

EAST HARTFORD HIGH SCHOOL

Areas in Need of Improvement	Current Strategies	Questions to Consider for Plan Revision
<ul style="list-style-type: none"> • Develop a coherent and consistent approach to curriculum and instructional leadership oversight, supervision and evaluation by clearly defining the roles and responsibilities of the school administrations team, department heads and district staff. 	<ul style="list-style-type: none"> • Data driven decision making/classroom walkthrough • Curriculum development with common format • Administrative team meetings – weekly • Department Head meetings with Secondary Curriculum Supervisor, Administrative Team and Assistant Superintendent – monthly • Curriculum Cabinet meetings – Assistant Superintendent with department heads to evaluate school data/ curriculum strengths and weaknesses. – bi-monthly 	<ul style="list-style-type: none"> • How has data been shared interdepartmentally to change and develop curriculum? • What forum has been created for a collegial discussion of responsibility for departmental curriculum and development of viable documents? • How can we restructure or map out duties and responsibilities for assessment, cross curriculum planning and supervision/evaluation?
<ul style="list-style-type: none"> • Ensure that the School Improvement Plan and data-driven decision-making processes are more effective in promoting student achievement by clearly identifying: <ul style="list-style-type: none"> ○ Targets for the achievement of all sub-groups and individual students; and ○ The persons to take action and the tasks and associated timelines. 	<ul style="list-style-type: none"> • Curriculum Based Assessments – creation and implementation of CBA’s aligned with CAPT and curriculum • CAPT – target areas of need and identifying skills and concepts required for at/above proficiency • Teaming (grades 9 and 10) – daily meetings discussing curriculum, instruction and individual students • Academic Resource Centers and Student Assistance Centers – individual plans for students targeting specific needs: academic and social • In-School Suspension – redesigned with academic structure of periods and intervention counseling sessions 	<ul style="list-style-type: none"> • How has data from the CBA’s been focused on the process of improving teaching and learning instead of simply targeting areas of standardized test success? • How can we establish a useful plan for incorporating student expectations into CBA data?
<ul style="list-style-type: none"> • Develop the existing curriculum to ensure that it more closely matches the needs of individual students by using the existing collaborative planning sessions to: <ul style="list-style-type: none"> ○ share best practice; and ○ enhance the focus on differentiation and individualized learning within lessons. 	<ul style="list-style-type: none"> • School Improvement Team – review School Improvement Plan, analyze data with faculty, and identify strategies for improvement • Classroom Walkthroughs – used to ensure curriculum accountability and develop viable professional development • New Teacher Induction Program – assign mentors, share lessons bi-monthly meetings • Department Data Teams – analyze CBA data as well as CAPT data to develop specific strategies that will be used with students to target success 	<ul style="list-style-type: none"> • How does our curriculum match data that has been collected via CBA’s? • How can opportunities and venues be created that share best practice? • How can an emphasis be placed school wide on differentiation of instruction and individual learning plans? • How is data from Classroom Walkthroughs being implemented to focus and alter instruction on student needs?

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	<ul style="list-style-type: none"> • Faculty Meetings – presenting and modeling effective teaching strategies based on Marzano’s nine effective teaching strategies while focusing on differentiation 	
<ul style="list-style-type: none"> • Ensure that there is greater coherence and consistency in the guidance provided to all students by: <ul style="list-style-type: none"> ○ establishing systems, procedures and protocols, which formalize the wide range of formal and informal guidance currently taking place across the school; and ○ reviewing the level descriptors used to identify different attainment groups across the departments so that all stakeholders, particularly parents and guardians, can more easily understand the different groupings. 	<ul style="list-style-type: none"> • Facilitate student group sessions with college, technical school, and military representatives • Communicate with teachers, administrators, and parents about student needs or concerns • Schedule appointments with students to counsel them regarding academic achievement • Conduct Career Interest Inventories with students during Grade 10 • Speak with groups of parents at Open House or Information Night about course levels and sequences • Encourage students to participate in enrichment programs and extra-curricular activities • Post upcoming guidance events on the school's web page (i.e., Financial Aid Night or College Planning Night). 	<ul style="list-style-type: none"> • How does our guidance department target and identify specific students needing support? • How can we better formalize and structure the current practice of the Guidance department? • How can we better communicate with our parents and community members? • How can we project more of the positive successful elements of East Hartford High School? • How can we get more students involved in our extracurricular activities and sports?
<ul style="list-style-type: none"> • Maximize the effectiveness of all professional development by: <ul style="list-style-type: none"> ○ focusing professional development on improving instructional practice; and ○ ensuring more consistent use across the curriculum of the agreed strategies and questioning techniques for improving students’ English and mathematics skills. 	<ul style="list-style-type: none"> • Yearlong plan – Determine focus for Tuesday meetings Thursday early-release professional development days throughout school year • Classroom Walkthrough – develop and focus professional development to improve instructional practice on a consistent basis • Department Data Team meetings – introduce and evaluate effectiveness of instructional strategies • Professional Growth plans – Align Teacher Evaluation/Professional Growth plans with school improvement plans 	<ul style="list-style-type: none"> • How data from Classroom Walkthrough has shaped and changed our instructional practices? • How can we use data from Classroom Walkthroughs and CBA’s to target appropriate professional development for our school?