



**WATERBURY PUBLIC SCHOOLS
DISTRICT IMPROVEMENT PLAN
2005 - 2008**

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DISTRICT IMPROVEMENT PLAN

2005 - 2008

GOALS:

- 1. The Waterbury Public Schools will attain high academic achievement for all students in literacy.**
- 2. The Waterbury Public Schools will attain high academic achievement for all students in numeracy.**
- 3. The Waterbury Public Schools will provide a safe and secure teaching and learning environment.**
- 4. The Waterbury Public Schools will ensure that parents are actively engaged in the educational process.**

The Waterbury Public Schools **District Improvement Plan** outlines the goals and objectives of the Board of Education for the next three years, 2005 to 2008. This plan provides for excellence in education under the aegis of the Board's academic, cultural, and social goals for the students of the Waterbury Public Schools in alignment with effective progress monitoring. A collaborative district team including central office staff, supervisors, principals, teachers, parents, and community organizations created this plan with technical assistance from the Connecticut State Department of Education.

The goals and objectives of this plan were developed to address the identified needs of all students. The Waterbury Public Schools defines "all students" as every child enrolled in the system. The Tier 2 Indicators are specifically designed using sub-group data analysis found in the Appendix of this document. All Tier 2 Indicators address an identified need to improve Annual Yearly Progress for all sub-groups in the core areas of literacy and mathematics and to meet the requirements of *No Child Left Behind* legislation. In addition to the classroom teacher, the fundamental teaching and learning needs of low-achieving students in literacy and numeracy are supplemented through school-based and itinerant Title I support staff.

The scientifically-based research strategies outlined in the **District Improvement Plan** were carefully selected to accomplish improvement in each Tier 2 Indicator. The strategies have been categorized into two groups: 1) a set of new strategies that the district will be implementing for the first time in the 2006 school year, 2) a set of reinforced continuation strategies that have already been used with some degree of success over the last few years, but will be reinforced or redesigned to improve the impact on meeting the Tier 2 Indicators.

The Waterbury Public Schools carefully selected the following five areas of professional development to support the accomplishment of the four goals of this plan.

- Data Driven Decision Making
- Technology Infused in the Curriculum
- Instructional Content (Making Standards Work and Priority-Based Teaching Initiative)
- Safe and Healthy School Environment
- Parental Involvement in the Educational Process and in Decision-Making

Therefore, every professional development activity outlined under each goal has met the specific criteria for one or more of the professional development categories. Professional development will be partially supported through the district commitment of 10% of Title I funds received under Subpart 2 each fiscal year identified for professional development. The allocation is distributed as follows:

- Salaries of literacy and numeracy coaches are completely funded
- Title I Reading and Title I Bilingual Teachers are partially funded (10%)
- Each school receiving Title I funds must reserve 10% for on-site professional development
- District-wide professional development is partially funded

The Waterbury Public Schools will monitor the progress of the implementation of this plan through the collection of data and anecdotal evidence at the district level, through analysis of progress presented by data teams and administrative forums, with support from the Waterbury Public Schools Board of Education, and with technical support from the Connecticut State Department of Education (see Appendix for documentation). The details of the monitoring system are outlined for each objective under the goals of the plan.

This plan reflects the district's vision for public education in Waterbury as outlined by our mission statement. The goals focus on higher expectations for all students by offering greater support to enable them to become independent and successful citizens while meeting the global challenges of the new millennium.

DISTRICT IMPROVEMENT PLAN 2005 - 2008

GOAL 1: The Waterbury Public Schools will attain high academic achievement for all students in literacy.

Objective #1: Increase reading proficiency for students in 3 – 8 by a minimum of 10% annually as measured by the Connecticut Mastery Test (CMT)

Identified Need	Tier 2 Indicator	How will we monitor and provide evidence of implementation?	District Strategies	Additional Skills & Knowledge(Prof Dev)
<p>CMT results for proficiency in 2004-2005 were:</p> <ul style="list-style-type: none"> • 43% Grade 4 • 46% Grade 6 • 48% Grade 8 <p>In 2004-2005, the percentage of students substantially deficient on the Developmental Reading Assessment (DRA) was:</p> <ul style="list-style-type: none"> • 63% Grade 1 • 37% Grade 2 • 36% Grade 3 	<ul style="list-style-type: none"> • Increase percentage of all students who are reading at grade level at the end of each year (K-8) by 20% • Increase percentage of all students scoring proficient or higher on district-wide formative assessments in reading (baseline data will be established in 2006-2007 school year) • Increase percentage of students who are above substantially deficient by 20% annually as measured by the DRA in grades 1 – 3 	<ul style="list-style-type: none"> • District designed Reading/Language Arts Student Portfolios will be required to be kept by the classroom teacher for all students in grades K-8. Principals will be required to monitor student portfolios weekly and will require teachers to bring selected portfolios to grade level, department, and curriculum meetings for discussion of student progress. Principals will submit a monthly report to the Reading Language Arts Supervisor for review • District Data Team for Reading/Language Arts under the supervision of the District Reading Language Arts Supervisor will meet bi-monthly to review student progress in reading using the following types of information submitted by the principals and school-based data teams <ul style="list-style-type: none"> ○ January and May DRA (K-3) results ○ Individualized Student Reading Plans ○ Monthly portfolio reports ○ Fall and Winter DIAL results ○ Kindergarten Exit Criteria results in May ○ DIBELS (K-3) ○ Core Reading Program assessments ○ Appropriate grade-level assessments 	<p>New Strategies:</p> <ul style="list-style-type: none"> • Establish a daily 90-minute literacy block for all students in grades K-5 at all elementary schools • Implement Individualized Reading Plan targeting students’ instructional level • Ensure consistency among all schools (elementary and middle) in all areas of literacy • Develop district-wide formative assessments • Establish base-line data for district-wide formative assessments • Implementation of a new core reading program (SBRR): Grades, PK-1 (2006-2007), 2-3 (2007-2008), 4-5 (2008-2009) 	<ul style="list-style-type: none"> • CSDE Module Training • Professional development for all staff in the implementation of the new core reading program <ul style="list-style-type: none"> – PK-1 (2006-2007) – 2-3 (2007-2008) – 4-5 (2008-2009) • District-wide training in the administration, scoring, and analysis of reading assessments (Including DDDM and Effective Teaching Strategies Training) • Monthly administrative forums to assist with the monitoring process

Identified Need	Tier 2 Indicator	How will we monitor and provide evidence of implementation?	District Strategies	Additional Skills & Knowledge(Prof Dev)
	<ul style="list-style-type: none"> • Increase the percentage of all students meeting the Kindergarten Exit Criteria standards in reading to 95% 	<ul style="list-style-type: none"> • Principals will: <ul style="list-style-type: none"> ○ Collect and review lesson plans on a weekly basis ○ Submit grade-level/content area agendas monthly to Central Office ○ Conduct “walk-through” observations at least weekly to monitor implementation of the appropriate reading instructional strategies as outlined in the reading/language arts curriculum guide Oversee the progress of the school-based data teams in the review and analysis of formative and summative reading data 	<p>Reinforced Continuation Strategies:</p> <ul style="list-style-type: none"> • Utilize Create, Perform, Respond (CPR) strategies to incorporate the Waterbury “C.O.W” into all lesson plans • Differentiate instruction to meet the diverse learning needs and learning styles of all students • At-risk students in grades 6 – 8 participate in additional literacy classes • At-risk students will participate in the after-school Targeted Prep Time Academy (TPTA). • Offer Soar to Success Summer School Program to all at-risk students in grades K-8 	<ul style="list-style-type: none"> • Title I Literacy support staff will provide professional development and support on a continuous basis at the school sites in Best Practices for reading/language arts

**DISTRICT IMPROVEMENT PLAN
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GOAL 1: The Waterbury Public Schools will attain high academic achievement for all students in literacy.

Objective #2: Improve writing proficiency for students in 3 – 8 by a minimum of 10% annually as measured by the Connecticut Mastery Test (CMT)

Identified Need	Tier 2 Indicator	How will we monitor and provide evidence of implementation?	District Strategies	Additional Skills & Knowledge(Prof Dev)
<p>CMT results for proficiency in 2004-2005 were:</p> <ul style="list-style-type: none"> • 72% Grade 4 • 65% Grade 6 • 63% Grade 8 	<ul style="list-style-type: none"> • Increase the number of all students scoring proficient or higher on the standard district writing prompts (baseline data will be established in 2006-2007 school year) • Increase the frequency of interdisciplinary writing assignments in all content areas (baseline data will be established in 2006-2007 school year) 	<ul style="list-style-type: none"> • District designed Reading/Language Arts Student Portfolios <ul style="list-style-type: none"> ○ Required to be kept by the classroom teacher for all students in grades K-8 ○ A specific writing section will be part of the portfolio and will include interdisciplinary writing, a variety of samples addressing different purposes, audiences, and tasks, and the required district prompts ○ Principals will be required to monitor student portfolios monthly and will require teachers to bring selected portfolios to grade level, department, and curriculum meetings for discussion of student progress ○ Principals will submit a quarterly report to the Reading Language Arts Supervisor for review 	<p>New Strategies:</p> <ul style="list-style-type: none"> • Establish a daily routine for writing for all students in grades K-8 • Establish guidelines for writing during TPTA • Ensure consistency among all schools (elementary and middle) in the area of rubric scoring appropriate to grade level and content • Establish guidelines for writing during Soar to Success Summer School Program to all at-risk students in grades K-8 • Develop standard district writing prompts • Establish a schedule for examining student writing • Establish baseline data for district-wide writing prompts and anchor sets • Develop and implement a writing curriculum to be used in all classrooms 	<ul style="list-style-type: none"> • District-wide training in holistic scoring, and analysis of writing assessments (Including DDDM and Effective Teaching Strategies Training) • Professional development for the implementation of the new district writing curriculum • Monthly administrative forums to assist with the monitoring process

Identified Need	Tier 2 Indicator	How will we monitor and provide evidence of implementation?	District Strategies	Additional Skills & Knowledge(Prof Dev)
	<ul style="list-style-type: none"> • Increase the number minutes in a structured environment devoted to teachers holistically scoring writing samples (baseline data will be established in 2006-2007 school year) • Increase the number of formal writing assignments that ensure all students will write for various purposes, audiences, and tasks (baseline data will be established in 2006-2007 school year) 	<ul style="list-style-type: none"> • District Data Team for Reading/Language Arts under the supervision of the District Reading/Language Arts Supervisor will meet bi-monthly to review student progress in writing using the following types of information submitted by the principals and school-based data teams <ul style="list-style-type: none"> ○ Monthly writing prompt scores ○ Monthly portfolio reports ○ Student writing samples to be submitted for consideration as anchor sets ○ Appropriate interdisciplinary writing assessments ○ Results of teacher scoring sessions • Principals will: <ul style="list-style-type: none"> ○ Collect and review lesson plans on a weekly basis ○ Submit grade-level/content area agendas monthly to Central Office ○ Conduct “walk-through” observations at least weekly to monitor implementation of the appropriate writing instructional strategies as outlined in the district-developed writing curriculum ○ Oversee the progress of the school-based data teams in the review and analysis of formative and summative writing data and rubric scoring ○ Create and monitor scheduled time for teachers to holistically score writing samples with and across grade levels 	<p>Reinforced Continuation Strategies:</p> <ul style="list-style-type: none"> • Utilize Create, Perform, Respond (CPR) strategies to incorporate the Waterbury “C.O.W” into all lesson plans • Increase student access to computer technology i.e. Microsoft Word, Power Point, My Access • Differentiate instruction to meet the diverse learning needs and learning styles of all students 	<ul style="list-style-type: none"> • Title I literacy support staff will provide professional development and support on a continuous basis at the school sites in Best Practices for reading/language arts

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GOAL 1: The Waterbury Public Schools will attain high academic achievement for all students in literacy.

Objective #3: Improve literacy performance at the high school level by increasing the percentage of students at proficiency or higher by a minimum of 10% annually as measured by the Connecticut Academic Performance Test (CAPT).

Identified Need	Tier 2 Indicator	How will we monitor and provide evidence of implementation?	District Strategies	Additional Skills & Knowledge(Prof Dev)
<p>District has not met AYP for two prior years at the high school level. In 2004-2005, the unadjusted numbers for proficiency were:</p> <ul style="list-style-type: none"> • 54% Whole School • 23% ELL • 19% Special Ed • 40% Black • 48% Hispanic • 68% White • 43% FR Lunch <p>Actual CAPT results for proficiency in 2004-2005 were:</p> <ul style="list-style-type: none"> • 53% Grade 10 	<ul style="list-style-type: none"> • Increase the frequency of open-ended responses on assessments used to measure student performance in all content areas (baseline data will be established in 2006-2007 school year) • Increase the number of authentic practice CAPT assessments given in a controlled environment (time, sequence...) and scored according to the rubric guidelines established by CSDE (baseline data will be established in 2006-2007 school year) 	<ul style="list-style-type: none"> • District English Writing Portfolios <ul style="list-style-type: none"> ○ Required to be kept by the English teacher for all students in grades 9- 12 ○ Specified writing samples will be part of the portfolio as outlined in the district English/Language Arts Curriculum Guide. ○ Principals and department chairpersons will be required to monitor student portfolios bi-monthly ○ Teachers will bring selected portfolios to department, faculty, and curriculum meetings for discussion of student progress ○ Principals will submit a monthly report to the Reading/Language Arts Supervisor 7-12 • Department heads, supervisors, and principals will collect samples of classroom assessments from all teachers demonstrating the use of written open-ended responses at least monthly • Data Teams will collect score information from all teachers administering the CAPT practice sessions in literacy (Response to Literature, Reading for Information, Interdisciplinary Writing, and Editing and Revising) to be organized, reviewed and analyzed 	<p>New Strategies:</p> <ul style="list-style-type: none"> • Ensure consistency among all schools in the area of rubric scoring appropriate to grade level and content area • Develop standard district authentic practice CAPT assessments • Establish a schedule for examining student writing • Establish baseline data for district-wide authentic practice CAPT assessments and anchor sets • Review course structures at all high schools to maximize student learning in the English/Language Arts Department 	<ul style="list-style-type: none"> • District-wide training in holistic scoring, and analysis of writing assessments (Including DDDM and Effective Teaching Strategies Training) • Monthly administrative forums to assist with the monitoring process • Bi-monthly design team meetings for career academy implementation • Professional development to address interdisciplinary needs as defined by the SLC grant

Identified Need	Tier 2 Indicator	How will we monitor and provide evidence of implementation?	District Strategies	Additional Skills & Knowledge(Prof Dev)
	<ul style="list-style-type: none"> • Increase the frequency of collaborative discussions at departmental and data-team meetings that examine student progress in literacy • Increase the number of minutes in a structured environment devoted to teachers holistically scoring interdisciplinary writing samples (baseline data will be established in 2006-2007 school year) • Increase the frequency of interdisciplinary units and project-based learning assignments in all content areas (baseline data will be established in 2006-2007 school year) 	<ul style="list-style-type: none"> • District Data Team for Reading/Language Arts under the supervision of the District Reading/Language Arts Supervisor 7-12 will meet bi-monthly to review student progress in writing using the following types of information submitted by the principals and school-based data teams <ul style="list-style-type: none"> ○ Monthly authentic practice CAPT scores ○ Monthly portfolio reports ○ Student writing samples to be submitted for consideration as anchor sets ○ Appropriate interdisciplinary writing assessments ○ Results of teacher scoring sessions • Principals and supervisors will: <ul style="list-style-type: none"> ○ Collect and review lesson plans on weekly looking for evidence of the employment of literacy strategies across content areas ○ Collect minutes and agendas monthly from department meetings looking for evidence of discussions of student progress in literacy ○ Conduct “walk-through” observations at least weekly to monitor implementation of the appropriate literacy instructional strategies as outlined in the district reading/writing curriculum ○ Oversee the progress of the school-based data teams in the review and analysis of formative and summative literacy data and rubric scoring ○ Create scheduled time for teachers to holistically score authentic CAPT assessments 	<p>Reinforced Continuation Strategies:</p> <ul style="list-style-type: none"> • Daily routine for writing for all students in grades 9-12 • Increase student access to computer technology i.e. Microsoft Word, Power Point, My Access • Utilize the Create, Perform, Respond (CPR) strategies for all lesson plans • Differentiate instruction to meet the diverse learning needs and learning styles of all students • Implement the reading/writing curriculum in all classrooms • Post learning objectives in the classroom daily • Implement the goals and objectives of the SLC project in grades 9-12: Ninth Grade Academies and Career Academies • Implement the goals and objectives of SOAR, ACES, ATOMS in grades 9-12 	<ul style="list-style-type: none"> • Title I Literacy support staff will provide professional development and support on a continuous basis at the school sites in Best Practices for reading/language arts

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GOAL 1: The Waterbury Public Schools will attain high academic achievement for all students in literacy.

Objective #4: Increase the percentage of ELLs reaching English proficiency in listening, speaking, reading and writing by at least 3% annually and increase students making progress by at least 8% annually as measured by the LAS Links.

Identified Need	Tier 2 Indicator	How will we monitor and provide evidence of implementation?	District Strategies	Additional Skills & Knowledge(Prof Dev)
<p>District did not meet state target (14%) for students reaching proficiency for 2004-05 on the LAS.</p> <p>District did not achieve the target for students making progress on the LAS for 2004-05. State target was 56%.</p>	<ul style="list-style-type: none"> ● Increase ELLs' social and academic English proficiency throughout the year (baseline data will be established in 2006-2007 school year) 	<ul style="list-style-type: none"> ● Principals/Supervisors will perform weekly walk-throughs in ESL/bilingual classrooms, and collect observational data using the SIOP checklist ● A quarterly ELL Progress Report will be developed and housed on the Letter Grade computer system by the Bilingual/ESOL Education Department and will be completed by K-12 ESL and Bilingual teachers. Building principals/data teams and supervisors will review information from the data base ● Quarterly student assessments in language acquisition (listening, speaking, reading, and writing) will be developed by the Bilingual/ESOL Department and implemented to communicate student progress in language acquisition to mainstream teachers, data teams, administrators, and parents. (begin 2006-2007) ● Students will demonstrate linguistic and academic progress through ELL portfolios kept by ESL/bilingual teachers. Principals will be required to monitor ELL student portfolios weekly and will require ESL/bilingual teachers to bring selected portfolios to grade level, department, and curriculum meetings for discussion of student progress. Principals will submit a monthly report to the Bilingual/ESOL Department 	<p>New Strategies:</p> <ul style="list-style-type: none"> ● Teachers will use portfolios, progress reports, quarterly assessments, LAS Links, CMT/CAPT and DRA to plan instruction according to ELLs' individual needs ● All ELLs in grades 1 through 12 will be serviced by an ESL/Bilingual teacher at their ESL level for a minimum of 45 minutes daily. ● ELLs attending the district summer school programs will receive a continuation of second language services by a certified ESL teacher ● ELLs attending Targeted Prep Time Academy (TPTA) will receive a continuation of second language services by a certified ESL teacher <p>Reinforced Continuation Strategies:</p> <ul style="list-style-type: none"> ● All teachers, bilingual, ESL, and mainstream, will implement the Sheltered Instruction (SI) Approach using the Sheltered Instruction Observation Protocol (SIOP) daily. ● Ensure consistency among all schools in all areas of second language acquisition ● Implement English Language Learners Instructional Software ELLIS Program in all Elementary Schools 	<ul style="list-style-type: none"> ● Sheltered Instruction (SI) Approach ● Sheltered Instruction Observation Protocol (SIOP) Model ● Research-based reading and writing instructional strategies for ELLs ● Research-based language acquisition strategies for ELLs ● Alternative and authentic assessment strategies for ELLs ● All ESL/Bilingual teachers will be trained in the content and usage of the ELL Frameworks ● ELLIS technology training

Identified Need	Tier 2 Indicator	How will we monitor and provide evidence of implementation?	District Strategies	Additional Skills & Knowledge(Prof Dev)
	<ul style="list-style-type: none"> ● Increase the number of K–12 ESL/Bilingual teachers who are integrating the Connecticut ELL Frameworks/ with the Language Arts and content area curriculum to 100% ● Increase by 50% the frequency of collaborative meetings among ESL/bilingual teachers and between bilingual/ESL and mainstream teachers which focus on instruction of ELLs 	<ul style="list-style-type: none"> ● Principals/Supervisors will collect and review lesson plans on a weekly basis from ESL/Bilingual teachers to ensure the incorporation of the Connecticut ELL Frameworks/LAS Links Skills and Waterbury Curriculum on the Wall ● Principals/Supervisors will monitor the implementation of the CT ELL Frameworks, LAS Links Skills, and Curriculum on the Wall in daily lessons through formal and informal observations ● Minutes and attendance from department/grade-level meetings will be collected by principals and submitted to central office monthly ● Data teams will collect and analyze data on ELLs at least monthly to track language and academic progress 	<p>New Strategies:</p> <ul style="list-style-type: none"> ● Identify both language and content objectives using CPR format in daily lesson plans using the ELL Frameworks, LAS Links Skills and Waterbury’s Curriculum on the Wall <p>Reinforced Continuation Strategies:</p> <ul style="list-style-type: none"> ● Implement differentiated teaching strategies according to students’ English language proficiency levels as indicated in the CT ELL Frameworks and district Language Arts Curriculum <p>New Strategies:</p> <ul style="list-style-type: none"> ● Discuss English Language Levels of ELLs and effective teaching strategies for ELLs to be used by all teachers ● Teachers of ELLs will use data (LAS LINKS, CMT, DRA, CAPT, etc.) to plan daily instruction based on the placement of students and identified needs. ● Schedules will be organized to allow Bilingual/ESL teachers to participate in grade level meetings 	<ul style="list-style-type: none"> ● All ESL/Bilingual teachers will receive continuous professional development on the use of students’ English language levels to plan and implement appropriate instruction. ● Data Driven Decision Making (DDDM) ● Team Building Strategies ● Title I Literacy support staff will provide professional development and support on a continuous basis at the school sites in Best Practices for reading/language arts

DISTRICT IMPROVEMENT PLAN 2005 – 2008

GOAL 2: The Waterbury Public Schools will attain high academic achievement for all students in numeracy.

Objective #1: Improve mathematics proficiency for students in 3 – 8 by a minimum of 10% annually as measured by the Connecticut Mastery Test (CMT)

Identified Need	Tier 2 Indicator	How will we monitor and provide evidence of implementation?	District Strategies	Additional Skills & Knowledge(Prof Dev)
<p>CMT results for proficiency in 2004-2005 were:</p> <ul style="list-style-type: none"> • 61% Grade 4 • 57% Grade 6 • 46% Grade 8 	<ul style="list-style-type: none"> • Increase the percentage of all students scoring proficient or higher on district assessments from September to June by 20%. • Increase the number of school-based calibrated formative assessments created and given at each grade level by the classroom teachers (baseline data will be established in 2006-2007 school year) • Increase the percentage of all students scoring proficient or higher on formative, calibrated assessments at the school level from September to June (baseline data will be established in 2006-2007 school year) 	<ul style="list-style-type: none"> • The District Mathematics Department Data Team under the supervision of the District Mathematics Supervisor will: <ul style="list-style-type: none"> ○ Meet weekly to discuss curriculum and needed district support based on information gathered from numeracy coaches and teachers ○ Collect results of the District-wide CMT formatted assessments from all teachers and all schools for review and analysis ○ Make comparisons between the school and the district. ○ Make recommendations for curriculum and instructional adjustments ○ Review collected sample calibrated classroom assessments at least monthly to review quality • Teachers will <ul style="list-style-type: none"> ○ Assess and interpret results from their own calibrated CMT formatted classroom assessments and chart growth for their students on a weekly basis. ○ Discuss results and monitor student progress at the regularly held grade level or curriculum meetings with the building principal. 	<p>New Strategies:</p> <ul style="list-style-type: none"> • Make connections among and between mathematical strands in the revisions of the mathematics curriculum guide focusing on numerical and proportional reasoning, geometry and measurement continuously • Use all types of instructional approaches to address the visual, auditory, and kinesthetic learning styles of all students • Use results of district and calibrated classroom assessments to adjust instruction and curriculum pacing • Identify mathematics skills and concepts as new, built-upon, or review • Ensure a constructivist approach to instruction of new concepts emphasizing the use of manipulative materials • Require the integration of technology at least 3 times per week into the classroom instruction 	<ul style="list-style-type: none"> • DDDM <ul style="list-style-type: none"> ○ Analyzing data from district-wide assessments ○ Creating CMT items for calibrated assessment • Creating lesson plans in the constructivist approach emphasizing the use of hands-on manipulative materials • Training in infusing technology into instruction

Identified Need	Tier 2 Indicator	How will we monitor and provide evidence of implementation?	District Strategies	Additional Skills & Knowledge(Prof Dev)
	<ul style="list-style-type: none"> • Increase the frequency of grade level meetings at the school level to review student performance in mathematics to 30%. • Increase the number of all students attaining grades of “C” or higher at the end of each marking period to 70%. 	<ul style="list-style-type: none"> • School Based-Data Teams will <ul style="list-style-type: none"> ○ Assess and interpret results to identify deficiencies by individual student and class ○ Make comparisons between the schools and the district ○ Make recommendations for instructional change ○ Collect sample calibrated classroom assessments at least monthly to review quality • Principals will: <ul style="list-style-type: none"> ○ Collect and review lesson plans on a weekly basis ○ Submit grade-level/content area agendas monthly to Central Office ○ Conduct “walk-through” observations at least weekly to monitor implementation of the appropriate mathematics instructional strategies as outlined in the district math curriculum ○ Oversee the progress of the school-based data teams in the review and analysis of formative and summative writing data and rubric scoring ○ Submit a portfolio of calibrated math assessment and accompanying data to assistant superintendent and district data team at least quarterly ○ Submit minutes of all mathematics grade-level and curriculum meetings to the mathematics supervisor on a monthly basis ○ Create and monitor scheduled time for teachers to holistically score writing samples with and across grade levels 	<p>Reinforced Continuation Strategies:</p> <ul style="list-style-type: none"> • Teachers will use the CMT handbook as a guide to creating appropriate questions and instructional strategies • Incorporate the appropriate district mathematics curriculum strands and COW standards into daily CPR lesson plans throughout the school year • Provide guidelines for the differentiation of instruction to meet the diverse learning needs of all students • Differentiate instruction to meet the diverse learning needs and learning styles of all students • At-risk students in grades 6 – 8 participate in additional numeracy classes • At-risk students will participate in the after-school Targeted Prep Time Academy (TPTA). • Offer Soar to Success Summer School Program to all at risk students in grades K-8 	<ul style="list-style-type: none"> • Provide collaboration time at the school level for all staff to communicate effective instructional strategies and BEST practices • Monthly administrative forums to assist with the monitoring process • External and Internal Title I Numeracy support staff will provide professional development and support on a continuous basis at the school sites in Best Practices for mathematics

DISTRICT IMPROVEMENT PLAN 2005 – 2008

GOAL 2: The Waterbury Public Schools will attain high academic achievement for all students in numeracy.

Objective #2: To increase student proficiency in mathematics by 10% as measured on the CAPT.

Identified Need	Tier 2 Indicator	How will we monitor and provide evidence of implementation?	District Strategies	Additional Skills & Knowledge(Prof Dev)
<p>The CAPT in mathematics has shown very little growth over the last five years.</p> <p>Actual CAPT results for percent proficient in 2004-2005 (not AYP calculations) compared to 2000-2001 was:</p> <ul style="list-style-type: none"> • 44% (2004-2005) • 45% (2000-2001) 	<ul style="list-style-type: none"> • Increase the frequency of CAPT Math questions and strategies into weekly lesson plans to 60%. • Increase the percent of all students reaching proficiency in algebra I by the end of the ninth grade to 90%. 	<ul style="list-style-type: none"> • The District Mathematics Department Data Team under the supervision of the District Mathematics Supervisor will: <ul style="list-style-type: none"> ○ Meet weekly to discuss curriculum and needed district support based on information gathered from department chairpersons and mathematics teachers ○ Collect results of the district-wide CAPT formatted benchmark assessments from all teachers and all schools for review and analysis ○ Make comparisons between the schools and the district. ○ Make recommendations for curriculum and instructional adjustments ○ Review collected sample calibrated classroom assessments at least monthly to review quality • Teachers will: <ul style="list-style-type: none"> ○ Assess and interpret results from their own calibrated CAPT formatted classroom assessments and chart growth for their students on a weekly basis. ○ Discuss results and monitor student progress at the regularly held department and curriculum meetings with the department chairpersons. 	<p>New Strategies:</p> <ul style="list-style-type: none"> • Create new student indicators for all high school mathematics courses with particular focus on Algebra I, Geometry, and Algebra II using the Making Standards Work process • Develop an appropriate benchmark and practice CAPT assessment program for all high school mathematics courses with standard midterm and final assessments to be administered district-wide based on the new student indicators for performance • Require the integration of technology at least 3 times per week into the classroom instruction • Use all types of instructional approaches to address the visual, auditory, and kinesthetic learning styles of all students including a major focus on constructivist activities for the high school classes • Use results of district and calibrated classroom assessments to adjust instruction and curriculum pacing 	<ul style="list-style-type: none"> • Creating CAPT items for calibrated assessment • DDDM and Analyzing data from district-wide assessments • Creating lesson plans in the constructivist approach including the use of hands-on manipulative materials • Training in infusing technology, particularly graphing calculators into instruction

Identified Need	Tier 2 Indicator	How will we monitor and provide evidence of implementation?	District Strategies	Additional Skills & Knowledge(Prof Dev)
	<ul style="list-style-type: none"> • Increase the number of all tenth graders placed into geometry by 30% • Increase the success rate of all students on the mathematics portion of the PSAT and SAT by 10% annually. 	<ul style="list-style-type: none"> • School Based-Data Teams will: <ul style="list-style-type: none"> ○ Assess and interpret results to identify deficiencies by individual student and class ○ Make comparisons between the schools and the district ○ Make recommendations for instructional change ○ Collect sample calibrated classroom assessments at least monthly to review quality • Principals will: <ul style="list-style-type: none"> ○ Collect and review lesson plans on a weekly basis ○ Submit grade-level/content area agendas monthly to Central Office ○ Conduct “walk-through” observations at least weekly to monitor implementation of the appropriate mathematics instructional strategies as outlined in the district math curriculum ○ Oversee the progress of the school-based data teams in the review and analysis of formative and summative math data and rubric scoring ○ submit a portfolio of calibrated math assessment and accompanying data to assistant superintendent and district data team at least quarterly ○ submit minutes of all mathematics grade-level and curriculum meetings to the mathematics supervisor on a monthly basis ○ Create and monitor scheduled time for teachers to holistically score constructed response math items within and across courses 	<p>Reinforced Continuation Strategies:</p> <ul style="list-style-type: none"> • Teachers will use the CAPT handbook and CAPT released item notebooks as a guide to creating appropriate questions and instructional strategies • Incorporate the appropriate district mathematics curriculum strands and CSDE mathematics standards into daily CPR lesson plans throughout the school year • Provide guidelines for the differentiation of instruction to meet the diverse learning needs of all students • Differentiate instruction to meet the diverse learning needs and learning styles of all students • Use the 4-point CAPT rubric scoring system for open-ended responses 	<ul style="list-style-type: none"> • Provide collaboration time at the school level for all staff to communicate effective instructional strategies and BEST practices • Monthly administrative forums to assist with the monitoring process • External Title I Numeracy support staff will provide professional development and support on a continuous basis at the school sites in Best Practices for mathematics

DISTRICT IMPROVEMENT PLAN 2005 – 2008

GOAL 2: The Waterbury Public Schools will attain high academic achievement for all students in numeracy.

Objective #3: To integrate specified strands in geometry, measurement, statistics, probability, number sense, and patterns into the Unified Arts/Electives program to increase the mathematics performance of students in unified arts classes by 10% as measured on the CMT and CAPT.

Identified Need	Tier 2 Indicator	How will we monitor and provide evidence of implementation?	District Strategies	Additional Skills & Knowledge(Prof Dev)
<p>Mathematics is part of the daily routine and what is learned during the mathematics period must be applied throughout the school day. Certain strands are very conducive to this process including strands 3, 15, 16, 17, 18, 19, 20, 21, and 22. These are identified as weak strands across the district and across grade levels as indicated by CMT and CAPT scores</p>	<ul style="list-style-type: none"> ● Increase the frequency of the implementation of tasks that require application of specified CMT and CAPT mathematics strategies in the lesson plans to 50% ● Increase the frequency of related CMT and CAPT Math questions in specified strands on Unified Arts assessments. (baseline data will be established in 2006-2007 school year) 	<ul style="list-style-type: none"> ● The District Mathematics Department Data Team under the supervision of the District Mathematics Supervisor will: <ul style="list-style-type: none"> ○ Meet monthly to discuss mathematics curriculum support for Unified Arts teachers based on information gathered from unified arts supervisors ○ Collect results of the district-wide formatted assessments in unified arts programs for review and analysis ○ Make comparisons between the schools and the district. ○ Make recommendations for curriculum and instructional adjustments ○ Review collected sample unified arts calibrated classroom assessments at least monthly to review quality ● Teachers will: <ul style="list-style-type: none"> ○ Discuss mathematics as it relates to the individual area and monitor student progress at the regularly held department and curriculum meetings with the department chairpersons and supervisors 	<p>New Strategies:</p> <ul style="list-style-type: none"> ● Create a mathematics curriculum support document for the infusion of specified strands into the existing unified arts curriculum guides through the Making Standards Work Process ● Develop an appropriate assessment program for all unified arts teachers to monitor mathematics progress within their area’s curriculum requirements ● Require the use of all types of instructional approaches to address the visual, auditory, and kinesthetic learning styles of all students including a major focus on constructivist activities, projects, and technology as appropriate ● Incorporate the appropriate district mathematics curriculum strands and CSDE mathematics standards into CPR lesson plans throughout the school year 	<ul style="list-style-type: none"> ● Professional development will be provided through the mathematics department in conjunction with the Unified Arts/electives supervisors focusing on: <ul style="list-style-type: none"> ○ Identified CMT and CAPT strands ○ Creating authentic mathematics experiences in the unified arts curriculum ○ Training in infusing technology into instruction

Identified Need	Tier 2 Indicator	How will we monitor and provide evidence of implementation?	District Strategies	Additional Skills & Knowledge(Prof Dev)
<p>The CAPT in mathematics assesses the application of mathematics in daily life and has shown little growth over the last five years.</p> <p>Actual CAPT results for percent proficient in 2004 was:</p> <ul style="list-style-type: none"> • 44% (2004-2005) 	<ul style="list-style-type: none"> • Increase the number of hours available to Unified Arts teachers for professional development in mathematics support as it is related to student achievement on the CMT and CAPT (baseline data will be established in 2006-2007 school year) 	<ul style="list-style-type: none"> • School Based-Data Teams will: <ul style="list-style-type: none"> ○ Assess and interpret results to identify deficiencies for individual students attending Unified Arts Classes ○ Make recommendations for instructional change ○ Collect sample calibrated classroom assessments at least monthly to review quality • Principals and Unified Arts Supervisors will: <ul style="list-style-type: none"> ○ Collect and review lesson plans on a weekly basis ○ Submit grade-level/content area agendas monthly to Central Office ○ Conduct “walk-through” observations at least weekly to monitor implementation of the appropriate mathematics instructional strategies as outlined in the district math curriculum for unified arts ○ Oversee the progress of the school-based data teams in the review and analysis of formative and summative writing data and rubric scoring ○ Submit a portfolio of calibrated math assessment and accompanying data to assistant superintendent and district data team at least quarterly ○ Submit minutes of all mathematics grade-level and curriculum meetings to the mathematics supervisor on a monthly basis ○ Create and monitor scheduled time for Unified Arts teachers to meet with mathematics classroom teachers 	<p>Reinforced Continuation Strategies:</p> <ul style="list-style-type: none"> • Teachers will use the CAPT handbook and CAPT released item notebooks as a guide to creating appropriate questions and instructional strategies • Differentiate instruction to meet the diverse learning needs and learning styles of all students 	<ul style="list-style-type: none"> • Provide collaboration time at the school level for all staff to communicate effective instructional strategies and BEST practices • DDDM and Analyzing data from district-wide assessments • External and Internal Title I Numeracy support staff will provide professional development and support on a continuous basis at the school sites in Best Practices for mathematics

**DISTRICT IMPROVEMENT PLAN
2005 – 2008**

GOAL 3: The Waterbury Public Schools will provide a safe and secure teaching and learning environment.

Objective #1: Reduce the number of disciplinary offenses that result in suspension by 10% annually.

Identified Need	Tier 2 Indicator	How will we monitor and provide evidence of implementation?	District Strategies	Additional Skills & Knowledge(Prof Dev)
<p>District data indicates a need to reduce overall suspension rates and disciplinary offenses. It is clear that fewer disruptions and less time out of the classroom for disciplinary measures improves student achievement for all students, not just the students committing the offenses.</p>	<ul style="list-style-type: none"> ● Reduce the number of discipline referrals at the school sites by 10% ● Reduce the percent of suspensions for “dangerous actions” by 10% ● Reduce the percent of suspensions for sub-groups by 10 % 	<ul style="list-style-type: none"> ● Principals will: <ul style="list-style-type: none"> ○ Continuously monitor the number of referrals by infraction and by teacher/team on a weekly basis. ○ Ensure that actions have been taken prior to office referral. ● Central Office will continuously monitor number of referrals, suspensions, and expulsions. ● District-Wide Discipline Committee will monitor the professional development for all staff in utilizing a systemic collaborative pro-active approach 	<p>Reinforced Continuation Strategies</p> <ul style="list-style-type: none"> ● Identify and utilize Best Practices for maintaining a safe learning environment i.e. classroom management techniques, individual behavior plans, functional behavioral analysis, conflict resolution, crisis intervention, Positive Behavior Supports, etc. ● Utilize a systemic collaborative pro-active approach with staff, students, parents and agencies to ensure interventions have been consistently implemented prior to referral ● Early Intervention Teams will provide classroom support and recommendations to the classroom teacher ● District-wide discipline committee will develop training to utilize standard criteria for referrals, suspensions and expulsions for the high-risk population 	<ul style="list-style-type: none"> ● Effective unbiased classroom management techniques for our diverse population ● Orientation for new staff on district policies and procedures ● Policies and procedures for Conflict Resolution and Crisis Intervention

DISTRICT IMPROVEMENT PLAN 2005 – 2008

GOAL 3: The Waterbury Public Schools will provide a safe and secure teaching and learning environment.

Objective #2: Reduce truancy by 10% annually.

Identified Need	Tier 2 Indicator	How will we monitor and provide evidence of implementation?	District Strategies	Additional Skills & Knowledge(Prof Dev)
<p>District data indicates that there is a need to reduce truancy. Students who come to school regularly greatly increase their opportunity to achieve.</p>	<ul style="list-style-type: none"> ● Increase the use of the Phone Master System to 100% for parental notification of absenteeism ● Increase the use of Prevention Services Teams (attendance counselors, parent liaisons, truancy specialists, peer mediation coordinators and other support staff). (baseline data will be established in 2006-2007 school year) ● Increase strict adherence to attendance and truancy policies by classroom teachers and administrators to 100% 	<ul style="list-style-type: none"> ● Principals will: <ul style="list-style-type: none"> ○ Monitor Phone Master printout daily ○ Review case-management data received from central office ● Central Office will: <ul style="list-style-type: none"> ○ Collect data from Truancy/Attendance Counselors on a monthly basis to include <ul style="list-style-type: none"> ▪ home visits ▪ letters sent to homes ▪ students contacted ○ Send data from Truancy/Attendance Counselors to school sites for review by principals/data teams ○ Collect case management data from Prevention Services Teams on a quarterly basis and send data to school sites for review by principals/data teams ● The SDE Attendance Consortium will: <ul style="list-style-type: none"> ○ Support the District Discipline Committee in monitoring school attendance ● District-Wide Discipline Committee will: <ul style="list-style-type: none"> ○ Implement policy and procedural recommendations 	<p>New Strategies:</p> <ul style="list-style-type: none"> ● Schools will implement the Phone Master System as a means of contacting parents daily ● Computer technology Center (CTC) will ensure that the Phone Master System is consistently operational and kept up-dated to be coordinated with the AS400 system ● Membership in the SDE Attendance Consortium will provide programmatic strategies to improve attendance rates ● A review of current policies that have jurisdiction over truancy and attendance <p>Reinforced Continuation Strategies</p> <ul style="list-style-type: none"> ● Truancy/Attendance Counselors will submit data through e-mail on a monthly schedule ● Prevention Services Teams will submit quarterly reports 	<ul style="list-style-type: none"> ● In-service on the utilization of the Phone Master system and technical assistance as needed ● Technical assistance as needed ● Orientation for new staff on district policies and procedures ● Continuous support for all staff on district policies and procedures through school-based faculty meetings

DISTRICT IMPROVEMENT PLAN 2005 – 2008

GOAL 4: The Waterbury Public Schools will ensure that parents are actively engaged in the educational process.

Objective #1: Increase communication between schools and parents.

Identified Need	Tier 2 Indicator	How will we monitor and provide evidence of implementation?	District Strategies	Additional Skills & Knowledge(Prof Dev)
<p>Parents often do not receive necessary school information</p> <p>Parents are not consistently represented on district level committees such as the Discipline Committee, grant committees, Technology Committee, etc.</p>	<ul style="list-style-type: none"> ● Increase the use of the Phone Master System to 100% for parental notification of events, programs, meetings, and workshops ● Increase parental representation on district committees and grant initiatives to 100% by including at least one parent on each committee ● Increase the percentage to 100% of schools who use multiple means to communicate with parents: e.g. newsletters, websites, home visits, educational access channel to 100% 	<ul style="list-style-type: none"> ● Educational Grants Supervisor and SLC Grant Coordinator will: <ul style="list-style-type: none"> ○ Collect and monitor attendance sheets highlighting committee members who are parents after every district meeting. ○ Create reports on parent meetings and attendance at least quarterly ○ Monitor minutes of parent meetings should reflect parent contributions to discussions around decision-making processes ● Principals/Parent Liaisons will: <ul style="list-style-type: none"> ○ Keep a portfolio of parent contact information (flyers, newsletters...) to be reviewed by the data teams monthly ○ House all notifications to parents for tracking purposes about testing requirements, Exit Criteria, and other issues in the main office ○ Monitor print-out from Phone Master System on a daily basis 	<p>Reinforced Continuation Strategies</p> <ul style="list-style-type: none"> ● Schools will implement the Phone Master System as a means of contacting parents daily ● Empower the District Parent Advisory Council to improve communication in the community ● Schedule parent meetings to accommodate parental needs. (Rotational times, evening meetings, meetings on Saturdays, meetings outside of school facilities...) ● Encourage parents to contribute to the school community in a supportive environment ● Schools will form active committees to assist the school with decisions related to parental involvement ● All current and future district level committees will actively recruit parents to become committee members with the same voting rights and privileges as all other members ● Produce all written communications and announcement in English, Spanish, and Albanian 	<ul style="list-style-type: none"> ● In-service on the utilization of the Phone Master system and technical assistance as needed ● Professional development for parent liaisons and their committees of volunteers ● Meetings for parent liaisons are held regularly to discuss current school and community issues ● Workshops are held for parents to inform them about the academic programs in the school system

DISTRICT IMPROVEMENT PLAN 2005 – 2008

GOAL 4: The Waterbury Public Schools will ensure that parents are actively engaged in the educational process.

Objective # 2: To increase parent participation and involvement for all populations

Identified Need	Tier 2 Indicator	How will we monitor and provide evidence of implementation?	District Strategies	Additional Skills & Knowledge(Prof Dev)
<p>Parents may receive necessary school information, but do not choose to participate for various reasons</p>	<ul style="list-style-type: none"> ● Increase the number of parents involved in school programs and activities by 10% ● All schools will have a welcoming environment, especially in the lobby and the main office ● Increase to 100% percent the number of parents who sign and return the Family-School Compact to 100% 	<ul style="list-style-type: none"> ● Principals will: <ul style="list-style-type: none"> ○ Submit copies of the parent sign-in sheets for all school-based parental activities to the Title I Grants officer on a monthly basis (including open houses, parent nights, special meetings, co-curricular activities) ○ Submit quarterly reports to the assistant superintendent detailing activities specifically designed to involve parents ○ Submit annual budget reports reflecting Title I parent involvement expenditures following the plans of parent participation as documented in the Parent Involvement Policy, Environmental School Committee (ESC) reports and school-wide plans ○ Report progress on the percent of parents signing the Family-School Compact to the District School Improvement Data Team ● Title I District Parent Advisory Council will: <ul style="list-style-type: none"> ○ Submit minutes of monthly meetings to the Educational Grants Supervisor ○ Review parent surveys and make recommendations for improving parent participation ● District School Improvement Data Team will: <ul style="list-style-type: none"> ○ Track parental involvement across the district through school-based teams, Educational Grants Office, and SLC Grant Office. ○ Review school compliance on a quarterly basis with the Title I Parent Involvement Policy 	<p>Reinforced Continuation Strategies</p> <ul style="list-style-type: none"> ● Conduct regular parent surveys about the school environment, perceived academic progress, and school community parent relations, and suggestions for school policy implementation ● Create opportunities for all parents to attend parent activities at all grade levels: PK-12: PTO, Open House, parent-teacher conferences ● Conduct parent outreach through parent liaisons, church groups, community groups, cable television, newsletters, and co-curricular activities ● Conduct recruitment sessions through parent liaisons to encourage parents to volunteer in school activities ● Provide workshops of interest to parents at all levels on academic matters (assessment, family science, math, and literacy nights) ● Create welcoming environments for parents including parent/community rooms, parent evenings, and multi-lingual signs at front entrances, floor plans, multi-lingual staff (volunteers) to greet entering parents 	<ul style="list-style-type: none"> ● Phone Master system training ● Professional development for parent liaisons Meetings for parent liaisons held regularly to discuss current school and community issues ● Workshops for parents to inform them about the academic and assessment programs in the school system ● Annual Title I Meeting ● Professional development for all staff in the diverse cultural backgrounds of the school population and making parents welcome

DISTRICT IMPROVEMENT PLAN 2005 – 2008

GOAL 4: The Waterbury Public Schools will ensure that parents are actively engaged in the educational process.

Objective # 3: To meet the mandates of NCLB and Guidelines of Federal and State Grants related to parents

Identified Need	Tier 2 Indicator	How will we monitor and provide evidence of implementation?	District Strategies	Additional Skills & Knowledge(Prof Dev)
<p>Changes in Federal and State legislation that control grant funding has necessitated the need to include a greater percentage of parents</p>	<ul style="list-style-type: none"> ● All schools will implement plans for parent participation per <i>No Child Left Behind</i> (NCLB), Office of Civil Rights (OCR) report, Title I, Title III, and state grants ● All parental notification letters on NCLB requirements will be available in English, Spanish, and Albanian ● Increase communication on parent notification for NCLB requirements using community agencies, churches, and local access cable channel (baseline data will be established in 2006-2007 school year) 	<ul style="list-style-type: none"> ● Principals and Supervisors will <ul style="list-style-type: none"> ○ Submit copies of the parent sign-in sheets for all school-based parental activities to the Title I grants officer on a monthly basis (including open houses, parent nights, special meetings, co-curricular activities) ○ Submit monthly reports detailing communications specifically designed to involve parents in the educational process to the assistant superintendent ○ Submit copies of Grant Planning Committee sign-in sheets that involve parents in the planning and decision making process ○ Submit budget reports reflecting Title I parent involvement expenditures documented in the Parent Involvement Policy, Environmental School Committee (ESC) reports ● Educational Grants Office will <ul style="list-style-type: none"> ○ Maintain and monitor all communications with parents throughout the district pertinent to NCLB regulations (SES, School Choice, ...) ○ Maintain and monitor all applications for services received from parents for required services under NCLB ○ Maintain and monitor with the assistance of the personnel department, communication to parents about classes being taught by non-highly qualified staff ○ Monitor the distribution of AYP report cards 	<p>Reinforced Continuation Strategies</p> <ul style="list-style-type: none"> ● District parent workshops will be specifically designed to meet address the needs of parents to understand the NCLB guidelines ● Schedule on going ESC committee and grant planning meetings ● Schools will create staff, parent, student compacts ● Disseminate information discussed and handed out at district wide meetings <p>New Strategies</p> <ul style="list-style-type: none"> ● District will create a process for receiving written feedback from parents ● Create a process for monitoring how parents receive information regarding the NCLB guidelines 	<ul style="list-style-type: none"> ● Annual meeting for a team that includes Principal, Parent Liaison, and parents on NCLB requirements, Title VI/OCR, Title I, Title III, Title V, and state grants ● On going informational meetings and workshops for all parents ● Monthly administrative forums ● Choice forum ● SES Expo

Connecticut State Department of Education

Addendum to School and District Improvement Plans for Technical or Other Assistance Provided by the CSDE to Meet the Requirements of Sec. 1116 of NCLB

(This addendum must be attached to all school and district improvement plans)

The Connecticut State Department of Education (CSDE), in partnership with the Stupski Foundation and Dr. Doug Reeves' Center for Performance Assessment, will support the school improvement process through the *Comprehensive Accountability for Learning Initiative*. The initiative will serve as a professional development vehicle and will:

- focus on the district as the primary change agent;
- create a culture of professional learning communities in schools, districts, and the state;
- differentiate support based on individual district and school needs; and
- increase student achievement for all students.

The CSDE will provide technical assistance to districts and schools who have been identified as “in need of improvement” through the *Comprehensive Accountability for Learning Initiative*. This support will be provided by the CSDE, Regional Educational Support Centers (RESOC) and SERC staff who are highly skilled educators with experience in school improvement. The following types of support will be provided to district and school-level improvement teams, with priority given to districts receiving Title 1 funding:

- telephone technical assistance;
- periodic site visits;
- guidance in the development and implementation of improvement plans;
- professional development focused on accountability for student learning, data-driven decision-making, implementation of data teams, understanding standards, and aligning standards instruction and assessment; and
- on-site job-embedded professional development follow-up and support.

The CSDE and the School Improvement and Literacy Unit shall coordinate communication between all stakeholders, the schools, districts, RESOCs and SERC while working to unify school improvement efforts in the state.