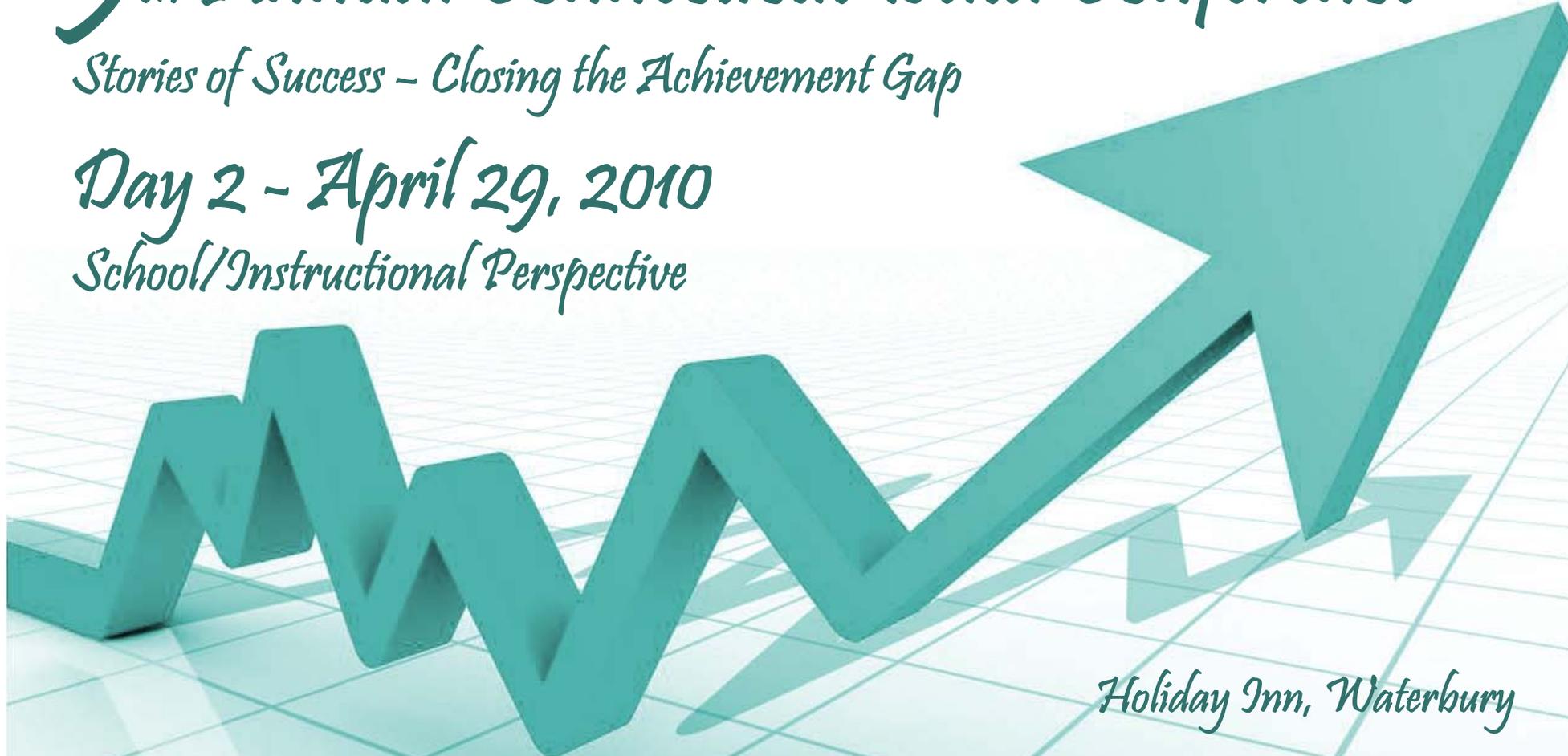


5th Annual Connecticut Data Conference

Stories of Success - Closing the Achievement Gap

Day 2 - April 29, 2010

School/Instructional Perspective



Holiday Inn, Waterbury

Keynote Speaker: Kati Haycock
President, The Education Trust

Sponsored by the Connecticut Association of Schools, CT RESC Alliance/SERC
and the Connecticut State Department of Education,

Register online at <http://registereastconn.org/ds>

Registration questions, please contact Jackie Stetson at the EASTCONN Conference Office at (860)455-1561.



Kati Haycock *President, The Education Trust*

Kati Haycock is one of the nation's leading child advocates in the field of Education. She currently serves as President of The Education Trust. Established in 1990, the Trust does what no other Washington-based education organization seeks to do: speaks up for what's right for young people, especially those who are poor or members of minority groups. The Trust also provides hands-on assistance to urban school districts and universities that want to work together to improve student achievement, kindergarten through college.

Before coming to The Education Trust, Haycock served as Executive Vice President of the Children's Defense Fund, the nation's largest child advocacy organization.

A Native Californian, Haycock founded and served as President of The Achievement Council, a statewide organization that provides assistance to teachers and principals in predominantly minority schools in improving student achievement. Before that, she served as Director of the Outreach and Student Affirmative Action programs for the nine-campus University of California system.

Keynote : Improving Achievement And Closing Gaps Between Groups: Lessons From Schools and Districts on the Performance Frontier.

Haycock will review national data on student achievement patterns, with a special focus on low-income students and students of color. She will talk about some of the problems that are clear in the data, and share lessons from the schools and districts that are tackling those problems head on and getting results.

Day 2 - April 29 - Agenda

7:30 am - 8:30 am

Registration/Vendors

8:30 am - 9:00 am

Welcome

9:00 am - 10:15 am

Keynote: Kati Haycock

10:15 am - 10:45 am

Break/Vendors

10:45 am - 11:45 am

Morning Breakout Sessions

12:00 pm - 1:00 pm

Luncheon

1:00 pm - 2:00 pm

Principals' Panel

2:15 pm - 3:15 pm

Afternoon Breakout Sessions

Morning Breakout Sessions

Day 2 - April 29th

A. Closing the Gap, A Building Perspective

The session will highlight three strategies used by Hanover Elementary School in Meriden to close the achievement gap at an urban elementary school. Organizational shifts including scheduling changes and intervention teams, the development of focused assessments, and strategic language rich interventions will be highlighted as factors that led to improvements.

Presenters:

Miguel A. Cardona, Principal

Susan Stoker, Reading Teacher

Angela Fragoso, Bilingual Education Teacher

Audience

✓ Elementary

✓ Middle

✓ Central Office

B. Advice to School Leaders For The Successful Implementation of Best Practices

The Connecticut Accountability for Learning Initiative has been instrumental in providing high quality professional development to support best practices. In this session, participants will learn how theory translates to practice from the principal of New London High School that has coordinated the development of Common Formative Assessments and Data Teams for several years at a middle school and is now applying the concepts at the high school level.

Presenters:

Tommy Thompson, Principal, New London High School

Audience

✓ Middle

✓ High School

Morning Breakout Sessions

Day 2 - April 29th

C. Shared Professional Practice

Moving beyond the vision—creating conditions so that learning and reflective analysis are the cultural norm. New Britain High School houses the largest student population in the state of Connecticut; establishing (smaller) professional learning communities is a vital aspect of how we develop, share and sustain our teaching and learning practices in context to a school-wide vision.

Presenters:

Mr. Steven Strand, Vice Principal

Ms. Yvonne Giarnella, Lead Teacher—Freshman Academy

Ms. Kerri-Lynn Major, English Dept. Chairperson

Audience

✓ **High School**

D. CFA's: A Teachers Guide to Standards Based Assessment Development

Presenters will discuss process of creating CFA's for district wide use, relate personal experience on successes and challenges, and share resources necessary for successful coordination and implementation of CFA's.

Presenters:

Ruby Robledo, Fourth Grade Teacher, Jennings Elementary School, New London

Mary Childs, Special Education Teacher, Jennings Elementary School, New London

Audience

✓ **Elementary 3rd – 5th**

Morning Breakout Sessions

Day 2 - April 29th

E. How SRBI and Data Teams Intersect: Meeting the Instructional Needs of Individual Students

Has your school started the SRBI process, but you're not sure how it applies to Data Teams? Join Lawrence School in Middletown to find out how SRBI and Data Teams work together in following student progress and determining the instructional strategies that will best promote individual student success.

Presenters:

Enza Macri, Principal, Lawrence School, Middletown
Kristen Bradley, External Literacy Facilitator
Suzanne Shippee Lopez, Internal Literacy Facilitator

Audience

✓ **Elementary**

F. Using Data to Bridge the Achievement Gap

Joseph O. Goodwin Elementary School in East Hartford has had success in reducing and in some cases eliminating the achievement gap among sub-groups of its population. Goodwin's Principal and Literacy Coach will share their school's challenges, strategies, and triumphs.

Presenters:

Dan Brodeur, Principal
Bobby McKinney, Literacy Coach

Audience

✓ **Elementary**

Morning Breakout Sessions

Day 2 - April 29th

G. Implementing a Diagnostic/Prescriptive Process (SRBI) Systemically - The Reality

This session will share the details of how the Danbury Public Schools is implementing a Diagnostic/Prescriptive Process to meet the needs of all students, make progress towards Safe Harbor or AYP while ensuring and deepening the District's written-taught and assessed curriculum. Our work explains the integration of Tier 1 and Tier 2 instruction. The deepest level of our work at this point in time is at the elementary and intermediate work at the MS. Our HS work is just beginning.

Presenters:

Ann Lindenmeyer, Administrator for Special Projects, Danbury

Audience

- ✓ **Elementary**
- ✓ **Middle**
- ✓ **High School (at a beginning level)**
- ✓ **Central Office**

Afternoon Breakout Sessions

Day 2 - April 29th

H. Restructuring a Middle School to Engage and Empower Students

In this session, the Ansonia Middle School principal and teacher leaders will share the process of restructuring a middle school to provide Scientific Research-based Intervention for both struggling and excelling students.

Participants will receive:

- A handout which indicates the way in which the restructuring process was approached and aligned to the feedback presented in the Cambridge Report
- A graphic which shows one way to incorporate Enrichment Academies and Achievement Academies into a Middle School schedule
- Examples of some of the resources that were used to support the academies and to support literacy and numeracy across the curriculum.

Presenters:

Lynn Bennett-Wallick, Principal, Ansonia Middle School

Bill LaRovera, Math Instructional Resource Coach, Ansonia Middle School

Bridget Calabrese, Lang. Arts Instructional Resource Coach, Ansonia Middle School

Audience

- ✓ Middle
- ✓ High School
- ✓ Central Office

I. Empowering Administration/Teachers to Understand Data

To improve student outcomes, this session will provide you with a method of understanding data through grouping and differentiation. Instructional levels have been created within each CMT/CAPT level which creates grouping capabilities. Differentiating instruction is utilized through a “drill down” approach of data to meet the needs of individual students.

Presenters:

Deborah Santacapita, Director of Evaluation and Research, Bridgeport Public Schools

Audience

- ✓ Elementary
- ✓ Middle
- ✓ High School

Afternoon Breakout Sessions

Day 2 - April 29th

J. Tier I: Critical Components of a Strong Core Curriculum

Participants will understand how a core curriculum can address the needs of diverse learners. This will be accomplished through a thorough investigation of Hartford's new Algebra 1 Curriculum that is being implemented this year with select 8th grade and all 9th grade students.

Presenters:

Sharon Heyman, Math Supervisor

Linda Tran, Teacher

Audience

✓ **High School**

K. Using Multiple Data Sources in Effective Response to Intervention (SRBI) Assessment in Tiered Intervention Programs

Presenters will demonstrate the use of multiple assessment data sources to guide and inform Tier I, II and III intervention in our school. Discussion will include the uses of AIMSweb, STAR, Accelerated Reader, Meriden District Assessments, Guided Reading and Running Records, and other assessment formats to accurately assess students' improvement over time in our tiered intervention program.

Presenters:

Tom Brown, Principal, Pulaski Elementary School, Meriden

Anita Gennaro, Literacy Coach, Pulaski Elementary School, Meriden

Sandra Polacheck, Special Education Teacher, Pulaski Elementary School, Meriden

Audience

✓ **Elementary (K-5)**

Afternoon Breakout Sessions

Day 2 - April 29th

L. School/Grade Level Data Teams: Our Story - Successes & Challenges

This session will share out the structure of school/grade level data teams through one full assessment cycle. An outline will be presented of how Bennie Dover Jackson Middle School in New London has implemented the CALI model, successes of the model's implementation, and challenges that they continue to face. Currently used assessments, data, strategies, and other relevant information will be used in the presentation of this session.

Presenters:

Darryl Giard, Teacher, Bennie Dover Jackson Middle School, New London

Erin Sebastianelli, Teacher, Bennie Dover Jackson Middle School, New London

Audience

✓ Middle School

M. Early Reading First

Through the Early Reading First grant the Windham Early Childhood Center preschool has been using data on literacy and language development to plan high quality literacy instruction. The use of coaches to support teachers in the organization, analysis and use of the data is a promising model we will be describing.

Presenters:

Dr. Maureen Ruby, Principal Investigator, Early Reading First

Sandy Granachelli, Early Reading First Literacy Coach

Wally DaSousa, Preschool Teacher

Audience

✓ PreK