EAST HARTFORD PUBLIC SCHOOLS
DISTRICT 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

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Superintendent of Schools

Debbie A. Kaprove
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Jody Lefkowitz
Director, Pupil Personnel

Christopher Wethje
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Director, Facilities

Paul Mainuli
Director, Business Services

Michael Moan
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Supervisor, Special Education

Emil Kopcha
Supervisor, Fine and Performing Arts

David Flanagan
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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

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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.
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Debra Drew Early Literacy Coordinator	**Marilyn Boccaccio** District Literacy	**Joanne LeBeau** Literacy Coach
Barbara McKinney Literacy Coach		

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.

OVERVIEW

Priority Student Outcomes (Tier I):

1. On the CMT in Reading, Mathematics and Writing, the average grade-level gain in the number of students at or above proficiency over the three-year period of the District Improvement Plan (2008-2011) will be at least 15 percentage points.

2. On the CAPT in Reading, Mathematics, and Writing, the grade-level gain at or above proficiency over the three-year period of the District improvement Plan will be at least 15 percentage points.

3. On the CMT and CAPT, achievement gaps within targeted subgroups (Black, Hispanic, English Language Learners, Special Education and Free/Reduced Eligible) will be reduced by 30% over the three year period of the District Improvement Plan

4. The number of overall suspensions and the number of students suspended in the District will decrease by at least 15 percent over the three-year period of the District Improvement Plan (2008-2011).

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

High-Leverage Adult Work (Tier II):

1. The district will ensure high quality curriculum and instruction at every grade level for all students.

2. The district will ensure a positive social and emotional climate for all students, staff and families in every school across the district.

3. The district will bring the work of the data teams to a high level of proficiency at all levels of the accountability system – instructional, building and district level teams

Action Plan to Implement Strategic Work for District Improvement: CURRICULUM and INSTRUCTION

Priority Student Outcomes (Tier I): List the prioritized student goals that this action plan is designed to achieve.

- **On the CMT in Reading, Writing and Mathematics, the average grade-level gain in the number of students at or above proficiency over the three-year period of the District Improvement Plan will be at least 15 percentage points.**
- **On the CAPT in Reading, Writing and Mathematics, the grade-level gain at or above proficiency over the three-year period of the District improvement Plan will be at least 15 percentage points.**
- **CMT and CAPT achievement gaps within targeted subgroups (Black, Hispanic, English Language Learners, Special Education and Free/Reduced Eligible) will be reduced by at least 30 percent over the three year period of the District Improvement Plan.**

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

Strategic work:
- **The District will ensure high quality curriculum and instruction with an emphasis on literacy at every grade level for all students.**

Rationale:
- **Research from the Leadership and Learning Center supports the implementation of a standards-based curriculum that includes the identification of priority standards and appropriate, effective teaching strategies to improve student achievement.**
- **Research published by Dr. Richard Allington, editor and contributing author of *No Quick Fix,* emphasizes the importance of strong literacy instruction for all students, especially in K-2, so that "on-grade" level reading skills can be achieved by grade 3.**

Cambridge recommendations:
- **Strengthen professional development in order to raise achievement in reading across all phases of schooling, with specific emphasis on diagnosing reading difficulties and expanding strategies to support individual students.**
- **Implement more rigorous evaluation strategies that focus specifically on measuring the impact of additional resources and interventions that are aimed at improving children's learning and/or mental and social well-being.**
- **Improve pedagogy so that teaching strategies are of a consistently high standard and appropriately differentiated to meet the needs of individual students.**
- **Review organizational structures to increase leadership capacity, particularly in elementary schools, so that accountability models are strengthened and curriculum improvement strategies have greater impact.**

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

- **Marion H. Martinez, Superintendent**
- **Debbie A. Kaprove, Assistant Superintendent**
- **Jody Lefkowitz, Director of Pupil Personnel**
- **Marcia Huddy and Lesley Morgan-Thompson, Supervisors of Curriculum, Instruction and Assessment**
- **Principals, Department Heads, Literacy Team**
- **District 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.

- **Revise, publish and disseminate standards-based English/Language Arts (ELA) curriculum documents with identified Grade Level Expectations (GLE), prioritized standards and pacing guides.**
  - **Year One**
    - **Elementary (K-6):**
      - **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.**
    - **Secondary (7-12):**
      - **Revise (math, science, ELA, world language)/Create pacing guides (social studies) with literacy standards and strategies integrated as appropriate.**
      - **Implement drafts of pacing guides.**
      - **Collect feedback and student achievement data.**
  - **Year Two**
    - **Elementary (K-6):**
      - **Revise 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.**
      - **Publish pacing guides and curriculum documents to the N Drive.**
  - **Year Three**
    - **Monitor fidelity of curriculum/pacing guide implementation through Curriculum Cabinet and principals' meetings.**
- **Integrate literacy in content areas at all levels**
  - **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 at all levels.
    - ➢ **Effective Teaching Strategies for English Language Learners (ETS for ELL) for literacy team, literacy coaches, department heads, 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.**
- o **Incorporate literacy standards and strategies in all content areas (Grade Level Expectations).**
  - ▪ **Year One**
    - ➢ **Professional development for all staff, such as John Collins, Readers' Workshop/Writers' Workshop.**
    - ➢ **Continue implementation of Effective Teaching Strategies, Creating Independence through Student-owned Strategies (CRISS), Blueprint for Learning/Beyond the Blueprint and other literacy focused work.**
    - ➢ **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, K-8, and additional opportunities for focused literacy intervention.**
    - ➢ **Analyze, share and replicate, where appropriate, successful flexible grouping practices, K-12.**
  - ▪ **Year Two**
    - ➢ **Embed literacy standards and strategies in all content areas and publish curriculum documents, K-12.**
    - ➢ **Apply common reading and writing scoring rubrics developed collaboratively among and within content areas, K-12.**
    - ➢ **Provide coaching for professional development   implementation.**
    - ➢ **Implement professional development identified through Site Education Team classroom visits.**
    - ➢ **Implement plan for effective use of 90 minute literacy blocks, K-8 and additional opportunities for focused literacy intervention.**
    - ➢ **Continue to share and replicate successful flexible grouping practices, K-12.**
  - ▪ **Year Three**
    - ➢ **Ensure alignment of revised curriculum and instructional practices as demonstrated by units, activities, collaborative lessons that incorporate literacy standards and strategies, K-12, through vertical meetings among grade levels and across grade levels.**
    - ➢ **Evaluate and revise, if necessary, common reading and writing scoring rubrics, K-12.**
- • **Ensure application of culturally responsive pedagogy and Effective Teaching Strategies (ETS), including ETS for English Language Learners (ELL) at every grade.**

- o **Year One**
    - ▪ **Assess consistency of implementation of Effective Teaching Strategies (ETS) across the district.**
    - ▪ **Continue professional development in Effective Teaching Strategies (ETS) as needed.**
    - ▪ **Include training in Effective Teaching Strategies for English Language Learners.**
    - ▪ **Provide professional development in culturally relevant pedagogy to identified individuals.**
    - ▪ **Develop plan to build district capacity.**
- o **Year Two**
    - ▪ **Monitor consistency of implementation of Effective Teaching Strategies, including Effective Teaching Strategies for English Language Learners.**
    - ▪ **Provide professional development in culturally relevant pedagogy across the district.**
    - ▪ **Provide implementation support as needed.**
- o **Year Three**
    - ▪ **On-going support and monitoring of instructional strategies implementation.**
- **Implement a Scientific Research-Based Intervention/Response to Intervention (SRBI/RTI) model across the district that addresses curriculum and instruction.**
    - o **Year One: Focus on consensus building around Scientific Research-Based Intervention/Response to Intervention (SRBI/RTI) and ensuring high quality Tier I instruction:**
        - ▪ **Continue to 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.**
        - ▪ **Agree on a shared vision/philosophy and a shared definition of Scientific Research-Based Intervention (SRBI)/Response to Intervention (RTI) (October meeting with State Education Resource Center (SERC).**
        - ▪ **Develop a model for East Hartford (decide what needs to be consistent across the district and what needs to be flexible to meet the needs of different schools) which also addresses the identification of learning disabled students by the end of 2008-2009 school year.**
        - ▪ **Provide professional development to schools on the updated Learning Disabled (LD) Guidelines.**
        - ▪ **Ensure proper integration of Scientific Research-Based Interventions (SRBI) with current Early Intervention Process (EIP) practices.**
    - o **Year Two: Focus on making decisions about more strategic and intensive intervention (Tiers II and III).**
        - ▪ **Evaluate the fidelity of implementation of universal applications of literacy strategies for all students.**
        - ▪ **Implement the tiered model developed in year one across the district and monitor effect on student achievement through data analysis.**
        - ▪ **Maintain on-going professional development access and provide support to new and selected staff including the application of new Learning Disabled (LD) Guidelines.**

- o **Year Three: Focus on evaluation of the implementation of the district's tiered model.**
  - ▪ **Evaluate effectiveness of tiered intervention strategies through analysis of student achievement data (progress monitoring).**
  - ▪ **Adjust instructional strategies and tiered intervention to meet the needs identified in the data.**
- **Evaluate and revise schedule/structures to support improved student achievement.**
  - o **Year One**
    - ▪ **Elementary**
      - ➤ **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.**
    - ▪ **Middle School**
      - ➤ **Review current structures — teaming, looping, etc. – to assess impact, both positive and negative, on instruction and student achievement.**
      - ➤ **Evaluate, revise and create a schedule.**
      - ➤ **Provide extended literacy opportunities beyond the 90 minute literacy block.**
      - ➤ **Provide an orientation to the new schedule.**
    - ▪ **High School**
      - ➤ **Evaluate newly designed 2008-2009 eight period schedule.**
      - ➤ **Review other current structures — teaming, looping, etc. – to assess impact, both positive and negative, on instruction and student achievement.**
      - ➤ **Make decisions on schedule structures for year two.**
      - ➤ **Provide an orientation to changes made in the schedule/structures.**
  - o **Year Two**
    - ▪ **Elementary Schools**
      - ➤ **Continue to monitor schedules and allocation of adult resources using student achievement data from state and district assessments.**
    - ▪ **Middle School**
      - ➤ **Implement new schedule.**
      - ➤ **Evaluate and revise, if necessary, new schedule.**
    - ▪ **High School**
      - ➤ **Implement revisions to schedule based on analysis of data collected during year one.**

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

- **Schools will gather Site Education Team (SET) classroom data at least every 6 weeks to share with the District Data Team. Site Education Team process data will show that increasing percentages of classrooms in each school are implementing the revised curriculum, including the elements of Making Standards Work (MSW),**

Effective Teaching Strategies (ETS) and differentiation in lesson plans, in their instructional practices with the goal that all classrooms will demonstrate 100% implementation by the end of the three year period.

- **Analysis of the results of selected district assessments (as identified in the district assessment calendars) will show over time an increase in achievement and a decrease in the achievement gap of students in identified subgroups.**

- **Evaluations will demonstrate that professional development is of high quality and that additional professional development needs are identified and referred to the district professional development committee.**

- **Annual review of CMT/CAPT data will demonstrate continuous progress over time toward achievement of the tier I academic goals for overall performance and reduction of achievement gaps.**

Budget Implications 2008-2011

Budget Implications by Category

	FY 2008-09	FY 2009-10	FY 2010-11	Total	Funding Source
I. Curriculum and Instruction					
Summer Curriculum Work (i.e. Create pacing guides/Revise documents to include ELL frameworks)	**51,724**	**53,276**	**54,874**	**159,874**	**Board and State/Federal Grants**
Consultant Fees - Services from CREC, SERC, and CALI, etc. (i.e. to provide professional development in culturally relevant pedagogy across the district; and Effective Teaching Strategies for English Language Learners	**1,400**	**3,500**	**0**	**4,900**	**Board and State/Federal Grants**
Consultant Fees – Dr. Richard Allington; two days workshop/technical assistance on literacy strategies, K-5	**20,000**	**0**	**0**	**20,000**	**ECS Grant**

Professional Development - Connecticut Accountability for Learning Initiative (CALI) workshops	**14,000**	**0**	**0**	**14,000**	**Board and State/Federal Grants**
Professional Development for all staff (i.e. John Collins; Readers/Writers Workshop; Connecticut Writing Project), grades 9-12	**22,400**	**22,400**	**22,400**	**67,200**	**Board**
Professional Development for all staff (i.e. John Collins; Readers/Writers Workshop; Connecticut Writing Project), grades K-8	**66,892**	**66,892**	**66,892**	**200,676**	**State/Federal Grant - Title I and Accountability Grant**
John Collins and Effective Teaching Strategies for English Language Learners workshops and implementation support	**15,470**	**15,470**	**15,470**	**46,410**	**Board**
Instructional Supplies - including John Collins Manuals and Teacher Implementation Folders, K-8	**8,100**	**3,500**	**3,500**	**15,100**	**Federal Grant Title IIA and State Grant – Title I**
Off Site rental/books/supplies for workshops - Two Days	**9,500**	**0**	**0**	**9,500**	**Board**
Off Site rental/books/supplies for workshops - Two Days	**12,500**	**0**	**0**	**12,500**	**State Grant - Accountability**
Library Resources and Leveled Reading Books Grades K – 6 (Response to Cambridge school assessment recommendations)	**100,000**	**100,000**	**100,000**	**300,000**	**Board**
	301,986	**265,038**	**263,136**	**830,160**	

Action Plan to Implement Strategic Work for District Improvement:
SCHOOL CLIMATE

Priority Student Outcomes (Tier I): List the prioritized student goals that this Action Plan is designed to achieve.

- **The number of overall suspensions and the number of students suspended in the District will decrease by at least 15 percent over the three-year period of the District Improvement Plan (2008-2011).**

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

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

Strategic Work:
- **The district will ensure a positive social and emotional climate for all students, staff and families in every school across the district.**

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

Cambridge Recommendations:
- **Review organizational structures to increase leadership capacity, particularly in elementary schools, so that accountability models are strengthened and curriculum improvement strategies have greater impact.**
- **Implement more rigorous evaluation strategies that focus specifically on measuring the impact of additional resources and interventions that are aimed at improving children's learning and/or mental and social well-being.**
- **Greater attention should be paid to supporting students from minority groups in order to address the disproportionately high number of suspensions particularly among Black males.**

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

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

- **Marion H. Martinez, Superintendent**
- **Debbie A. Kaprove, Assistant Superintendent**
- **Jody Lefkowitz, Director of Pupil Personnel**
- **Principals and assistant principals**
- **District Positive Behavior Support Team**
- **District 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 in all schools through Connecticut Accountability for Learning Initiative (CALI) School Climate training.**
  - **Year One**
    - **Provide professional development opportunities to principals, assistant principals, department heads and teacher leaders through the Connecticut Accountability for Learning Initiative (CALI) on School Climate.**
    - **Plan among leaders to create a district "roll-out" plan for all schools.**
  - **Year Two**
    - **Maintain on-going professional development access and provide support to new and selected staff – administrators and teachers.**
  - **Year Three**
    - **Maintain on-going professional development access and provide support to new and selected staff – administrators and teachers.**
- **Increase engagement of families in support of positive student behavior.**
  - **Year One**
    - **Administer and analyze Connecticut Accountability for Learning Initiative (CALI) climate survey for families, students and staff in all schools to establish baseline data.**
    - **Share initial information with all members of the entire school community.**
    - **Implement selected strategies to address focus areas and increase engagement of families.**
    - **Assure parent/guardian involvement in Early Intervention Process (EIP) meetings and the development of interventions.**
    - **Provide translators as needed and disseminate information in alternate languages where possible.**

- o **Year Two**
  - ▪ **Implement strategies for selected focus areas.**
  - ▪ **Administer and analyze Connecticut Accountability for Learning Initiative (CALI) climate survey as identified in year one.**
  - ▪ **Continue to share survey information with entire school community.**
  - ▪ **Revise/adjust strategies and collect Positive Behavior Support data on focus areas.**
  - ▪ **Monitor integration of Positive Behavior Support (PBS) and Early Intervention Process (EIP) structures.**
- o **Year Three**
  - ▪ **Modify year two strategies as indicated by analysis of survey data and PBS data.**
  - • **Continue to collect data and disseminate results to entire school community.**
- • **Assure consistency of implementation of Positive Behavior Support (PBS) using Scientific Research-Based Intervention/Response to Intervention (SRBI/RTI) model.**
  - o **Year One**
    - ▪ **Assess status of initial implementation schools by analyzing the 2007-2008 Positive Behavior Support (PBS) Site Evaluation Team (SET) data to determine level of consistency across the district (Tier 1).**
    - ▪ **Develop agreement on details of Positive Behavior Support (PBS) implementation and data gathering, including interpretation of terms (Tiers 1, II and III).**
      - ➢ **Gather stakeholder input from building level administrators to be brought to district level meetings.**
      - ➢ **Use principals' meetings, Administrative Council and Curriculum Cabinet, along with the District Data Team meetings, to share ideas and build consensus.**
      - ➢ **Identify School-Wide Information System (SWIS) student behavior data points to be incorporated into the eSchool Plus data base and establish baseline data.**
    - ▪ **Provide professional development and technical assistance to support implementation, as needed.**
    - ▪ **Begin to utilize specific, disaggregated student data on behavior collected from eSchool Plus data base.**
  - o **Year Two**
    - ▪ **Continue training and implementation refinement of Positive Behavior Support.**
    - ▪ **Monitor fidelity of implementation and consistency of application by reconciling building/district data in eSchool Plus.**
  - o **Year Three**
    - ▪ **Continue training and implementation refinement of Positive Behavior Support.**
    - ▪ **Monitor fidelity of implementation and consistency of application by reconciling building/district data in eSchool Plus.**
- • **Ensure consistency in application of disciplinary consequences.**
  - o **Year One**
    - ▪ **Develop consensus on disciplinary procedures and consequences.**

- Create an implementation plan/code of conduct with guidelines.
- Provide training to all principals, counselors, student support center tutors and behavior managers in the features of the discipline module of eSchool Plus to create consistency in data recording.
- Customize the eSchool Plus software to provide discipline data consistent with School Wide Information System (SWIS) reporting.
  - Year Two
    - Ensure that eSchool Plus has reliable data through periodic validity checks and that the data demonstrate fidelity of implementation of the plan/code of conduct.
    - Analyze the 2008-2009 Positive Behavior Support Site Evaluation Team (PBS SET) assessments to determine level of Positive Behavior Support (PBS) implementation at the identified schools.
    - Monitor fidelity of implementation and consistency of application by reconciling building/district data in eSchool Plus.
    - Provide professional development and technical assistance to support implementation, as needed.
  - Year Three
    - Monitor fidelity of implementation and consistency of application by reconciling building/district data in eSchool Plus.
    - Provide professional development and technical assistance to support implementation, 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 district.**
- **Discipline data will show incremental reductions in the number of office disciplinary referrals from the baseline as established in year one leading to an overall reduction of 50% by year three.**
- **Suspension data will show incremental reductions of suspensions (In School Suspensions/Out of School Suspensions) averaging 10% per year as measured against the baseline of Year 2007- 08 toward the achievement of the Tier 1 goal.**
- **Survey data will show increasingly positive perceptions of selected focus areas on each school's climate surveys over the baseline of fall, 2008. (percentage increases to be determined after baselines are established in the first survey)**
- **Data will show an increase in family/parent/guardian participation in Early Intervention Process (EIP) meetings and other identified school/parent engagement activities averaging 10% per year.**
- **Agenda and minutes from Curriculum Cabinet, Principals' and District Data Team meetings will demonstrate fidelity of implementation.**

Budget Implications 2008-2011

Budget Implications by Category					
	FY 2008-09	FY 2009-10	FY 2010-11	Total	Funding Source
II. School Climate					
Professional Development – Connecticut Accountability for Learning Initiative (CALI) workshops for Improving school climate for principals, assistant principals, and department heads	46,200	11,200	11,200	68,600	**State/Federal Grants**
Professional Development - Positive Behavior Support using Scientific Research - Based Intervention /Response to Intervention Model	1,400	1,400	1,400	4,200	**State Grant – IDEA**
Professional Development - Responsive Classroom	26,172	26,172	26,172	78,516	**State Grant – Title I**
Professional Development - Training from Consultants on eSchool Plus discipline software module when fully integrated with the School Wide Reporting System (SWIS) reporting system	6,400	6,400	6,400	19,200	**Board**
School community surveys - electronic and hard copy/mailed	5,000	5,000	5,000	15,000	**Board**
Electronic supplies - Integrate School Wide Information Systems (SWIS) student behavior data points into eSchool Plus Database; software support and upgrades	5,000	500	500	6,000	**State Grant - IDEA**
	90,172	50,672	50,672	191,516	

Action Plan to Implement Strategic Work for District Improvement:
DATA TEAM

Priority Student Outcomes (Tier I): List the prioritized student goals that this action plan is designed to achieve.

- **On the CMT in Reading, Writing and Mathematics, the average grade-level gain in the number of students at or above proficiency over the three-year period of the District Improvement Plan will be at least 15 percentage points.**
- **On the CAPT in Reading, Writing and Mathematics, the grade-level gain at or above proficiency over the three-year period of the District improvement Plan will be at least 15 percentage points.**
- **CMT and CAPT achievement gaps within targeted subgroups (Black, Hispanic, English Language Learners, Special Education and Free/Reduced Eligible) will be reduced by at least 30 percent over the three year period of the District Improvement Plan (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 district will bring the work of the data teams to a high level of proficiency at all levels of the accountability system – instructional, building and district level teams.**

Rationale:
- **Research from the Center for Leadership and Learning supports the systematic use of data for improving student achievement. DuFours' research regarding Professional Learning Communities further supports the connection between the use of data and improved student achievement.**
- **Michael Schmoker's research explicated in *Results Now* suggests that timely use of assessment data to drive instruction leads to improved student achievement.**

Cambridge Recommendations:
- **Distribute leadership more widely, based on increased trust and shared responsibility, so that principals have a greater in role in decision-making and a level of professional autonomy that is commensurate with their school's performance.**
- **Strengthen communication between the district and schools so that principals and teachers have genuine opportunities to significantly shape professional development strategies and curriculum initiatives**
- **Review organizational structures to increase leadership capacity, particularly in elementary schools, so that accountability models are strengthened and curriculum improvement strategies have greater impact.**

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

- **Marion H. Martinez, Superintendent**
- **Debbie A. Kaprove, Assistant Superintendent**
- **Marcia Huddy and Lesley Morgan-Thompson, Supervisors of Curriculum, Instruction and Assessment**
- **Principals, department heads**
- **District 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 grade level, subject area, school level and district level data teams.**
  - **Year One**
    - **Establish a committee with representation from each building to develop a standardized data team minutes template.**
    - **Develop a meeting schedule calendar.**
      - **Expand opportunities for vertical teaming in the content areas.**
      - **Provide opportunities for meetings between sending and receiving schools.**
    - **Create and pilot a rubric, in collaboration with teachers and administrators, to assess data team proficiency.**
    - **Identify content area/building data categories to be reviewed across the district – i.e. writing prompts, benchmarks, common assessments, curriculum based assessments, etc. – and create a schedule for reporting to Curriculum Cabinet, Administrative Council and District Data Team.**
  - **Year Two**
    - **Establish data team proficiency benchmarks and apply piloted rubric to assess data teams.**
    - **Implement standardized data team minutes template.**
    - **Review data team meeting calendar and revise if necessary.**
    - **Use Curriculum Cabinet and Administrative Council to review data and develop strategies to impact student achievement.**
  - **Year Three**
    - **Monitor implementation and refine processes as needed.**
- **Provide professional development for administrators and teachers in the analysis and use of data to inform instruction and improve student achievement.**

- o **Year One**
    - **Implement eSchool Plus**
    - **Provide professional development support to teachers and administrators in the following modules:**
        - ➢ **Grade Book and Attendance**
        - ➢ **Data analysis and reporting functions – Data Cubes**
    - **Provide ctreports.com training for all administrators and designated teacher leaders**
    - **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**
    - **Develop a schedule of training that ensures that new staff have the opportunity to be trained in key district initiatives.**
- o **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 eSchool Plus and other data sources.**
- **Create a plan for the use of district-wide benchmark assessments in literacy, numeracy and other selected content areas**
    - o **Year One**
        - **Evaluate current district assessment plan with respect to:**
            - ➢ **Current formative assessments and revisions**
            - ➢ **Current benchmark assessments**
        - **Investigate CSDE-created online content area benchmark assessments for grades 3-8 (for possible pilot).**
        - **Conduct research on established benchmark assessment programs from published sources and pilot selected programs.**
        - **Identify high leverage areas and create/implement assessments in collaboration with teachers and administrators through established committees, such as Curriculum Cabinet, Administrative Council, Literacy Team and others.**
    - o **Year Two**
        - **Implement revised district assessment plan.**
            - ➢ **Establish benchmark assessment plan Pre-K-12**
            - ➢ **Implement developed formative assessments**
            - ➢ **Implement selected content area benchmark assessments**
        - **Evaluate/Modify the high leverage content area assessments that were implemented in Year one**
    - o **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 adult practices, and 3) achieving the specified Tier I goals for students.

- **Agenda and minutes from District Data Team will demonstrate communication and collaboration between established district committees.**
- **The District Data Team will review the data team minutes from buildings and departments.**
- **Building principals will analyze and summarize data team proficiency in their buildings, and the District Data Team will review this information quarterly as per developed rubrics demonstrating 100% proficiency by the end of the three year period.**
- **Site Education Team (SET) classroom data shared with the District Data Team will show that increasing percentages of classrooms in each 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.**

Budget Implications 2008-2011

Budget Implications by Category

	FY 2008-09	FY 2009-10	FY 2010-11	Total	Funding Source
III. Data Team					
Consultant Fees/Training - Analysis of Data for and with the Data Team for statistical results one to three times a year using the Data Cubes of eSchool Plus for benchmarking success and progress of students in support of administrators and teachers	**30,400**	**54,400**	**78,400**	**163,200**	**50% Board and 50% Grant**
Connecticut Accountability for Learning (CALI) support for ctreports.com training for all administrators and teacher team leaders	**2,800**	**2,800**	**2,800**	**8,400**	**CALI funded State and CREC RFS**

CALI technical assistance from Leadership and Learning Center	**10,000**	**TBD**	**TBD**	**10,000**	**CALI RFS funded**
SERC Consultants for Data Teams Facilitation	**7,000**	**TBD**	**TBD**	**7,000**	**CALI RFS/ESC/Board**
	50,200	**57,200**	**81,200**	**188,600**	

East Hartford Public Schools
District Improvement Plan: 2008-2011
Data Chart for SMART-Goal Baselines (2008) and Targets (2011)

Goals 1 & 2: On CMT and CAPT, the average grade-level gain in the number of students at or above proficiency over the three-year period of the District Improvement Plan will be at least 15 percentage points.

CMT: Grades 3-8	2008 Performance	2011 Target
Reading	51%	66%
Math	64%	79%
Writing	71%	86%

CAPT: Grade 10	2008 Performance	2011 Target
Reading	64%	79%
Math	58%	73%
Writing	82%	97%

Goal 3: On CMT and CAPT achievement gaps within targeted subgroups (Black, Hispanic, English Language Learners, Special Education and Free/Reduced Eligible) will be reduced by 30 percent over the three year period of the District Improvement Plan.

CMT: Grades 3-9	2008 Average Gap	2011 Target
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

All Students	2008 Baseline	2011 Target
# Incidents (1753 OSS/1554 ISS)	3307	2811
# Students (945 OSS/367 ISS)	1312	1115
Black Students		
# Incidents (873 OSS/746 ISS)	1619	1214
# Students (448 OSS/154 ISS)	602	452
Hispanic Students		
# Incidents (628 OSS/523 ISS)	1151	863
# Students (340 OSS/132 ISS)	472	354
Special Education Students		
# 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