



**DR. THOMAS S. O'CONNELL  
SCHOOL IMPROVEMENT PLAN  
2011-2012**

# SCHOOL IMPROVEMENT PLAN 2011-2012

## School Data Team

<b>Shannon Bora</b> <i>Grade 1 Teacher</i>	<b>Kathleen Clark</b> <i>Literacy Coach</i>	<b>Bea Corrado</b> <i>Grade 5 Teacher</i>
<b>Darcy Malone</b> <i>Kindergarten Teacher</i>	<b>Elizabeth Marinelli</b> <i>Social Worker</i>	<b>Scott Nozik</b> <i>Principal</i>
<b>Kara Pac</b> <i>Grade 2 Teacher</i>	<b>Cynthia Roberson</b> <i>Resource Teacher</i>	<b>Jeanette Valenches</b> <i>Art Teacher</i>
<b>Courtney Reynolds</b> <i>Grade 6 Teacher</i>	<b>Mark Weaver</b> <i>Grade 4 Teacher</i>	<b>Amy Wiles</b> <i>Grade 3 Teacher</i>

## School Governance Council

<b>Sarah Worley</b> <i>Chairperson/Parent</i>	<b>Renee Byers</b> <i>Vice Chair/Grade 2 Teacher</i>	<b>Tara Fitch</b> <i>Secretary/Parent</i>
<b>Tina Jefferson</b> <i>Timekeeper/Parent</i>	<b>Shannon Bora</b> <i>Grade 1 Teacher</i>	<b>Audrey Breen</b> <i>Parent</i>
<b>Brian Cloutier</b> <i>Parent</i>	<b>Bea Corrado</b> <i>Grade 5 Teacher</i>	<b>Amanda Dougela</b> <i>Parent</i>
<b>Molly Fleming-Modi</b> <i>Grade 1 Teacher</i>	<b>Sue LaFleur</b> <i>Community Member</i>	<b>Scott Nozik</b> <i>Principal</i>
<b>Kara Pac</b> <i>Grade 2 Teacher</i>	<b>Angela Read</b> <i>Community Member</i>	<b>Kim Tipton</b> <i>Parent</i>
<b>David Arburr</b> <i>Alternate 1</i>	<b>Cheryl Kelly</b> <i>Alternate 2</i>	<b>Matthew Walker</b> <i>Alternate 3</i>

## Introduction

The Dr. Thomas S. O'Connell School Improvement Plan represents the evolution of work begun several 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.

## **OVERVIEW**

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

1. On the CMT and CAPT in Reading, Mathematics and Writing, the aggregate grade-level gain in the number of students at or above proficiency over the one-year period of the School Improvement Plan (2011-2012) will be at least 4 percentage points while maintaining performance at/above goal.
2. The aggregate same group gain of matched cohorts that are proficient or higher in reading and mathematics will be at least 4 percentage points over the one-year period of the School Improvement Plan while maintaining performance at/above goal as measured by the Connecticut Mastery Test (CMT).
3. On the CMT, achievement gaps within targeted subgroup (Free/Reduced Eligible) will be reduced by 10% over the one year period of the School Improvement Plan
4. The aggregate same group gain of matched cohorts within targeted subgroup (Free/Reduced Meal Eligible) that are proficient or higher in reading and mathematics will be at least 5 percentage points over the one-year School Improvement Plan while closing the achievement gap and maintaining performance at/above goal as measured by the Connecticut Mastery Test (CMT).

### **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 in every school across the district.
3. 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

# CURRICULUM and INSTRUCTION

**Person(s) Responsible:** Kathleen Clark, Shannon Bora, Cynthia Roberson, Courtney Reynolds

<p><b>Action Plan Strategies:</b></p> <ol style="list-style-type: none"><li><b>1. Implement and monitor Common Core State Standards Based curricula and assessments.</b><ul style="list-style-type: none"><li><b>▪ K-6 Literacy:</b><ul style="list-style-type: none"><li>• Implement revised District Kindergarten Language Arts Curriculum based on Common Core State Standards (CCSS) and revised District Grades 1-6 Language Arts Curriculum based on Grade Level Expectations (GLEs).</li><li>• Use of the John Collins Writing Program in Grades 5-6.</li></ul></li><li><b>▪ K-6 Mathematics:</b><ul style="list-style-type: none"><li>• Administration of mathematics universal screens two times a year grades K-6.</li><li>• On-going implementation of FASTT Math in grades 3-6 and Fraction Nation grades 4-6.</li></ul></li></ul></li><li><b>2. Implement a Scientific Research Based Intervention model at O'Connell School that addresses curriculum and instruction while ensuring effective instruction for all learners.</b><ul style="list-style-type: none"><li>▪ Collaboration among professionals to analyze, share, and replicate effective instructional practices and, when appropriate, successful differentiated instruction and flexible grouping practices.</li><li>▪ Interventions provided: Early Intervention in Reading (EIR), Leveled Literacy Intervention (LLI) in grades 1-2; SOAR to Success in grade 5; Lexia in grades 1-3; Fluency Groups in grades 4-5; and Comprehension/Open-Ended Response groups in grades 4-6.</li><li>▪ Develop and implement grade level "dipstick" assessments to effectively progress monitor students based upon our district language arts curriculum.</li></ul></li><li><b>3. Evaluate and revise schedule/structures to support improved student achievement.</b><ul style="list-style-type: none"><li>▪ Revise schedules and allocation of adult resources (TAG and Kindergarten support) to provide additional literacy instruction to selected students based on student performance data after the administration of ELS and DRA.</li></ul></li></ol>	<p><b>Results Indicators:</b></p> <ul style="list-style-type: none"><li>✓ Site Education Team (SET) data will reflect implementation of the written curriculum and will be shared with the School-Wide Data Team.</li><li>✓ Review and analysis of student portfolios.</li><li>✓ Analysis of district's universal screens (K-6).</li><li>✓ Fidelity of implementation as measured by SAM.</li><li>✓ Data team minutes will reflect shared instructional practices among teaching staff.</li><li>✓ EIPs will indicate student progress in specified areas.</li><li>✓ Dipstick assessments will be administered by teachers at regular intervals within each language arts unit. Data will be collected and analyzed during IDT.</li><li>✓ Revision of intervention/support schedules will be shared with SWDT.</li></ul>
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## SCHOOL CLIMATE

**Person(s) Responsible:** Darcy Malone, Jeannette Valenches, Liz Marinelli, Bea Corrado, Hassan Robinson

<p><b>Action Plan Strategies:</b></p> <ol style="list-style-type: none"><li><b>1. Actively address parent and community concerns through the School Governance Council</b><ul style="list-style-type: none"><li>▪ Council holds elections, develops and implements bylaws, and advises the principal on a variety of school-based decisions.</li></ul></li> <li><b>2. Assure consistency of implementation of Positive Behavioral Interventions and Supports (PBIS) using Scientific Research-Based Intervention/Response to Intervention (SRBI/RTI) model.</b><ul style="list-style-type: none"><li>▪ Develop agreement on details of Positive Behavioral Interventions and Supports (PBIS) implementation and data gathering at the school, including interpretation of terms (Tiers I, II and III).</li> <li>▪ Refine the utilization of specific, disaggregated student data on behavior collected from eSchool Plus data base.</li></ul></li> <li><b>3. Ensure consistency in application of disciplinary consequences</b><ul style="list-style-type: none"><li>▪ PBIS will work collaboratively with schools to modify their Discipline Management System (DMS) to reflect district wide consistency</li><li>▪ Revise data collection system to disaggregate student data and infractions</li><li>▪ Review and revise teacher referral to reflect PBIS processes and discipline data tracking system</li><li>▪ Establish supervisory and student expectations for discipline/support programs</li><li>▪ Survey staff on the effectiveness of the DMS</li></ul></li></ol>	<p><b>Results Indicators:</b></p> <ul style="list-style-type: none"><li>✓ The establishment of a fully functioning School Governance Council, with a complete Board, and minutes and agendas posted on the school web site.</li> <li>✓ Positive Behavioral Interventions and Supports Site Evaluation Team (PBIS SET) assessments evaluated by the district PBIS committee will demonstrate a minimum level of 80% in consistent application of Positive Behavioral Interventions and Supports practices in the school as measured by PBIS SETs.</li> <li>✓ Survey data will show perceptions of staff in the selected focus area to establish consistency throughout grades K-6 (pending survey results).</li></ul>
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## DATA TEAM

**Person(s) Responsible:** Scott Nozik, Mark Weaver, Amy Wiles, Kara Pac

<p><b>Action Plan Strategies:</b></p> <ol style="list-style-type: none"><li><b>1. Create and sustain a system of continuous improvement by bringing the work of the grade level data teams to a high level of proficiency based upon the IDT proficiency rubric.</b><ul style="list-style-type: none"><li>▪ Administration of the proficiency rubric with all grade level data teams.</li><li>▪ Analyze grade level rubrics to help guide and determine overall areas of opportunities.</li></ul></li> <li><b>2. Implement standardized reporting forms among all grade level data teams in order to communicate school and grade level progress to the School and District Data Teams.</b><ul style="list-style-type: none"><li>▪ Implement dedicated weekly time blocks for grade level data teams.</li></ul></li> <li><b>3. Implement School Wide Data Team.</b><ul style="list-style-type: none"><li>▪ Implement dedicated time for SDT meetings (one Tuesday per month)</li><li>▪ Utilize outside support from CREC.</li><li>▪ Report school progress to District Data Team.</li><li>▪ Revise and disseminate School Improvement Plan to district, staff, School Governance Council and community.</li></ul></li></ol>	<p><b>Results Indicators:</b></p> <ul style="list-style-type: none"><li>✓ Rubric to be administered by June 2012.</li> <li>✓ IDT will identify 1-2 areas of opportunity by September 2012 to focus on. Results will be reviewed by the SWDT.</li>       <li>✓ 100% of Grade Level Data Teams will adopt electronic and standardized templates located on a shared drive (N: Drive) to communicate student progress</li>       <li>✓ SWDT will meet monthly and submit minutes to the DDT.</li>       <li>✓ Complete DWDT Progress Report</li><li>✓ Completed School Improvement Plan will be distributed to district, school staff, school governance council members, and published on the school website.</li></ul>
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# 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**