

**Connecticut Technical High School System (CTHSS)**  
**NCLB District Improvement Plan School Year 2005-2006**  
**(Sec. 1116 (c) (7) (A))**

**Superintendent of Schools:** Dr. Abigail L. Hughes

**District Improvement Areas:** Mathematics and Reading

**Implementing Sanctions:** **In need of Improvement Year 1:**  
Eli Whitney Technical High School  
**In need of Improvement Year 2:**  
CTHSS District  
Bullard-Havens Technical High School  
Wilcox Technical High School  
**In need of Improvement Year 3:**  
E. C. Goodwin Technical High School  
J. M. Wright Technical High School  
A. I. Prince Technical High School

**District Improvement Team:** Abigail L. Hughes, Superintendent of Schools  
Anne P. Druzolowski, Assistant Superintendent  
Judith Thompson, Assistant Superintendent  
Ceferino Lugo, Assistant Superintendent  
Teresa Boyd-Cowles, Program Evaluation  
Sandi Casberg, Title I Coordinator  
Patricia Ciccone, Professional Dev. Consultant  
Barbara St. Onge, School Improvement Consultant  
Ray Mencio, Consultant, Construction Trades  
Tom Thill, Consultant, Manufacturing, Technology & Drafting  
Beatrice Tinty, Legal Counsel  
William Turek, Consultant, Pupil Services  
Laura Vega, Consultant, English Language Learners  
Alex Pitsas, Mathematics Consultant  
Jean Evans, English/Language Arts Consultant  
Darleen Foley, Special Education Consultant  
Joe LaVorgna, Principal, Bullard-Havens T. H.S  
Bill Chaffin, Principal, A.I. Prince T.H.S  
Sid Abramowitz, Principal, J.M. Wright T.H.S.  
Steve Anderson, Principal, E.C. Goodwin T.H.S.  
Paulette Moore, Principal, Eli Whitney  
Richard Cavallaro, Principal, Wilcox T.H.S.  
Robert Axon, Principal, Kaynor T.H.S  
Michael Terribile, Teacher of the Year  
Kathy Marzec, Parent, Vinal T.H.S.  
Shawn Cohen, Parent, Goodwin T.H.S

**Connecticut Technical High School System  
NCLB District Improvement Plan (Sec. 1116 (c)(7)(A))**

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## **Connecticut Technical High School District Mission Statement**

The Connecticut Technical High School System has a newly adopted (2004), clear mission statement that focuses upon teaching and learning as the number one priority with the goal of improved student achievement for all students. This mission statement was developed utilizing a focus group format of representatives from education, industry and the community.

*The mission of the Connecticut Technical High School System is to provide a unique and rigorous high school learning environment that:*

- *ensures both student academic success, and trade/technology mastery and instills a zest for lifelong learning;*
- *prepares students for post-secondary education, including apprenticeships, and immediate productive employment; and*
- *responds to employers' and industries' current and emerging and changing global workforce needs and expectations through business/school partnerships.*

## **Introduction to the Connecticut Technical High School System District wide School Improvement Plan**

This plan represents the school improvement framework for our district and will be used to more thoroughly develop the action plan for change. Beginning in the late spring, early summer of 2004 and continuing thus far, the Connecticut Technical High School System (CTHSS) re-examined initiatives and programs that had been implemented for years and re-evaluated its mission statement and district goals. In line with these efforts, the CTHSS reviewed all curricula (both trade/technology and academic), the program of studies, graduation requirements, assessment systems, admissions criteria, assessment data, and resources to begin the major change process for all seventeen of our high schools.

The district mission statement is our guiding philosophy, thus dictating all decisions regarding programming and student services. If a proposed initiative does not align with the CTHSS Mission Statement, then it is not an acceptable practice or program for our system. Therefore, the District Improvement Plan mirrors our district mission statement.

Professional development for the 2004-05 and the next four school years are designed to support us as we move forward to reach our mission. Our professional development framework is designed around four major objectives: (1) to develop and implement high quality curriculum aligned to State Curriculum Frameworks or National Standards; (2) to provide classroom instruction that ensures all students will learn at high levels; (3) to create climates of mutual respect and student self-regulation in each of our schools; and, (4) to develop the data assessment technologies to make informed and educationally sound decisions. Together, as an integrated effort, student performance in each content area, Connecticut Academic Performance Test (CAPT), National Occupational Career Testing Instrument (NOCTI) and No Child Left Behind (NCLB) assessment will improve (see attached professional development diagram).

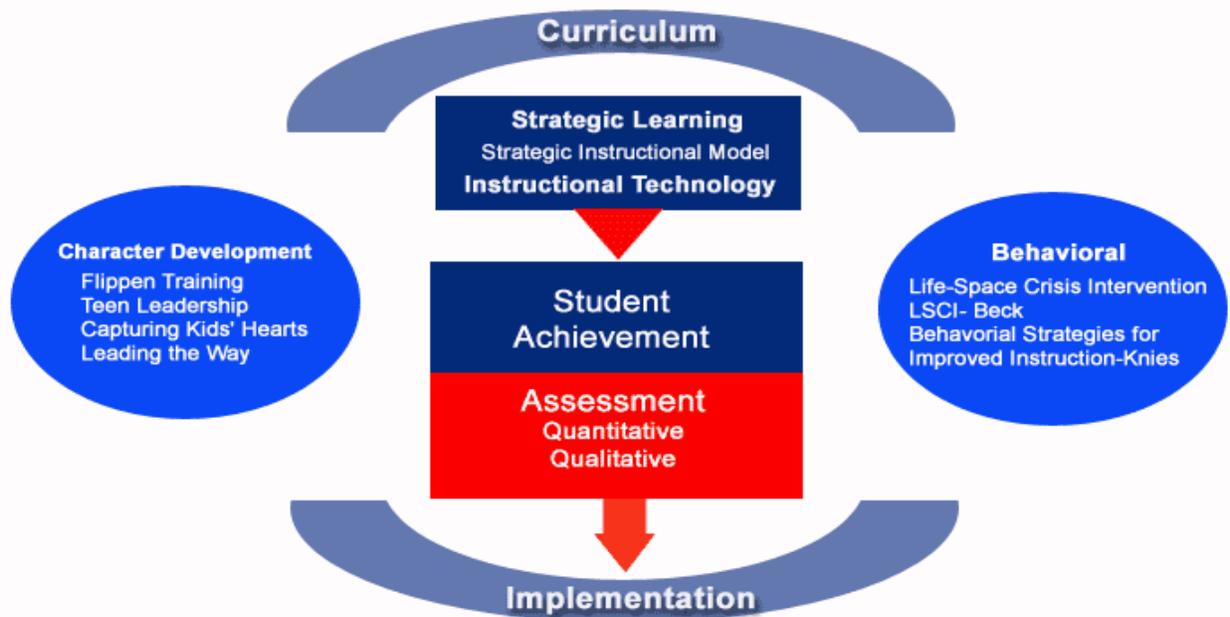
The Professional Development Plan for the *coming school years* is based on providing the knowledge, skills and strategies to support the above objectives. District-wide and school based professional development is represented by the following strands:

- Orientation to the new curriculum, implementation guides, and textbook materials in English, math, science and the construction technologies
- Strategic learning strategies for the math and language arts labs, as well as for use within the English, math, reading, ELL and special education classrooms
- Character development orientation through the Flippen Group for all Trade/Technology/academic instructors
- Behavioral interventions for guidance counselors, psychologists and social workers (Dr. Mitch Beck);
- Orientation and implementation of Project Adventure and its relation to the development of a new Health/PE/Wellness curriculum
- Continued training in the new SASI system for better use of our data.

The District Professional Development philosophy is to provide opportunities for all staff to grow and learn based on their learning styles and in support of the Connecticut Technology High School System's mission. Therefore, we will continue to provide ongoing professional development activities to foster development of the individual strands identified above as they begin to weave together to form a pattern that will have dramatic impact on the life outcomes of our students.

The following School Improvement Plan provides us with the framework to continue our efforts to improve student learning. It represents a continuous effort over the next four years to make a difference in the lives of our students.

**Connecticut Technical High School System  
Vision  
School Year 2005-2006**



**Connecticut Technical High School System  
Annual Measurable Achievement Goals  
For  
School Improvement**

1. Improvement of Mathematics performance by reducing below proficiency levels by 10% as measured by the CAPT\*.
2. Improvement of Language Arts/Reading performance by reducing below proficiency levels by 10% as measured by the CAPT\*.
3. Increase the number of highly qualified teachers in core subject areas to 100%.
4. Improvement of school environment as measured by a school climate inventory; improvement in the frequency and number of behavioral indicators; reduction in suspension and expulsion rates by a minimum of 10%, and increase in graduation rate. Please refer to Appendix C.

\*The 10% improvement goal is based on 2005 CAPT Data. Please refer to Appendix B.

**Annual Measurable Achievement Objectives  
and Related Activities  
for  
School Improvement**

**1. Improvement of Mathematics performance by reducing below proficiency levels by 10% as measured by the CAPT.**

Mathematics Curriculum Review and Assessment

- Completion of mathematics curriculum through grade 12 with identified power standards.
- Review and revise existing curriculum with mathematics steering committee.
- Central Office level staff trained in the identification, use and application of power standards.
- Development and use of assessment systems (benchmarks) to support student learning.
- Development and use of a monitoring and evaluation system to support program design, review and curriculum revision.

Implement Strategic Instructional Model (SIMS) (University of Kansas)

- Ensure that all lessons are differentiated and aligned with State standards.
- Continue the development and structuring of Strategic Learning teams from 17 schools.
- Develop a model of collaborative instructional planning.
- Develop an inclusive organizational structure to more effectively integrate SPED and ELL instructors.

Design and Construct Mathematics Learning Labs

- Schedule students into the Mathematics Labs from their Trade cycle.
- Schedule qualified math, SPED and ELL support teachers.
- Develop communication strategies between Lab instructors and Academic and Trade/Technology Instructors.
- Continue to provide Central Office support and recommendations to reinforce progress to improve the quality of instruction in the Labs.
- Design and implement standards and benchmarks against which each school can measure progress.

Professional Development

- Provide on-going professional development for instructors on applying Strategic Learning Strategies for students to help them access content across the content literacy continuum.
- Providing strategies for collaborative instructional team planning.
- Provide a trainer of trainers professional development model to enable Strategic Learning Teams to provide in-house professional development promoting use of Strategic Learning Strategies.
- Provide system-wide departmental professional development focused on: technology /manipulatives, use of new curriculum/implementation guides, effective instructional strategies for heterogeneous grouping.
- Providing professional development on increasing the positive learning environment in the school and classroom.

## Extended School Hours Programming

- Extended School Hour Programming has been established, based on the availability of funds with priority given to schools identified in need of improvement.
- Schools will address specific mathematics needs through Extended School Hours Programming. Extended School Hours Programming will exist through the following venues: after school programming, before school programming, Saturday or summer school programming.
- Note: CTHSS is operated by the State of Connecticut and, therefore, is not eligible for many state grant opportunities, which fund local educational agencies in the areas of extended school hour programming.

## **2. Improvement of Language Arts/English performance by reducing below proficiency levels by 10% as measured by the CAPT.**

### Language Arts/English Curriculum Review and Assessment

- Completion of English curriculum through grade 12, with identified power standards.
- Review and revise existing curriculum with English steering committee.
- Central Office level staff trained in the identification, use and application of power standards.
- Development and use of assessment systems (benchmarks) to support student learning.
- Development and use of a monitoring and evaluation system to support program design, review and curriculum revision.

### Implement the University of Kansas Strategic Instructional Model (SIM)

- Ensure that all lessons are differentiated and aligned with State standards.
- Continue the development and structuring of Strategic Learning teams from 17 schools.
- Develop a model of collaborative instructional planning.
- Develop an inclusive organizational structure to more effectively integrate SPED and ELL instructors.

### Design and construct English/Language Arts Learning Labs

- Schedule students into Labs from their Trade/Technology cycle.
- Schedule qualified English, Reading, SPED and ELL support teachers in the Labs.
- Develop communication strategies between Lab instructors and Academic and Trade/Technology Instructors
- Continue to provide Central Office support and recommendations to reinforce progress to improve the quality of instruction in the Labs.
- Design and implement standards and benchmarks against which each school can measure progress.

### Professional Development

- Provide on-going professional development for instructors on applying Strategic Learning Strategies for students to help them access content across the content literacy continuum.
- Provide strategies for collaborative instructional team planning.
- Utilize a trainer of trainers professional development model to enable Strategic Learning Teams to provide in-house professional development promoting use of Strategic Learning Strategies.
- Provide system-wide departmental professional development focused on: Identification of power standards, technology, use of new curriculum/implementation guides, effective instructional strategies for heterogeneous grouping, techniques in writing and research, critical reading and writing strategies, elements of literature, communication skills.
- Provide professional development on increasing the positive learning environment in the school and classroom.

## Extended School Hours Programming

- Extended School Hour Programming has been established, based on the availability of funds with priority given to schools identified in need of improvement.
- Schools will address specific English/Language Arts needs through Extended School Hours Programming. Extended School Hours Programming will exist through the following venues: after school programming, before school programming, Saturday or summer school programming.
- Note: CTHSS is operated by the State of Connecticut and, therefore, is not eligible for any state grant opportunities, which fund local educational agencies in the areas of extended school hour programming.

### **3. Increase the number of highly qualified teachers in core subject areas to 100%**

#### Recruitment

- Increase efforts to attract minority teachers by attending statewide minority teacher recruitment fairs as well as participate in statewide/RESC committees (CREC Minority Teacher Recruiting; ACES Minority Teacher Recruitment) in order to enhance our system for recruiting minority teachers.
- Recruitment--Targeted potential candidates:
  - Alternate Route to Certification Candidates
  - Web recruitment
  - CT Teacher Preparation Programs
  - CTHSS Recruitment Fairs
  - Print Advertising

#### Professional Development and Teacher Retention

- Continue New Teacher Induction Program with mid-year conference to reinforce recognition and support for instructors.
- Design updated new teacher and new administrator first-year orientation program with interactive forums, i.e. veteran and new teachers & administrators will share a knowledge base on curriculum and content literacy, curriculum and technology integration, best practices for survival and professional growth. Forum will include experience in diversity & gender equity issues, i.e. developing tolerance recognition skills.
- Require B.E.S.T District Facilitators to create an induction action plan to support new teachers throughout the school year.
- Plan and encourage new teacher participation in the Flippen Foundation's training models specifically *Capturing Kids Hearts*.
- Design and implement two second-year and one third-year BEST portfolio workshops.

### **4. Improvement of school environment as measured by a school climate inventory; improvement in the frequency and number of behavioral indicators; reduction in suspension and expulsion rates by a minimum of 10%, and increase in graduation rate.**

#### Curriculum Development, Implementation and Assessment

- Implement teen leadership curriculum (Flippen).
- Administer school climate survey to all staff and students.
- Assess data utilizing the school district's program evaluator.
- Share assessment data/results with students and staff and parents.

- Use survey data as a baseline for a post climate survey at the end of the school year to gauge progress in school climate and define programmatic interventions.
- Use of graduation data (including graduation rate), failure data and attendance data and school climate data to inform decision making on both the District and school based and will improvement plans.
- Use discipline data (suspensions and expulsions) to determine the effectiveness of alternative programming to suspension/expulsion and make appropriate modifications.

### Professional Development

- Provide Teen Leadership Training for teachers selected teachers who teach the Teen Leadership course.
- Expand Life Space Crisis Intervention - LSCI (Dr. Mitch Beck) training to administrators and teachers and reinforce with pupil personnel staff.
- Create a plan to ensure that expanded Life Space Crisis Intervention (LSCI) model is implemented within each school.
- Review and revise the Developmental Guidance Program operating in each school to ensure all pupil services team is trained.
- Provide LSCI and Behavioral Intervention Orientation for all staff.

### Parent, Student and Community Involvement

- Provide administrators with training in effective parent engagement in school culture and educational practice.
- Strengthen the Parent Faculty Organization (PFO) in each school by increasing participation of parents and frequency of meetings, clarification of bylaws, and training in the areas of *Roberts Rules of Order*, NCLB, and curricular.
- Bi-monthly district-wide parent organization meetings held at central office to improve school-based participation in school improvement activities.
- Bi-monthly school-based parent organization meetings (PFO) designed to disseminate information discussed at district-wide meetings, as well as opportunities to support the students and school in any improvement activity.
- Increase the knowledge base of each PFO relative to school improvement planning processes, NCLB regulations and issues, i.e., supplemental services, curriculum and school operations.
- Student groups have been formed at each school and at the district level that advise the superintendent as to the student needs in the curricular and instructional area.
- Create a plan to increase student participation in student groups i.e. student council, student Congress, SkillsUSA. *SkillsUSA is a student group, which operates at the school, district and national level to involve students in their trade/technology area of expertise. Students meet year round to demonstrate their trade skills, as well as their oratory and writing skills in national and state competition. Student participation will increase in this area across all schools.*
- Create a plan to increase partnerships with local and regional businesses, industries and community leadership to support Trade/Technology Advisory Committees (TTAC). *TTAC represents 37 committees that meet twice a year at each school. These committees include business/industry representatives, community representatives, Workforce Education Partnerships, etc. They will be better informed as to the results of the CAPT assessment, as well as our NOCTI (trade examination) assessments in order to advise schools on curricular and instructional issues, which will directly impact the school improvement initiative.*
- CTHSS will be represented at regional/sending district superintendent forums.

# Implementation Plan For District-Wide School Improvement

The attached Implementation Plan supports and defines the District-Wide School Improvement Plan. The Implementation Plan is designed to be a roadmap defining tasks and responsibilities for the district, as well as for the individual schools, to use as they implement the District-Wide School Improvement Goals. The Implementation Plan is to be completed throughout the 2005 - 06 school year, utilizing the District-Wide Improvement Team format. This document is intended to note the tasks associated with successful implementation of the District-Wide School Improvement Plan and to document progress on each activity.

## Implementation Plan For District-Wide School Improvement

**Achievement Goal #1: Improvement of Mathematics performance by reducing below proficiency levels by 10% as measured by the CAPT.**

### ***Objective 1: Mathematics Curriculum Review and Assessment***

<b>Task</b>	<b>Staff Responsible</b>	<b>What has to be done?</b>	<b>Final Product</b>	<b>Completion Date</b>	<b>Evaluation</b>
1. Completion of mathematics curriculum through grade 12, with identified power standards.	A. Druzolowski A. Pitsas Teaching Staff Steering Committees	<ul style="list-style-type: none"> <li>➤ Completion of curricula for all grades 9-11.</li> <li>➤ Completion of grade 12 curriculum.</li> <li>➤ Identify Power Standards through steering committee.</li> <li>➤ Adjust Implementation Guides</li> </ul>	<ul style="list-style-type: none"> <li>➤ Revised curricula with Power Standards emphasized.</li> <li>➤ Revised implementation plan.</li> <li>➤ Completion of electives curriculum to include grade 12 options.</li> </ul>	<ul style="list-style-type: none"> <li>➤ September 2006</li> <li>➤ September 2006</li> <li>➤ September 2007</li> </ul>	<ul style="list-style-type: none"> <li>➤ Survey use of curriculum with math teachers.</li> </ul>
2. Review and revise existing curriculum with mathematics steering committee.	A. Druzolowski A. Pitsas Teaching Staff Steering Committees	<ul style="list-style-type: none"> <li>➤ Completion of curricula for all grades 9-11.</li> <li>➤ Completion of curriculum grade 12.</li> <li>➤ Identify Power Standards through steering committee.</li> <li>➤ Adjust Implementation Guides</li> </ul>	<ul style="list-style-type: none"> <li>➤ Revised curriculum with Power Standards emphasized.</li> <li>➤ Revised implementation plan.</li> <li>➤ Completion of electives curriculum</li> </ul>	<ul style="list-style-type: none"> <li>September 2006</li> <li>September 2006</li> <li>September 2007</li> </ul>	<ul style="list-style-type: none"> <li>➤ Survey results of product with steering committee.</li> </ul>
3. Central Office level staff trained in the identification, use and application of power standards.	A. Druzolowski P. Ciccone T. Boyd-Cowles B. St. Onge	<ul style="list-style-type: none"> <li>➤ Identify resources (i.e. trainer/consultant).</li> <li>➤ Develop implementation training session.</li> <li>➤ Include some school curriculum staff.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Working knowledge of power standards in order to present to school staff</li> <li>➤ Create/identify power standards</li> </ul>	<ul style="list-style-type: none"> <li>➤ May 2006</li> <li>➤ September 2006</li> </ul>	<ul style="list-style-type: none"> <li>➤ All staff trained in use and application of Power standards.</li> </ul>
4. Development and use of assessment systems (benchmarks) to support student learning.	A. Druzolowski T. Boyd-Cowles B. St. Onge	<ul style="list-style-type: none"> <li>➤ Identify benchmark assessments for every goal statement in curriculum.</li> <li>➤ Research all supplemental materials to identify assessments.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Implementation guides for all curriculum include specific &amp; consistent benchmark assessments.</li> </ul>	<ul style="list-style-type: none"> <li>➤ September 2006</li> </ul>	<ul style="list-style-type: none"> <li>➤ Aggregate benchmark data to determine effectiveness of teaching and learning.</li> </ul>
5. Development and use of a monitoring and evaluation system to support program design, review and curriculum revision.	T. Boyd-Cowles Academic Consultants	<ul style="list-style-type: none"> <li>➤ Development and implementation of benchmark assessments to assess curriculum revision and program design.</li> <li>➤ Development and use of final exam data.</li> </ul>	<ul style="list-style-type: none"> <li>1. Assess data to guide to curriculum revision.</li> </ul>	<ul style="list-style-type: none"> <li>➤ June 2006</li> <li>➤ On-going</li> </ul>	<ul style="list-style-type: none"> <li>➤ Aggregate final exam and benchmark data.</li> <li>➤ Survey staff</li> <li>➤ Grade analysis by content area.</li> </ul>

## Implementation Plan For District-Wide School Improvement

**Achievement Goal #1: Improvement of Mathematics performance by reducing below proficiency levels by 10% as measured by the CAPT.**

<i>Objective 2: Implement the University of Kansas, Strategic Instructional Model (SIM)</i>					
Task	Staff Responsible	What has to be done	Final Product	Completion Date	Evaluation
1. Ensure that all lessons are differentiated and aligned with State standards.					
2. Continue the development and structuring of Strategic Learning teams from 17 schools.					
3. Develop a model of collaborative instructional planning.					
4. Develop an inclusive organizational structure to more effectively integrate SPED and ELL instructors.	A. Druzolowski D. Foley	➤ Utilize SIM model in classrooms and in Labs to integrate SPED and ELL instruction.	<ul style="list-style-type: none"> <li>➤ Least restrictive environment</li> <li>➤ SPED and ELL instructors with regular ed teaching in Labs and Co-teaching in classrooms</li> </ul>	➤ Ongoing development through September 2009	➤ Process and Product evaluation of school-based Strategic Learning Teams developed and implemented by district evaluator.

## Implementation Plan For District Wide School Improvement

**Achievement Goal #1: Improvement of Mathematics performance by reducing below proficiency levels by 10% as measured by the CAPT.**

<b>Objective 3: Design and Construct Mathematics Learning Labs</b>					
<b>Task</b>	<b>Staff Responsible</b>	<b>What has to be done</b>	<b>Final Product</b>	<b>Completion Date</b>	<b>Evaluation</b>
1. Schedule students into the Mathematics Labs from their Trade/Technology cycle.					
2. Schedule qualified math, SPED and ELL support teachers.					
3. Develop and implement communication strategies between Lab instructors and Academic and Trade/Technology Instructors.					
4. Continue to provide Central Office support and recommendations to reinforce progress to improve the quality of instruction in the Labs.	A.Druzolowski D. Foley B. St. Onge J. Evans A. Pitsas Academic and Trade Consultants	<ul style="list-style-type: none"> <li>➤ Continual onsite support needs to be in place to support all schools, particularly, Title I schools, through:</li> <li>➤ Team visits in fall (all staff) review of labs;</li> <li>➤ Two full day onsite visits for all acad/ trade classrooms areas to provide               <ul style="list-style-type: none"> <li>○ onsite modeling</li> <li>○ and</li> <li>○ teaching support.</li> <li>○ Continued adm and School Team training.</li> <li>○ Teacher/staff training on lab strategies and use in classroom.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Scheduled and delivered central office on-site visits to labs in all schools with recommendations and commendations for change.</li> <li>➤ Tailored professional development sessions to meet school needs through recommendations made at district level.</li> <li>➤ Two full day visits to 5 Title I schools with one day follow up to each by content area. Visits established to model for teachers, have onsite teacher meetings and inform</li> </ul>	<ul style="list-style-type: none"> <li>➤ 9/04 – 11/05 Will continue into spring 06 with Title I schools as a priority.</li> <li>➤ All schools receive onsite support in the development of their pd plans based on recommendations 1/06 – 9/06 (and ongoing).</li> <li>➤ 1/06 – 6/06. Ongoing into each school year.</li> <li>➤ 06/05 – ongoing (different four part sessions offered each month for CTTHS through SERC). Continued throughout next four – five years.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Evaluation of labs will indicate greater consistency in use of learning strategies by students and by staff.</li> <li>➤ Surveys</li> <li>➤ PD evaluation.</li> <li>➤ Report of completed staff surveys by Teresa B-Cowles.</li> </ul>

			<p>instruction. Six other schools will be visited by Rosemary Tralli, Differentiated Instruction from the U. of Kansas, to support those schools identified as next in need beyond the Title I schools.</p> <ul style="list-style-type: none"> <li>➤ Professional development offered to all teachers and administrators in system (4 part sessions on differentiated instruction).</li> </ul>		<ul style="list-style-type: none"> <li>➤ Evaluations of sessions done through SERC.</li> <li>➤ Implementation in classrooms observed through onsite visits.</li> </ul>
<p>5. Design and implement standards and benchmarks against which each school can measure progress.</p>	<p>A. Druzolowski J. Evans B. St. Onge Staff/steering committee</p>	<ul style="list-style-type: none"> <li>➤ Establish standards based on CT. Standards and frameworks.</li> <li>➤ Utilizing supplemental materials, establish common benchmark assessments.</li> <li>➤ Train school staff and central office staff relative to the use of benchmark assessments to inform instruction and monitor the delivery of curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Staff complete review of curriculum with steering committee by 6/06.</li> <li>➤ Staff review curriculum with text and supplemental materials to identify all common benchmark assessments by 9/06.</li> <li>➤ Utilizing professional development with steering committees and district-wide pd, explain process of using common benchmark assessments to inform instruction and revise/monitor implementation of curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 6/06</li> <li>➤ 9/06 – ongoing</li> <li>➤ 9/06 - ongoing</li> </ul>	<ul style="list-style-type: none"> <li>➤ Curriculum revisions done on a regularly scheduled basis using data.</li> <li>➤ Improvement of student performance on benchmark assessments.</li> <li>➤ Improvement of student performance on final exams.</li> </ul>

## Implementation Plan For District Wide School Improvement

**Achievement Goal #1: Improvement of Mathematics performance by reducing below proficiency levels by 10% as measured by the CAPT.**

***Objective 4: Professional Development***

Task	Staff Responsible	What has to be done	Final Product	Completion Date	Evaluation
1. Provide on-going professional development for instructors on applying Strategic Learning Strategies for students to help them access content across the content literacy continuum.					
2. Provide strategies for collaborative instructional team planning, promoting use of Strategic Learning Strategies.					
3. Utilize a trainer of trainers professional development model to enable Strategic Learning Teams to provide in-house professional development.					
4. Provide system-wide departmental professional development focused on: technology /manipulative, use of new curriculum/implementation guides, effective instructional strategies for heterogeneous grouping.	A. Druzolowsk P. Ciccone A. Pitsa D. Foley Math Steering Committee	<ul style="list-style-type: none"> <li>➤ Develop a focus on use of technology and other instructional aids to support new curriculum delivery, make effective resource and curriculum enrichment connections in mixed ability classrooms and labs.               <ul style="list-style-type: none"> <li>○ District wide PD full days focused on D.I. in Math classrooms and labs, developing and modeling strategies, and making interdisciplinary connections</li> <li>○ Specific use of technology resources, graphing calculator, Geometer's Sketchpad</li> <li>○ Making better use of new text book resources and supportive materials</li> <li>○ Using math manipulatives, i.e. algebra tiles, etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Completion of scheduled 3 Full PD Days, 9 full days of PD at math mtgs., access to math software, other curriculum and text resources. Facilitation of focused PD half days, building level.</li> </ul>	<ul style="list-style-type: none"> <li>➤ SY 04-05 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>➤ Completed 2 Full Day PDs for math/math lab instructors: Aug. 05 – 3 part Presenters: R. Charette, PIMS, Dif. Instruction in Math, L. Appicella, PIMS, Using Graphing Calculator. Also presented, textbook publishers on making better connections to textbooks as resources for students. (Positive Evals)</li> <li>➤ Nov. 8, 05 – Math: The Focus of Teaching &amp; Learning Presenter: A. Pitsas, Math Consultant Seminar on modeling and staging the concepts of D.I., assessment driven instruction, using graphic organizers; applications to lesson development through lesson plan template. Products include</li> </ul>

		<ul style="list-style-type: none"> <li>○ Inclusion of universal strategy, i.e. graphic organizers and technology support for graphing calculators i.e. Inspiration in math classes &amp; labs.</li> <li>○ Building capacity in-district for math study circles, curriculum analysis, identifying essentials in shared leadership model.</li> </ul>			<p>graphic organizers and lesson plans for multiple classes.</p> <ul style="list-style-type: none"> <li>➤ Monthly Math Steering meetings have been PD on reading &amp; discussion, analyzing curriculum, identifying essential standards and making interdisciplinary connections. Members from each school evaluate, share and are encouraged to spread information to schools &amp; colleagues</li> <li>➤ Manipulative materials given to all at end of 04-05 school year, some limited training per bldg. more to be scheduled.</li> <li>➤ PD support for above offered to all school bldgs. to support half day PD schedules.</li> <li>➤ Repeat and refresher PD on use of Graphic Organizers planned for ½ days.</li> <li>➤ Geometry Sketchpad training scheduled to coincide with each installation completion.</li> </ul>
<p>5. Provide professional development on increasing the positive learning environment in the school and classroom.</p>					

## Implementation Plan For District-Wide School Improvement

**Achievement Goal #1: Improvement of Mathematics performance by reducing below proficiency levels by 10% as measured by the CAPT.**

<b><i>Objective 5: Extended School Hours Programming</i></b>					
<b>Task</b>	<b>Staff Responsible</b>	<b>What has to be done</b>	<b>Final Product</b>	<b>Completion Date</b>	<b>Evaluation</b>
1. Establish Extended School Hour Programming, based on the availability of funds with priority given to schools identified in need of improvement.	A. Druzolowski	<ul style="list-style-type: none"> <li>➤ Meet individually with Title I schools to advise and develop ESH Program.</li> <li>➤ Review and approve all applications for ESH across the district</li> <li>➤ inclusive of non-Title I schools.</li> <li>➤ Identify all Title I students who are having difficulty performing on CAPT and place them into ESH programming.</li> <li>➤ Visit all ESH programs in operation to advise/monitor/adjust programming in all Title I schools.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Operational ESH Programs in all Title I schools and in non-Title I schools that have applied.</li> </ul>	<ul style="list-style-type: none"> <li>➤ January 1, 2006 – applications approved for all Title I Schools.</li> <li>➤ January 31, 2006 – applications approved for all schools that have applied and revised applications as requested.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Implementation of programming across all schools that have applied.</li> <li>➤ Gathering of demographic data, which defines number of students that have participated in academic, as well as enrichment and recreational activities of ESH program.</li> <li>➤ Improvement of student performance on CAPT, in part, as a result of participation in ESH Programs.</li> </ul>
2. Address specific mathematic needs through Extended School Hour Programming. Extended School programming will exist through the following venues: after school programming, before school programming, Saturday or summer school programming.					

**For  
District-Wide School Improvement**

**Achievement Goal #2: Improvement of English/Language Arts performance by reducing below proficiency levels by 10% as measured by the CAPT.**

<i>Objective 1: Language Arts/English Curriculum Review and Assessment.</i>					
<b>Task</b>	<b>Staff Responsible</b>	<b>What has to be done</b>	<b>Final Product</b>	<b>Completion Date</b>	<b>Evaluation</b>
1. Completion of English curriculum through grade 12, with identified power standards.	A. Druzolowski J. Evans	<ul style="list-style-type: none"> <li>➤ Write all English curricula for grades 9 -12.</li> <li>➤ Review curriculum with all content area teachers.</li> <li>➤ Write Implementation Guide for all English curriculum grades 9 – 12.</li> <li>➤ Identify all power standards for placement into Implementation Guide.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Completed 9 – 12 Curricula</li> <li>➤ Selection and purchase of appropriate text and supplemental materials.</li> <li>➤ Completion of 9 – 12 Implementation Guide.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 1/05</li> <li>➤ 6/05</li> <li>➤ 1/05</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continual formal review of curriculum through steering committee format.</li> <li>➤ Improvement of student performance as measured by the CAPT.</li> <li>➤ Improvement of student performance as measured by final exams, benchmark assessments.</li> </ul>
2. Review and revise existing curriculum with English steering committee.	A.Druzolowski J. Evans	<ul style="list-style-type: none"> <li>➤ Continually review and revise all English curricula based on changes in state standards, benchmark assessments and assessment results such as the CAPT and final exams.</li> </ul>	<ul style="list-style-type: none"> <li>➤ No final product; every changing curriculum is the goal. It is never to be static.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>➤ Continual formal review and revision of curriculum and implementation guide based on state standards, CAPT assessment and benchmark assessments.</li> </ul>
3. Central Office level staff trained in the identification, use and application of power standards.	A.Druzolowski B. St. Onge	<ul style="list-style-type: none"> <li>➤ Identify source to first train central office staff in identification, use and application of power standards.</li> <li>➤ Have science, English, mathematics, and social studies staff identify power standards within steering committees for inclusion in the curriculum and implementation guide.</li> <li>➤ Development of professional development plan to reach out to teachers and broaden understanding of our curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Some training done already. More needed.</li> <li>➤ All content area consultants trained.</li> <li>➤ All Power Standards identified and written into curriculum and implementation guide.</li> <li>➤ Implementation of PD plan for teachers and administrators relative to identification and use of power standards.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 1/07</li> <li>➤ 6/07</li> <li>➤ 9/07</li> </ul>	<ul style="list-style-type: none"> <li>➤ More clear understanding of curriculum and its use and meaning for students as measured by:</li> <li>➤ CAPT scores</li> <li>➤ Final Exams</li> <li>➤ Benchmark assessments</li> </ul>

<p>4. Development and use of assessment systems (benchmarks) to support student learning.</p>	<p>Druzolowski All staff Steering committees</p>	<ul style="list-style-type: none"> <li>➤ Identification and development of benchmark assessments from existing curriculum/support materials.</li> <li>➤ Training of staff to use benchmark assessments to adjust and modify instruction for all students.</li> <li>➤ Training of staff to use benchmark assessments to adjust individual educational plans.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Benchmark assessments clearly and specifically identified for use by all classroom teachers.</li> <li>➤ Training to department heads in the use of assessment data to adapt/adopt curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 9/06</li> <li>➤ 9/06</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher survey to determine use and meaning of benchmark assessment data.</li> <li>➤ Finals and benchmark assessments indicate improved student learning and performance.</li> <li>➤ Benchmark assessments used to inform pacing of curriculum (given 90 days academic and 90 days trade)</li> <li>➤ CAPT improvement over time.</li> </ul>
<p>5. Development and use of a monitoring and evaluation system to support program design, review and curriculum revision.</p>	<p>Druzolowski All staff Theresa Boyd-Cowles, Evaluator, Central Office</p>	<ul style="list-style-type: none"> <li>➤ Development of an evaluation plan which details ways to support our revisions, aforementioned; inclusive of teacher opinion.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Surveys, CAPT data, Benchmark assessment data and final exam data aggregated to determine next steps.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 6/06</li> </ul>	<ul style="list-style-type: none"> <li>➤ Improved assessment scores on all assessments.</li> <li>➤ More meaningful implementation of curriculum changes based on real data.</li> </ul>

## Implementation Plan For District-Wide School Improvement

**Achievement Goal #2: Improvement of English/ Language Arts performance by reducing below proficiency levels by 10% as measured by the CAPT.**

<b><i>Objective 2: Implement the University of Kansas, Strategic Instructional Model (SIM)</i></b>					
<b>Task</b>	<b>Staff Responsible</b>	<b>What has to be done</b>	<b>Final Product</b>	<b>Completion Date</b>	<b>Evaluation</b>
1. Ensure that all lessons are differentiated and aligned with State standards.	Druzolowski Evans Steering Committee Instructional staff	<ul style="list-style-type: none"> <li>➤ Review of state standards and curriculum to ensure alignment (continuously).</li> <li>➤ Develop model lesson/lesson plans to be part of the implementation guide.</li> <li>➤ Assist teachers in utilizing model lessons (new teachers, particularly) and adjusting for differentiated learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Model lessons established to support goals/benchmark assessments in the implementation guide.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 12/06 – ongoing</li> </ul>	<ul style="list-style-type: none"> <li>➤ Survey relative to usefulness of model lessons by both new teachers and senior staff.</li> <li>➤ Support of the differentiated instructional model, observation of greater use in classroom will be observed.</li> </ul>
2. Continue the development and structuring of Strategic Learning teams within each school.					
3. Develop a model of collaborative instructional planning.	Druzolowski All staff	<ul style="list-style-type: none"> <li>➤ Strategic Learning Teams developed using a collaborative instructional approach model.</li> <li>➤ Ensure that all schools are utilizing this model to move all district foci, including but not</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collaborative Model used for SLTs used in school for other purposes besides moving the differentiated instructional initiative.</li> <li>➤ Administrators reminded continually</li> </ul>	<ul style="list-style-type: none"> <li>➤ 9/04 - ongoing</li> </ul>	<ul style="list-style-type: none"> <li>➤ Evaluation conducted through Teresa B-Cowles relative to implementation of SLT process and product.</li> </ul>

		<p>limited to differentiated instruction.</p> <p>➤ Administrators trained to implement collaborative approach utilizing SLT as a model.</p>	<p>on process used to reinforce collaborative decision making and leadership.</p>		
<p>4. Develop an inclusive organizational structure to more effectively integrate SPED and ELL instructors.</p>					

## Implementation Plan For District-Wide School Improvement

**Achievement Goal #2: Improvement of English/Language Arts performance by reducing below proficiency levels by 10% as measured by the CAPT.**

<b><i>Objective 3: Design and construct Language Arts/English Learning Labs</i></b>					
<b>Task</b>	<b>Staff Responsible</b>	<b>What has to be done</b>	<b>Final Product</b>	<b>Completion Date</b>	<b>Evaluation</b>
1. Schedule students into Labs from their Trade/Technology cycle.					
2. Schedule qualified English, Reading, SPED and ELL support teachers in the Labs.					
3. Develop communication strategies between Lab instructors and Academic and Trade/Technology Instructors					
4. Provide Central Office support and recommendations to reinforce progress to improve the quality of instruction in the Labs.	Druzolowski Foley St. Onge Evans CO Consultants	<ul style="list-style-type: none"> <li>➤ Continual onsite support needs to be in place to support all schools, particularly, Title I schools, through:               <ul style="list-style-type: none"> <li>➤ Team visits in fall (all staff) review of labs;</li> <li>➤ Two full day onsite visits for all acad/trade classrooms areas to provide onsite modeling and teaching support.</li> </ul> </li> <li>➤ Continued adm and School Team training.</li> <li>➤ Teacher/staff training on lab strategies and use in classroom.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Scheduled and delivered central office on-site visits to labs in all schools with recommendations and commendations for change.</li> <li>➤ Tailored professional development sessions to meet school needs through recommendations made at district level.</li> <li>➤ Two full day visits to 5 Title I schools with one day follow up to each by content area. Visits established to model for teachers, have onsite teacher meetings and inform instruction. Six other schools will be visited by Rosemary Tralli, Differentiated Instruction</li> </ul>	<ul style="list-style-type: none"> <li>➤ 9/04 – 11/05 Will continue into spring 06 with Title I schools as a priority.</li> <li>➤ All schools receive onsite support in the development of their pd plans based on recommendations 1/06 – 9/06 (and ongoing).</li> <li>➤ 1/06 – 6/06. Ongoing into each school year.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Evaluation of labs will indicate greater consistency in use of learning strategies by students and by staff.</li> <li>➤ Surveys</li> <li>➤ PD evaluation.</li> <li>➤ Report of staff surveys results by Teresa B-Cowles.</li> </ul>

			<p>from the U. of Kansas, to support those schools identified as next in need beyond the Title I schools.</p> <ul style="list-style-type: none"> <li>➤ Professional development offered to all teachers and administrators in system (4 part sessions on differentiated instruction).</li> </ul>	<ul style="list-style-type: none"> <li>➤ 06/05 – ongoing (different four part sessions offered each month for CTTHS through SERC). Continued throughout next four – five years.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Evaluations of sessions done through SERC.</li> <li>➤ Implementation in classrooms observed through onsite visits.</li> </ul>
5. Design and implement standards and benchmarks against which each school can measure progress.	Druzolowski Evans St. Onge Staff/steering committee	<ul style="list-style-type: none"> <li>➤ Establish standards based on CT. Standards and frameworks.</li> <li>➤ Utilizing supplemental materials, establish common benchmark assessments.</li> <li>➤ Train school staff and central office staff relative to the use of benchmark assessments to inform instruction and monitor the delivery of curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Staff complete review of curriculum with steering committee by 6/06.</li> <li>➤ Staff review curriculum with text and supplemental materials to identify all common benchmark assessments by 9/06.</li> <li>➤ Utilizing professional development with steering committees and district-wide pd, explain process of using common benchmark assessments to inform instruction and revise/monitor implementation of curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 6/06</li> <li>➤ 9/06 – ongoing</li> <li>➤ 9/06 - ongoing</li> </ul>	<ul style="list-style-type: none"> <li>➤ Curriculum revisions done on a regularly scheduled basis using data.</li> <li>➤ Improvement of student performance on benchmark assessments.</li> <li>➤ Improvement of student performance on final exams.</li> </ul>

## Implementation Plan For District-Wide School Improvement

**Achievement Goal #2: Improvement of English/Language Arts performance by reducing below proficiency levels by 10% as measured by the CAPT.**

<b>Objective 4: Professional Development</b>					
<b>Task</b>	<b>Staff Responsible</b>	<b>What has to be done</b>	<b>Final Product</b>	<b>Completion Date</b>	<b>Evaluation</b>
1. Provide on-going professional development for instructors on applying Strategic Learning Strategies for students to help them access content across the content literacy continuum.					
2. Provide strategies for collaborative instructional team planning.					
3. Provide a trainer of trainers professional development model to enable Strategic Learning Teams to provide in-house professional development promoting use of Strategic Learning Strategies.					
4. Provide system-wide departmental professional development focused on: Identification of power standards, technology, use of new curriculum/implementation guides, effective instructional strategies for heterogeneous grouping, techniques in writing and research, critical reading and writing strategies, elements of literature, communication skills.	Druzolowski Evans Cicccone	<ul style="list-style-type: none"> <li>➤ Identify trainers and staff to provide systemwide pd in:               <ul style="list-style-type: none"> <li>• Identification of Power Standards;</li> <li>• Use of new curriculum &amp; implementation guide;</li> <li>• Instructional strategies for heterogeneous grouping;</li> <li>• Critical reading and writing strategies;</li> <li>• Elements of literature;</li> <li>• Critical communication skills.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Professional development successfully provided in all areas and products developed as follows:               <ul style="list-style-type: none"> <li>• Power standards developed &amp; placed in implementation guide;</li> <li>• Curriculum guides &amp; implementation guides used by teachers to guide instruction;</li> <li>• Critical reading and writing strategies, as reflected in the curriculum and implementation guide;</li> <li>• Elements of literature detailed in curriculum;</li> <li>• Critical</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ 9/04 and ongoing</li> <li>➤ 1/07 and ongoing revision</li> <li>➤ 9/04 and ongoing revision</li> <li>➤ 9/04 and ongoing revision</li> <li>➤ 9/04 and</li> </ul>	<ul style="list-style-type: none"> <li>➤ PD evaluated for each session; modifications made to follow up sessions.</li> <li>➤ All evaluation of the use of pd information conducted through survey, assessment data and student performance.</li> </ul>

			communication skills detailed in curriculum.	ongoing revision 9/04 and ongoing revision	
5. Provide professional development on increasing the positive learning environment in the school and classroom.					

## Implementation Plan For District Wide School Improvement

**Achievement Goal #2: Improvement of English/Language Arts performance by reducing below proficiency levels by 10% as measured by the CAPT.**

<b>Objective 5: Extended School Hours Programming</b>					
<b>Task</b>	<b>Staff Responsible</b>	<b>What has to be done</b>	<b>Final Product</b>	<b>Completion Date</b>	<b>Evaluation</b>
1. Establish Extended School Hour Programming, based on the availability of funds with priority given to schools identified in need of improvement.		<ul style="list-style-type: none"> <li>➤ Meet individually with Title I schools to advise and develop ESH Program.</li> <li>➤ Review and approve all applications for ESH across the district</li> <li>➤ inclusive of non-Title I schools.</li> <li>➤ Identify all Title I students who are having difficulty performing on CAPT and place them into ESH programming.</li> <li>➤ Visit all ESH programs in operation to advise/monitor/adjust programming in all Title I schools.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Operational ESH Programs in all Title I schools and in non-Title I schools that have applied.</li> </ul>	<ul style="list-style-type: none"> <li>➤ January 1, 2006 – applications approved for all Title I Schools.</li> <li>➤ January 31, 2006 – applications approved for all schools that have applied and revised applications as requested.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Implementation of programming across all schools that have applied.</li> <li>➤ Gathering of demographic data, which defines number of students that have participated in academic, as well as enrichment and recreational activities of ESH program.</li> <li>➤ Improvement of student performance on CAPT, in part, as a result of participation in ESH Programs.</li> </ul>
2. Address specific English/Language Arts needs through Extended School Hour Programming. Extended School programming will exist through the following venues: After school programming, before school programming, Saturday or summer school programming.					

## Implementation Plan For District-Wide School Improvement

**Achievement Goal #3: Increase the number of highly qualified teachers in core subject areas to 100%.**

<i>Objective 1: Recruitment</i>					
Task	Staff Responsible	What has to be done	Final Product	Completion Date	Evaluation
1. Increase efforts to attract highly qualified minority teachers by attending statewide minority teacher recruitment fairs as well as participate in statewide/RESC committees (CREC Minority Teacher Recruiting; ACES Minority Teacher Recruitment) in order to enhance our system for recruiting minority teachers.	Hughes Druzolowski Melillo All Staff	<ul style="list-style-type: none"> <li>➤ Continuous recruitment for the most highly qualified minority teachers for our system.</li> <li>➤ Revise recruitment process to obtain higher visibility of district changes and advancements</li> </ul>	➤ Greater number of minority teachers hired to teach in our schools.	➤ 6/04 and ongoing	➤ Numbers of minority teachers increased over time.
2. Recruitment--Target potential candidates through: <ul style="list-style-type: none"> <li>Alternate Route to Certification</li> <li>Web recruitment</li> <li>High Education</li> <li>CTHSS Recruitment Fairs</li> <li>Print Advertising</li> </ul>	Melillo				

## Implementation Plan For District-Wide School Improvement

### Achievement Goal #3: Increase the number of highly qualified teachers in core subject areas to 100%

#### Objective 2: Professional Development and Teacher Retention

Task	Staff Responsible	What has to be done	Final Product	Completion Date	Evaluation
1. Continue New Teacher Induction Program with mid-year conference to reinforce recognition and support for instructors.	P. Ciccone	<ul style="list-style-type: none"> <li>➤ Tailor ongoing program to meet needs of new (post Sept. hires and continuing first year) teachers. Evaluate needs assessment.</li> <li>➤ Establish full day of PD re: teacher development requisites (BEST), mentorship expectations, advanced classroom management techniques and content focused teaching &amp; learning needs</li> <li>➤ Distinguish formal BEST Mentor from Critical Friendship Model.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Invitation/incentive letters completed</li> <li>➤ Participation roster est., advanced materials/agendas out, consultants informed of constituencies enrolled.</li> <li>➤ Full day program to include: BEST Program portfolio &amp; non-portfolio pathways, mentee/mentor expectations.</li> <li>➤ Needs Assessment Activity</li> <li>➤ Survival Techniques (interlude)</li> <li>➤ Advanced classroom behavior mgt. techniques</li> <li>➤ Resource &amp; information table</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ongoing year 1, 2, 3</li> <li>➤ Feb. 10, 2006</li> <li>➤ Feb. 24, 2006</li> <li>➤ March 11, 2006</li> </ul>	<ul style="list-style-type: none"> <li>➤ Enrollment numbers of first year teacher (new and ½ year mark)</li> <li>➤ Evaluative assessment of advanced materials.</li> <li>➤ Evaluations participants</li> <li>➤ Feedback/debriefing with</li> <li>➤ Presenters &amp; veterans: ACES D. Conway: BEST</li> <li>➤ EConn B. Kniess: Adv. Classrm. Behavior Mgt.</li> <li>➤ P. Ciccone: Needs Assessment (eBoard), Survival Techniques share out</li> <li>➤ Dissemination of Certification and NCLB information, veteran teacher/administrator survival guides, Praxis II resources, other CTHS relevant forms/guides</li> </ul>
2. Design updated new teacher and new	Ciccone	<ul style="list-style-type: none"> <li>➤ Train veteran</li> </ul>	<ul style="list-style-type: none"> <li>➤ 2-day model on Role of</li> </ul>	<ul style="list-style-type: none"> <li>➤ June – July 2006</li> </ul>	<ul style="list-style-type: none"> <li>➤ School level capacity</li> </ul>

<p>administrator first-year orientation program with interactive forums, i.e. veteran and new teachers &amp; administrators will share a knowledge base on curriculum and content literacy, curriculum and technology integration, best practices for survival and professional growth. Forum will include experience in diversity &amp; gender equity issues, i.e. developing tolerance recognition skills.</p>		<p>teachers and administrators in effective mentorship.</p> <ul style="list-style-type: none"> <li>➤ Develop 3 day new teacher, new admin. Orientation program.</li> <li>➤ Create mentor/critical friend partnerships.</li> <li>➤ Continue Mid-Year conference above.</li> <li>➤ Establish ongoing state mandated diversity and gender equity forums</li> </ul>	<p>Veteran Partner, with evaluation profile. Day 1 – split to separate focus for Veteran Admins. on Leadership style and Shared School Leadership, and Veteran Teachers on Teaching &amp; Learning in the Classroom, Contributions to School Culture and Learning Environment, Leading While Teaching.</p> <ul style="list-style-type: none"> <li>➤ 3 day orientation: full day state mandated training completed. Full day Flippen precursor, critical partnerships and growth through PD and BEST. Full day instruction, curriculum and technology integration foundations.</li> <li>➤ Conduct 4/SY forums for veteran/new partners (2 regional, 2 central)</li> <li>➤ Full Day – C.O. new hires &amp; ½ year mark</li> <li>➤ New hires trained with 3-6mths of hire.</li> <li>➤ Content and Trade Consultants tapped for school based PD, school 10 day flowchart focused on district</li> </ul>	<ul style="list-style-type: none"> <li>➤ August 2006 – New Teacher/Administrator orientation program.</li> <li>➤ Partnerships est. Aug. 06</li> <li>➤ Partners Forum – SY 06-07 to coincide with school calendars</li> <li>➤ Mid-Year Feb – Mar. 07</li> <li>➤ State Mandated diversity &amp; gender equity initial training: Spring 2006, Aug. 06 Orientation, and ongoing</li> <li>➤ Formal Inception March 30, 06 and</li> </ul>	<p>of trained veteran partners increased to 1 or 2 to one matches.</p> <ul style="list-style-type: none"> <li>➤ Attendance, &amp; evaluations</li> <li>➤ Numbers of engaged mentors.</li> <li>➤ Attendance, feedback surveys (eBoard) and evaluations</li> <li>➤ Attendance, evaluations and partnership longevity</li> <li>➤ As above, attendance, needs assessment, participant evaluation and present feedback, debriefings.</li> <li>➤ Trained new hires according to schedule of Final product.</li> <li>➤ District receipt of school-based PD plans</li> </ul>
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3. Create an induction action plan to support new teachers throughout the school year (BEST District Facilitators requirement).					
4. Plan and encourage new teacher participation in the Flippen Foundation training models specifically <i>Capturing Kids Hearts</i> and <i>Zero to One</i> .	Ciccione	<ul style="list-style-type: none"> <li>➤ Establish precursor 1-day Zero to One training for new teachers during orientation.</li> <li>➤ Assure Veteran Teacher Partners trained in Flippen Relationship building program (CKH)</li> <li>➤ Principals to schedule new teachers into Fall CKH training dates.</li> </ul>	<ul style="list-style-type: none"> <li>➤ New Teachers awareness of goals of CKH before entering instructorships</li> <li>➤ Veteran partners model Flippen/CKH within buildings for new teachers</li> <li>➤ New teachers trained in CKH preventive models.</li> </ul>	<ul style="list-style-type: none"> <li>➤ August Orientation 06</li> <li>➤ Part of mentor/partner volunteer profile and training program June-July 06.</li> <li>➤ Fall 06 ongoing</li> </ul>	<ul style="list-style-type: none"> <li>➤ New teacher ability to recognize Flippen/CKH effects on school culture and their preparation for CKH training</li> <li>➤ More veteran adoption of Flippen/CKH, increased facilitator capacity for new teachers classroom mgt. abilities.</li> <li>➤ Increased school wide adoption of CKH, decrease referrals and referral struggles in new teacher classrooms.</li> </ul>
5. Design and implement two second year		<ul style="list-style-type: none"> <li>➤ Establish calendar of BEST Mentor</li> </ul>	<ul style="list-style-type: none"> <li>➤ Building level BEST Mentor capacity</li> </ul>	<ul style="list-style-type: none"> <li>➤ BEST Mentor/Refresher</li> </ul>	<ul style="list-style-type: none"> <li>➤ Mentors &amp; mentees assigned 1-1, based on</li> </ul>

<p>and one third year BEST portfolio workshops.</p>		<p>and BEST Mentor refresher trainings.</p> <ul style="list-style-type: none"> <li>➤ Train facilitators at building level to emphasize year 2 &amp; 3 particulars.</li> </ul>	<p>increased through new Mentor training and refreshers.</p> <ul style="list-style-type: none"> <li>➤ Facilitators' knowledge and mentor/mentee contact increased and school based support specifically designed for critical portfolio completion.</li> </ul>	<p>trainings: Spring 05 – ongoing</p> <ul style="list-style-type: none"> <li>➤ 2 trainings completed: by Jan. 06</li> </ul>	<p>core expertise.</p> <ul style="list-style-type: none"> <li>➤ Increase in portfolio activity and success completion.</li> </ul>
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## Implementation Plan For District-Wide School Improvement

**Achievement Goal #4: Improvement of school environment as measured by a school climate inventory; improvement in the frequency and number of behavioral indicators; reduction in suspension and expulsion rates by a minimum of 10%, and increase in graduation rate.**

<i>Objective 1: Curriculum Development, Implementation and Assessment</i>					
Task	Staff Responsible	What has to be done	Final Product	Completion Date	Evaluation
1. Implement teen leadership curriculum (Flippen Foundation).					
2. Administer school climate survey to all staff and students electronically.	Teresa Boyd-Cowles	<ul style="list-style-type: none"> <li>➤ Develop and administer School Climate Survey</li> <li>➤ Analyze school climate profile results for each school</li> </ul>	<ul style="list-style-type: none"> <li>➤ School Climate Survey</li> <li>➤ Baseline individual school (disaggregated) data on the status of key elements of school environment</li> </ul>	<ul style="list-style-type: none"> <li>➤ June 2006 and on-going</li> </ul>	<ul style="list-style-type: none"> <li>➤ Look for positive changes in the key elements of school environment (i.e. Leadership; Involvement; Order; Environment; Instruction; Expectations; Collaboration)</li> </ul>
3. Assess data utilizing the school district's evaluator.					
4. Share assessment data/results with students and staff and parents.					
5. Use survey data as a baseline for a post climate survey at the end of the school year to gauge progress in school climate and define programmatic interventions.					
6. Use of graduation data (including graduation rate), failure data, and attendance data to inform decision making on both District and school based improvement plans.	Bill Turek Teresa Boyd-Cowles	<ul style="list-style-type: none"> <li>➤ Analyze ED 540 and Ed 400.</li> <li>➤ Implement follow-up survey to complement ED 540 &amp; 400 data</li> <li>➤ Provide district training in running reports and analyzing data.</li> <li>➤ Implement newly exit interview to use with students who leave prior to graduation.</li> </ul>	New graduation data survey Professional development to staff provided.  Aggregated data from exit interview.	<ul style="list-style-type: none"> <li>➤ June 2006 and on-going</li> <li>➤ June 2006 and on-going</li> <li>➤ June 2006 and on-going</li> </ul>	<ul style="list-style-type: none"> <li>➤ Look for an increase in graduation (rates) data.</li> <li>➤ Reduction in student suspension and expulsion rates</li> </ul>
7. Use discipline data to define the effectiveness of alternative programming to suspension and make appropriate modifications.					

## Implementation Plan For District-Wide School Improvement

**Achievement Goal #4: Improvement of school environment as measured by a school climate inventory; improvement in the frequency and number of behavioral indicators; reduction in suspension and expulsion rates by a minimum of 10%, and increase in graduation rate.**

<b>Objective 2: Professional Development</b>					
<b>Task</b>	<b>Staff Responsible</b>	<b>What has to be done</b>	<b>Final Product</b>	<b>Completion Date</b>	<b>Evaluation</b>
1. Provide training Teen Leadership Training for teachers who are selected to teach Teen Leadership courses.	Ciccone	<ul style="list-style-type: none"> <li>➤ Register CKH and LTW trained staff for TLC 1 day trainings.</li> <li>➤ Plan additional, alternative dates to coincide with LTW profiling process successes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Schools with CKH capacity for TLC courses have access to trained staff, text books and scheduled courses.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Fall 05 - ongoing</li> </ul>	<ul style="list-style-type: none"> <li>➤ 3 schools currently teaching TL courses.</li> <li>➤ 1 school beginning TL as Extended Day programming course in Feb. 06.</li> <li>➤ All building CKH Capacity levels.</li> <li>➤ Identification of buildings not yet at capacity.</li> <li>➤ Training schedule of Sept. 05 through May 06 yield: approx. 850 CKH trained staff.</li> <li>➤ Number of LTW and TLC training dates needed for Spring 06 and Fall 06.</li> </ul>
2. Expand Life Space Crisis Intervention - LSCI (Dr. Mitch Beck) training to administrators and teachers and reinforce with pupil personnel staff.		<ul style="list-style-type: none"> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>
3. Create a plan to ensure that expanded LSCI model is implemented within each school.		<ul style="list-style-type: none"> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>
4. Review and revise the Developmental School Counseling Program operating in each school to ensure all student support staff is trained.	Bill Turek	<ul style="list-style-type: none"> <li>➤ Add accountability measures to the comprehensive school counseling program.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Revised Developmental School Counseling Program guidelines will include new</li> </ul>	<ul style="list-style-type: none"> <li>➤ June 2006</li> </ul>	<ul style="list-style-type: none"> <li>➤ Review of all staff by September 2006</li> </ul>

			accountability measures		
5. Provide LSCI and Behavior Intervention orientation to all staff.	Bill Turek	➤ Develop timeline plan to provide LSCI and Behavior Intervention orientation to all staff	➤ LSCI trained staff will provide professional development in LSCI in each school	➤ On-going	➤ Reduction in fewer discipline referrals by staff. ➤ Measured by data collection in 2006-2007 school year.
6. Reduce the number of suspension and expulsion rates by a minimum of 10%.					

## Implementation Plan For District-Wide School Improvement

**Achievement Goal #4: Improvement of school environment as measured by a school climate inventory; improvement in the frequency and number of behavioral indicators; reduction in suspension and expulsion rates by a minimum of 10%, and increase in graduation rate.**

### ***Objective 3: Parent, Student and Community Involvement***

<b>Task</b>	<b>Staff Responsible</b>	<b>What has to be done</b>	<b>Final Product</b>	<b>Completion Date</b>	<b>Evaluation</b>
1. Provide administrators with training in effective Parent engagement in school culture and educational practice.	Ciccione	<ul style="list-style-type: none"> <li>➤ Create PD mechanism for perceptual change. Engage district level intervention in next step process.</li> </ul>	<ul style="list-style-type: none"> <li>➤ CTHSS leadership develop knowledge of schoolwide perception of role of the whole family in educational practice and develop an understanding of next steps toward creating family friendly schools.</li> <li>➤ District engages in next steps, engagement of parents at central PFO meetings, as well as physical plant changes, signage, building plan adjustments</li> </ul>	<ul style="list-style-type: none"> <li>➤ Full Day PD for Consultants, Superintendents and Principals with Steven Constantino, Ph.D., founder of Family Friendly Schools Institute. Jan. 06.</li> <li>➤ By SY 06 end: follow-up forum for next steps, district level and building level.</li> <li>➤ SY 05-06 started and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>➤ Assessment and Evaluations of PD participants.</li> <li>➤ Feedback from presenter</li> <li>➤ Growth of district wide and building level PFO membership.</li> <li>➤ District wide PFO meetings agenda items being brought back to school based PFO forums</li> </ul>
2. Strengthen the Parent Faculty Organization (PFO) in each school by increasing participation of parents and frequency of meetings, clarification of bylaws, and training.					
3. Conduct bi-monthly district-wide parent organization meetings held at central office to improve school-based participation in school improvement activities.	H. Balch	<ul style="list-style-type: none"> <li>➤ District-wide parent organization established</li> <li>➤ Establish meeting dates and develop agendas</li> </ul>	<ul style="list-style-type: none"> <li>➤ Minutes of meetings</li> <li>➤ Platform created for PFO to gather detailed information regarding SIP process and improved school-based participation</li> </ul>	<ul style="list-style-type: none"> <li>➤ On-going</li> </ul>	<ul style="list-style-type: none"> <li>➤ Culmination of Agendas</li> <li>➤ Parent survey regarding effectiveness/satisfaction of District-wide PFO committee.</li> </ul>
4. Conduct bi-monthly school-based parent organization meetings (PFO) designed to disseminate information discussed at district-					

wide meetings, as well as provide opportunities to support the students and school improvement activities.					
5. Increase the knowledge base of each PFO relative to school improvement planning processes, NCLB regulations and issues, i.e., supplemental services, curriculum and school operations.	Heidi Balch Sandi Casberg	➤ Central office consultants with expertise relative to SIP and other NCLB requirements attend PFO meetings to provide information and technical support	➤ Minutes of meetings ➤ Platform created for PFO to gather detailed information regarding SIP and NCLB requirements	➤ Ongoing	➤ Report of meeting agendas and minutes.
6. Utilize student groups at each school and at the <i>district level</i> to advise the superintendent as to the student needs in the curricular and instructional area.	Heidi Balch	➤ Student Congress meets 5 times per year. Students from every school represented.	➤ Agendas and Minutes of meetings	➤ Ongoing	➤ Report results of active membership participation

## Implementation Plan For District Wide School Improvement

**Achievement Goal #4: Improvement of school environment as measured by a school climate inventory; improvement in the frequency and number of behavioral indicators; reduction in suspension and expulsion rates by a minimum of 10%, and increase in graduation rate.**

<b>Objective 3: Parent, Student and Community Involvement</b>					
<b>Task</b>	<b>Staff Responsible</b>	<b>What has to be done</b>	<b>Final Product</b>	<b>Completion Date</b>	<b>Evaluation</b>
7. Create a plan to increase student participation in all groups, i.e. student council, student congress, Skills USA. <i>SkillsUSA is a student group, which operates at the school, district and national level to involve students in their trade/technology area of expertise. Students meet year round to demonstrate their trade skills, as well as their oratory and writing skills in national and state competition.</i>	Heidi Balch	<ul style="list-style-type: none"> <li>➤ Student Congress meetings</li> <li>➤ Leadership Conference</li> <li>➤ School based community service Projects</li> <li>➤ Workforce readiness curriculum being delivered.</li> <li>➤ State Championship to be held in April, with National Championship to be held in June 2006 in Kansas City.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Agendas and Minutes of all meetings and conferences.</li> <li>➤ Full Implementation of Workforce readiness curriculum.</li> <li>➤ Students receive recognition for trade and leadership activities at state and national level competitions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ On going</li> <li>➤ November 2005</li> <li>➤ June 2007</li> <li>➤ June 2006</li> </ul>	<ul style="list-style-type: none"> <li>➤ Survey results for student congress and Leadership Conference</li> <li>➤ Review of Workforce readiness curriculum</li> <li>➤ Recognition awards.</li> </ul>
8. Create a plan to increase partnerships with local and regional businesses, industries and community leadership to support Trade Technology Advisory Committees (TTAC). <i>TTAC represents 37 committees that meet twice a year at each school. These committees include business/industry representatives, community representatives, Workforce Education Partnerships, etc. They will be better informed as to the results of the CAPT assessment, as well as our NOCTI (trade examination) assessments in order to advise schools on curricular and instructional issues, which will directly impact the school improvement initiative.</i>					
9. Representation of principals (CTHSS) at regional/sending district superintendent forums.					