



**EAST HARTFORD PUBLIC SCHOOLS**

**SUNSET RIDGE**

**SCHOOL IMPROVEMENT PLAN**

**2008-2011**

# DISTRICT IMPROVEMENT PLAN

## 2008-2011

### 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  
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

## **SUNSET RIDGE SCHOOL DATA TEAM**

**Dr. Pauline T. Fusco**

Principal

**Mrs. Linda Boyle**

Assistant Principal

**Christine Tracey**

Literacy Coach

**Deb Colson**

School Data Team Member

**Irene Turner**

School Data Team Member

**Paola Maina**

School Data Team Member

**Brendan Boyd**

School Data Team Member

**Teri Davino**

School Data Team Member

**Suzanne Lonabaugh**

School Data Team Member

**Jennifer Hills**

School Data Team Member

# DISTRICT SCHOOL 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 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 in grade 6 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. Our school will ensure high quality curriculum and instruction in every classroom for all students.
2. Our school will ensure a positive social and emotional climate for all students, staff and families.
3. Our school will bring the work of the data teams to a high level of proficiency at all levels of the accountability system – instructional and building level teams.

# SUNSET RIDGE SCHOOL IMPROVEMENT PLAN

## Introduction

The Sunset Ridge 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 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 school'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, grade 6;
- Development of common formative assessments in progress;
- 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**

- CCreating Independence through Student-owned Strategies (CRISS) and John Collins' professional development grade 6;
- Reading remediation in grade 6;
- 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, *MathThematics*, Grade 6 to support standards-based curriculum;
- Extended school year program for special education students;
- After-School programs, grade 6;
- Full implementation of inclusion; increased time with non-disabled peers;

### **Organizational Structure for Leadership and Communication**

- Building/Team data teams operational;
- Ongoing Implementation of Positive Behavior Supports (PBS);
- Early Intervention Process (EIP);
- Scientific Research-Based Intervention/Response to Intervention (SRBI/RTI) rollout guided by a district planning team;
- Implementation of a monitoring and tracking plan for attendance and tardies;
- Monitor discipline data;
- Continued implementation of student information system, eSchool Plus, with ongoing professional development;

### **Parent Involvement**

- Parent newsletters distributed monthly from school;
- 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 Sunset Ridge 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 focus on building needs which are identified at data team meetings and determined by SET walk-throughs. All professional development is aligned with the District’s Improvement Plan. This plan sets forward ambitious work for staff and sets high expectations for “ALL” students.

# SUNSET RIDGE 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. Sunset Ridge School will ensure high quality curriculum and instruction at every grade level for all students.
2. Sunset Ridge School will ensure a positive social and emotional climate for all students, staff and families.
3. Sunset Ridge 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):** 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:*

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

*Rationale:*

- **Research from the Leadership and Learning Center supports the implementation of a standards-based curriculum that includes the identification of priority standards and appropriate, effective teaching strategies to improve student achievement.**
- **Research published by Dr. Richard Allington, editor and contributing author of *No Quick Fix*, emphasizes the importance of strong literacy instruction for all students.**

*Recommendations by Cambridge:*

- **Strengthen professional development in order to raise achievement in reading and expanding strategies to support individual students.**
- **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.

- **Dr. Pauline T. Fusco, Principal**
- **Mrs. Linda Boyle, Assistant Principal**
- **Christine Tracey, Literacy Coach**
- **School Data Team Members:**
  - Deb Colson**
  - Irene Turner**
  - Paola Maina**
  - Brendan Boyd**
  - Teri Davino**
  - Suzanne Lonabaugh**
  - Jennifer Hills**

**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.

- **Disseminate standards-based English/Language Arts (ELA) curriculum document with identified Grade Level Expectations (GLE), prioritized standards and pacing guides.**
  - **Year One**

- Continue to unwrap revised priority standards (fall) and share pacing guide drafts.
    - Implement pacing guides.
    - Collect feedback from implementation and student achievement data for possible revision.
  - Year Two
    - Reassess the progress made in year 1
    - Review pacing guides based on feedback from implementation in year one.
    - Continue professional development (provided by building level and department level personnel), including vertical meetings by grade level.
  - Year Three
    - Reassess progress made in year 3.
    - Review fidelity of curriculum/pacing guide implementation through meetings
- Integrate literacy in content areas  
Integrate English Language Learner (ELL) Frameworks into all content area curriculum documents.
  - Year One
    - Professional development on English Language Learner Frameworks for curriculum committees and identified teams.
    - Effective Teaching Strategies for English Language Learners (ETS for ELL) for IRT and teacher leaders.
    - Develop a plan of professional development for staff.
  - Year Two
    - Implement professional development plan.
    - Incorporate Effective Teaching Strategies for English Language Learners in content area documents.
    - Publish 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
    - Continue implementation of Effective Teaching Strategies, CReating Independence through Student-owned Strategies (CRISS).
    - Use Site Education Team (SET) classroom visit protocol to identify short term and long term professional development needs in differentiating instruction.
    - Investigate and plan effective use of 90 minute literacy blocks for instruction and additional opportunities for focused literacy intervention.
    - Analyze, share and replicate, where appropriate, successful flexible grouping practices.
  - Year Two
    - Embed literacy standards and strategies in all content areas and publish curriculum documents.
    - Apply common reading and writing scoring rubrics developed collaboratively among and within content areas.
    - Implement professional development identified through Site Education Team classroom visits.
    - Implement plan for effective use of 90 minute literacy blocks.
    - Continue to share and replicate successful flexible grouping practices.
  - Year Three
    - Ensure alignment of revised curriculum and instructional practices as demonstrated by units, activities, collaborative lessons that incorporate literacy standards and strategies, through vertical meetings among grade levels and

- across grade levels.
        - Evaluate and revise, if necessary, common reading and writing scoring rubrics.
- Ensure application of culturally responsive pedagogy and Effective Teaching Strategies (ETS), including ETS for English Language Learners (ELL).
  - Year One
    - Assess consistency of implementation of Effective Teaching Strategies (ETS) within the school.
    - 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.
  - Year Three
    - Support, monitor and adjust implementation of instructional strategies.
- Participate in 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:
    - 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.
    - Participate in professional development regarding the updated Learning Disabled (LD) Guidelines.
    - Plan for the integration of Scientific Research-Based Interventions (SRBI) with current Early Intervention Process (EIP) practices.
  - Year Two: TBD based on training
  - Year Three: TBD based on year 2 training
- 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:** 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.

- **Sunset Ridge will gather Site Education Team (SET) classroom data once every marking period 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.**

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

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

*Strategic Work:*

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

*Cambridge Recommendations for Sunset Ridge 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.

- **Dr. Pauline T. Fusco, Principal**
- **Mrs. Linda Boyle, Assistant Principal**
- **School Data Team members:**
  - Deb Colson**
  - Irene Turner**
  - Paola Maina**
  - Brendan Boyd**
  - Teri Davino**
  - Suzanne Lonabaugh**
- **Classroom Teachers**

**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 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 on school climate.**
  - **Year Two**
    - **Maintain on-going professional development access and provide support to new and selected staff.**
  - **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
    - Implement 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.
    - 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 PBS data.
    - Continue to collect data and disseminate results to Sunset Ridge school community.
- Assure consistency of implementation of Positive Behavior Support (PBS) using Scientific Research-Based Intervention/Response to Intervention (SRBI/RTI) model.
  - Year One
    - Develop agreement on details of Positive Behavior Support (PBS) implementation and data gathering, including interpretation of terms (Tiers 1, II and III).
    - Provide professional development and technical assistance to support implementation, as needed.
    - Begin to utilize specific, disaggregated student data on behavior.
  - Year Two
    - Continue training and implementation refinement of Positive Behavior Support.
  - Year Three
    - Continue training and implementation refinement of Positive Behavior Support.
- Ensure consistency in application of disciplinary consequences.
  - Year One
    - Develop consensus on disciplinary procedures and consequences.
    - Create an implementation plan/code of conduct with guidelines.
  - Year Two
    - Analyze the 2009-2010 Positive Behavior Support Site Evaluation Team (PBS SET) assessments to determine level of Positive Behavior Support (PBS) implementation at Sunset.
  - Year Three
    - Monitor, review and revise PBS plan as needed

**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 Site Evaluation Team (PBS SET) assessments will demonstrate a minimum level of 80% in consistent application of Positive Behavior Support practices across the school.
- 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 2008-09 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.**

## 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 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 21 percent over the three-year period of the School Improvement Plan (2008 – 2011).**

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

*Strategic Work:*

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

*Cambridge Recommendations for Sunset Ridge School:*

- **Distribute leadership more widely, based on increased trust and shared responsibility in the school.**
- **Strengthen communication between the district and schools so that teachers have genuine opportunities to significantly shape professional development strategies and curriculum initiatives**

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

- **Dr. Pauline T. Fusco, Principal**
- **Mrs. Linda Boyle, Assistant Principal**
- **School Data Team members:**
  - Deb Colson**
  - Irene Turner**
  - Paola Maina**
  - Brendan Boyd**
  - Teri Davino**
  - Suzanne Lonabaugh**
- **Classroom Teachers**

**Action Plan Strategies:** Describe in detail the strategies that will be employed to implement this action plan.

- **Develop and disseminate a structured protocol for the implementation of school level, subject area and data teams.**
  - **Year One**
    - **Establish a committee with representation from each team to develop a standardized data team minutes template.**
    - **Develop a meeting schedule calendar.**
    - **Identify content area/building data categories to be reviewed across the school – i.e. writing prompts, benchmarks, common assessments, curriculum based assessments, etc. – and create a schedule for reporting to School Data Team.**
  - **Year Two**
    - **Implement standardized data team minutes template.**
    - **Review data team meeting calendar and revise if necessary.**

- Use Data Team School information to review data and develop strategies to impact student achievement.
  - Year Three
    - Monitor implementation and refine processes as needed.
- Attend professional development for teachers in the analysis and use of data to inform instruction and improve student achievement.
  - Year One
    - Collaborate with the district to provide professional development support to teachers and administrators in the following modules:
      - Grade Book and Attendance
      - Data analysis and reporting functions
    - Collaborate with the district to provide 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
  - Year Two
    - Implement schedule of continuous training to assure new staff have access to professional development support in key initiatives.
    - Provide coaching/technical assistance support as needed for other data sources.
- Create a plan for the use of school-wide benchmark assessments in literacy, numeracy.
  - Year One
    - Evaluate current school assessment plan with respect to:
      - Current formative assessments and revisions
      - Current benchmark assessments
    - Implement CSDE-created online content area benchmark assessments for grade 6.
    - Identify high leverage areas and create/implement assessments in collaboration with teachers and Math Team District Person.
  - Year Two
    - Implement revised school assessment plan.
    - Establish benchmark assessment plan Grade 6
    - Implement developed formative assessments
    - Implement selected content area benchmark assessments
  - Year Three
    - Evaluate/Modify the high leverage content area assessments that were implemented in Year Two

**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.

- Agenda and minutes from School Data Team will demonstrate communication and collaboration between established committees.
- Site Education Team (SET) classroom data shared with the School Data Team will show that increasing percentages of classrooms in our school are implementing the revised curriculum, including the Effective Teaching Strategies and differentiation in lesson plans, in their instructional practices as a result of proficient data team implementation reaching 100% by the end of the three year period.

**Sunset Ridge School Improvement Plan: 2008-2011**  
 Data Chart for SMART-Goal Baselines (2008) and Targets (2011)

**Goals 1 & 2: On CMT the average 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 6</u>	<u>2008 Performance</u>	<u>2011 Target</u>
Reading	51%	66%
Math	64%	79%
Writing	71%	86%

**Goal 3: On CMT achievement gaps within targeted subgroups (Black, Hispanic, English Language Learners, Special Education and Free/Reduced Eligible) will be reduced by 21 percent over the three year period of the District Improvement Plan.**

<u>CMT: Grades 3-9</u>	<u>2008 Average Gap</u>	<u>2011 Target</u>
Reading	30%	21%
Math	26%	18%
Writing	20%	14%

**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 (1753 OSS/1554 ISS)	3307	2811
# Students (945 OSS/367 ISS)	1312	1115
<u>Black Students</u>		
# Incidents (873 OSS/746 ISS)	1619	1214
# Students (448 OSS/154 ISS)	602	452
<u>Hispanic Students</u>		
# Incidents (628 OSS/523 ISS)	1151	863
# Students (340 OSS/132 ISS)	472	354
<u>Special Education Students</u>		
# Incidents (415 OSS/353 ISS)	768	576
# Students (180 OSS/51 ISS)	231	173

**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**