

New Haven Public Schools

District Improvement Plan

New Haven Public Schools District Improvement Plan 2005-2007

Introduction

The New Haven Public Schools is committed to moving our district from Good to GREAT. We are raising the standards through greater accountability through developing our *Mission, Vision and Bold Goals*. We have high standards and expectations and are committed to increasing student achievement and improving staff performance.

Mission

New Haven Public Schools are committed to ensuring that all students will learn, succeed, think independently and value all people.

Vision

New Haven Public Schools will be nurturing, healthy, safe school environments that exhibit...

- ***Equitable systems of support and resources***
- ***Family and community engagement***
- ***Effective leadership***
- ***Quality teaching***
- ***Respect, trust, understanding, acceptance and appreciation of individual differences among all stakeholders***
- ***Higher achieving students as measured by standards and assessments***

Bold Goals

- 1. By 2008, 95% of students will be ready to succeed by the end of kindergarten***
- 2. By 2008, 95% of students will meet literacy and math standards***
- 3. By 2008, the achievement gap will be no more than 5% for defined subgroups***
- 4. By 2008, 95% of students will demonstrate necessary social skills for success in school and life***
- 5. By 2008, 95% of students entering 9th grade will graduate ready for college, post secondary education, military or the workforce***

The New Haven Public School adopted the Accountability for Learning Model:

The New Haven Public Schools “Accountability for Learning Model” incorporates the Connecticut State Department of Education’s “Essential Components for a Results-Based District Accountability System.”

The following components are evidenced within our Strategic District Improvement Plan.

- Clear Mission that focuses on teaching and learning
 - *MISSION: New Haven Public Schools are committed to ensuring that all students will learn, succeed, think independently and value all people.*
- Coordinated governance structure including support from our Board of Education
 - *Mayor DeStefano, who sits on the Board of Education, Board Members, and Dr. Mayo, Superintendent, met with members of the broader community to develop the district’s vision and mission, to development of our accountability and to support implementation of the plan.*
- Goals are indicators based on more than just test scores.
- Teacher and administrative evaluation processes that incorporate Skills learned from professional development
 - *Administrators will develop MBO’s that are linked to district initiatives and to personal growth needs as identified in the Connecticut Leadership Survey.*
- Development of professional learning communities
 - *We began training in DuFour’s Professional Learning Communities Model two years ago and continue to refine the process both at the central office level, as well as the school level.*
- Research-based instruction and interventions
 - *We pride ourselves for the development of a comprehensive literacy program at the lower elementary level. The five components of effective, research-based instruction for reading are evident from pre-school through grade three. We have developed and are implementing key, strategic reading instruction in grades 4-8 in both reading and content level classes. In relation to interventions, we have been highly successful in the Yale Child Study’s “Essential’s of Literacy” model at the elementary level. There are both Cornerstone Model Literacy Schools and Reading First Schools that have implemented the Mondo Program. We have piloted research-based literacy interventions in middle and high schools. These include SRA, Power-Up, Reading Advantage and Read 180.*
- Implementation of best practices presented in CPA training
 - *As outlined above we have proactive and strategic in the planning and design of our professional development, as well as being comprehensive in the implementation and monitoring of our initiatives.*

The majority of these state components, which are supported by the state’s Improvement Team, are based on the works of Dr. Doug Reeves at the Center for Performance Assessment. We have adopted many of the models under the training and support of Dr. Reeves and his team.

*The New Haven Public Schools are cognizant of the NCLB requirements for strategic school improvement.
We are addressing each of the NCLB components in the following manner.*

**Strategic School Improvement Plan
State Formula**

1. Annual Measurable Objectives

Tier I and Tier II Indicators

2. Strategies (All based on scientifically based research)

Implement “Good to Great Effective Teaching Model” to differentiate instruction

Implement 5 Step Data Team Model / Implement Marzano’s Strategies

Implement 24/7 Walkthrough Process / Implement Reading First Strategies

3. Core Academic Subjects

Use Power Standards in daily lessons / clearly posted

Implement district curriculum for reading, writing, math and science

4. Responsibilities of LEA and State collaborations / technical support

Supports you are receiving from CSDE (ACES)

Supports you are receiving from Central Office

5. Professional Development

Professional Development for Administrators and Teachers was directly linked to the strategies listed above in #2. In addition, we began training on Power Standards, Good to Great Effective Teaching for social Development Model, SIOP training for Bilingual + ESL teachers + Co-teaching + IEP development for Special Education staff. Administrators also received training on the Organizational Assessment Model.

6. Parental Involvement

Parent activities directly linked to meet Tier 1 and Tier 2 initiatives

(Family Resource Center, PTO, other parent and/or Community Groups, Partners)

Workshops for teachers and how to better link work parents

7. Activities for Before School, After School, Extension of School Year

Based on student performance data

Record of students involved in what is being done

Professional Development

As we continue on our quest in going from Good to GREAT, we have become very strategic in our approach to professional development. We need to ensure that every teacher and every administrator receives the same message. We need to ensure that administrators and teachers receive the coaching they need in order to be the best they can be, which in turn will ensure that our children receive a quality education. We are focusing & strengthening Professional Development in Professional Learning Communities, Tier I, II, & III, Power Standards, Effective Teaching, SIOP, IEP Refinement & Co-teaching between regular and special education.

Through the Professional Learning Communities model, we developed our mission, vision and Bold Goals. We are committed to greater accountability through a focus on literacy and numeracy. This year, we are providing both initial and deeper professional development on Tier 1, Tier 2, and Tier 3 indicators (Reeves), the 5 step data team model (Reeves), unlocking standards to determine power standards (Reeves), 24/7 walkthrough training, sheltered English instruction strategies, Marzano's teaching strategies, and the implementation of the new "Good to Great Effective Teaching Guide" (Graniero)

Each year we review and refocus on literacy. Over the past year, we began the process of establishing *Power Standards*, instructional and pacing guides focusing on meeting these standards, as well as assessments that are aligned to the standards in an attempt to ensure students are meeting required benchmarks. The same process was completed for mathematics. Ten staff members were certified as trainers for identifying *Power Standards*. This year, we are working on *Power Standards* in all content areas and how we can best integrate the literacy and numeracy standards across the curriculum. To that end, we provided pull-out and on-site training, modeling and coaching from pre-school through high school.

Last year, we provided initial professional development around data team training to all our administrators, Instructional Coaches and Literacy Coaches. We also certified 20 staff members to be trainers of the 5 Step Data Team process. This year, we will certify 40 additional staff members, who will in turn train all staff at their respective buildings. We are also selecting grade level and departmental team leaders for data team meetings at each school. Central Office staff is being further trained so that the 5 Step Data Team process is implemented at data review meetings in Central Office departments.

Central Office walkthroughs identified 90% of our elementary schools scheduling grade level meetings to share and analyze student performance, as well as scheduling data team meetings. They were at different levels along a continuum with respect to implementing a true 5 Step Data Team process. Only 40% of middle and high schools were scheduling departmental data team meetings. The district goal this year is to have 100% of schools implementing the 5 Step Data Team process for both grade level, vertical and departmental teams.

During the 2004 – 2005 school year, we implemented a walkthrough model in which Central Office teams and principals visited schools across the district to identify best practices. The Reading Supervisor developed a "Literacy Sweep" model for the district and each classroom from Kindergarten through grade 8 was observed by two trained literacy coaches at different times. The evidence was calibrated and results were shared with the Superintendent, school principals, and school instructional teams. Administrators were asked to use this information to plan for teacher and student needs for 2005 – 2006. In addition, each department has been asked to develop a departmental sweep.

We changed our on-site staff support model by eliminating staff developers and literacy mentors. We established Instructional Coaches, Literacy Coaches and Math Coaches. These coaches met on a consistent basis and received additional content training. They provide greater on-site support in the classroom. This year, all coaches are to provide 2 hours a day instruction to students. All staff are required to work with students during the literacy block. Consultants are providing greater on-site training and modeling, especially at the high school level.

Professional Development (Con't.)

During the 2004 – 2005 school year, we identified the many bilingual programs in the district and noted that there was fragmentation. The bilingual department began work on an ESL Guide. This year the guide will be refined and professional development will be planned around strategies outlined in the guide. In addition, we will continue to train the entire district in the Sheltered Instructional Observation Protocol (SIOP). We purchased two pilot intervention and literacy support programs and will be tracking student progress through the new LAS Plus.

In relation to providing greater student support, the new, “Good to Great Effective Teaching Guide” is designed to replace our former pre-referral process, as well as identify a process for assessing students, regrouping, targeting instruction and reassessing to determine progress. A specialized lesson design is included for students deemed most resistant to instruction. School instructional teams, inclusive of the principal, Instructional Coach, Literacy Coach, a special education teacher, and a bilingual or ELL teacher from schools with a high ELL population will continue to receive training in the model. This year, we are adding sections for social skill interventions, language strategies to meet the needs of English Language Learners, and guidelines for writing effective IEP’s that are linked to district standards and assessments.

Title I Parent Information

In New Haven we realize that our parents are major stakeholder in the overall success of their children's education. Believing that an informed and involved parent is a valuable teaching partner, we are continuing with our commitment to provide district wide opportunities for all parents and caregivers to become a part of our system wide goals.

Over the summer, our parent advisory group established a series of parent and community workshops that take place once a month. In these workshops, which are held in a different school site each month, parents are given the opportunity to listen to and learn from speakers in a variety of fields who offer helpful information to parents. Topics this year include a night of Hands on Math, Weaving Literacy into Daily Routines, and Family Math Night.

For the 2005-2006 school year we have organized a committee of stakeholders who meet once a month to discuss what is happening in our district and in individual schools. This committee, made up of parent representative from our Title One Schools, is responsible for working with central office to develop and execute a needs assessment in our schools; determining topics which need to be addressed; to planning citywide activities which focus on increasing student achievement; for disseminating information to PTO groups; and for keeping our bold goals and our "GOOD TO GREAT" model in the forefront of all that they are doing.

We have secured time on Citizen's Television in New Haven for a monthly TV show that is dedicated to parent information. With a variety of topics planned, our goal is to not only inform but to teach our audience how to work with their children at home and how to better understand the overall vision of the New Haven Public School system.

From the Title I office, we are generating a newsletter which will contain a calendar of the monthly activities that are taking place across the district. This newsletter will also spotlight two schools per issue whose parent meetings are focusing on math and literacy achievement. Our intention is to inform parents about what individual schools are doing so that a catalogue of ideas can be organized to service as a resource to parent and community groups across the district.

We have also put together a contact list of parent leaders and PTO Presidents from each Title I school so that they may network with each other for assistance in planning activities for their schools. This list includes phone numbers and email address for easier contact.

For report card nights in November each school was given a large banner with the name of their school proudly displayed next to our vision and our mission statement. All parents were asked to sign this banner which will be kept on display throughout the year to show unity and parent participation.

As of January, there are close to three hundred students who have opted for tutoring services with four different providers under the Supplemental Services agreement under No Child Left Behind. Two rounds of letters have been generated to all students in identified schools and we are hoping that more students will take advantage of this government sponsored program as the year continues.

In March we will be holding our first "in service" for parents to coordinate with New Haven's professional development day and in June we will hold a recognition ceremony for students in Title I Schools.

We have planned Community Conversations around each of the Bold Goals. In the fall, we held one for High School parents around Bold Goal #5. In January, we held one on Bold Goal #4. In March, we held one and combined a presentation on Bold Goal #2 and 3. In April, we are planning one for Bold Goal #1.

Title I Parent Information (Con't.)

We are planning workshops in April, May and June to provide teachers with strategies for developing partnerships with parents in the best interest of improving students performance. They will be provided with ideas for home school connections.

In New Haven we have witnessed an emergence of interest from our parent groups through our focus on giving to parents what they have requested in terms of workshops and presentations. It is our hope that this trend will continue as we move forward with open dialogue and consistent communication as we move New Haven's students from "good.....to great!!"

ADDITIONAL STUDENT ACADEMIC SUPPORTS

After School Academies:

We have a wide variety of after school academies and extended day programs, including 21st Century and Summer Scholl Programs. Schools provide before school, after school and Saturday programs. All programs have literacy objectives. Students needing additional support are targeted and it is recommended that they attend the sessions In addition; we have Supplemental Service programs as required by No Child Left Behind legislation.

Supplemental Services

We have a comprehensive Supplemental Service program with five providers servicing over 300 students. We have a process, by which we send letters to all parents of students in schools that were identified for not making A.Y.P. We provide parents with a listing of all programs from which to choose. We also meet with principals to review student progress and make recommendations for target at-risk students, we send out additional letters in both English and Spanish at selected intervals during the school year to continue to encourage parents and students to take advantage of our excellent Supplemental Service programs.

In addition the above mentioned programs, we have a comprehensive 21st Century programs, which follows.

A Federal grant awarded to support Extended School Hours Programs in 8 of New Haven's Schools including: Lincoln Bassett, Wexler-Grant, Columbus, James Hillhouse, Hill Central, Roberto Clemente, Davis Street and King/Robinson. The New Haven Board of Education outline it vision and mission of how it will prepare our children for the 21st Century in the Kid's First Strategic plan. One of the five bold goals outlined in the Kid's First plan is to address the individual and social needs of the students and their families in order to improve learning and academic success. The afterschool, weekend and summer programs play a vital role in fulfilling this goal. Opening schools before/after traditional hours allows the school the opportunity to offer high-quality enrichment activities that.....

- Improve student's critical thinking, communication, and social skills
- Decrease incidents of youth drug use, violence, and crime
- Increase parent and community indolent in the schools
- Increase attendance rates
- Provide strong link between afterschool instruction and district directives for curriculum, instruction and assessments
- Promote relations between school and community
- Promote adult literacy and parent indolent
- Improve student performance and increase student achievement

These 8 building are open before/after school and on Saturdays as well as during the inter-sessions (school vacations and holidays). Programs include integrated education, health, social services, recreational and cultural, nutrition, expanded library service hours, telecommunications and technology, and parenting skills and education. Programs run daily throughout the school year and most of the summer. All programs have an academic component with focus on literacy. For example: 1) an afterschool basketball camp will include reading about famous basketball player and writing a biographical narrative as well as physical technique and scrimmage 2) an after-school cooking class incorporates math and science applications in regard to measurement, temperature and chemistry 3) a drama/theater workshop requires script reading / writing, fundamentals of stagecraft, timing and measurement.

An application packet is distributed to principals and building leaders at the beginning of each cycle. In the proposals the administrators must describe the academic components of the after-school program, which students are being targeted, the instructional format and how students will be assessed. Principals are required to provide academic enrichment opportunities to all students, as well as to families and community members affiliated with the school. Principals must report student progress on a regular basis to the Director in charge of After-school and extended day programs. Each site has a community partner that provides programs for their students. Community partners are responsible for providing instructional activities that are consistent with their original proposal when collaborating with the schools to apply for the grant.

Teacher Mentoring Program

We have a comprehensive Teacher Mentoring and Support Program. Through our Office of Staff Development we assign each new teacher with a BEST qualified mentor. In addition, we hire consultant mentors to provide support to our new teachers. We have a summer institute for beginning teachers and offer sessions on portfolio development throughout the school year. We also offer a series of workshops for beginning teachers in close collaboration with ACES.

There are Instructional and Literacy Coaches in all K-8 elementary schools. These resource staff provide both new and seasoned teachers with modeling and coaching in the areas of reading, writing and math. At the high school level, we have hired outside consultants (Quality Quinn, Mary MacClay, Sharon Snuffer) to provide on-site coaching and modeling for staff in literacy across all content areas. In addition, there are 3 literacy coaches at the middle school level and 5 math instructional coaches to provide support to our schools not making AYP in math.

We also have leadership development academies for aspiring administrators. We are working closely with ACES through the Wachovia Project to provide support to our new administrators.

Tier I and Tier II Indicators

Over the past two years we have received training from the Center for Performance Assessment in relation to Tier I, Tier II and Tier III indicators. During the 2004 – 2005 school year, we established key Tier I indicators that were linked to each of the Bold Goals. Technical support in the development of Tier I and Tier II was provided by the Center for Performance Assessment and the Stupski Foundation Team. We piloted a Tier II initiative, which culminated in a very successful Adult Science Fair in June, 2005. We had 100% participation by schools and central office departments. Upon reflection, we refined our process.

During the fall, 2005, we developed a Central Office Tier II Model that was shared with school teams. We also provided schools with sample Tier II Indicators that were linked to Tier I Indicators, which in turn are linked to each of the Bold Goals. We also provided training in Tier II development and required that each school develop Tier II indicators for each of the Bold Goals that impacted their school. For example, a Pre-K through Grade 5 school would have two to three Tier II indicators for each of the Bold Goals 1 through 4. A high school would have two to three Tier II indicators linked to Bold Goals 2 through 5. The Directors of Instruction, who have direct evaluation responsibility for the principals, provided coaching support to each school team in their development of Tier II indicators.

Further, we directed each administrator to develop their MBO's, as required under the administrators' evaluation document, in two areas: One MBO that was reflective of their own personal growth needs as indicated by their Leadership Survey and one that was directly linked to one of the following district initiatives: Data Teams, Good to Great Effective Teaching, or Walkthroughs.

Central Office Departments & School Teams are preparing for the June, 2006, Adult Science Data Fair at which we will display Tier I Indicators, Tier II Indicators, & Tier III narratives. A select group will also be presenting at the CT State Dept. of Education Fair in April.

The following pages outline the Central Office Leadership Team's Tier II Indicators and the District's Strategic Plan for meeting each of the Bold Goals. Again, this model serves as the foundation and reference for our schools. As previously indicated, we are taking the initiatives we began two years ago and have strengthened each one. They also serve as the basis for strategic planning over the next two years.

Bold Goal 1: 95% of students will be ready to succeed by the end of kindergarten

Identified Need	Tier 2 Indicator	Strategies	Monitor	PD	Benchmark goals
<p>Current Achievement Data</p> <p>70% of students have preschool experience</p> <p>81% of students proficient or better in Letter ID</p> <p>72% of students proficient or better on Phonological Awareness</p> <p>74% of students proficient or better on Concepts About Print</p> <p>21% of students proficient or better on DRA</p>	<p>Increase % of students having preschool experience</p> <p>Increase % of students proficient or better in Letter ID</p> <p>Increase % of students proficient or better on Phonological Awareness</p> <p>Increase % of students proficient or better on Concepts About Print</p> <p>Increase % of students proficient or better on DRA & K</p>	<p>Active recruiting pre school students & increasing # of schools that have preschool programs</p> <p>Developing new Pre-K Curriculum linked to K standards</p> <p>District to develop formative assessments for reading & math</p> <p>Data Teams training to review student performance data</p> <p>BTL Cohort training Parent workshops on strategies for working with students at home</p> <p>After school tutoring for kindergarten students</p> <p>School, having kindergarten and preschool programs to have Tier II indicators tied to Bold Goal 1</p>	<p>School Instructional Team (SIT) to monitor administration & analysis of assessments</p> <p>School Administrator & assigned Central Office administrator to monitor data teams & assist in analysis of data</p> <p>Superintendent & Central Office Leaders to meet with school teams to review student performance data</p> <p>Schools to have data notebooks identifying</p> <p>Adult Science Data Fair to indicate progress on Tier I & Tier II with a narrative for Tier II that explains other variables & value added information to achieving this Bold Goal.</p> <p>Directors to monitor & support their schools</p>	<p>Preschool teachers to receive training in preschools Curriculum Documents & how they are connected to Kindergarten</p> <p>Literacy Coaches to provide on site PD in SBRR strategies in Letter Identification PA & Concepts About Print</p> <p>Center for Performance Assessment to provide PD Data Team Model & on Tier I, Tier II, & Tier III indicators</p> <p>Breakthrough to Literacy Training (BTL) from district BTL coaches</p> <p>Dr. Graniero to provide training in Good to Great Model for Effective Instruction</p>	<p>80% of students will have preschool experience</p> <p>80% of Pre K & Kindergarten teachers participating in data teams</p> <p>90% of students demonstrating proficiency or better on phonological awareness</p> <p>85% of students demonstrating proficiency or better on Concepts About Print</p> <p>80% increase in student DRA scores in Kindergarten</p>

Bold Goal 2: 95% of students will meet literacy and math standards

Identified Need	Tier 2 Indicator	Strategies	Monitor	PD	Benchmark goals
<p>Current Student Performance Data</p> <p>There is a need to increase the % of students scoring proficiency or better on CMT.</p> <p>CMT scores by proficiency levels.</p> <p><u>Reading</u></p> <p>Grade 4 35% Proficiency Grade 6 41% Proficiency Grade 8 46% Proficiency</p> <p><u>Writing</u></p> <p>Grade 4 62% Proficiency Grade 6 64% Proficiency Grade 8 63% Proficiency</p> <p><u>Math</u></p> <p>Grade 4 64% Proficiency Grade 6 53% Proficiency Grade 8 46% Proficiency</p> <p><u>DRA</u></p> <p>Grade 1 27% Proficiency Grade 2 30% Proficiency Grade 3 38% Proficiency</p>	<p>Increase % students reaching proficiency or better on district assessments in the following grades:</p> <p>K: Concepts about Print, Letter ID, PA and DRA</p> <p>1-2: DRA</p> <p>3: DRA & District CMT format test</p> <p>4-8: District CMT</p> <p>Grades 4, 6 & 8; CMT in Reading, Writing, Math</p>	<p>Reading and Math Supervisors to develop formative assessments for reading and math</p> <p>Content Supervisors to develop Power Standards instruction & assessments aligned to CMT</p> <p>Teachers to post CMT standards</p> <p>District to develop “Keys to Comprehension” guide</p> <p>Data Teams training</p> <p>Community Conversation Parent workshops on Bold Goal 2- How to help out</p> <p>Provide parent workshops on CMT strands & how to help students at home</p> <p>Provide reading intervention programs</p> <p>Coaches and librarians to provide 2 hours additional instructional service to at-risk students</p>	<p>School Instructional Team (SIT) to monitor administration and analysis of assessments</p> <p>SIT to monitor implementation of Keys to Comp.</p> <p>School Administrator and assigned Central Office administrator to monitor data teams and assist in analysis of data</p> <p>Superintendent, Central Office, & staff to meet with school teams to review student performance data</p> <p>Technical and monitoring support by CSDE and Stupski Foundation.</p>	<p>Literacy Coaches to provide on-site professional development</p> <p>Nancy Boyles, SCSU, to provide training on keys to comprehension</p> <p>Center for Performance Assessment to provide PD Data Team Model</p> <p>Dr. Graniero to provide training in good to great effective teaching</p> <p>Mariano training on effective strategies</p> <p>CSDE , ACES and SERC workshops.</p> <p>Leadership training by CSDE, Stupski Foundation and Center for Performance Assessment</p>	<p>80% of students proficient or better on K: Concepts About Print, Letter ID, Phonological Awareness and DRA</p> <p>80% of students proficient or better on grades 1-2 DRA</p> <p>80% of students proficient or better on DRA & District CMT format test</p> <p>80% of students proficient or better on 4-8 District CMT</p> <p>10% decrease in % students scoring in intervention</p>

Bold Goal 3: Achievement gap will be no more than 5% for defined subgroups

Identified Need	Tier 2 Indicator	Strategies	Monitor	PD	Benchmark goals
<p>Current Data CMT</p> <p>Grade 4 Reading</p> <p>White 56%</p> <p>African American 34%</p> <p>Latino 27%</p> <p>ELL 24%</p> <p>Special Ed 10%</p> <p>Grade 6 Reading</p> <p>White 74%</p> <p>African American 40%</p> <p>Latino 32%</p> <p>ELL 14%</p> <p>Special Ed 3%</p> <p>Grade 8 Reading</p> <p>White 78%</p> <p>African American 43%</p> <p>Latino 43%</p> <p>ELL 19%</p> <p>Special Ed 11%</p> <p>Grade 4 Math</p> <p>White 81%</p> <p>African American 61%</p> <p>Latino 60%</p> <p>ELL 60%</p> <p>Special Ed 27%</p> <p>Grade 6 Math</p> <p>White 80%</p> <p>African American 50%</p> <p>Latino 49%</p> <p>ELL 31%</p> <p>Special Ed 8%</p> <p>Grade 8 Math</p> <p>White 73%</p> <p>African American 42%</p> <p>Latino 44%</p> <p>ELL 19%</p> <p>Special Ed 15%</p>	<p>Decrease improvement gap for defined subgroups on CMT and CAPT</p> <p>Increase % students in each subgroup scoring proficient or better</p>	<p>Reading and Math Supervisors to develop formative assessments for reading and math</p> <p>Content Supervisors to develop curriculum linked to power standards</p> <p>District to develop “Keys to Comprehension” guide</p> <p>Data Teams training</p> <p>IEP refinement co-teaching (regular + special ed teachers)</p> <p>Additional Reading Intervention Programs in middle schools (Power up, Reading Advantage, Read 180, Wilson Reading, EdMark)</p> <p>Community Conversation Parent Workshops on Bold Goal 3 to provide parents with information on the status of progress and with activities they can do at home to support their children</p> <p>Provide after-school tutoring</p>	<p>Reading and Math Supervisors to develop formative assessments for reading and math</p> <p>Content Supervisors to develop curriculum linked to power standards</p> <p>District to develop “Keys to Comprehension” guide</p> <p>Data Teams training</p> <p>IEP refinement co-teaching (regular + special ed teachers)</p> <p>Additional Reading Intervention Programs in middle schools (Power up, Reading Advantage, Read 180, Wilson Reading, EdMark)</p> <p>Community Conversation Parent Workshops on Bold Goal 3 to provide parents with information on the status of progress and with activities they can do at home to support their children</p> <p>Provide after-school tutoring</p>	<p>Literacy Coaches to provide on-site professional development</p> <p>Nancy Boyles, SCSU, to provide training on keys to comprehension</p> <p>Center for Performance Assessment to provide PD Data Team Model</p> <p>Dr. Graniero to provide training in Good to Great Effective Teaching Model</p> <p>Power Standards Training by Center for Performance Assessment</p> <p>SIOP strategies for working with English Language Learners</p> <p>PD in new reading intervention program</p> <p>Training for teachers in how to work more effectively with parents</p> <p>Leadership training by CSDE, Stupski Foundation & Center for Performance Assessment</p>	<p>Proficiency Benchmark Goals</p> <p>10% decrease in the percent of students scoring in intervention for each of the subgroups: White, African American, Latino, ELL and Special Education</p> <p>10% increase in the percent of students scoring in the proficient or better category for each of the subgroups: White, African American, Latino, ELL and Special Education</p>

Bold Goal 3: Achievement gap will be no more than 5% for defined subgroups

Identified Need	Tier 2 Indicator	Strategies	Monitor	PD	Benchmark goals
Current Data	Decrease improvement gap for defined subgroups on CMT and CAPT	Supervisors to develop formative assessments for reading and math	School Instructional Team (SIT) to monitor administration and analysis of assessments	Literacy Coaches to provide on-site professional development	Proficiency Benchmarks 10% decrease in the percent of students scoring in intervention for each of the subgroups: White, African American, Latino, ELL and Special Education READING 10% increase for White 20% increase / African American 20% increase / Latino 30% increase / ELL 30% increase / Special Ed MATH 10% increase for White 10% increase / African American 20% increase / Latino 20% increase / ELL 30% increase / Special Ed 10% decrease in intervention level for each subgroup.
High School CAPT					
READING					
White 78%		After school and Saturday instructional support sessions for students in CAPT and academics	SIT to monitor implementation of Keys to Comp.	Nancy Boyles, SCSU, to provide training on keys to comprehension	
African American 50%					
Latino 44%					
ELL 18%		Data Teams training	School Administrator and assigned Central Office administrator to monitor data teams and assist in analysis of data	Center for Performance Assessment to provide PD Data Team Model	
Special Ed 19%		IEP refinement co-teaching (regular + special ed teachers)	Superintendent & Central office leaders to meet with school teams to review student performance data	Dr. Graniero to provide training in Good to Great Effective Teaching Model	
MATH					
White 72%					
African American 39%					
Latino 35%					
ELL 19%					
Special Ed 15%					
	Develop a language development guide for ELL students		Power Standards training by Center for Performance Assessment		
	Community Conversations Parent Workshops on Bold Goals 3 and 5 (high school goals); status of progress and how to help your child.		SIOP strategies for working with English Language Learners		
			PD in new reading intervention program		
			PD in co-teaching by SERC for regular and special education teams		
			Leadership training by ACES, CSDE, Center for Performance Assessment Stupski Foundation		

Bold Goal 4: 95% of students will demonstrate necessary social skills for success in school & life

Identified Need	Tier 2 Indicator	Strategies	Monitor	PD	Benchmark goals
<p>Current Data</p> <p>Attendance:</p> <p>Students: 93% Staff: 94%</p> <p>Suspensions #8720 (many are repeat offenders)</p> <p>Expulsions: #164</p>	<p>Improve student attendance and decrease # of suspensions</p> <p>Increase # in student attendance</p> <p>Decrease in # of suspensions</p>	<p>Develop Good to Great Model for Social Skill Development</p> <p>Establish behavioral expectations to be posted in each school</p> <p>Develop a model standard consistent for behavioral benchmarks accurate district</p> <p>Community Convention Part Watch Bold Goal 4 Climate Survey and how to help your child</p> <p>Develop social climate survey and administer</p>	<p>Social Development Department and Central Office Leadership Team to review progress</p> <p>School Administrator and assigned Central Office administrator to monitor data teams and assist in analysis of data</p> <p>Dr. Graniero to provide template for monitoring social behaviors and assist in monitoring</p>	<p>Comer team from Yale Child Study Center to work with staff on social skills curriculum linked to SDP model</p> <p>Center for Performance Assessment to provide PD Data Team Model To review social climate surveys and data on suspensions, expulsions and discipline referrals</p> <p>Dr. Graniero to provide training in social skill development and new Good to Great Guide for Social Skill Development</p>	<p>Increase student attendance to 100%</p> <p>Increase staff attendance to 100%</p> <p>Decrease suspensions to 6540</p> <p>Decrease expulsions to 123</p>

Bold Goal 5: 95% of students entering 9th grade will graduate ready for college, post secondary education, military or the workforce

Identified Need	Tier 2 Indicator	Strategies	Monitor	PD	Benchmark goals
<p>Current Data</p> <p>CAPT Proficiency levels:</p> <p>Reading 53%</p> <p>Writing 58%</p> <p>Math 42%</p> <p>Science 47%</p>	<p>Increase % students proficient or better on CAPT</p>	<p>Supervisors to develop formative assessments for reading, math, science and social studies</p>	<p>School Instructional Team (SIT) to monitor administration and analysis of assessments and data teams</p>	<p>Quality Quinn, Mary MaClay and Sharon Snuffer to provide on-site coaching in CAPT and literacy across the curriculum strategies for all content area teachers</p>	<p>CAPT proficiency targets</p> <p>Reading 75%</p> <p>Writing 75%</p> <p>Math 70%</p> <p>Science 70%</p>
<p>Advanced Placement</p> <p>22% students scoring 3 or better on AP exams</p>	<p>Increase % of students scoring 3 or better on Advanced Placement Exams</p>	<p>Data Teams to be established at each high school</p>	<p>School Administrator and assigned Central Office administrator to monitor data teams and assist in analysis of data</p>	<p>Train additional teachers to teach AP classes</p>	<p>AP target 50% students scoring 3 or better on AP exams</p>
<p>SAT Scores:</p>	<p>Increase % student scoring 500 or greater on SAT Verbal</p> <p>Increase % student scoring 500 or greater on SAT Math</p>	<p>Curriculum supervisors and school teams to develop viable curriculum for grades 7 to 12 linked to power standards</p>	<p>Superintendent and Central Office leaders to meet with school teams to review student performance data</p>	<p>Center for Performance Assessment to provide PD Data Team Model</p>	<p>SAT Targets:</p>
<p>Verbal 418</p> <p>Math 403</p>	<p>Increase in # of students graduating and enrolling in post-secondary education</p>	<p>Community Conversations on Bold Goal 5 for parents and other stakeholders</p>	<p>High Schools to participate in Adult Science Data Fair in June to demonstrate progress in Tier II indicators</p>	<p>Dr. Graniero to provide training in Good to Great Effective Teaching Model</p>	<p>Increase verbal to 450</p>
<p>80% students enroll in post-secondary education</p>	<p>Increase in # of students graduating and enrolling in post-secondary education</p>	<p>AP orientation sessions for parents and students</p>	<p>CSDE and Stupski Foundation to provide monitoring in progress toward this goal</p>	<p>Power Standards training</p> <p>Center for Performance Assessment</p>	<p>Increase math to 430</p> <p>Increase % students enrolling in post-secondary to 90%</p>
		<p>Saturday and After school programs for CAPT and SAT</p>			
		<p>Schools to develop CAPT improvement plans</p>			

*Central Office Leadership Team
Tier II Indicators*

Identified Needs <i>(Based on Tier I)</i>	Tier 2 Indicator <i>(Measurable Student and Adult Performance Data)</i>	Strategies Adult Action Plan	How will we monitor & provide evidence of implementation?	Related Professional Development	What are our benchmarks / targets? <i>(For Tier I and II)</i>
<p>Bold Goal 1: By 2008, 95% of students will be ready to succeed by the end of kindergarten</p> <p>Bold Goal 2: by 2008, 95% of students will meet literacy and math standards</p> <p>Bold Goal 3: By 2008, the achievement gap will be no more than 5% for defined subgroups</p> <p>Bold Goal 4: By 2008, 95% of students will demonstrate necessary social skills for success in school and life</p> <p>Bold Goal 5: By 2008, 95% of students entering 9th grade will graduate ready for college, post secondary education, military or workforce</p>	<p>Increase % classrooms having reading, writing and math objectives posted, as well as teaching to the objective</p> <p>Increase % schools implementing 5 Step Data Team process</p> <p>Increase % schools displaying data walls</p> <p>Increase % schools implementing Good to Great Teaching Model</p> <p>Reduce % student referrals to special ed.</p> <p>%Parents participating in district-wide activities</p> <p>%At-risk students receiving interventions</p>	<p>LT members will be assigned a school for learning visits</p> <p>LT members will have a notebook of completed checklists including:</p> <ol style="list-style-type: none"> 1. Posted Standards / obj. 2. Teaching to objectives 3. Use 5 Step Data Process= 4. Display Data Walls 5. Use of G to Great Model 6. # referrals <p>LT will review formative and summative data on a quarterly basis</p> <p>LT will coordinate district-wide parent activities</p> <p>At-risk students to attend After school sessions</p>	<p>Completed notebooks from each LT member</p> <p>Review of progress meetings with Stupski on a monthly basis</p> <p>Review of progress meetings with CSDE on a quarterly basis</p> <p>Review of parent activities on a quarterly basis</p> <p>Review of after school programs on a quarterly basis</p>	<p>Good to Great: Effective Teaching Model PD with Dr. Graniero</p> <p>5 Step Data Team Process training (Flach)</p> <p>Standards training with Content Supervisors</p> <p>Data Analysis Training (Reeves, McCaslin)</p> <p>Developing Strategic Plans PD with CSDE (Reeves staff)</p>	<p>Increase % achievement in all Tier I indicators as outlined in attachment</p> <p>80% teachers posting standards / objectives and teaching to objective</p> <p>100% schools implementing 5 step data team process</p> <p>100% schools having data walls</p> <p>100% using Good to Great Model</p> <p>50% reduction in special education referrals</p> <p>80% students scoring proficient or better on district formative and summative assessments</p>

Central Office Tier II Indicators

Identified Needs <i>(Based on Tier I)</i>	Tier 2 Indicator <i>(Measurable Student and Adult Performance Data)</i>	Strategies Adult Action Plan	How will we monitor & provide evidence of implementation?	Related Professional Development	What are our benchmarks / targets? <i>(For Tier I and II)</i>
<p>Increase Organizational Capacity</p> <p>Leadership ➤ Overall Score 2</p> <p>Strategic Planning ➤ Overall Score 2</p> <p>Curriculum & Instruction ➤ Overall Score 1</p> <p>Stakeholder Engagement ➤ Overall Score 2</p> <p>Stellar People ➤ Overall Score 1</p> <p>Effective & Efficient Processes ➤ Overall Score 2</p> <p>Accountability ➤ Overall Score 1</p> <p><i>(See Attached)</i></p>	<p>Increase overall score on each one of the Organizational Assessment indicators</p> <ul style="list-style-type: none"> ➤ Leadership ➤ Strategic Planning ➤ Curriculum & Instruction ➤ Stakeholder Engagement ➤ Stellar People ➤ Effective & Efficient Process ➤ Accountability 	<p>Central Office Executive Teams to chair the 7 categories and will develop strategies to improve each area</p> <p>Leadership Team to meet weekly to discuss progress on each of the 7 categories</p> <p>Board of Education Retreats to discuss District Plan and progress in each category</p> <p>Our presentations and input from Administrators and teachers on moving the district plan deeper so all stakeholder are knowledgeable</p> <p>Community Conversation around Bold Goals and District Plans</p>	<p>Minutes of meeting of Leadership Team</p> <p>Minutes of meeting of each subcommittee along with electronic & hard copy data of evidence of progress</p> <p>Mid Year Reviews of Data Year 1 & Year 2 along with mid year analysis data</p> <p>Adult Science Data Fair will exhibit progress on this area. (April State Fair and June District Fair)</p>	<p>Stupski Team provide technical support & Professional Development in this area</p> <p>Central Office Team provide Professional Development to Central Office & school-based administrators</p> <p>Central Office Administrators & school-based administrators to provide Professional Development to staff</p> <ol style="list-style-type: none"> 1. Fall-Retreat 2. Mid Year Review 3. Outside Assessment & Audit in May. Review of Audit. 4. End of year analysis of progress & plans for next year 	<p>The outside audit assessment will show progress in each area</p> <p>Increase overall score on each one by:</p> <p>Leadership to 3</p> <p>Strategic Planning to 3</p> <p>Curriculum & Instruction to 2</p> <p>Stakeholder Engagement to 3</p> <p>Stellar People to 2</p> <p>Effective & Efficient Processes to 3</p> <p>Accountability to 2</p>