

NLPS DISTRICT-WIDE IMPROVEMENT PLAN 2007-2010

March 7, 2008

District: New London Superintendent: Dr. Christopher Clouet

SIP Years: 2007-10

Needs Improvement Status: Year: 1 2 3 4 5 6 7

Sanctions Implementing:

X	District Improvement Plan (District Improvement Plans will be submitted to the Connecticut State Department of Education for approval within 90 days of notification if three (3) or more schools in the district have been identified as a whole school "in need of improvement")
	Corrective Action

District School Improvement Planning Team:

Board of Education Members

Community Members

Staff Members

Ms. Alison Burdick

Ms. Christine Carver

Dr. Christopher Clouet

Ms. Doreen Fuller

Mr. Daniel Sullivan

Ms. Laurelle Texidor

Mr. W. Tommy Thompson

Superintendent's

Signature: _____

Date: _____

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Philosophy: the New London Board of Education shall work with staff, parents and community members in developing and reviewing its mission statement, annual goals, long-range plan and student outcomes and shall be guided by the following tenets:

1. the dignity and worth of each child is of primary concern, and we believe that each child can learn and achieve.
2. the aim of education is to help prepare young people to assume a meaningful and productive role in school and society, which is a responsibility shared by the Board of Education, staff, students, parents, and the community.
3. continual assessment of student achievement and ongoing analysis of assessment data is necessary to focus educational resources and refine educational strategies, curricula and programs to improve student achievement.

Mission: The New London Public Schools shall provide an equitable, relevant and quality education which enables students in a diverse community to make a responsible impact on society. It shall maintain a coordinated K-12 program designed to improve academic achievement and lead students to reason, solve problems, be creative, to become lifelong, self-directed learners who are knowledgeable about the world and their place in it.

This will be accomplished through shared involvement of home, school and community which develops, nurtures and reinforces the success of all who are part of the educational process.

To emphasize the focus of the next three years, we think it is important for all stakeholders to know that normal operational planning and maintenance, building projects, and attention to community involvement matters will go on while the Strategic Plan prioritizes Literacy, Numeracy, Information Technology, and Leadership improvements. This district improvement plan operationalizes the strategic plan.

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Theory of Action for District Improvement.

The ultimate purpose of improvement efforts within New London Public Schools is to promote academic achievement for all students. If we have a comprehensive plan for improvement, our collective efforts as a unified group of schools and professionals will have greater impact on student achievement. District or school improvement is based on assessing where we are on measurable objectives related to student achievement and identifying and acting on those strategies, resulting in improvement. It is a continuous review process that requires periodic reevaluation and readjustment based on meaningful assessments.

An underlying major assumption is that the district mission, goals, and objectives are supported by all professionals within the system. If consistency with which we intentionally act upon these beliefs and goals is prevalent, then this will produce the improvement we seek.

The improvement cycle is driven by data that is evaluated at each level of the organization - the district, the school, the grade level, the discipline, or the team. Further, that the process for making decisions relative to objectives and strategies is based on shared leadership. The primary means for sharing this leadership are Teaching and Learning Committees and data teams at both the district and building level. The mechanisms by which this occurs are in the initial stages of development at this point and will continue to evolve.

Inherent in the success of our district improvement efforts will be the ability to provide professional development and training that focuses on both the process of improvement and the product of student achievement. Professional development must give teachers and administrators the tools they will need to engage in meaningful dialogue about student achievement and to employ those instructional strategies that will produce the desired goals. If teachers work collaboratively to develop a consistent approach to instruction and assessment, then students will understand their work as students and be effective learners, thereby improving student achievement.

Giving students an active voice in their education will improve student achievement. Having a voice, being heard, being valued, feeling a part of a larger community, and connecting to an adult at school all increase motivation to achieve. Along the same lines, if parents are involved and if we are culturally competent and respectful, student achievement will improve.

Finally, as a district we *are* able to produce significant and sustainable improvement results. We have the resources to implement an improvement process that will produce gains. With staff exercise of responsibility, the alignment of curriculum and resources, utilizing technology, rewarding student effort, and teaching that is standards-based, results will be demonstrable.

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Monitoring and Measuring the District Improvement Process.

The district improvement process is an annual reiterative process that begins with the Board of Education Strategic Plan as developed by a broad based committee of representative stakeholders. The District-wide Improvement Plan (DIP) is based on the strategic goals of the district. The District-wide Improvement Plan incorporates a structure and reporting elements that meet district needs, while satisfying state accountability requirements. Given the similarity and purpose of each document, it is possible that in the future the Strategic Plan and DIP will be merged into one document.

The District Educational Leadership Team for Accountability, DELTA, with membership of a small group of central office, Board of Education, building administrators and teaching staff, develops the DIP. Using the strategic plan as a guide, this group identifies strategies to achieve the goals and specific performance measures related to those strategies. The DIP will focus on what is referred to as Tier I measures or indicators. Tier I indicators are those measures of student achievement that the strategies are aimed at improving. Tier I indicators are disaggregated and reported within the DIP for all sub-groups within the district.

DELTA will meet at least on a monthly basis to analyze data. This analysis will serve as the basis for regularly scheduled reports to the District Teaching and Learning Committee and the Board of Education. Further, the data analyzed will help to guide district level decision making. DELTA may make actionable decisions relative to district improvement efforts.

School improvement plans (SIPs) are developed by building-based Teaching and Learning Committees. The objectives for school improvement plans will mirror those of the district, but may have building specific objectives. SIPs will focus on Tier II indicators, reflective of those strategies and actions in which the adults engage at the school level and are indicators that will result in Tier I improvements. Much like Tier I indicators guide district level decision, Tier II indicators will guide building level decisions to maximize student achievement. (For example, results on the Connecticut Mastery Test may be a selected Tier I indicator. Tier II indicators may be the number of staff trained in and implementing the state vocabulary module or the percentage of students who achieve mastery of specific curriculum content area standard.)

Strategies in SIPs should be different between buildings because they are aimed at the specific areas needing improvement within a building. As content and performance standards are developed for each discipline, benchmarks for student performance will be identified. Building based Tier II indicators will be reviewed and approved by DELTA for appropriateness. It is anticipated that

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student performance relative to these benchmarks will result in the identification of strategies to meet these standards. Building Teaching and Learning Committees will use internal processes by which to monitor SIP indicators. Periodically the status of SIPs will be reported to the Board of Education.

Under the direction of the Assistant Superintendent, the District Data Facilitator and Data Collector/Trainer will be responsible for maintaining the data needed for this report in accordance with Addendum One.

Major Goals.

GOAL 1. To increase reading proficiency by a minimum of 10% as measured by CMT/CAPT in order to meet or increase AYP as measured by the CSDOE for whole groups and identified sub-groups.

GOAL 2. To increase math proficiency by a minimum of 10% as measured by CMT/CAPT in order to meet or increase AYP as measured by the CSDOE for whole groups and identified sub-groups.

GOAL 3. To expand the community of learners to include families of students.

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Summary of Goals and Objectives

GOAL 1. To increase reading proficiency by a minimum of 10% as measured by CMT/CAPT in order to meet or increase AYP as measured by the CSDOE for whole groups and identified sub-groups.

OBJECTIVE #1: 100% teachers (general education, special education and special area) will plan and implement language arts lessons aligned with the district core literacy program and the Language Arts curriculum, with priority given to power standards.

OBJECTIVE #2: 100% of teachers (general education, special education and special area) will participate in the data team process.

OBJECTIVE #3: 100% teachers (general education, special education and special area) will use Common Formative Assessments to inform and differentiate instruction.

OBJECTIVE #4: 100% of staff will engage in efforts to decrease student suspensions and absenteeism.

GOAL 2. To increase math proficiency by a minimum of 10% as measured by CMT/CAPT in order to meet or increase AYP as measured by the CSDOE for whole groups and identified sub-groups.

OBJECTIVE #1: 100% teachers (general education, special education and special area) will plan and implement mathematics lessons aligned with the district mathematics program and the Language Arts curriculum, with priority given to power standards.

OBJECTIVE #2: 100% of teachers (general education, special education and special area) will participate in the data team process.

OBJECTIVE #3: 100% teachers (general education, special education and special area) will use Common Formative Assessments to inform and differentiate instruction.

GOAL 3. To expand the community of learners to include families of students.

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GOAL 1: To increase reading proficiency by a minimum of 10% annually as measured by CMT/CAPT data in order to meet or increase AYP as measured by the CSDOE for whole groups and identified sub-groups.

OBJECTIVE #1: 100% teachers (general education, special education and special area) will plan and implement **language arts lessons aligned with** the district core literacy program and the Language Arts **curriculum**, with priority given to power standards.

Identified Need/Tier 1 Indicator	District Strategies/ Action Steps	Monitor/Evidence
<p>CMT/CAPT Reading % Prof + Gr. 3 – 35.0 Gr. 6 – 44.7 Gr. 10 – 45.7 Gr. 4 – 47.1 Gr. 7 – 40.8 <u>Gr. 5 – 45.5 Gr. 8 – 39.4</u> CMT/CAPT Reading Prof.+ Black Gr. 3 – 29.9 Gr. 6 – 45.8 Gr. 10 – 38.2 Gr. 4 – 45.9 Gr. 7 – 44.9 <u>Gr. 5 – 40.3 Gr. 8 – 27.3</u> CMT/CAPT Reading % Prof.+ Hispanic Gr. 3 – 28.4 Gr. 6 – 37.4 Gr. 10 -38.0 Gr. 4 – 35.6 Gr. 7 – 36.6 <u>Gr. 5 – 37.4 Gr. 8 – 35.2</u> CMT Reading % Prof. + Disabilities Gr. 3 – 12.9 Gr. 6 – 6.3 Gr. 4 – 16.7 Gr. 7 – 3.7 <u>Gr. 5 – 0 Gr. 8 – 4.5</u> CMT Reading % Prof.+ ELL Gr. 3 – 9.1 Gr. 6 – 5.3 Gr. 4 – 11.6 Gr. 7 – 23.9 <u>Gr. 5 – 14.5 Gr. 8 – 8.8</u> CMT/CAPT Reading %Prof.+ EconDis. Gr. 3 – 32.5 Gr. 6 – 39.7 Gr. 10 -38.7 Gr. 4 – 44.0 Gr. 7 – 40.3 <u>Gr. 5 – 39.7 Gr. 8 – 37.8</u></p>	<p>New Strategies:</p> <ul style="list-style-type: none"> • Implement a revised language arts curriculum, including a core literacy program, which includes the alignment of the following components: scope and sequence, MSW elements, LA materials, and LA Power Standards. (Conti) • Monitor posting and sharing Essential Questions (Admin team) • Develop daily instructional time allocations for LA (Admin Coun) • Develop & implement an induction plan for new teachers, focusing on best instructional practices.(Sadler) • Focus on non-linguistic representation as an effective teaching strategy. (Dist T&L) • Focus on the diverse language arts of all students. (Wuyke) • MS: Increase the amount of time students spend on literacy and have remediation. (Wilson) • MS: Create innovative programs for students with alternative learning styles. (Wilson/Fuller) • HS: Revise language arts course offerings to be high interest, and standards-based (Sullivan) • HS: Develop an “intersession program for CAPT and SAT preparation (Sullivan) 	<p>District will:</p> <ul style="list-style-type: none"> • Walk throughs will provide data (biannually) in the following areas, by using a protocol that is reviewed bi annually by the DELTA team: <ul style="list-style-type: none"> ➤ Level of questioning based on Bloom’s Taxonomy ➤ Display of Student Work ➤ Display of Data ➤ Use of Sim. & Diff. ➤ Use of Recog. Effort & Achiev ➤ Use of Nonlinguistic Rep. ➤ Priority Standards Posted • DELTA team will monitor school improvement plans • Report to the Board of Education & Superintendent in the following areas according to the ‘Board of Education Presentation Schedule’: <ul style="list-style-type: none"> ➤ Status of curriculum comm.. ➤ CMT & CAPT data ➤ DIBELS data ➤ Appl & evaluation of grants ➤ Induction Plan Summer 08. Include: evaluation process, MSW, Reading across disciplines, BEST program, child study

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	<ul style="list-style-type: none"> • HS: Develop a MS-HS transition program. (Wilson & Sullivan) <p>Continuing Strategies:</p> <ul style="list-style-type: none"> • Implement a core literacy program K-5 (Conti) • Use walkthroughs as a means to provide constructive feedback to staff. (CO Administrative Team) • Staff will focus on similarities and differences as an effective teaching strategy. (Dist T&L) • Staff will focus on reinforcing effort & providing recognition as a teaching strategy. (T&L) • Continue with 6-12 LA Department Head (Suptd) • Provide extended school hours programs focused on literacy (Fuller) • Identify and insure delivery of appropriate Tier II and III strategies (Fuller & Conti) • Insure classes are taught by HQTs (Sadler) • Provide subs so teachers have the opportunity to visit other classrooms (Sadler/Whalen) <p>Professional Development: Provide for teachers & administrators training in:</p> <ul style="list-style-type: none"> • Differentiated instruction, effective teaching strategies, and best practices for all students, including students with disabilities, ELL students and economically disadvantaged students. • Walkthrough training for administrators. • PD for administrators on CMT test content • PD for teachers on Learning Walks; Pre-planning – Grade levels meet to formulate questions pertinent to 	<p>team process, HQT status, etc.</p> <ul style="list-style-type: none"> • Report quarterly to the Assistant Superintendent or Superintendent from the following areas: <ul style="list-style-type: none"> ➢ Curriculum Committees: (development of: scope and sequence, MSW elements, CFA's, integration of LA) ➢ Director of Personnel (Hiring of new Staff, HQT, monitoring of evaluation) ➢ Teaching & Learning Committee will focus on effective teaching strategies and will post student work at Central Office <p>Principal/Designee will:</p> <ul style="list-style-type: none"> • Reflect District Goals in the School Improvement Plan as submitted annually • Include student work in discussions about instructional strategies • Follow LA Curriculum, time frames, Tier II and Tier III strategies • Collect data and note evidence to include, but not limited to, the use of MSW components, effective teaching strategies, culturally relevant instruction, and use of data to differentiate instruction during walkthroughs. • Provide monthly reports to the assistant superintendent: <ul style="list-style-type: none"> ➢ Suspension & Expulsion ➢ Data Team Minutes ➢ Grade Level Minutes ➢ Teaching & Learning Status ➢ Personnel situations ➢ Retention (reported Jan/Jun) • Hold all teachers responsible for entering data in SASI, completing CFA's, DIBELS,
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	<p>reading stories; Share district wide</p> <ul style="list-style-type: none"> • 6: AVID training, as required by the program. • K-5: Core program training for new teachers. • K-5: Periodic PD in core programs • 6: Single-gender training for selected teachers • Administrators: Effective teacher evaluation practices. 	<p>Writing Prompts, DRA and any other assessments according to the district schedule (reported by SASI Coordinator or Data Facilitator quarterly)</p> <ul style="list-style-type: none"> • Provide representation of their building at/on: <ul style="list-style-type: none"> ➤ District T&L Committee ➤ Building T&L Committee ➤ Curriculum Committees • Provide feedback, per the teacher evaluation cycle, to teachers regarding: <ul style="list-style-type: none"> ➤ Use of Sim & Differences ➤ Use of Recog Effort & Achiev ➤ Use of Nonlinguistic Rep ➤ Data Team Minutes ➤ Utilization of Instruct. Time ➤ Use of Technology ➤ Communication with Parents ➤ Connection between lesson plans and LA curriculum • Maintain the Teacher Evaluation Cycle <ul style="list-style-type: none"> ➤ Observe teachers in a timely manner and provide feedback to better instruction ➤ Enable teachers to visit other classes (yearly) ➤ Insure staff have evaluation goals related to effective teaching strategies (yearly) ➤ Write the evaluation as it relates to standards of teaching (yearly) <p>High School will demonstrate:</p> <ul style="list-style-type: none"> • Competency of staff, curriculum & building maintenance through NEASC procedures • Courses that are standards based (including CAPT & SAT)
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		<ul style="list-style-type: none">• Develop a MS-HS transition program; data will be presented yearly <p>Teachers will:</p> <ul style="list-style-type: none">• Implement<ul style="list-style-type: none">➤ LA Curriculum; evidenced by posted Essential Questions and rubric guided assessments➤ Effective Teaching Strategies; evidenced by student work➤ CMT & Effective Teaching Strategies; evidenced through lesson plans & student work• Use Data to inform instruction, as per Goal 1, Obj 2• Communicate expectations to parents through a standards based report card assessment; return parent phone calls and emails• Visit other teachers' classrooms• Use SOS ring to determine appropriate question strand and target listening• Introduce and use QAR strategy
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OBJECTIVE #2: 100% of teachers (general education, special education and special area) will participate in the **data team process**.

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	<p>trained (Fuller)</p> <ul style="list-style-type: none"> • Staff will have training in SASI biannually (Fuller) • Hold a local data fair and participate in the state data fair (Clouet) <p>Professional Development: Provide for teachers & administrators training in:</p> <ul style="list-style-type: none"> • Data Team process and protocol, including data walls. • Systemic and systematic orientation for new teachers. • How to develop new CFAs. 	<p>differentiate instruction during walkthroughs.</p> <ul style="list-style-type: none"> • Provide monthly reports to the assistant superintendent, as in Goal 1, Obj 1. • Hold all teachers responsible for entering data in SASI, completing CFA's, DIBELS, Writing Prompts, DRA and any other assessments according to the district schedule (reported by SASI Coordinator or Data Facilitator quarterly) • Provide bldg representation on: <ul style="list-style-type: none"> ➤DDD & Data Team Training (basic & trainer) ➤CFA (basic & trainer) • Provide feedback, per the teacher evaluation cycle, to teachers as in Goal 1, Obj 1. • Monitor, attend and/or participate in bldg and grade/team data team process, insuring data forms the basis of instructional decisions • High School will report drop out statistics to the Assistant Superintendent quarterly and yearly to BOE <p>Teachers will:</p> <ul style="list-style-type: none"> • Use Data to inform instruction <ul style="list-style-type: none"> ➤Enter data into SASI in accordance with the timeline distributed by the district ➤Participate in professional development opportunities (including Equity Team, Curriculum Committees, MSW, DDDM/Data Teams, ETS, CFA's, Literacy Instruction, Responsive Classroom, PBS) ➤Maintain a current data wall ➤Use MyGradebook (high school) and SASI (middle school) to record grades & communicate with parents • Attend & participate in data team process
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OBJECTIVE #3: 100% teachers (general education, special education and special area) will use **Common Formative Assessments** to inform and **differentiate instruction**.

CMT/CAPT Reading % Prof +	District Strategies/Action Steps	Monitoring, or Evidence
<p>CMT/CAPT Reading % Prof + Gr. 3 – 35.0 Gr. 6 – 44.7 Gr. 10 – 45.7 Gr. 4 – 47.1 Gr. 7 – 40.8 <u>Gr. 5 – 45.5 Gr. 8 – 39.4</u> CMT/CAPT Reading Prof.+ Black Gr. 3 – 29.9 Gr. 6 – 45.8 Gr. 10 – 38.2 Gr. 4 – 45.9 Gr. 7 – 44.9 <u>Gr. 5 – 40.3 Gr. 8 – 27.3</u> CMT/CAPT Reading % Prof.+ Hispanic Gr. 3 – 28.4 Gr. 6 – 37.4 Gr. 10 – 38.0 Gr. 4 – 35.6 Gr. 7 – 36.6 <u>Gr. 5 – 37.4 Gr. 8 – 35.2</u> CMT Reading % Prof. + Disabilities Gr. 3 – 12.9 Gr. 6 – 6.3 Gr. 4 – 16.7 Gr. 7 – 3.7 <u>Gr. 5 – 0 Gr. 8 – 4.5</u> CMT Reading % Prof.+ ELL Gr. 3 – 9.1 Gr. 6 – 5.3 Gr. 4 – 11.6 Gr. 7 – 23.9 <u>Gr. 5 – 14.5 Gr. 8 – 8.8</u> CMT/CAPT Reading % Prof.+ EconDis. Gr. 3 – 32.5 Gr. 6 – 39.7 Gr. 10 – 38.7 Gr. 4 – 44.0 Gr. 7 – 40.3 <u>Gr. 5 – 39.7 Gr. 8 – 37.8</u></p>	<p>New Strategies</p> <ul style="list-style-type: none"> • Develop and implement an Assessment Calendar for reading and writing. • Implement Performance Assessments at least 3 times annually. • Administer Writing CFA each trimester for grades preschool through grade 5. • Score Writing CFAs by grade-level appropriate common rubric. • Identify and use a research- based reading assessment a minimum of three times a year for all students, including all ELL and students with disabilities. • Identify district-wide benchmarks. <p>Reinforced Continuation Strategies</p> <ul style="list-style-type: none"> • Develop, revise and implement Power Standards, CFAs, and performance assessments. <p>Professional Development: Provide for teachers & administrators training in:</p> <ul style="list-style-type: none"> • Walk through training for administrators. • Teachers writing and reviewing new CFAs. 	<p>District will:</p> <ul style="list-style-type: none"> • Develop and implement an assessment calendar for reading and writing. • Oversee the development, review and revision of CFAs for each grade level. • Select and adopt a district-wide research-based reading assessment for all students, including ELL and students with disabilities. • Collect disaggregated data quarterly from principals on targeted subgroups regarding student achievement on CFAs and teachers’ focus for intervention. • Collect and analyze assessment data at DELTA team meetings. <p>Principals will:</p> <ul style="list-style-type: none"> • Assure implementation of CFAs, researched-based reading assessments & writing prompts. • Collect and review CFAs, researched-based reading assessments and writing prompts, and engage in dialog with colleagues about differentiated instruction. • Assign human resources and materials based on student data.

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	<ul style="list-style-type: none">• Assessment training: OLAS, DRA, DIBELS	<ul style="list-style-type: none">• Collect data and note evidence to include, but not limited to, the use of MSW components of effective teaching strategies, culturally relevant instruction, and use of data to differentiate instruction during walkthroughs.• Review lesson plans to determine that data is being used to differentiate instruction.• Collect and submit data to school/district improvement teams.• MS/HS: Monitor quarterly grades for failure rates. <p>Teachers will:</p> <ul style="list-style-type: none">• Administer and score CFAs (collaboratively, if appropriate), writing prompts and research-based assessments and use the data to differentiate instruction.• Analyze and discuss assessments results at Data Team meetings.• Display and maintain data walls.• Submit data to principal.• Develop and revise Performance Assessments.
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OBJECTIVE #4: 100% of staff will engage in efforts to **decrease student suspensions and absenteeism.**

Identified Need/Tier 1 Indicator	District Strategies/Action Steps	Monitoring, or Evidence
<p>CMT/CAPT Reading % Prof + Gr. 3 – 35.0 Gr. 6 – 44.7 Gr. 10 – 45.7 Gr. 4 – 47.1 Gr. 7 – 40.8 Gr. 5 – 45.5 Gr. 8 – 39.4</p> <p>CMT/CAPT Reading Prof.+ Black Gr. 3 – 29.9 Gr. 6 – 45.8 Gr. 10 – 38.2 Gr. 4 – 45.9 Gr. 7 – 44.9 Gr. 5 – 40.3 Gr. 8 – 27.3</p> <p>CMT/CAPT Reading % Prof.+ Hispanic Gr. 3 – 28.4 Gr. 6 – 37.4 Gr. 10 -38.0 Gr. 4 – 35.6 Gr. 7 – 36.6 Gr. 5 – 37.4 Gr. 8 – 35.2</p> <p>CMT Reading % Prof. + Disabilities Gr. 3 – 12.9 Gr. 6 – 6.3 Gr. 4 – 16.7 Gr. 7 – 3.7 Gr. 5 – 0 Gr. 8 – 4.5</p> <p>CMT Reading % Prof.+ ELL Gr. 3 – 9.1 Gr. 6 – 5.3 Gr. 4 – 11.6 Gr. 7 – 23.9 Gr. 5 – 14.5 Gr. 8 – 8.8</p> <p>CMT/CAPT Reading %Prof.+ EconDis. Gr. 3 – 32.5 Gr. 6 – 39.7 Gr. 10 -38.7 Gr. 4 – 44.0 Gr. 7 – 40.3 Gr. 5 – 39.7 Gr. 8 – 37.8</p>	<p>New Strategies</p> <ul style="list-style-type: none"> • Provide uniformity within the district by using the state definitions to define unacceptable behaviors • Support staff development with allocation of resources to train staff CT state discipline codes and statues regarding behaviors. <p>Continuing Strategies:</p> <ul style="list-style-type: none"> • Use CTSDE codes and definitions as a guide when revising BDJMS discipline procedure • Create an off-site alternative school with a full staff for students who need a more long-term structure setting • Institute positive behavior support • Support efforts in designing or obtaining a program to assess school climate and conflict resolution (i.e. KEYS). <p>Continued Strategies</p> <ul style="list-style-type: none"> • Continue and refine Truancy Review Board (TRB) <p>Professional Development: Provide for teachers & administrators training in:</p>	<p>District will:</p> <ul style="list-style-type: none"> • Support the use of a revised referrals, student, teacher and parent handbook. • Insure codes within SASI align with state codes. • Review monthly report to monitor increase/decrease for these types of referrals <p>Principal/Designee will:</p> <ul style="list-style-type: none"> • Review data monthly and implement changes to align with CTSDE. • Provide clarification for staff regarding discipline codes and definitions. • Annually, update referral and handbooks as needed, to keep current with the changing ED166 discipline codes. • Monitor attendance and refer students to the TRB • Attend TRB meetings. • K-5: insure responsive Classroom is being implemented within their building. • 6-8: Provide appropriate staff development for positive behavioral supports. • 6-8: Provide staff with a professional library to address adolescent behavior and brain

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	<ul style="list-style-type: none">• 6-8: Identifying unacceptable behaviors versus adolescent behaviors• 6-8: CGS Section 10-23a(b)• 6-8: Adolescent behavior and brain development• Training on CT state discipline codes and statues regarding behaviors.• K-5: Responsive Classroom• 6-12: Training on conflict resolution• 6-12: Stress management intervention and training from the Employee assistance program (United community and Family Services)	<p>development.</p> <p>Teachers will:</p> <ul style="list-style-type: none">• Notify guidance when there are concerns about student attendance.• Use revised referrals to identify specific behaviors.• Use the school-based disciplinary procedures for taking positive steps before submitting office referrals.• Identify personal triggers for themselves and use strategies to relieve stress from work• Recognize students for positive behaviors• K-5: Use responsive Classroom strategies.
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GOAL 2: To increase math proficiency by a minimum of 10% as measured by CMT/CAPT in order to meet or increase AYP as measured by the CSDOE for whole groups and identified sub-groups.

OBJECTIVE #1: 100% teachers (general education, special education and special area) will plan and implement math lessons aligned with integrated math curriculum, with priority given to power standards.

Identified Need/Tier 1 Indicator	District Strategies/Action Steps	Monitoring, or Evidence
<p>CMT/CAPT Math % Prof + Gr. 3 – Gr. 6 – Gr. 10 – Gr. 4 – Gr. 7 – <u>Gr. 5 – Gr. 8 –</u></p> <p>CMT/CAPT Math Prof.+ Black Gr. 3 – Gr. 6 – Gr. 10 – Gr. 4 – Gr. 7 – <u>Gr. 5 – Gr. 8 –</u></p> <p>CMT/CAPT Math % Prof.+ Hispanic Gr. 3 – Gr. 6 – Gr. 10 – Gr. 4 – Gr. 7 – <u>Gr. 5 – Gr. 8 –</u></p> <p>CMT Math g % Prof. + Disabilities Gr. 3 – Gr. 6 – Gr. 10 – Gr. 4 – Gr. 7 – <u>Gr. 5 – Gr. 8 –</u></p> <p>CMT Math % Prof.+ ELL Gr. 3 – Gr. 6 – Gr. 10 – Gr. 4 – Gr. 7 – <u>Gr. 5 – Gr. 8 –</u></p> <p>CMT/CAPT Math %Prof.+ EconDis. Gr. 3 – Gr. 6 – Gr. 10 – Gr. 4 – Gr. 7 – <u>Gr. 5 – Gr. 8 –</u></p>	<p>New Strategies</p> <ul style="list-style-type: none"> • Post and use math power standards and essential questions as they are being taught. • Use differentiated instructional practices to address the individual needs of all students, including ELL, special education, and economically disadvantaged students. • 6-8: Selected teachers participate in math coaching academy and MSP grant activities. • Create a 6-12 math department head position. • Focus on the use of consistent math vocabulary. <p>Continued Strategies</p> <ul style="list-style-type: none"> • K-5: Implement mathematics curriculum which integrates NLPS Power Standards and Saxon Math. • Adhere to daily instructional time allocations as identified by integrated mathematics curriculum. • Develop and implement an induction plan for new teachers focusing on best instructional practices. • Provide opportunities for teachers to revisit, revise and refine math Power Standards, Common Formative Assessments, and Performance Assessments. • Provide extended learning opportunities, e.g. 	<p>District will:</p> <ul style="list-style-type: none"> • K-5: Align, integrate and implement mathematics curriculum and N:PS Power Standards with Saxon Math. • Create a math curriculum committee to address curriculum issues monthly • Hire a 6-12 math department head. • Identify and communicate best practices for English Language Learners and students with disabilities. • Work on creating a tiered math instructional approach with appropriate resources. <p>Principal/Designee will:</p> <ul style="list-style-type: none"> • Collect data and note evidence to include, but not limited to, the use of MSW components, effective teaching strategies, culturally relevant instruction, and use of data to differentiate instruction during walk throughs. • Review lesson plans to determine alignment with integrated math curriculum. • Minimize interruptions to all classrooms. • Assure that new teachers participate in induction plan.

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	<p>summer school, after school, before school as appropriate, based on student need.</p> <ul style="list-style-type: none"> Align IEPs to the grade level/course performance standards including downward extensions as appropriate per CSDE CMT/CAPT Skills Checklist, Second Generation Provide culturally and racially relevant instructional strategies, opportunities and materials in schools and classrooms. Administer CFAs to new students entering during year to inform instruction. <p>Professional Development: Provide for teachers & administrators training in:</p> <ul style="list-style-type: none"> With necessary and appropriate training in math-related strategies and concepts. The alignment of the math curriculum, math materials, math power standards. Best practices and effective teaching strategies for all staff in educating students with disabilities, ELL students and economically disadvantaged students in the general education classroom. Walk-throughs. Writing CFAs and Pas. Best practices and effective teaching strategies for all staff in educating students with disabilities, ELL students and economically disadvantaged students in the general education classroom. <p>All staff and administration in cultural, racial, ethnic diversity attitudinal values, practices, and behaviors.</p>	<ul style="list-style-type: none"> Monitor alignment of the IEPs with grade-level integrated math curriculum. Monitor use of culturally and racially relevant instructional strategies, opportunities and materials in schools and classrooms. Assure the math CFA is given to new students entering during the year. K-5: Monitor teacher use of SAXON pre and post assessments, in light of standards. Insure ELL teachers participate in math related data teams 80% of the time. <p>Teachers will:</p> <ul style="list-style-type: none"> Implement aligned integrated math curriculum. Post and use math Power Standards and Essential Questions as they are being taught. Submit lesson plans to building administrators. Assist new teachers with the implementation of the aligned math curriculum. Implement best practices for English Language Learners and students with disabilities. Administer CFAs to new students entering during the year & use to inform instruction. Implement instructional accommodations and modifications in alignment with the IEP in all settings. Use culturally relevant instructional strategies, opportunities and materials.
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GOAL 2: To increase math proficiency by a minimum of 10% as measured by CMT/CAPT in order to meet or increase AYP as measured by the CSDOE for whole groups and identified sub-groups.

OBJECTIVE #2: 100% teachers (general education, special education and special area) will participate in **the Data Team process.**

Identified Need/Tier 1 Indicator	District Strategies/Action Steps	Monitoring, or Evidence
CMT/CAPT Math % Prof + Gr. 3 – Gr. 6 – Gr. 10 – Gr. 4 – Gr. 7 – <u>Gr. 5 – Gr. 8 –</u> CMT/CAPT Math Prof.+ Black Gr. 3 – Gr. 6 – Gr. 10 – Gr. 4 – Gr. 7 – <u>Gr. 5 – Gr. 8 –</u> CMT/CAPT Math % Prof.+ Hispanic Gr. 3 – Gr. 6 – Gr. 10 – Gr. 4 – Gr. 7 – <u>Gr. 5 – Gr. 8 –</u> CMT Math g % Prof. + Disabilities Gr. 3 – Gr. 6 – Gr. 10 – Gr. 4 – Gr. 7 – <u>Gr. 5 – Gr. 8 –</u> CMT Math % Prof.+ ELL Gr. 3 – Gr. 6 – Gr. 10 – Gr. 4 – Gr. 7 – <u>Gr. 5 – Gr. 8 –</u> CMT/CAPT Math %Prof.+ EconDis. Gr. 3 – Gr. 6 – Gr. 10 – Gr. 4 – Gr. 7 – <u>Gr. 5 – Gr. 8 –</u>	Same strategies as Goal 1, Objective 2.	Same evidence as Goal 1, Objective 2.

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GOAL 2: To increase math proficiency by a minimum of 10% as measured by CMT/CAPT in order to meet or increase AYP as measured by the CSDOE for whole groups and identified sub-groups.

OBJECTIVE #3: 100% teachers (general education, special education and special area) will use Common Formative Assessments to inform instruction.

Identified Need/Tier 1 Indicator	District Strategies/Action Steps	Monitoring, or Evidence
CMT/CAPT Math % Prof + Gr. 3 – Gr. 6 – Gr. 10 – Gr. 4 – Gr. 7 – <u>Gr. 5 – Gr. 8 –</u> CMT/CAPT Math Prof.+ Black Gr. 3 – Gr. 6 – Gr. 10 – Gr. 4 – Gr. 7 – <u>Gr. 5 – Gr. 8 –</u> CMT/CAPT Math % Prof.+ Hispanic Gr. 3 – Gr. 6 – Gr. 10 – Gr. 4 – Gr. 7 – <u>Gr. 5 – Gr. 8 –</u> CMT Math g % Prof. + Disabilities Gr. 3 – Gr. 6 – Gr. 10 – Gr. 4 – Gr. 7 – <u>Gr. 5 – Gr. 8 –</u> CMT Math % Prof.+ ELL Gr. 3 – Gr. 6 – Gr. 10 – Gr. 4 – Gr. 7 – <u>Gr. 5 – Gr. 8 –</u> CMT/CAPT Math %Prof.+ EconDis. Gr. 3 – Gr. 6 – Gr. 10 – Gr. 4 – Gr. 7 – <u>Gr. 5 – Gr. 8 –</u>	Same strategies as Goal 1, Objective 3.	Same evidence as Goal 1, Objective 3.

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GOAL 1: To increase reading proficiency by a minimum of 10% annually as measured by CMT/CAPT data in order to meet or increase AYP as measured by the CSDOE for whole groups and identified sub-groups.

OBJECTIVE #4: 100% of staff will engage in efforts to **decrease student suspensions and absenteeism.**

Identified Need/Tier 1 Indicator	District Strategies/Action Steps	Monitoring, or Evidence
CMT/CAPT Reading % Prof + Gr. 3 – 35.0 Gr. 6 – 44.7 Gr. 10 – 45.7 Gr. 4 – 47.1 Gr. 7 – 40.8 Gr. 5 – 45.5 Gr. 8 – 39.4 CMT/CAPT Reading Prof.+ Black Gr. 3 – 29.9 Gr. 6 – 45.8 Gr. 10 – 38.2 Gr. 4 – 45.9 Gr. 7 – 44.9 Gr. 5 – 40.3 Gr. 8 – 27.3 CMT/CAPT Reading % Prof.+ Hispanic Gr. 3 – 28.4 Gr. 6 – 37.4 Gr. 10 -38.0 Gr. 4 – 35.6 Gr. 7 – 36.6 Gr. 5 – 37.4 Gr. 8 – 35.2 CMT Reading % Prof. + Disabilities Gr. 3 – 12.9 Gr. 6 – 6.3 Gr. 4 – 16.7 Gr. 7 – 3.7 Gr. 5 – 0 Gr. 8 – 4.5 CMT Reading % Prof.+ ELL Gr. 3 – 9.1 Gr. 6 – 5.3 Gr. 4 – 11.6 Gr. 7 – 23.9 Gr. 5 – 14.5 Gr. 8 – 8.8 CMT/CAPT Reading %Prof.+ EconDis. Gr. 3 – 32.5 Gr. 6 – 39.7 Gr. 10 -38.7 Gr. 4 – 44.0 Gr. 7 – 40.3 Gr. 5 – 39.7 Gr. 8 – 37.8	Same strategies as Goal 1, Objective 4.	Same strategies as Goal 1, Objective 4.

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GOAL 3: To expand the community of learners to include families of students.
OBJECTIVE #1: Parental engagement will increase a minimum of 10% as measured by data collection sources developed by DELTA.

Identified Need/Tier 1 Indicator	District Strategies/Action Steps	Monitoring, or Evidence
<p>Research clearly indicates that increasing parental and community engagement will lead to improved student academic achievement.</p>	<p>New Strategies</p> <ul style="list-style-type: none"> • DELTA will implement, monitor and assess communication strategies between school and home district-wide. • Develop template to gather data related to parent involvement from School Teaching and Learning Committees • Provide childcare for parents to attend daytime and evening activities when funding / resources are available. • Establish district wide expectations for cultural competence standards to include administrators, certified and non-certified staff • Pilot the use of KG standards based report card. <p>Continued Strategies</p> <ul style="list-style-type: none"> • Provide translation services as needed. • Implement goal-oriented programs, such as Courageous Conversations, to provide opportunities for open-ended dialogue with parents of students in targeted sub-groups. • Utilize available telecommunication and multimedia tools to inform and communicate with parents. • Use parent Coordinators at the MS • Participate in Children First New London • Provide timely and translated NCLB notifications 	<p>District will</p> <ul style="list-style-type: none"> • Monitor and assess all communications with parents throughout the district at least twice per school year. • Provide translation and printing services. • Monitor, review and revise all school based parental involvement programs annually • DELTA will review School Improvement Plans for parental involvement. • Develop data collection template • Maintain documents, resources and attendance sheets of training sessions and parent founs. • Participate in Children First New London, sponsoring parent activities and activities for preschool providers. • Introduce reading based tables at community events (i.e. football game, or blood pressure check) • Collate and analyze feedback to determine the effectiveness of the training sessions/parent and community forums. <p>Principal will</p> <ul style="list-style-type: none"> • Convey school’s operations, district & Board of Education policies to parents. • Maintain a building level binder of all the

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	<ul style="list-style-type: none"> • Hold Title I and SES meetings • Issue monthly media releases • Sponsor parent and community forums • Hold monthly Family Resources Center events <p>Professional Development: Provide for teachers & administrators training in:</p> <ul style="list-style-type: none"> • Effective communication skills with parents. • Telecommunication skills and multimedia tools. • Culturally and racially relevant instructional strategies, opportunities and materials. • MS: Variations in the family dynamic (i.e. single parent, blended family, guardians other than parent, etc.). 	<p>documents related to parent involvement programs and activities.</p> <ul style="list-style-type: none"> • Insure FRC's in their building are holding monthly activities. • Facilitate staff discussions of current parent engagement best practices. • Keep attendance sheets for all school activities in which parents are involved; forward summaries to the DELTA team upon request. • Utilize telecommunication and multimedia tools to inform and communicate with parents. <p>Teachers will</p> <ul style="list-style-type: none"> • Document efforts to contact hard to reach parents. • Make a positive contact with 100% of their students' parents once per year to be divided equally among certified staff. • Maintain a record of parent meetings, contacts, emails and/or phone conferences. • Provide input to the administration / School Improvement Team about parent communications. • Participate in staff discussions of current parent engagement best practices and determine their effectiveness • Assist in the recruitment of parents to serve on committees
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ADDENDUM TWO

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

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, district, 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 Education Support Centers (RESC) 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 I 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, RESCs and SERC while working to unify school improvement efforts in the state.