



# **EAST HARTFORD PUBLIC SCHOOLS**

## **WILLOWBROOK SCHOOL EARLY CHILDHOOD CENTER**

### **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

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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

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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

## **WILLOWBROOK SCHOOL IMPROVEMENT PLAN 2008-2009**

### **BUILDING DATA TEAM**

Nancy Moriarty.  
Supervisor

Marilyn Boccaccio  
District Literacy

Christine Covell  
Head Start Teacher

Diane Stone  
Head Start Teacher

Melissa Scott  
Special Education Teacher

Melinda Grunert  
Head Start Teacher

Tracie Boroczky  
School Readiness Teacher

### **Morning Data Team**

Christine Covell  
Head Start Teacher

Sherri Frasco  
Head Start Teacher

Kim Pedneault  
Head Start Teacher

Sarah Lengyel  
School Readiness Teacher

### **Afternoon Data Team**

Diane Stone  
Head Start Teacher

Heather Sullivan  
Head Start Teacher

Lisa Ricciuti  
Head Start Teacher

Sandra Quinn  
Head Start Teacher

### **Full Day Data Team**

Melinda Grunert  
Head Start Teacher

Tracie Boroczky  
School Readiness Teacher

Dede Koutsares  
Head Start Teacher

Jackie Kirkland  
Head Start Teacher

Maria Nicoll  
Head Start Teacher

Carolyn Elmore  
Head Start Teacher

Jennifer West  
School Readiness Teacher

## **Special Education Data Team**

**Melissa Scott**  
Special Education Teacher

**Shannon Fink**  
Special Education Teacher

**Kerry Murphy**  
Speech Language Pathologist

**Tara McCann**  
Speech Language Pathologist

**Diane Viets**  
Special Education Teacher

**Michelle Spring**  
Special Education Teacher

# DISTRICT IMPROVEMENT PLAN

## Introduction

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

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

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

### **Curriculum and Assessment**

- Standards-based curricula in all core academic areas;
- A five-year review cycle for curricula ;
- Pacing guides aligned with State benchmarks, grades K-6, 7-12;
- Development of common formative assessments in progress at school levels;
- Identification of priority standards through Making Standards Work (MSW);
- Curriculum-Based Assessments (CBA's) in development;
- Involvement of special education students in classroom and district assessments.

### **Teaching and Learning**

- CReating Independence through Student-owned Strategies (CRISS) and John Collins' professional development Gr. 6-12;
- Columbia Writing Workshop Institute and Connecticut Writing Project;
- Strong early intervention program in Grade 1;
- Effective Teaching Strategies (ETS), including for English Language Learners (ELL);
- Individual Education Plans (IEPs) for special education students with goals/objectives tied to curriculum standards;
- Implementation of new mathematics series, *Growing With Math*, K-5 and *MathThematics*, Grade 6 to support standards-based curriculum;
- Annual summer school programs, grades K-3, 7-12;
- Extended school year program for special education students;
- After-School programs, grades 3-12;
- Full implementation of inclusion; increased time with non-disabled peers;
- Increased numbers of Advanced Placement (AP) classes and student participation;
- District-wide, active participation in all Connecticut Accountability for Learning Initiative (CALI) programs;
- Student Advisories supporting and encouraging student achievement at the high school;
- Participation in *Courageous Conversations* addressing student expectations, rigor, and biases.

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

- Building and grade level data teams operational at all schools;
- Implementation of Positive Behavior Supports (PBS), grades K-12;
- Early Intervention Process (EIP) in all buildings;
- Scientific Research-Based Intervention/Response to Intervention (SRBI/RTI) rollout guided by a district planning team;
- Increased number of advanced placement classes (AP);
- Support to encourage increased enrollment of students in AP and other rigorous courses;
- Implementation of a monitoring and tracking plan for district attendance through Central Registration Department;
- Coordination of discipline data utilizing SWIS (School-Wide Information System);
- Continued implementation of student information system, eSchool Plus, with ongoing professional development;
- Active participation of principals in the hiring process, curriculum committees, development of Board policies, chairing subcommittees such as Kindergarten Orientation, Homework, etc;
- Monthly Administrative Council (all administrators) meetings for professional development based on input from the group;
- Administrators on Curriculum Cabinet, Professional Development Committee, District Data Leadership Team, Early Intervention program Committee (EIP), District Equity Team, Courageous Conversations, Positive Behavior Support (PBS) Team, etc.;
- Bi-monthly Principals' Meetings with agendas developed via input from all participants;
- Bi-monthly Curriculum Cabinet Meetings with agendas developed via input from all participants – district/building administrators, teacher leaders, curriculum specialists.

### **Parent Involvement**

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

The actions outlined in this plan were developed to address the needs of “ALL” students enrolled in East Hartford Public Schools with the primary objective of moving “ALL” students towards the achievement of excellence. To facilitate new learning and support during implementation, professional development is a priority. Teachers, by contract, meet twice during the week at data team and collaborative planning sessions; six shortened days were added to the district calendar, along with four full days reserved for building and/or district professional development needs. Site-based professional development programs, developed by principals, literacy coaches and department heads, focus on building needs which are identified at data team meetings. The District’s Professional Development Committee meets to identify district professional development needs and discuss targeted audiences. All professional development is aligned with the District’s Improvement Plan.

Discussions of progress will occur at all levels with Administrative Council meetings reserved for ongoing reflection of the District Improvement Plan. This plan sets forward ambitious work for staff and sets high expectations for “ALL” students; however, if East Hartford students are to compete successfully in a global society, we must raise the bar.

## **DISTRICT OVERVIEW**

### **Priority Student Outcomes (Tier I):**

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

### **High-Leverage Adult Work (Tier II):**

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

# WILLOWBROOK SCHOOL IMPROVEMENT PLAN

## Introduction

The Willowbrook School Improvement Plan represents a work in progress. All areas of focus detailed below serve as a guide for continued work in language and literacy in the critical area of Early Childhood and Pre-Kindergarten children.

### **Curriculum and Assessment**

- Identification and implementation of priority grade level expectancies
- A timely review of data to inform intentional teaching and instruction
- Increased reverse mainstreaming and integrated special services

### **Teaching and Learning**

- Oral Language strategies to facilitate literacy language
- Implementation of GEMS science kits
- Capacity building in SRBI and PBS strategies

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

- Operation of program and building data teams strengthened
- Early Intervention Process (EIP) implemented
- Implementation of Positive Behavior Supports
- Monthly curriculum staff meetings

### **Parent Involvement**

- Implement *Books to Dreams* Program
- Parent newsletter distributed 5 times a year
- Parent Committee
- Policy Committee
- Literacy Parent Events

The actions outlined in this plan address the needs of all students in Willowbrook School. Professional development, data team meetings, and the annual self-assessment all facilitate this process.

## **WILLOWBROOK OVERVIEW**

### **Priority Student Outcomes (Tier 1):**

1. Increase the % of students who progress one or more steps as measured on the Creative Curriculum Continuum in language development.
2. Increase the % of students who progress one or more steps as measured on the Creative Curriculum Continuum in the area of Social/Emotional development.
3. Increase the % of students who progress one or more steps as measured on the Creative Curriculum Continuum in the area of cognitive development.

### **High-Leverage Adult Work (Tier 11):**

1. The school will ensure high quality and instruction based on district professional development (GLEs, Oral Language Module) with an emphasis on literacy for all students.
2. The school will facilitate parent involvement in literacy development.
3. The school will integrate specialized instruction provided by the Speech Language Pathologist.
4. The school will ensure a positive social and emotional climate for all students, staff and families.
5. The 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.

## 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.

- Increase the % of students who progress one or more steps as measured on the Creative Curriculum Continuum (specifically, objective 39, expresses self using words and expanded sentences; objective 41, answers questions; objective 42, asks questions; and objective 43, actively participates in conversations; GLE 1.3 # 18 and 1.4, # 5, 10, and 12).

**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:*

- Ensure high quality curriculum and instruction based on District Professional Development (GLEs, Oral Language Module) with an emphasis on literacy for all students.
- Facilitate parent involvement in literacy development
- Integrate specialized instruction provided by Speech Language Pathologist

*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.

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

- Nancy Moriarty, Supervisor
- Building Data Team
- Micki Boccaccio, Language Arts Consultant
- Judith Merrick, Educational Manager
- 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, including timelines, projected costs, funding sources, and other relevant information, as appropriate.

- Participate in Professional Development provided by the district (GLEs and Oral Language Module)
  - Year One
    - Align GLEs and Creative Curriculum Objectives for seamless instruction
    - Implement oral language strategies to increase students' literacy language
    - Analyze data based on Creative Curriculum Continuum 2 times a year to inform

instruction and show growth

- Integrate literacy in content areas at all levels
- Attend GEMS Professional Development
- Year Two
  - Train other staff in science strategies
  - Create content specific lesson plans that align with Creative Curriculum objectives
  - Implement Great Explorations in Math and Science
  - Align GEMS objectives to Creative Curriculum oral language and cognitive domains
- Year Three
  - Ensure implementation of content specific lesson plans
  - Ensure implementation of Great Explorations in Math and Science
- Implement a Scientific Research-Based Intervention/Response to Intervention (SRBI/RTI) model that addresses curriculum and instruction. Focus on consensus building around Scientific Research-Based Intervention/Response to Intervention (SRBI/RTI) and ensuring high quality Tier I instruction.
  - Year One
    - Representative to attend CALI SRBI basic training and certification
    - Identify need for Tier 1 intervention based on Creative Curriculum data and ensure high quality Tier 1 instruction
  - Year Two
    - Train classroom staff in Scientific Research-Based Interventions (SRBI)
    - Ensure proper integration of Scientific Research-Based Interventions (SRBI) with current Early Intervention Process (EIP) practices.
    - Adjust instructional strategies and tiered intervention to meet the needs identified in the data.
  - Year Three
    - Continue implementation of Scientific Research-Based Interventions with Early Intervention Practices

**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.

- Data teams will gather classroom data at least every 6 weeks to share with the School Data Team. Data will show growth across the Creative Curriculum Continuum. In addition individual lesson plans will show implementation of strategies in both literacy and content areas.
- Analysis of the results of selected objectives will show over time an increase in developmental levels and reduce the gap of those groups who remain constant.
- Annual self assessment will demonstrate strengths, high quality instruction and that weaknesses are identified and addressed in an action plan.
- Annual review of Creative Curriculum 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.

- **Increase the % of students who progress one or more steps as measured on the Creative Curriculum Continuum in the area of Social/Emotional Development, specifically objective 3, recognizes own feelings and manages them appropriately, objective 7, respects and cares for classroom environment and materials, and objective 13, uses thinking skills to resolve conflicts.**

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

*Strategic Work:*

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

*Rationale:*

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

*Cambridge Recommendations:*

- **Review organizational structures to increase leadership capacity so that accountability models are strengthened and curriculum improvement strategies have greater impact.**
- **Implement more rigorous evaluation strategies that focus specifically on measuring the impact of additional resources and interventions that are aimed at improving children's learning and/or mental and social well-being.**

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

- Nancy Moriarty, Supervisor
- Early Intervention Process (EIP) Team (social worker, disabilities manager, etc)
- Preschool Assessment Team (PAT) for identified children
- Building Data Team

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

- **Provide professional development on improving school climate**
  - **Year One**
    - **Provide professional development opportunities to staff:**

- Positive Behavior Support for Pre-Kindergarten (Building Blocks)
  - Challenging Behavior
- Year Two
  - Continue Professional Development based on data and school need
- Year Three:
  - Maintain Ongoing Professional Development
- Increase engagement of families in support of positive student behavior.
  - Year One
    - Assure parent involvement in Early Intervention Process (EIP) meetings and development of interventions.
    - Provide translators as needed and disseminate information in alternate languages where possible.
    - Integrate Positive Behavior Support (PBS) and Early Intervention Process (EIP)
  - Year Two
    - Review integration of PBS and EIP and make adjustments as needed
  - Year Three
    - Continue assuring parent involvement in Early Intervention Process meetings
- Assure consistency of implementation of Positive Behavior Support (PBS) using Scientific Research-Based Intervention/Response to Intervention (SRBI/RTI) model.
  - Year One
    - Assess status of initial implementation by analyzing the strategies used to build positive relationships with children and families, structure transitions, and activities that promote engagement (Tier 1)
    - Attend professional development provided by the district or CALI
      - Train a certified trainer in Scientific Research-Based Intervention
  - Year Two
    - Provide professional development to staff in SRBI
    - Continue implementation of Scientific Research-Based Intervention and Early Intervention Process
  - Year Three
    - Monitor implementation and refinement of Positive Behavior Support

**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.

- Creative Curriculum Data Reports will show increase in one or more steps in the area of Social Emotional Development, specifically sense of self, responsibility for self and others, and pro-social behavior.
- Data as measured on the Devereux Early Childhood Assessment will show an increase in protective factors (attachment, initiative, self control) for those students in the area of concern.

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.

- **Increase the % of students who progress one or more steps as measured on the Creative Curriculum Continuum in the area of language development and cognitive development**

**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 and building and 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:*

- **Review organizational structures to increase leadership capacity so that accountability models are strengthened and curriculum improvement strategies have greater impact.**

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

- Nancy Moriarty, Supervisor
- Micki Boccaccio, Language Arts Consultant
- Judith Merrick, Educational Manager
- Classroom Teachers
- Building Data Team

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

- **Develop and disseminate a structured protocol for the implementation of program level and building level data teams**
  - **Year One**
    - **Establish a committee with representation from each program (part day, full day, preschool special education, Head Start, School Readiness)**
    - **Develop a meeting schedule calendar for each program and building level team**
    - **Review the process of data-driven decision making**
    - **Collect minutes from teams**
    - **Share strategies and data with building team**
    - **Identify specific Creative Curriculum goals, objectives and align with Grade Level Expectancies (GLEs)**
    - **Provide opportunities to meet with receiving teachers (Kindergarten) to review child progress as measured on the Creative Curriculum**

- Year Two
  - Share and pilot Data Team Rubrics
- Year Three
  - Implement rubrics
  - Monitor implementation of data team rubrics
- Provide professional development for teachers in the analysis and use of data to inform instruction and improve student achievement
  - Year One
    - Provide opportunities to discuss student work, strategies and activities during curriculum meetings and building data team meetings
  - Year Two
    - Continue ongoing professional development
  - Year Three
    - Continue focus on student work to inform instruction through data team collaboration

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

- **Agenda and minutes from Program Data Team will demonstrate communication and collaboration between established building data team.**
- **Individual data team minutes and student work will reflect multiple strategies in instructional practices implemented.**

**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 8/0**