTI) (October meeting with State Education Resource Center (SERC).
 - Ensure proper integration of Scientific Research-Based Interventions (SRBI) with current Early Intervention Process (EIP) practices.
 - 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.
 - 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 effect on student achievement through data analysis.
 - Maintain on-going professional development access and provide support to new and selected staff including the application of new Learning Disabled (LD) Guidelines.
 - Year Three: Focus on evaluation of the implementation of the district's tiered model.
 - Evaluate effectiveness of tiered intervention strategies through analysis of student achievement data (progress monitoring).
 - Adjust instructional strategies and tiered intervention to meet the needs identified in the data.
- Evaluate and revise schedule/structures to support improved student achievement.
 - Year One
 - Evaluate and revise schedules and allocation of adult resources to provide additional literacy instruction to selected students.
 - Provide extended literacy opportunities beyond the 90 minute literacy block.
 - Year Two
 - Continue to monitor schedules and allocation of adult resources using student achievement data from state and district assessments.

Results Indicators: Process and Product:

- Gather Site Education Team (SET) classroom data at least every 6 weeks to share with the District Data Team. Site Education Team process data will show that increasing percentages of classrooms in each school 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 district assessments (as identified in the district assessment calendars) will show over time an increase in achievement and a decrease in the achievement gap of students in identified subgroups.
- 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 CMT/CAPT data will demonstrate continuous progress over time toward achievement of the tier I academic goals for overall performance and reduction of achievement gaps.

Action Plan to Implement Strategic Work for District Improvement:
SCHOOL CLIMATE

Priority Student Outcomes (Tier I):

- The number of overall suspensions and the number of students suspended will decrease by at least 15 percent over the three-year period of the District 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 District improvement Plan (2008-2011).

High-Leverage Adult Work (Tier II):

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 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:

- 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.

Person(s) Responsible:

- Principal, Michael Litke
- Positive Behavior Support Team
- Building Data Team: Paula Norton, Caroline Battle, Kathy McCarter, Molly Bacon, Mary White, Jennifer Grilli, Carrie Hayden

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 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.**
 - **Provide translators as needed and disseminate information in alternate languages where possible.**
 - **Year Two**
 - **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 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 community.**
- **Assure consistency of implementation of Positive Behavior Support (PBS) using Scientific Research-Based Intervention/Response to Intervention (SRBI/RTI) model.**
 - **Year One**
 - **Analyze student data on behavior collected from eSchool Plus data base.**
 - **Year Two**
 - **Analyze student data on behavior collected from eSchool Plus data base.**
 - **Year Three**
 - **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.**
 - **Monitor referrals and EIP plans**
 - **Year Two**
 - **Continue to monitor referrals and EIP plans**
 - **Provide professional development as necessary based on results**
 - **Year Three**
 - **Continue to monitor referrals and EIP plans**
 - **Provide professional development as necessary based on results**

Results Indicators: Process and Product:

- **Discipline data will show incremental reductions in the number of office disciplinary referrals from the baseline as established in year one leading to an overall reduction of 50% by year three.**
- **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 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 fall, 2008. (percentage increases to be determined after baselines are established in the first survey)**

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 School 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 School Improvement Plan (2008 – 2011).**

High-Leverage Adult Work (Tier II):

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 – instructional, building and district level 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:

- **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:

- **Principal, Michael Litke**
- **Building Data Team: Paula Norton, Caroline Battle, Kathy McCarter, Molly Bacon, Mary White, Jennifer Grilli, Carrie Hayden**

Action Plan Strategies:

- **Develop and disseminate a structured protocol for the implementation of grade level and school level data teams.**
 - **Year One**
 - **Revise meeting schedule calendar.**
 - **Continue to develop and implement CFA's and summatives.**
 - **Use results to guide instruction, remediation and enrichment.**
 - **Submit content area/building data to district data team—i.e. writing prompts, benchmarks, common assessments, curriculum based assessments, etc.**
 - **Year Two**
 - **Apply district rubric to assess teams.**
 - **Implement standardized data team minutes template.**
 - **Review data team meeting calendar and revise if necessary.**
 - **Continue to develop and implement CFA's and summatives.**
 - **Use results to guide instruction, remediation and enrichment**
 - **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.**
 - **Year One**
 - **Implement eSchool Plus**
 - **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 coaching/technical assistance support as needed for 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.**
- **Create a plan for the use of district-wide benchmark assessments in literacy, numeracy and other selected content areas**
 - **Year One**
 - **Implement district benchmark assessments**
 - **Use data to guide instruction, remediation and enrichment**
 - **Year Two**
 - **Implement revised district assessment plan.**
 - **Use data to guide instruction, remediation and enrichment**
 - **Year Three**
 - **Evaluate/Modify the high leverage content area assessments that were implemented in Year Two**

Results Indicators: Process and Product:

- **Agenda and minutes from Data Teams and School Leadership Team will demonstrate communication and collaboration.**
- **The School Leadership Team will review and celebrate the progress of each data team.**
- **Site Education Team (SET) classroom data will show increasing percentages of classrooms 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 Public Schools
O'Brien 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 School Improvement Plan will be at least 15 percentage points.

<u>CMT: Grades 3-5</u>	<u>2008 Performance</u>	<u>2011 Target</u>
Reading	43%	58%
Math	64%	79%
Writing	64%	79%

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.

<u>CMT: Grades 3-5</u>	<u>2008 Average Gap</u>	<u>2011 Target</u>
Reading	22	16
Math	17	11
Writing	16	11

*O'Brien does not have a white sub-group so the district's averages were used to calculate the current gap.

**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>Students</u>	<u>2008 Baseline</u>	<u>2011 Target</u>
Black Students	20	15
Hispanic Students	15	12
Special Education Students	16	12

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 8/07