



EAST HARTFORD PUBLIC SCHOOLS
GOV. WILLIAM PITKIN
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.
Superintendent of Schools

Debbie A. Kaprove
Assistant Superintendent

Jody Lefkowitz
Director, Pupil Personnel

Christopher Wethje
Director, Human Resources

Al Costa
Director, Facilities

Paul Mainuli
Director, Business Services

Michael Moan
Director, Security

Kelly Grant
Supervisor, Special Education

Emil Kopcha
Supervisor, Fine and Performing Arts

David Flanagan
Supervisor, Health and Physical Education

Marcia Huddy
Supervisor, Secondary Curriculum

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

Matthew Ryan
Principal, EHHS

Art Arpin
Principal, CIBA

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

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

Catherine Ciccomascolo
Principal, Silver Lane Elementary

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

Nancy Moriarty
Supervisor, Birth-to-Three Program

Beverly Blount Lawrence
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.
Dept. Head, Special Education

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

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

Kelly Grant
Supervisor, Special Education

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, 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

Debra Drew
Early Literacy Coordinator

Marilyn Boccaccio
District Literacy

Joanne LeBeau
Literacy Coach

Barbara McKinney
Literacy Coach

PITKIN ELEMENTARY SCHOOL SCHOOL IMPROVEMENT PLAN GRADE LEVEL DATA TEAM LEADERS

2008-2009

Linda J. Iverson, Ph.D.
Principal

Tracy Edgerly
Data Team Leader
Grade One

Marion Romak
Data Team Leader
Grade Four

Marisa Jennes
Literacy Coach

Deborah Juzba
Data Team Leader
Grade Two

Jeffrey Nogas
Data Team Leader
Grade Five

Melinda Uccello
Data Team Leader
Grade K

Kahia Rookwood
Data Team Leader
Grade Three

Brenda Parker
Data Team Leader
Special Areas

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

GOV. WILLIAM PITKIN SCHOOL IMPROVEMENT PLAN

Introduction

Pitkin Elementary School's School 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 is aligned with the District Improvement Plan and 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. The document includes the summative data to be used to measure school wide growth in reading, writing and math. Grade Level Data Teams meet regularly to analyze student work and on-going assessments. The literacy block has been increased to provide more literacy instruction for all students. Teachers meet to collaborate on lessons plans, best practices and common formative assessments. Grade Level and faculty meetings are devoted to continuous professional development to address the needs of the building. Every teacher has been trained in the Connecticut Accountability Learning Initiatives (CALI) namely; Data Driven Decision Making (DDDM), Making Standards Work (MSW), and Effective Teaching Strategies (ETS).

Although pleased with the school's accomplishments and the progress we have made, sustained focus, reinforcement, and fidelity of implementation continue to be a priority. We continue to build internal capacity using the "trainer of trainer" model of extensive professional development. This year, teams were sent to be trained in the Scientific Response To Intervention (SRTI) and Improving School Climate to Support Student Achievement CALI initiatives. Accomplishments, along with current work in progress, encompass many important areas of focus:

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

- Writer's Workshop Writing Curriculum Implemented, K-5
- 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;
- Individual Reading Plans (IRPs) developed for general education students with goals/objectives tied to Connecticut Mastery Test (CMT)
- Implementation of new mathematics series, *Growing With Math*, K-5
- Annual summer school programs, grades K-3
- 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.
- Words Their Way Word Study Program, K-5
- Implementation of new Comprehension Toolkit Reading Strategies, K-5

Organizational Structure for Leadership and Communication

- Implementation of Positive Behavior Supports (PBS), grades K-5;
- Early Intervention Process (EIP) team fully operational at building level;
- Scientific Research-Based Intervention/Response to Intervention (SRBI/RTI) rollout guided by a planning team;
- Grade Level Data Teams operational at all grade levels, K-5
- Monthly Grade Level Meetings with building principal for professional development
- Continued implementation of student information system, eSchool Plus, with ongoing professional development;
- Active participation of teachers chairing subcommittees
- Monthly faculty (all certified staff) meetings for professional development;
- 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 to all parents monthly;
- Translation of materials into Spanish;
- Parent involvement in the development of School Improvement Plans;
- PTO/PTA programs at building levels;

The actions outlined in this plan were developed to address the needs of “ALL” students enrolled in Pitkin Elementary 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 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 the principal and the literacy coach, focus on building needs which are identified at data team meetings. All professional development is aligned with the School Improvement Plan.

Discussions of progress will occur at all grade levels with the School Improvement Team and Grade Level Data Team Meetings reserved for ongoing reflection of the School Improvement Plan. This plan sets forward ambitious work for staff and sets high expectations for “ALL” students.

PITKIN 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 8-15 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 District Improvement Plan
3. The number of overall suspensions and the number of students suspended in the building will decrease by at least 15 percent over the three-year period of the District 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. Pitkin School will ensure high quality curriculum and instruction at every grade level for all students.
2. Pitkin School will ensure a positive social and emotional climate for all students, staff and families in every school across the district.
3. Pitkin 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 District 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 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): 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:

- 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.
- Review organizational structures to increase leadership capacity, particularly in elementary schools, so that accountability models are strengthened and curriculum improvement strategies have greater impact.

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.

- Revise, publish and disseminate 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
 - Revise pacing guides based on feedback from implementation in year one.
 - Continue professional development (provided by building level personnel), including vertical meetings by grade level.
 - Year Three
 - Monitor fidelity of curriculum/pacing guide implementation through grade level meetings
- Integrate literacy in content areas at all levels
Integrate English Language Learner (ELL) Frameworks into all content area curriculum documents.
 - Year One
 - Collaborate with the district to provide professional development on English Language Learner Frameworks for ELL teachers in the building.
 - Collaborate with the district to provide professional development on Effective Teaching Strategies for English Language Learners (ETS for ELL) for literacy coach and ELL teacher
 - Collaborate with the district to develop a plan of professional development for staff.
 - Year Two
 - Implement professional development plan.
 - Incorporate Effective Teaching Strategies for English Language Learners within lesson plans
 - Develop lessons using content area curriculum documents with embedded English Language Learner Frameworks.
 - 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 John Collins, Readers' Workshop/Writers' Workshop.
 - 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.
 - Develop grade level instructional flow charts to plan effective use of 90 minute literacy blocks for instruction, K-5, and additional opportunities for focused literacy intervention.
 - Analyze, share and replicate, where appropriate, successful flexible grouping practices, K-5.
 - Year Two
 - Use 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.
 - Implement plan for effective use of 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

- **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: 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.

- **Schools will 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 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): 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 District 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 in every school across the district.

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, particularly in elementary schools, 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.
- Distribute leadership more widely, based on increased trust and shared responsibility, so that principals have a greater role in decision-making and a level of professional autonomy that is commensurate with their school's performance.

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

- **Linda J. Iverson, Principal**
- **Marisa Jennes, Literacy Coach**
- **School Improvement Data Team**
- **Grade Level Data Team Leaders**
- **Positive Behavior Support Team**
- **Classroom Teachers, K-5**

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**
 - **Send a school-wide team to professional development through the Connecticut Accountability for Learning Initiative (CALI) on School Climate.**
 - **Plan among team to create a “roll-out” plan for all the school aligned with the district roll-out plan.**
 - **Year Two**
 - **Maintain on-going professional development access and provide support to new and selected teachers.**
 - **Year Three**
 - **Maintain on-going professional development access and provide support to new and selected staff teachers.**
- **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 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**

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 Functional Behavioral Assessments will demonstrate an incremental reduction in the number of office disciplinary referrals on Tier II and Tier III “red zone” students from the baseline as established in year one leading to an overall reduction of 30% by year three.**
- **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)**
- **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.**
- **Agenda and minutes from School Improvement Team and Grade Level Data Team meetings will demonstrate fidelity of implementation.**

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 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 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:

- **Distribute leadership more widely, based on increased trust and shared responsibility, so that principals have a greater 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.**

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

- **Linda J. Iverson, Ph.D. Principal**
- **Marisa Jennes, Literacy Coach**
- **Grade Level Data Team Leaders**
- **School Improvement Data Team**
- **Classroom Teachers, K-5**

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.

- Disseminate a structured protocol for the implementation of grade level and school level data teams.
 - Year One
 - Develop a meeting schedule calendar to expand opportunities for vertical teaming between grade level
 - Pilot a rubric in collaboration with teachers to assess data team proficiency
 - Identify building areas categories to be reviewed-i.e. writing prompts, benchmarks, common assessments, curriculum based assessments, etc-and create a schedule for reporting to District Data Team.
 - Year Two
 - Apply piloted rubric to assess data teams
 - Implement standardized data team minutes template
 - Review data team meeting calendar and revise if necessary
 - Use School Improvement Data Team and Grade Level Data Teams to develop strategies to impact student achievement
 - Year Three
 - Monitor implementation and refine processes as needed
- Attend professional development for teachers in the analysis of data to inform instruction and improve student achievement
 - Year One
 - Implement eSchool Plus
 - Collaborate with the district to provide professional development support to teachers in the following modules:
 - Grade Book and Attendance
 - Data Analysis and reporting functions
 - Provide ctreports.com training for selected teacher leaders
 - 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
 - Collaborate with the district to develop a schedule of training that ensures that new staff has the opportunity to be trained in key district initiatives.
 - Year Two
 - Implement schedule of continuous training to assure staff has access to professional development support in key initiatives
 - Provide technical assistance support as needed for eSchool Plus and other data source.
- Implement district plan for the use of district-wide benchmark assessments in literacy and numeracy
 - Year One
 - Implement district-wide assessments
 - Year Two
 - Implement revised district assessment plan
 - Implement developed formative assessments
 - Year Three
 - Continue to implement district assessments

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 1 goals for students.

- Agenda Minutes from School Improvement Data Team and Grade Level data Team will demonstrate communication and collaboration among teachers.
- The School Improvement Data Team will review data team minutes from grade level data teams
- Building principal will analyze and summarize data team proficiency in their buildings for submission quarterly as per developed rubric demonstrating 100 % proficiency by the end of the three year period
- Site Education Team (SET) classroom data shared with the School Improvement Team and District Data Team will show increasing percentages of classrooms are implementing the revised curriculum, including the Effective Teaching Strategies and differentiated 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

**Pitkin 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 School Improvement Plan will be 8-15 percentage points.

<u>CMT: Grades 3-5</u>	<u>2008 Performance</u>	<u>2011 Target</u>
Reading	75.4%	90%
Math	80.3%	95%
Writing	91.8%	100%

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	23%	16%
Math	14%	10%
Writing	4%	1.2%

**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 (14 OSS/ 6 ISS)	20	7
# Students (12 OSS/ 5 ISS)	17	6
<u>Black Students</u>		
# Incidents (3 OSS/ 3 ISS)	6	0
# Students (3 OSS/ 3 ISS)	6	0
<u>Hispanic Students</u>		
# Incidents (3 OSS/ 3 ISS)	6	0
# Students (3 OSS/ 3 ISS)	6	0
<u>Special Education Students</u>		
# Incidents (0 OSS/ 0 ISS)	0	0
# Students (0 OSS/ 0 ISS)	0	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.

Revised 8/07