

# NLPS DISTRICT-WIDE IMPROVEMENT PLAN 2007-2010

**August 6, 2008**

District: New London

Superintendent: Dr. Christopher Clouet

SIP Years: 2008-11

Needs Improvement Status:

Year:            1    2    3    4    5    6    7

## Sanctions Implementing:

X	<b>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”)</b>
	<b>Corrective Action</b>

## District School Improvement Planning Team:

### Board of Education Members

Ms. Elaine Maynard Adams  
Ms. Susan Connolly  
Ms Elizabeth Garcia  
Mr. Alvin Kinsall  
Mr. Bill Morse  
Mr. Anthony Nolan  
Mr. James Pearce

### Staff Members

Ms. Alison Burdick  
Ms. Christine Carver  
Dr. Christopher Clouet  
Ms. Grace Conti  
Mr. Daniel Sullivan  
Ms. Laurelle Texidor  
Mr. W. Tommy Thompson

Superintendent's Signature:



Date:

August 25, 2008

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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. Continued 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, mathematics, climate, and family involvement. 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 and building administrators, developed the DIP. 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 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 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.

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## Goals and Objectives

### Tier 1 Indicators

**GOAL 1. To increase reading proficiency by a minimum of 15% as measured by CMT/CAPT by 2011 for whole and identified sub-groups.**

**Annual Measures: CMT/CAPT**

Grade	Percentage of Students Reaching Proficiency		Percentage of Students Reaching Proficiency/Hispanic		Percentage of Students Reaching Proficiency/ELL		Percentage of Students Reaching Proficiency/Black	
	2006-2007	2007-2008	2006-2007	2007-2008	2006-2007	2007-2008	2006-2007	2007-2008
3	35.0	37	28.4	29.1	9.1	10.2	29.9	33.7
4	47.1	35.8	35.6	25.9	11.6	7.8	45.9	33.7
5	45.5	52.2	37.4	42.9	14.5	12.2	40.3	54.7
6	44.7	49.1	37.4	39.8	5.3	10.7	45.8	47.9
7	40.8	43.8	36.6	37.1	23.9	8.6	44.9	47.7
8	39.4	35.4	35.2	27.8	8.8	10.6	27.3	41.4
10	45.7	50.6	40.3	45.2	13.8	24.1	38.6	46.6

Grade	Percentage of Students Reaching Proficiency/Disabilities		Percentage of Students Reaching Proficiency/Economically Disabled	
	2006-2007	2007-2008	2006-2007	2007-2008
3	12.9	4.5	32.5	33.2
4	16.7	11.5	44.0	30.9
5	0	6.7	39.7	48
6	8	6.3	39.7	43.1
7	3.7	20	40.3	39.5
8	35.2	9.7	37.8	29.4
10	9.1	14.3	38.7	40.9

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## Benchmark Data:

### DIBELS (Dynamic Indicators of Basic Early Literacy Skills) 2007-2008

Grade	Fall			Winter			Spring		
	Low Risk	Some Risk	At Risk	Low Risk	Some Risk	At Risk	Low Risk	Some Risk	At Risk
K – PSF (Phonemic Segmentation Fluency)				58%	31%	10%	77%	13.1%	10%
1 – NWF (Nonsense Word Fluency)				55%	31%	14%	73%	21%	6%
2 – ORF (Oral Reading Fluency)	39%	35%	25%	53%	17%	31%	50%	21%	30%
3 - ORF (Oral Reading Fluency)	35%	37%	28%	36%	30%	34%	36%	21%	32%
4 - ORF (Oral Reading Fluency)	33%	29%	38%	42%	30%	28%	47%	28%	25%
5 - ORF (Oral Reading Fluency)				55%	22%	23%	66%	17%	17%

### DRA 2 (Degrees of Reading Assessment) 2007-2008

Grade	Spring 2008 % of Students at Goal	Spring 2009 % of Students at Goal
K	41	
1	32	
2	46	
3	44	

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## Writing Prompts (2008-2009)

Grade	1 <sup>st</sup> Quarter		2 <sup>nd</sup> Quarter		3 <sup>rd</sup> Quarter		4 <sup>th</sup> Quarter	
	Proficient	Goal	Proficient	Goal	Proficient	Goal	Proficient	Goal
K								
1								
2								
3								
4								
5								
6								
7								
8								

## Quarterly Assessments Reading (2008-2009) - SDE Pilot

Grade	October	December	February
3			
4			
5			
6			
7			
8			

## Common Formative Assessments – NLHS (2008-2009) - Reading

Grade	Semester 1	Semester 2
9		
10		

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## Common Formative Assessments – NLHS (2008-2009) - Writing

Grade	Semester 1	Semester 2
9		
10		

**GOAL 2. To increase math proficiency by a minimum of 15% as measured by CMT/CAPT by 2011 for whole and identified sub-groups.**

## Annual Measure – CMT/CAPT

Grade	Percentage of Students Reaching Proficiency		Percentage of Students Reaching Proficiency/Hispanic		Percentage of Students Reaching Proficiency/ELL		Percentage of Students Reaching Proficiency/Black	
	2006-2007	2007-2008	2006-2007	2007-2008	2006-2007	2007-2008	2006-2007	2007-2008
3	56.5	51.7	51.1	48.5	39.3	38.8	51.1	47
4	59.7	44.9	58.6	40.9	39.5	26.4	51.2	39.1
5	59.4	69.1	59.2	65.2	59.4	69.1	48.1	67.6
6	54.8	61.7	56.6	58.2	44.3	33.3	44.4	53.9
7	48.5	52	49.2	55.1	31.9	17.6	47.1	47.1
8	53	45.1	46.2	41.2	24.2	19.6	46.1	45.7
10	40.5	45.1	21.4	34.4	10	19.4	37.5	40.0

Grade	Percentage of Students Reaching Proficiency/Disabilities		Percentage of Students Reaching Proficiency/Economically Disabled	
	2006-2007	2007-2008	2006-2007	2007-2008
3	19.4	31.8	54.3	50.5
4	24	18.5	24	41
5	13.3	26.7	55.8	65.1
6	15.6	24	52.6	57.1
7	3.7	22.2	49.7	48.4
8	16.3	6.3	50.3	43.1
10	8.3	18.2	33	35.4

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## Quarterly Assessment Mathematics (2008-2009) – SDE Pilot

Grade	October	December	February
3			
4			
5			
6			
7			
8			

## Common Formative Assessments – NLHS (2008-2009) - Mathematics

Grade	Semester 1	Semester 2
9		
10		

### **GOAL 3. To reduce the number of suspensions and incidences of absenteeism.**

#### **Absenteeism**

Indicator	2007-2008	2008-2009
# of Student with 10 or more absences		
# of Attendance Meetings	334	
# of TRB Referrals (elementary)	22	
# of FWSN		

#### **Suspension**

Indicator	2006-2007	2007-2008	2008-2009
# of unique student suspensions – Regular Education	713	263	
# of unique special education students	133	83	
# of unique special education students who are suspended more than 10 days	52		
# of students expelled		17	

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## Referrals by Incident

Indicator	2006-2007	2007-2008	2008-2009
insubordination	1092	659	
failure to attend	1416	650	
skipping class	426	382	
dress code viol	22	325	
obscene language	331	236	

**GOAL 4:** To increase communication with families to include direct contact with 80% of families.

See indicators under goal (Page 18 and 19).

## PROFESSIONAL DEVELOPMENT REQUIREMENTS:

- CALI Initiatives (Data Teams/Data Driven Decision Making, Making Standards Work, Effective Teaching Strategies, Common Formative Assessments)
- CMT & CAPT Test Content
- Core program training
- Response to Intervention
- Dual Language instructional practices
- Equity Team Training
- Technology to include
  - Smartboards
  - SASI

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**GOAL 1:** To increase reading proficiency by a minimum of 15% as measured by CMT/CAPT by 2011 for whole and identified sub-groups through **standards based instruction and data teams**

**GOAL 2:** To increase math proficiency by a minimum of 15% as measured by CMT/CAPT by 2011 for whole and identified sub-groups through **standards based instruction and data teams**

Person Responsible	District Strategies/ Action Steps	Monitoring Strategies	Indicators
<b>Superintendent</b>  <b>Chris Clouet</b>	<ul style="list-style-type: none"> <li>• Use learning walks &amp; quarterly visits as a means to provide constructive feedback based on a protocol to school leadership team</li> <li>• Hold a local data fairs for BOE and Public quarterly.</li> <li>• Survey Parents, Students and Staff on climate, data teams and communication</li> <li>• Guard against initiative overload</li> <li>• Implement District Data Team (DELTA)</li> </ul>	<ul style="list-style-type: none"> <li>• DELTA team minutes</li> <li>• Revised District Improvement Plan</li> <li>• Results from surveys</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of principals will receive written feedback intended to strengthen teaching practices (in addition to the Administrative Evaluation Cycle) through quarterly visits.</li> </ul>
<b>Interim Assistant Superintendent</b>  <b>Christine Carver</b>	<ul style="list-style-type: none"> <li>• Implement and revised language arts/math curriculum                             <ul style="list-style-type: none"> <li>○ Core literacy/mathematics program</li> <li>○ Scope and sequence</li> <li>○ Priority Standards</li> <li>○ Performance Tasks</li> <li>○ Standards Based Report Cards</li> </ul> </li> <li>• Sustain Teaching &amp; Learning Committee and maintain a district focus on effective teaching strategies</li> <li>• Pilot Benchmark Assessments from SDE in Literacy and Mathematics</li> <li>• Develop a common language around standards for the purposes of instruction, communication and evaluations.</li> <li>• Ensure that all buildings are conducting data team meetings focused on strand mastery based on current CMT/CAPT</li> </ul>	<ul style="list-style-type: none"> <li>• Language Arts Curriculum Develop a process for selecting a core program for mathematics that aligns with standards.</li> <li>• Teaching &amp; Learning Minutes</li> <li>• Minutes from Data Team Meetings which are aligned to CMT or CAPT Strands not mastered.</li> <li>• Assessment handbook to include                             <ul style="list-style-type: none"> <li>○ assessment calendar for reading and writing</li> <li>○ benchmark guide for all assessments</li> <li>○ directions on how to access curriculum</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 100% of parents will receive a standards based report card. (Elem. Nov. 2008; Nov. Middle 2009, High Nov. 2011)</li> <li>• 80% of students will score a 6 or higher as measured by the district writing prompts by 2010.</li> <li>• 90% of Teacher evaluations that reflect a common, agreed upon language by June 2009</li> <li>• Purchase of a core mathematics program that aligns with standards based instruction.</li> <li>• 100% of data team meetings will focus on CMT and CAPT strands and CT State Standards</li> </ul>

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	data and CT State Standards		
<b>Director of Human Resources/ Operations:</b>  <b>Ivan Sadler</b>	<ul style="list-style-type: none"> <li>• Develop &amp; implement an induction plan for new teachers, focusing on effective teaching strategies.</li> <li>• Minority recruitment will continue in an effort to provide a teaching staff that is proportionate to student body</li> <li>• Provide substitutes to implement school and grade level data teams with all teachers twice a month.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of an orientation for new teachers and a meeting at least one other time throughout the year.</li> <li>• New building construction and Building Planning Minutes</li> </ul>	<ul style="list-style-type: none"> <li>• The number of teachers who are HQTs will maintain at 100%</li> <li>• The number of minority teachers will increase from 19.7% to 25% 2011.</li> <li>• Administrative union will maintain a minimum of 50% minority representation.</li> <li>• 100% of TPO's will be completed</li> </ul>
<b>Director of Bilingual and Dual Language</b>  <b>Shalimar Wuyke</b>	<ul style="list-style-type: none"> <li>• Develop a written document outlining effective strategies for Dual Language Education</li> <li>• Monitor Implementation of effective teaching strategies for ELL students through learning walks with principals and literacy coaches (K-8)</li> <li>• Align Spanish reading programs with CMT Strands &amp; CT State Standards</li> <li>• Plan for &amp; implement training on effective teaching strategies for ELL tutors &amp; teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Dual Language Handbook including:                             <ul style="list-style-type: none"> <li>○ Benchmarks</li> <li>○ Research Based Teaching Strategies</li> <li>○ Rationale for assessments</li> </ul> </li> <li>• Protocol &amp; schedule for monthly learning walks</li> <li>• LAS/LINKS Report</li> </ul>	<ul style="list-style-type: none"> <li>• % of students scoring proficient or higher on the LAS/LINKS will increase by 10%.</li> <li>• 80% of students at the Dual Language Schools will score a 4 or better on district writing prompts.</li> </ul>
<b>Supervisor of Curriculum, Assessment &amp; Data</b>  <b>Alison Burdick</b>	<ul style="list-style-type: none"> <li>• Revise language arts/math curriculum                             <ul style="list-style-type: none"> <li>○ Scope and sequence</li> <li>○ Priority Standards</li> <li>○ Performance Tasks</li> <li>○ Standards Based Report Cards</li> </ul> </li> <li>• Pilot &amp; Analyze Benchmark Assessments from SDE in Literacy and Mathematics</li> <li>• Ongoing curriculum development in Family &amp; Consumer Science, Social Studies, World Language, Science, Art, Music &amp; Healthy Living</li> <li>• Support building leaders and department heads in management of data &amp; curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Revised Language Arts &amp; Math Curriculum</li> <li>• Develop a process for selecting a core program for mathematics that aligns with standards.</li> <li>• Entry and report of CMT, DIBELS, LAS/LINKS, DRA, Writing Prompt and CAPT in SASI</li> <li>• Board presentations per schedule</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of parents will receive a standards based report card. (Elem. Nov. 2008; Nov. Middle 2009, High Nov. 2011)</li> <li>• Recommendation for purchase of a core mathematics program that aligns with standards based instruction (June 2009)</li> </ul>

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	<ul style="list-style-type: none"> <li>• Transition data management system from SASI to Power school (2009-2010) including the elimination of extraneous record keeping</li> <li>• Develop, conduct &amp; analyze surveys to support the district improvement plan</li> </ul>		
<b>Literacy Supervisor:</b>  <b>Grace Conti</b>	<ul style="list-style-type: none"> <li>• Implement Individual Reading Plans for all students K-8 by June 2009</li> <li>• Monitor Implementation of LA Curriculum through learning walks with principals and literacy coaches (K-8)</li> <li>• Conduct an assessment audit to determine which assessments provide the most value to teaching &amp; learning and are aligned to CMT/CAPT strands and CT State Standards</li> <li>• Monitor Literacy coaches to ensure they are spending at least 40% of their day in classrooms “coaching” teachers.</li> <li>• Align reading programs with CMT strands &amp; CT State Standards for explicit instruction on skills based on student weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of students performing as SD on DRA will have Individual Reading Plans</li> <li>• K-5: Give students who enter during the school year Standards-Based Assessments in language arts.</li> <li>• Protocol &amp; schedule for monthly learning walks</li> <li>• Implement assessment data that aligned with CMT/CAPT strands/skills.</li> <li>• Supplementary materials to reading programs based on CMT/CAPT Strands &amp; CT State Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students labeled “at risk” will decrease from 24% to less than 10% on ORF in Grades 1-8 and on PSF in kindergarten by June 2011.</li> <li>• All literacy coaches will report spending at least 40% of their day in classrooms supporting instruction.</li> <li>• 100% of students, grades 3 to 8 will participate in Quarterly Assessments to collect benchmark data.</li> <li>• All core reading assessments will contain questions in the same format of CMT.</li> <li>• Assessment schedule will be modified based on assessment audit by October of 2008.</li> </ul>
<b>Supervisor of Special Services:</b>  <b>Marcia Gaffey</b>	<ul style="list-style-type: none"> <li>• Align IEPs to the grade level/course performance standards including downward extensions as appropriate per CSDE CMT/CAPT Skills Checklist and MAS</li> <li>• Student data and work will be included in all PPT and CST meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Standards Based IEP’s</li> <li>• Presentation of student work samples for parents at PPT’s.</li> </ul>	<ul style="list-style-type: none"> <li>• % of students who are labeled Special Education will remain below 14%</li> <li>• % of students who are spending 80% of their day with non-disabled peers will increase to 80% by June 2011.</li> <li>• % of PPT meetings where parent is present will increase from 80% to 90% by June 2011.</li> </ul>
<b>Principals</b>  <b>Harbor: Stambler Jennings:</b>	<ul style="list-style-type: none"> <li>• Use protocols to follow-up on lesson observations with teachers based on LA standards</li> <li>• 100% of principals will submit a School Improvement Plan</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of final evaluation/TPO’s will reflect             <ul style="list-style-type: none"> <li>○ Evidence of implementation of Standards Based</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student work is represented in 95% of data team minutes</li> <li>• 100% of teachers will receive written feedback on a visitations from Evaluator outside of the Teacher Evaluation Cycle</li> </ul>

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<p><b>Texidor</b> <b>Nathan Hale:</b> <b>Slate</b> <b>Winthrop</b> <b>Wilson</b> <b>BDJMS:</b> <b>Barber</b> <b>NLHS:</b> <b>Sullivan</b></p>	<ul style="list-style-type: none"> <li>• Implement RTI Tier II reading intervention. (Elem &amp; MS) by June 2009 and Tier III by June 2011</li> <li>• Provide representation of their building at/on:             <ul style="list-style-type: none"> <li>➤ District T&amp;L Committee</li> <li>➤ Building T&amp;L Committee</li> <li>➤ Curriculum Committees</li> </ul> </li> <li>• Implement district protocols for Data Team meetings</li> <li>• Provide time for common planning for developing CFA's and participation in Data Team Meetings.</li> <li>• Participate in Learning Walks with Literacy Supervisor &amp; Director of Bilingual &amp; Dual Language</li> <li>• Implement feedback from Quarterly Visits.</li> <li>• Administrative staff to meet individually with teachers to establish TPO based on data from CMT or CAPT.</li> </ul>	<p>Curriculum</p> <ul style="list-style-type: none"> <li>○ Evidence of effective teaching practices.</li> <li>• 100% of principals will present quarterly data</li> <li>• Create DDDM, Data Team &amp; CFA Trainers at every school.</li> <li>• Monitor, attend and/or participate in bldg and grade/team data team process</li> <li>• Use Learning Walks to ensure follow-through of results indicators developed by Data Teams.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide quarterly reports to the Asst Suptd.:             <ul style="list-style-type: none"> <li>○ Suspension &amp; Expulsion</li> <li>○ Data Team Minutes</li> <li>○ Grade Level Minutes</li> <li>○ Teaching &amp; Learning Status</li> <li>○ Personnel situations</li> <li>○ Retention (reported Jan/Jun)</li> <li>○ Drop Outs (HS)</li> </ul> </li> <li>• 100% of at risk students will have a schedule that reflects intervention (Elem. Sept. 2008; BDJMS Sept. 2009, NLHS Sept. 2010)</li> <li>• 100% of administrators will be trained in DDDM/Data Teams by 2011.</li> <li>• Percentage of staff trained in DDDM/Data Teams will increase from 65% to 95% by June 2011.</li> <li>• School data wall will be current and will reflecting SIP goals.</li> <li>• 100% of TPO's will reflect goals based on CMT/CAPT improvements.</li> <li>• 100% of data team minutes will reflect CMT/CAPT strands.</li> <li>• 100% of feedback from Quarterly Visits will be implemented given the timeline.</li> </ul>
<p><b>Teachers</b></p>	<ul style="list-style-type: none"> <li>• Use MyGradebook (high school) and SASI (middle school) to record grades &amp; communicate with parents</li> <li>• Implement standards based report cards (K-8).</li> <li>• Attend &amp; participate in data team process focused on effective teaching strategies.</li> <li>• Implement instructional changes based on data team process.</li> <li>• Administer and score CFAs (collaboratively, if appropriate), writing prompts and research-based assessments.</li> <li>• Develop and revise Performance</li> </ul>	<ul style="list-style-type: none"> <li>• Standards based course syllabus (HS)</li> <li>• Standards Based Report Card K-5</li> <li>• Lesson plans.</li> <li>• Learning Walk data.</li> <li>• Entry of CMT, DIBELS, LAS/LINKS, DRA, Writing Prompt and CAPT in SASI</li> <li>• Participate in bldg and grade/team data team process, using data to form the basis of instructional decisions</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of teachers post Essential Questions/Standards relevant to daily lessons in kid friendly language.</li> <li>• 100% of teacher's use of Rubrics to assess student learning that align with CMT or CAPT.</li> <li>• 100% of lesson plans that reflect LA Standards with a focus on the Priority Standards</li> <li>• 100% of teachers will implement strategies developed in the data team process.</li> <li>• !00% of students will show improvement of CFA's and quarterly benchmark assessments.</li> </ul>

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	<p>Assessments.</p> <ul style="list-style-type: none"><li>• Implement a Standards Based Curriculum</li><li>• Explicitly teach scoring rubrics for open ended questions and writing prompt to students.</li></ul>		
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## GOAL 3: To reduce the number of suspensions and incidences of absenteeism

Person Responsible	District Strategies/ Action Steps	Monitoring Strategies	Indicators
<b>Superintendent</b>  <b>Chris Clouet</b>	<ul style="list-style-type: none"> <li>• Annually, update referral and handbooks as needed, to keep current with the changing ED166 discipline codes.</li> <li>• Provide opportunities for students to learn new skills through the development of Science and an Arts Magnet Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Align SASI codes with state codes.</li> <li>• Public forums</li> <li>• Focus groups on the development of the magnet plan</li> </ul>	<ul style="list-style-type: none"> <li>• State reporting</li> </ul>
<b>Assistant Superintendent</b>  <b>Christine Carver</b>	<ul style="list-style-type: none"> <li>• Create an off-site alternative school with a full staff for students who need a more long-term structure setting</li> <li>• Implement goal-oriented programs, such as Courageous Conversations, to provide opportunities for open-ended dialogue with parents of students in targeted sub-groups through the Equity Team</li> </ul>	<ul style="list-style-type: none"> <li>• Expansion of alternative programs.</li> <li>• Equity Team monitors referral and suspension data.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the number of students graduating from Virtual Learning Academy and Clinical Day School.</li> </ul>
<b>Principals</b> <b>Harbor:</b> <b>Stambler</b> <b>Jennings:</b> <b>Texidor</b> <b>Nathan Hale:</b> <b>TBD</b> <b>Winthrop</b> <b>TBD</b> <b>BDJMS:</b> <b>Wilson</b> <b>NLHS:</b> <b>Sullivan</b>	<ul style="list-style-type: none"> <li>• Monitor attendance and refer students to the TRB (Elementary)</li> <li>• Develop a MS-HS transition program. (MS Prin &amp; HS Prin)</li> <li>• Implementation of positive behavior supports, Responsive Classroom and KEYS</li> <li>• Use the school-based disciplinary procedures for taking positive steps before submitting office referrals</li> <li>• Utilize available telecommunication and multimedia tools to inform and communicate with parents</li> <li>• Develop indicators that demonstrate positive school climate.</li> <li>• Look at routines and transitions as mechanism for reducing referrals.</li> </ul>	<ul style="list-style-type: none"> <li>• Review monthly report to monitor increase/decrease for types of referrals</li> <li>• Current School Bully log</li> <li>• A building level binder related to parent involvement programs including attendance sheets</li> <li>• Present aggregated quarterly reports to the BOE with the following information:                             <ul style="list-style-type: none"> <li>○ Discipline referrals:</li> <li>○ Suspensions: ISS and OSS</li> <li>○ Absentee Rates</li> <li>○ Number of Attendance meeting held and referrals to TRB</li> <li>○ Community service projects</li> <li>○ Newsletters</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• % of students who are truant will decrease from 5% to 1% by June 2011.</li> <li>• Number of unique students suspended will decrease from 713 to 200.</li> <li>• % of students with disabilities who are suspended will be proportional to the regular educations suspensions.</li> <li>• % of parents who have direct contact with their child's teacher.</li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>• Refer students with chronic truancy</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will post</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of students will have a yearly entry in</li> </ul>

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	<p>or discipline issues to Child Study or a social worker</p> <ul style="list-style-type: none"><li>• Recognize students for positive behaviors</li><li>• Implement Responsive Classroom and PBS.</li></ul>	<p>expectations and explicitly teach expected behaviors.</p> <ul style="list-style-type: none"><li>• Learning Walk data on implementation.</li></ul>	<p>the “Conference Atom” of SASI by June 2010</p> <ul style="list-style-type: none"><li>• 100% of teachers will post expectations in classroom.</li></ul>
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**GOAL 4:** To increase communication with families to include direct contact with 80% of families.

Person Responsible	District Strategies/ Action Steps	Monitoring Strategies	Indicators
<b>Superintendent</b>  <b>Chris Clouet</b>	<ul style="list-style-type: none"> <li>• Include family involvement in APO of building principals.</li> <li>• Conduct Parent Forums</li> <li>• Monitor use of Parent Link as a mechanism for communication.</li> <li>• Explore opportunities for parent recognition.</li> <li>• Hold Parent Breakfast as part of Quarterly Visits.</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusion of objectives in APO</li> <li>• Parent Link Report</li> <li>• Quarterly Visits.</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of building principals have family communication in APO.</li> <li>• Parent Link will be utilized to communicate to families regarding upcoming activities and forums 100% of the time.</li> <li>• Parent Breakfast is held quarterly.</li> </ul>
<b>Interim Assistant Superintendent</b>  <b>Christine Carver</b>	<ul style="list-style-type: none"> <li>• Distribution of all NCLB requirements.</li> <li>• Conduct surveys of parental satisfaction that is aligned with District Improvement Plan and Quarterly Visits.</li> <li>• Continue to explore grant opportunities that promote and fund parental involvement.</li> <li>• Update Elementary Handbook</li> </ul>	<ul style="list-style-type: none"> <li>• Letters sent within given timelines.</li> <li>• Surveys conducted quarterly.</li> <li>• Grant applications.</li> <li>• Completion of resource guide.</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of parents will receive all written notification of NCLB requirements within the timelines developed by the SDE.</li> <li>• Survey results.</li> <li>• 100% of parents will receive copies of resource guide.</li> </ul>
<b>Director of Human Resources</b> <b>Ivan Sadler</b>	<ul style="list-style-type: none"> <li>• Oversee volunteering in schools.</li> <li>• Develop induction program for volunteers.</li> <li>• Include family communication and involvement as part of new teacher orientation.</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteer paperwork is complete for all volunteers in the buildings.</li> <li>• New Teacher orientation will have a component to address family communication.</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of volunteers will have volunteer application on file with the appropriate checks completed.</li> <li>• 100% of new teaching staff will have overview on strategies to increase family participation.</li> </ul>
<b>Director of Bilingual Services</b> <b>Shalimar Wuyke</b>	<ul style="list-style-type: none"> <li>• Conduct orientation for parents on new Dual Language and FLES program at Jennings School.</li> <li>• Supports school in translation of materials for all language groups for families.</li> <li>• Ensure all presentations are conducted in English and Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation Session.</li> <li>• All materials/presentations are available in dominant language.</li> </ul>	<ul style="list-style-type: none"> <li>• 50% of families from Jennings School attend orientation session.</li> <li>• 100% of communications/presentations to families are in the dominant language.</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Work with Family Resource Centers and</li> </ul>	<ul style="list-style-type: none"> <li>• Calendar of parental</li> </ul>	<ul style="list-style-type: none"> <li>• One family literacy event per quarter is held.</li> </ul>

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<b>Supervisor Grace Conti</b>	<p>PTO's to develop literacy events for parents.</p> <ul style="list-style-type: none"> <li>Continue Motherreads/Fathereads Program.</li> </ul>	<p>literacy events.</p> <ul style="list-style-type: none"> <li>Mothereads/Fathereads are conducted bi-annually in two elementary schools.</li> </ul>	<ul style="list-style-type: none"> <li>Mothereads/Fathereads trains a minimum of 30 families over the course of a school year.</li> </ul>
<b>Principals Harbor: Stambler Jennings: Texidor Nathan Hale: Slate Winthrop Wilson BDJMS: Barber NLHS: Sullivan</b>	<ul style="list-style-type: none"> <li>Conduct family night activities.</li> <li>Provide opportunities for student recognition.</li> <li>Continue use of "My Gradebook"</li> <li>Use or Parent Link to notify parents of Activities/events/forums.</li> <li>Course syllabuses are posted on HS website.</li> <li>School Newsletter</li> <li>Organize and facilitate a parent advisory council.</li> </ul>	<ul style="list-style-type: none"> <li>Calendar of activities.</li> <li>100% of teacher input grades into "My Gradebook" (NLHS)</li> <li>Parent Link Report by school</li> <li>HS website contains course syllabus for each course.</li> <li>School newsletter.</li> <li>Minutes to parent advisory meetings.</li> </ul>	<ul style="list-style-type: none"> <li>There is one scheduled family night activity per quarter per school.</li> <li>Parent Link is used to announce any school based activity or event.</li> <li>100% of NLHS teachers input student grades into "My Gradebook".</li> <li>100% of course syllabuses are posted on website no later than September 15, 2008.</li> <li>100% of parents will receive a school newspaper at least one per quarter.</li> <li>100% of schools will hold monthly parental advisory council.</li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>Input grades into "My Gradebook" (NLHS and BDJMS)</li> <li>Send "positive" postcards to parents (NLHS).</li> <li>Contact parents with positive messages at least quarterly.</li> <li>Parent Teacher Conferences</li> </ul>	<ul style="list-style-type: none"> <li>Parent Surveys.</li> <li>Monitoring "My Grade book"</li> <li>Communicate expectations to parents through a standards based report card assessment; return parent phone calls and emails</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>100% of NLHS teachers will send three positive post card per week to different families.</li> <li>100% of teachers will input grades into "My Gradebook".</li> <li>80% of parents will report receiving positive messages from staff.</li> </ul>

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## Accountability Calendar/Map

	Date	Submitted to	Submitted by	Reporting on
<b>QUARTER 1</b>	<b>September</b>	BOE	Assistant Superintendent	District-wide results on March 2008 CMT and CAPT Copy of school newsletters
		BOE	Principals	School CMT and CAPT results Monthly newsletter
		BOE	Assistant Superintendent	District-wide report on: <ul style="list-style-type: none"> <li>- Discipline referrals and reasons</li> <li>- Suspensions: ISS and OSS</li> <li>- Attendance rates</li> <li>- Number of TRB meetings held</li> </ul>
		Assistant Superintendent	Principals	School report on: <ul style="list-style-type: none"> <li>- Discipline referrals and reasons</li> <li>- Suspensions: ISS and OSS</li> <li>- Attendance rates</li> <li>- Number of TRB meetings held</li> </ul>
	<b>October</b>	BOE	Assistant Superintendent	District-wide report on: <ul style="list-style-type: none"> <li>- Discipline referrals and reasons</li> <li>- Suspensions: ISS and OSS</li> <li>- Attendance rates</li> <li>- Number of TRB meetings held</li> <li>- Copy of school newsletters for September</li> </ul> Data Fair <ul style="list-style-type: none"> <li>- Literacy</li> </ul>
		Assistant Superintendent	Principals	School report on: <ul style="list-style-type: none"> <li>- Discipline referrals and reasons</li> <li>- Suspensions: ISS and OSS</li> <li>- Attendance rates</li> <li>- Number of TRB meetings held</li> <li>- School newsletter for September</li> </ul>

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		Principals	Superintendent/Assistant Superintendent	Feedback from quarterly visits based on protocols.
<b>QUARTER 2</b>	<b>November</b>	BOE	Assistant Superintendent	District-wide results for September DIBELS Copy of school newsletters for October
			Elementary Principals	School-wide results for September <ul style="list-style-type: none"> <li>- writing prompts</li> <li>- math CFA</li> <li>- DIBELS</li> <li>- PE Fitness Tests</li> </ul> School newsletter for October
			MS & HS Principals	School-wide results for September <ul style="list-style-type: none"> <li>- writing prompts (MS only)</li> <li>- RALLY pretest (MS only)</li> <li>- math CFA</li> <li>- Language arts CFA</li> <li>- PE Fitness Tests</li> </ul> School newsletter for October
			MS & HS Principals	For 1 <sup>st</sup> marking period <ul style="list-style-type: none"> <li>- Number of students in algebra</li> <li>- Number of students in AP classes</li> <li>- Number of students with Ds/Fs</li> </ul>
	<b>December</b>	BOE	Assistant Superintendent	District-wide report on: <ul style="list-style-type: none"> <li>- Discipline referrals and reasons</li> <li>- Suspensions: ISS and OSS</li> <li>- Attendance rates</li> <li>- Number of TRB meetings held</li> <li>- Copy of school newsletters for December</li> </ul> Data Fair <ul style="list-style-type: none"> <li>- Mathematics</li> </ul>

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	<b>January</b>	Assistant Superintendent	Principals	School report on: <ul style="list-style-type: none"> <li>- Discipline referrals and reasons</li> <li>- Suspensions: ISS and OSS</li> <li>- Attendance rates</li> <li>- Number of TRB meetings held</li> </ul> School newsletter for November
		BOE	Assistant Superintendent	District-wide report on: <ul style="list-style-type: none"> <li>- Discipline referrals and reasons</li> <li>- Suspensions: ISS and OSS</li> <li>- Attendance rates</li> <li>- Number of TRB meetings held</li> <li>- Copy of school newsletters for December</li> </ul>
		Assistant Superintendent	Principals	School report on: <ul style="list-style-type: none"> <li>- Discipline referrals and reasons</li> <li>- Suspensions: ISS and OSS</li> <li>- Attendance rates</li> <li>- Number of TRB meetings held</li> </ul> School newsletter for December
	Principals	Superintendent/Assistant Superintendent	Feedback from quarterly visits based on protocols.	
<b>QUARTER 3</b>	<b>February</b>	BOE	Assistant Superintendent	District-wide report on: <ul style="list-style-type: none"> <li>- Discipline referrals and reasons</li> <li>- Suspensions: ISS and OSS</li> <li>- Attendance rates</li> <li>- Number of TRB meetings held</li> <li>- Copy of school newsletters for January</li> </ul> Data Fair <ul style="list-style-type: none"> <li>- Social Studies and Science</li> </ul>
		Assistant Superintendent	Principals	School report on: <ul style="list-style-type: none"> <li>- Discipline referrals and reasons</li> <li>- Suspensions: ISS and OSS</li> <li>- Attendance rates</li> <li>- Number of TRB meetings held</li> </ul> School newsletter for January

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	<b>March</b>	BOE	Assistant Superintendent	District-wide report on: <ul style="list-style-type: none"> <li>- Discipline referrals and reasons</li> <li>- Suspensions: ISS and OSS</li> <li>- Attendance rates</li> <li>- Number of TRB meetings held</li> <li>- Copy of school newsletters for February</li> </ul>
		BOE	Elementary Principals	School-wide results for January <ul style="list-style-type: none"> <li>- writing prompts</li> <li>- DRA</li> <li>- math CFA</li> <li>- DIBELS</li> </ul> School newsletter for February
			MS & HS Principals	School-wide results for January <ul style="list-style-type: none"> <li>- writing prompts (MS only)</li> <li>- math CFA</li> <li>- Language arts CFA</li> </ul> School newsletter for February
			MS & HS Principals	For semester marking period <ul style="list-style-type: none"> <li>- Number of students in algebra</li> <li>- Number of students in AP classes</li> <li>- Number of students with Ds/Fs</li> </ul>
	<b>April</b>	BOE	Assistant Superintendent	District-wide report on: <ul style="list-style-type: none"> <li>- Discipline referrals and reasons</li> <li>- Suspensions: ISS and OSS</li> <li>- Attendance rates</li> <li>- Number of TRB meetings held</li> </ul> Copy of school newsletters for March  Data Fair <ul style="list-style-type: none"> <li>- Climate</li> </ul>

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		Assistant Superintendent	Principals	School report on: <ul style="list-style-type: none"> <li>- Discipline referrals and reasons</li> <li>- Suspensions: ISS and OSS</li> <li>- Attendance rates</li> <li>- Number of TRB meetings held</li> </ul> School newsletter for March
		Principals	Superintendent/Assistant Superintendent	Feedback from quarterly visits based on protocols.
<b>QUARTER 4</b>	<b>May</b>	BOE	Assistant Superintendent	District-wide report on: <ul style="list-style-type: none"> <li>- Discipline referrals and reasons</li> <li>- Suspensions: ISS and OSS</li> <li>- Attendance rates</li> <li>- Number of TRB meetings held</li> </ul> Copy of school newsletters for April
		Assistant Superintendent	Principals	School report on: <ul style="list-style-type: none"> <li>- Discipline referrals and reasons</li> <li>- Suspensions: ISS and OSS</li> <li>- Attendance rates</li> <li>- Number of TRB meetings held</li> </ul> School newsletter for April
	<b>June</b>	BOE	Assistant Superintendent	District-wide report on: <ul style="list-style-type: none"> <li>- Discipline referrals and reasons</li> <li>- Suspensions: ISS and OSS</li> <li>- Attendance rates</li> <li>- Number of TRB meetings held</li> <li>- Copy of school newsletters for May</li> <li>- Annual Community Service projects and brief descriptions</li> <li>- Annual Communications with families (to be defined)</li> <li>- Annual Drop-out data</li> </ul>

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		BOE	Elementary Principals	<p>School-wide results for May</p> <ul style="list-style-type: none"> <li>- writing prompts</li> <li>- DRA</li> <li>- math CFA</li> <li>- DIBELS</li> <li>- School newsletter</li> </ul> <p>Annual results</p> <ul style="list-style-type: none"> <li>- Community Service projects and brief descriptions</li> <li>- Communications with families (to be defined)</li> </ul>
			MS & HS Principals	<p>School-wide results for May</p> <ul style="list-style-type: none"> <li>- writing prompts (MS only)</li> <li>- Rally posttest (MS only)</li> <li>- math CFA</li> <li>- Language arts CFA</li> </ul> <p>Annual results</p> <ul style="list-style-type: none"> <li>- Community Service projects and brief descriptions</li> <li>- Communications with families (to be defined)</li> <li>- Drop-out data (HS only)</li> </ul>
			MS & HS Principals	<p>For 3<sup>rd</sup> marking period</p> <ul style="list-style-type: none"> <li>- Number of students in algebra</li> <li>- Number of students in AP classes</li> <li>- Number of students with Ds/Fs</li> </ul>
		Principals	Superintendent/Assistant Superintendent	Feedback from quarterly visits based on protocols.

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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-imbedded 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.