



Ansonia Public Schools District Improvement Plan 2009-2012

Carol Merlone
Superintendent of Schools

John Lawlor
Board of Education President

Mission /Vision Statement

The mission of Ansonia Public Schools is to provide a learning environment that challenges and motivates all students to attain high standards of achievement and reach maximum individual potential. In a partnership of mutual accountability with our community, parents, board of education and staff, we will prepare all students to become successful life-long learners in an ever-changing, technological and culturally diverse global society.

District Improvement Plan developed by:

Carol Merlone, Superintendent	Diane Conway, Assistant Superintendent
Terri Goldson, Principal, Mead	Lynn Bennett-Wallick, Principal, AMS
Susan McKernan, Principal, AHS	Larry DiPalma, Principal, Prendergast
Amy O'Brien, Assistant Principal, Mead	Nick Collicelli, Advisor, Human Relations Club
Fran Adjei, LA Coordinator	William LaRovera, Math Instructional Coach
Betty Tuccio, LA Instructional Coach	Lyn Le, Technology Consultant
Angelina Coughlin, Sped. Teacher	Michele Fraher, Union Co-Pres., LA Instructional Coach
Bridget Calabrese, LA Instructional Coach	Mike Kennedy, Math Lead Teacher, AHS
Joe Apicella, TSA, Mead	Monica Contessa, SS Lead Teacher, AHS
Renee Efthymiou, Parent	Joyce Seccombe, Union Rep., Math Instructional Coach
Kathy Carey, Parent/Community Liaison	Christine Davis, LA Lead Teacher, AHS
Laura Lane, Community Member	Fran DiGiorgi, Board of Education
Carmen Pitney, Board of Education	Diana Brancato, School Readiness Coordinator
	Kathie Gabrielson, Dir. of Special Services

Approved by Ansonia Board of Education: 10/07/2009
Accepted by the Connecticut State Board of Education: 11/04/2009

ANSONIA SCHOOL DISTRICT ADMINISTRATION

Carol Merlone, Superintendent

Superintendent’s Cabinet: Diane Conway, Assistant Superintendent
 Katherine Gabrielson, Director of Special Services
 Francisca Adjei, LA Curriculum Coordinator
 Louis Puglisi, District Administrative Consultant (housed at Prendergast)
 James Gaskins, Business Manager

CURRICULUM - INSTRUCTION - ASSESSMENT - PROFESSIONAL DEVELOPMENT - DATA TEAMS - EDUCATIONAL GRANTS

Diane Conway, Assistant Superintendent

BUILDING LEADERSHIP

Ansonia HS	Ansonia MS	Mead	Prendergast
Principal-Susan McKernan Assistant Principal-Robert Lisi Assistant Principal-Joe Dobbins	Principal-Lynn Bennett-Wallick Principal’s Advisory Council Teacher on Special Assignment- Sherrod McNeil	Principal-Terri Goldson Assistant Principal-Amy O’Brien Teacher on Special Assignment- Joe Apicella	Principal-Larry DiPalma District Admin. Consultant- Louis Puglisi Teacher on Special Assignment- Liz Nimons

CURRICULUM COMMITTEES Chairs report to Assistant Superintendent			DISTRICT- WIDE COMMITTEES Chairs report to Assistant Superintendent									
Language Arts/ELL	Math	Science	Literacy Council	SRBI	Teacher Induction	Positive Behavior Support	Teacher Evaluation	Admin. Evaluation	Tech-nology	Atten-dance	School Readiness	
Fran Adjei K-12 Chair	Larry DiPalma K-8 Chair Joe Dobbins 9-12 Chair	Joe Apicella K-12 Chair	Fran Adjei Diane Conway	Amy O’Brien Kathie Gabrielson	Liz Nimons	Robert Lisi Sherrod McNeil	Lynn Bennett-Wallick Terri Goldson	Susan McKernan Lou Puglisi	Ann Turner James Gaskins	Eileen Ehman	Diana Brancato	

Summary of the District’s Work to Date:

Following the recommendations in the Cambridge Report, several steps have been taken to improve the quality of leadership and management throughout the district: An organizational framework was articulated (previous page) to clarify lines of communication and accountability and foster shared leadership. Policies and procedures are being reviewed and developed/modified, as needed, by the Superintendent’s Cabinet to ensure consistency of practices across all schools. Duties of Central Office Staff have been restructured and staff is participating in training and cross-training to build and sustain the skills and competencies needed for an efficiently operating Central Office. Budget decisions for the 2009-10 school year and projected budgets through 2012 have and will be directly aligned to the district’s priority initiatives to improve student achievement as outlined in the following District Improvement Plan. The Board of Education is participating in the *Lighthouse Project*, a *Connecticut Association of Boards of Education* program designed to prepare them to analyze achievement data and support district initiatives to improve achievement. A BOE Curriculum Committee has been established to keep the board informed of the curriculum development process. The above mission statement was developed by a team of representative stakeholders and is being communicated to the wider community through: Banners in public and school buildings, district correspondence and on the district and building websites.

RESTRUCTURING

Prior to 2009/2010 district-wide restructuring, the district sought to achieve representative racial and socio-economic balance across schools with the following configuration:

<u>Prendergast- grades Pre-K-2</u>	<u>Mead- grades 3-5</u>	<u>Ansonia Middle School- grades 6-8</u>	<u>Ansonia High School-grades 9-12</u>
Louis Puglisi, Principal	Terri Goldson, Principal	Lynn Bennett-Wallick, Principal	Susan McKernan, Principal
Amy O’Brien, Assistant	Larry DiPalma, Assistant	Joseph Dobbins, Assistant	Robert Lisi, Assistant

In adherence to NCLB requirements, beginning with the 2009/2010 school year, the district created and implemented a comprehensive plan to restructure the administration and student population of its two school identified as in need of improvement, Mead and Ansonia Middle School by 50%. To accomplish this, the district implemented the following configuration approved by the State Department of Education:

<u>Prendergast- grades K-6</u>	<u>Mead- grades K-6</u>	<u>Ansonia Middle School- grades 7-8</u>	<u>Ansonia High School-grades 9-12</u>
Larry DiPalma, Principal	Terri Goldson, Principal	Lynn Bennett-Wallick, Principal	Susan McKernan, Principal
Louis Puglisi, Consultant	Amy O’Brien, Assistant	Principal’s Advisory Board	Robert Lisi, Assistant
Elizabeth Nimons, TSA*	Joseph Apicella, TSA*	Sharrod McNeil, TSA*	Joseph Dobbins, Assistant

*Teacher on Special Assignment

In addition to the above configuration, the School Readiness Program was moved to a wing of the middle school and the Alternative Education Program was relocated back to the high school.

Computer generated student data was disaggregated so that students could be randomly selected to ensure racial and socio-economic balance in each of the elementary schools, while keeping siblings together. Structural changes were made at AMS to accommodate pre-school students: bathrooms altered, a playscape moved. The restructuring was accomplished through the collaborative, concerted effort of all district staff.

DATA TEAM STRUCTURE AND PROFESSIONAL DEVELOPMENT

A three-year professional development plan was developed (*attached*) to build and sustain district capacity to use data to improve student learning. During 2008-2009 all staff members were trained in *Decision-Making for Results/Data Teams* and a 3-tiered data team structure was established throughout the district: District Data Team, School Data Teams, and Instructional Data Teams. Data Team facilitators have been assigned to each building to move all teamwork to “proficiency”, as measured by the SDE Data Team Rubric. Fifteen early release days were

CSDE – CALI: Recommended District Improvement Plan Format: 2009 approved by the Board of Education (effective Sept. 2009) to allow Instructional Data Teams sufficient time to develop Common Formative Assessments and analyze student work to make instructional decisions. Cohorts of teachers and administrators from each building attended basic and certification training in creating Common Formative Assessments under the *Connecticut Accountability for Learning Initiative*. In-district professional development focused on specific strategies for teaching reading and mathematics. On-going workshops are offered to all staff in creating lessons that embed technology to enhance teaching and learning. These technology embedded lessons are available on-line.

CURRICULUM, ASSESSMENT AND INSTRUCTION

A 5 year cycle for curriculum development and review has been developed (*attached*).

Language Arts (LA): A three-year plan for Pre-K-12 curriculum development was written (*attached*). Referencing the *CT Curriculum Development Guide* and *Making Standards Work*, the standards-based LA curriculum development began in February 2009 for grades Pre-K-12. Priority Grade Level Expectations (GLEs) have been identified, unwrapped and placed on a timeline with 2-month “units” of instruction. Grade level teams began to develop performance tasks and pacing guides which align teaching strategies, learning activities and resources to the unit GLEs. These were introduced to staff at the start of the 2009-2010 school year and on-going curriculum support will be provided in the classroom and on early release days. Grades 3-8 will participate in tri-annual state benchmark consortium.

Math: The district built on the success of a new math program implemented in grades 3-5 during the 2007-2008 school year by introducing the same strategies, benchmarks and common assessments in 2008-2009 for grades 2 and 6-8. This resulted in further increases in the 2009 math Connecticut Mastery Test (CMT) scores in grades 3-8. In March 2009, grade-level teams began to develop performance tasks and rubrics for each unit of instruction. The SDE Pre-K – 8 math curriculum and district performance tasks were introduced to teachers at the start of the 09-10 school year and work has begun on grades 9-12 curriculum. Grades 3-8 will participate in tri-annual state benchmark consortium.

Increased Rigor: Over the 2008-2010 school years, Ansonia High School implemented four Advanced Placement (AP) courses and a Task Force worked to strengthen the Alternative Education program. Ansonia Middle School implemented an enrichment block for high achieving students. The district is exploring systems for identifying and servicing gifted/talented students.

Lesson Plan Template/Walkthroughs: A collaboratively developed lesson plan template and classroom walkthroughs followed by feedback from administrators to teachers serves to communicate common language and expectations for teaching and learning throughout all schools.

Extended Learning Opportunities: After school programs, tutoring through private agencies and summer school are provided for students not reaching proficiency on the Developmental Reading Assessment (DRA) and/or Connecticut Mastery Test (CMT).

Pre-K/K Connection: The Ansonia School Readiness program provides multiple avenues for connecting Pre-K/K curriculum/instruction, preparing and transitioning students to kindergarten and involving parents in the education process. (*School Readiness documents attached*)

Scientific Research-based Intervention (SRBI): A committee made up of administrators, instructional coaches and specialists from each building received CALI training and worked throughout the 2008-2009 school year to plan structures, assessments and resources for September 09 implementation of SRBI. Eight certified part-time Intervention Teachers were hired. *AIMSweb*, an online data system, was purchased to provide assessments to monitor response to intervention. The State Educational Resource Center (SERC) will provide initial on-site support to the Collaborative Intervention Team in each building. SRBI Committee members will attend a networking series during 2009-2010 to share with other districts, as we implement our SRBI framework to meet the needs of all students.

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PARENT / GUARDIAN / COMMUNITY INVOLVEMENT

A *Parent/Community Involvement Coordinator* position has been created to assist all district schools in planning opportunities to increase parent/community involvement in education. All *School Improvement Plans* will include strategies to increase parent involvement. Training for staff on how to include parents will be conducted at staff meetings at each building. Transient students are supported by social workers in each school. Through the McKinney-Vento Grant, the district supports students residing at local domestic shelters.

ATTAINING / MAINTAINING HIGHLY QUALIFIED STAFF: Uniform, rigorous practices have been implemented to ensure that only highly qualified teachers and paraprofessionals (using Title 1, part A) are hired. A committee has been formed to oversee teacher induction in preparation for new CT Department of Education guidelines. To build capacity within the district’s leadership, a *Teacher on Special Assignment (TSA)* position was created for teachers interested in pursuing educational administration. Three *Teachers on Special Assignment* were placed this year at: Mead, Prendergast and Ansonia Middle School.

District Demographics: (A summary of the Strategic District Profile)

District Population by Race/Ethnicity

Race/Ethnicity	Number	Percent
American Indian	9	0.33
Asian American	62	2.27
Black	581	21.31
Hispanic	620	22.74
White	1454	53.34
Total Student	2726	100.00
Total Minority	1272	46.66

Indicators Of Educational Need:

Need indicator	Number	Percent
Students Eligible for Free/Reduced-Price Meals	1591	58.36
K-12 Students Who Are Not Fluent in English	64	2.35
Students Identified as Gifted and/or Talented	0	0.00
PK-12 Students Receiving Special Education Services In District	252	9.24
Kindergarten Students Who Attended Preschool, Nursery School or Head Start	185	78.00
Homeless	3	0.11
Juniors and Seniors Working 16 or More Hours Per Week	61	18.3

Tier 1 Goals for Improved Student Achievement for 2009-2012:

- (Stated in SMART language)

Tier 1 Goals:

The percentage of students receiving free and reduced meals who score proficient and higher in READING will increase by 15 percentage points over a 3 year period as measured by CMT/CAPT while closing the achievement gaps for all subgroups.

The percentage of students receiving free and reduced meals who score proficient and higher in MATH will increase by 15 percentage points over a 3 year period as measured by CMT/CAPT while closing the achievement gaps for all subgroups.

Historical and Target Data Points for these Tier 1 Goals: (next 2 pages)

Ansonia Historical CMT/CAPT Data												
Math						Reading						
	2006	2007	2008	2009	2012 Goal		2006	2007	2008	2009	2012 Goal	
Grade 3	77	70	84	89		Grade 3	60	61	58	57		
Free/Reduced	74	63	80	87	100	Free/Reduced	50	50	45	50	65	
Black	70	53	78	85	100	Black	53	44	44	42	57	
Hispanic	72	69	77	82	97	Hispanic	44	60	54	48	63	
Special Ed	53	22	55	57	72	Special Ed	27	11	5	57	72	
ELL	60	43	60	75	90	ELL	33	57	0	38	53	
Grade 4	76	72	89	95		Grade 4	68	60	69	66		
Free/Reduced	71	65	85	95	100	Free/Reduced	62	51	61	55	70	
Black	57	69	84	86	100	Black	41	57	61	51	66	
Hispanic	81	61	83	96	100	Hispanic	58	38	59	58	73	
Special Ed	6	44	41	80	95	Special Ed	17	12	7	9	24	
ELL	75	46	100	100	100	ELL	46	18	40	20	35	
Grade 5	66	76	87	91		Grade 5	61	62	64	69		
Free/Reduced	60	71	86	88	100	Free/Reduced	52	57	59	54	69	
Black	44	54	85	84	99	Black	39	34	60	50	65	
Hispanic	63	73	89	87	100	Hispanic	62	50	49	49	64	
Special Ed	16	30	29	58	73	Special Ed	0	20	0	20	35	
ELL	38	38	83	80	95	ELL	25	25	33	n/a	n/a	
Grade 6	69	65	72	89		Grade 6	59	62	64	65		
Free/Reduced	57	60	65	84	99	Free/Reduced	46	56	56	59	74	
Black	44	53	34	87	100	Black	32	48	43	47	62	

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	Hispanic	63	61	67	83	98		Hispanic	54	60	54	54	69
	Special Ed	22	10	20	71	86		Special Ed	6	n/a	20	21	36
	ELL	46	50	20	67	82		ELL	18	33	20	n/a	n/a
Grade 7		65	66	68	81		Grade 7		60	62	65	75	
	Free/Reduced	54	53	62	76	91		Free/Reduced	49	52	58	70	85
	Black	39	38	60	60	75		Black	45	34	57	48	63
	Hispanic	59	60	67	72	87		Hispanic	54	51	65	73	88
	Special Ed	26	14	21	23	38		Special Ed	16	14	16	23	38
	ELL	50	70	40	50	65		ELL	40	40	40	60	75
Grade 8		70	70	69	83		Grade 8		60	68	65	63	
	Free/Reduced	74	63	80	87	100		Free/Reduced	50	50	45	50	65
	Black	47	53	36	74	89		Black	37	56	31	52	67
	Hispanic	57	71	60	83	98		Hispanic	37	66	55	55	70
	Special Ed	21	19	17	30	45		Special Ed	6	16	17	n/a	n/a
	ELL	63	50	0	75	90		ELL	38	25	33	25	40
CAPT		57	63		61		CAPT		71	76		63	
	Free/Reduced	N/A	43	49	51	66		Free/Reduced	N/A	58	69	52	67
	Black	N/A	29	47	37	52		Black	N/A	53	66	40	55
	Hispanic	N/A	46	47	61	76		Hispanic	N/A	61	75	68	83
	Special Ed	N/A	6	22	17	32		Special Ed	N/A	24	28	11	26
	ELL	N/A	33	50	n/a	n/a		ELL	N/A	33	50	n/a	n/a

Tier 1 Goal #1: *The percentage of students receiving free and reduced meals who score proficient and higher in READING will increase by 15 percentage points over a 3 year period as measured by CMT/CAPT while closing the achievement gaps for all subgroups.*

Tier 2 Indicators in support of this Goal:

- *Develop and implement standards-based Pre-K-12 curriculum in Language Arts following the CT Curriculum Development Guide.*
- *Ensure that District, School and Instructional Data Teams are proficient or above as measured by SDE Rubric.*
- *Ensure that each student in the Ansonia Public Schools will experience effective instruction that is planned to be engaging, relevant, and challenging.*

Tier 1 Goal #2: *The percentage of students receiving free and reduced meals who score proficient and higher in MATH will increase by 15 percentage points over a 3 year period as measured by CMT/CAPT while closing the achievement gaps for all subgroups.*

Tier 2 Indicators in support of this Goal:

- *Develop and implement standards-based Pre-K-12 curriculum in Math following the CT Curriculum Development Guide.*
- *Ensure that District, School and Instructional Data Teams are proficient or above as measured by SDE Rubric.*
- *Ensure that each student in the Ansonia Public Schools will experience effective instruction that is planned to be engaging, relevant, and challenging.*

Tier 1 Goal(s): *Priority Achievement Indicator(s):* List the prioritized achievement indicators that this component of the plan is designed to address.

Goal #1: *The percentage of students receiving free and reduced meals who score proficient and higher in READING will increase by 15 percentage points over a 3 year period as measured by CMT/CAPT while closing the achievement gaps for all subgroups.*

Goal #2: *The percentage of students receiving free and reduced meals who score proficient and higher in MATH will increase by 15 percentage points over a 3 year period as measured by CMT/CAPT while closing the achievement gaps for all subgroups.*

Tier 2 Indicator: *High-leverage Adult Action:* List the high-level adult action that will be completed under this plan.

1. Develop and implement standards-based Pre-K-12 curriculum in Language Arts and Math following the CT Curriculum Development Guide.

Person(s) Accountable:

- Sponsor: *Person with executive authority to provide resources and remove obstacles:* **Assistant Superintendent**
- Managers: *Person/s with day-to-day oversight of this project. Reports to Sponsor:* **LA Curriculum Coordinator, Math Curriculum Co-Chairs**
- Others: **as indicated below**

Tier 2 Strategies: Describe in detail the strategies that will be employed to accomplish the Tier 2 Indicator. Strategies must include a detailed description of the specific actions that will be taken including specific timelines, projected costs, and funding sources as appropriate.

1. Continue to meet with grade level /content representatives to develop curriculum.

Time-line	Action Steps	Person/s Responsible	Results Indicators	Projected Costs	Funding Sources
Feb. - Aug. 2009	K-12 LA and K-8 math teams met monthly to develop standards- based comprehensive curricula.	LA Coordinator Math Chair	Sept. 2009- LA and math curricula were given to teachers containing: priority GLEs, scope and sequence, resources and teaching strategies. <i>See 3 year plan.</i>	Completed 2008-2009	Local Budget
2009-2010	LA Pre-K-12 grade level partners will meet to develop unit-based Big Ideas/E Qs, Performance Tasks, Rubrics.	LA Coordinator	Oct. 2009- A schedule is in place for LA curriculum development and teachers and principals have been notified June 10- Performance Tasks complete	20 days x 2 teachers x \$95 per sub = \$3,800	ECS Accountability Priorities/ Title I
	Math Pre-K-8 grade level partners will meet to develop unit-based Big Ideas, EQs, Performance Tasks, Rubrics.	PreK-8 Math Chair	Sept. 2009 – June 2010- CT Curriculum Guide is used to monitor development process. Oct. 2009- A schedule is in place for math curriculum development and teachers and principals have been notified June 2010- Performance Tasks complete	6 days x 7 Ts x \$95=\$3,990 + 6 days x 3 Ts x \$95 per sub = \$1,701	ECS Accountability Priorities/ Title I
	Math 9-12 teachers meet 7 x to unwrap standards, develop scope/ sequence, resources, teaching strategies and Performance Tasks	9-12 Math Chair	Aug. 2010- 9-12 revised math curriculum contains unwrap standards, develop scope/ sequence, resources, teaching strategies, Performance Tasks	7 days x 5 teachers x \$95 per sub=\$3,325	ECS Accountability Priorities/ Title I
	Instructional Data Teams will create unit-based Common Formative Assessments.	LA Coord. Math Chair	Monthly- CFAs are created and placed in school IDT binders June 2010- CFAs are completed	none	n/a
2010-2011	LA Pre-K-12 grade level teachers meet 5 days to enrich/expand strategies for Differentiated Instruction and Cultural Relevance.	LA Coordinator	Sept. 2010-June 2011- CT Curriculum Guide is used to monitor development process Oct. 2010- A schedule is in place for LA curriculum development and teachers and principals have been notified	15 hours x 14 teachers x \$27.50 @ hour=\$5,775	ECS Accountability Priorities/ Title I

	Math Pre-K-12 grade level teachers meet 5 days to expand strategies for Differentiated Instruction and Cultural Relevance.	Math Chair	Oct. 2010- A schedule is in place for math curriculum development and teachers and principals have been notified	15 hours x 14 teachers x \$27.50 @ hour=\$5,775	ECS Accountability Priorities/ Title I
2011-2012	LA Pre-K-12 grade level teachers meet 5 days to enrich strategies for Technology Integration and Interdisciplinary Connections.	LA Coordinator	Sept. 2011- June 2012- CT Curriculum Guide is used to monitor development process Oct. 2011- A schedule is in place for LA curriculum development and teachers and principals have been notified	15 hours x 14 teachers x \$27.50 @ hour=\$5,775	Title I/PSD Grant
	Math Pre-K-12 grade level teachers meet 5 days to expand strategies for Tech Integration	Math Coordinator	Oct. 2011- A schedule is in place for math curriculum development and teachers and principals are notified	15 hours x 14 teachers x \$27.50 @ hour=\$5,775	Title I/PSD Grant

2. Provide personnel /instructional resources to implement LA and math curriculum.

Time-line	Action Steps The district will:	Person/s Responsible	Results Indicators	Projected Costs	Funding Sources
2009-2010	Acquire LA and math resources needed to support curriculum.	LA Coord. Math Chair	June-Aug. 2009- LA and math resources needed to support curriculum were purchased.	Completed in 2008-2009	Reading First/ Local budget/ Title I/PSD
	Provide teachers with new K-12 LA and K-8 math curriculum. Documents/resources in binders/shared drives.	LA Coord. Math Chair	Sept. 2009- Pre-K-12 LA teachers and Pre-K-8 math teachers have binders and online resources	\$10,000	Title I School Improvement/ Title I/PSD
	Provide stipend for K-8 <i>Mathematics Consultant</i> to oversee implementation / on-going curriculum development.	Superintendent	Oct. 2009- <i>Mathematics Consultant</i> is contracted	\$10,000	Title I
	Maintain: K-12 LA Curriculum Coordinator, 3 K-8 LA and 2 math Instructional Resource Coaches (IRCs)	Superintendent	Aug. 2009- K-12 LA Coordinator, 3 K-8 LA IRCs, 2 math IRCs in place	\$418,812	Title I/Title IIA/PSD/ School Improvement/ Local budget
2010-	Identify and obtain additional LA and math instructional resources needed to support curriculum.	LA Coord. Math Consultant	July 2010- Needed math and LA resources are identified and purchased	\$20,000	Local budget/ Title I/PSD

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2011	Hire: <i>K-12 Mathematics Coordinator</i> and a third <i>Math Instructional Resource Coach</i> .	Assistant Superintendent	Aug. 2010- <i>K-12 Math Coordinator</i> and third <i>Math IRC</i> are hired.	\$100,000 + \$55,000	Local budget
	Maintain: K-12 LA Curriculum Coordinator, 3 K-8 IRCs, 2 former Math IRCs	Superintendent Assistant Superintendent	Aug. 2010- K-12 LA, 3 K-8 IRCs, 2 former Math IRCs in place	\$418,812	Title I/Title IIA/PSD/ School imp/Local
2011-2012	Identify and obtain additional LA and math instructional resources needed to support curriculum.	LA Coord. Math Coord.	July 2011- Needed math and LA resources are identified and purchased	\$20,000	Local budget/ Title I/PSD
	Maintain: K-12 LA Coordinator, K-12 Mathematics Curriculum Coordinator, 3 K-8 LA IRCs, 3 K-8 math IRCs	Superintendent Assistant Superintendent	Aug. 2011- <i>K-12 Math Coordinator</i> and third <i>Math IRC</i> are maintained.	\$418,812+ \$100,000 + \$55,000	Title I/Title IIA/PSD/ School Improvement/ Local budget

3. Provide collaboration time for teacher support and feedback.

Time-line	Action Steps The district will:	Person/s Responsible	Results Indicators	Projected Costs	Funding Sources
2009-2010	Provide 15 Early Release Days for: - Instructional Data Teams to analyze student work to plan differentiated instruction - Develop unit based Pre- and Post-CFAs - Support, resources and feedback as teachers implement new curriculum	LA Coordinator Math Chair Teachers Principals	Monthly schedule is planned by LA Coordinator, Math Chair and principals for teacher work on Early Release Days, as needed	none	n/a
	Use extended day 1-2 Thursdays per mo: - K-8 math Instructional Data Teams - 9-12 data teams, as decided by principal	Principals	Monthly: Instructional Data Team Reports	none	n/a
	Provide substitute coverage for School Data Teams and Instructional Data Teams to meet with Data Team facilitators.	Principals	Monthly: sub coverage is provided and data teams meet, as scheduled		
2010-2011	15 Early Release Days: (see above)	LA Coordinator Math Chair Principals	Monthly schedule is planned by LA Coordinator, Math Chair and principals for teacher work on Early Release Days	none	n/a
	Use extended day 1-2 Thursdays per	Principals	Monthly Instructional Data		

	month: (see above)		Team Reports	none	n/a
	Provide substitute coverage for School Data Teams and Instructional Data Teams to meet with Data Team facilitators.	Principals	Monthly sub coverage is provided and data teams meet, as scheduled		
2011-2012	15 Early Release Days: (see above)	LA Coordinator Math Chair Principals	Monthly schedule is planned by LA Coordinator, Math Chair and principals for teacher work on Early Release Days	none	n/a
	Use extended day 1-2 Thursdays per month: (see above)	Principals	Monthly Instructional Data Team Reports	none	n/a
	Provide substitute coverage for School Data Teams and Instructional Data Teams to meet with Data Team facilitators.	Principals	Monthly sub coverage is provided and data teams meet as scheduled.	10 meetings x 4 schools x 5 teachers x \$95=\$19,000	Title 1 ARRA

4. Establish a system for on-going monitoring of curriculum writing, implementation, and feedback.

- Pre-K-12 language Arts / Math Curriculum Development Plan (*see attached*)
- 5-year curriculum cycle (*see attached*)

Tier 1 Goal(s): *Priority Achievement Indicator(s):* List the prioritized achievement indicators that this component of the plan is designed to address.

Goal #1: *The percentage of students receiving free and reduced meals who score proficient and higher in READING will increase by 15 percentage points over a 3 year period as measured by CMT/CAPT while closing the achievement gaps for all subgroups.*

Goal #2: *The percentage of students receiving free and reduced meals who score proficient and higher in MATH will increase by 15 percentage points over a 3 year period as measured by CMT/CAPT while closing the achievement gaps for all subgroups.*

Tier 2 Indicator: *High-leverage Adult Action:* List the high-level adult action that will be completed under this plan.

2. Ensure that District, School and Instructional Data Teams are proficient or above as measured by SDE Rubric.

Person(s) Accountable:

- Sponsor: *Person with executive authority to provide resources and remove obstacles:* **Assistant Superintendent**
- Manager/s: *Person/s with day-to-day oversight of this project. Reports to Sponsor:* **Building Principals**
- Others: **CALI Data Team Facilitator at Mead / AMS, Contracted Data Team Facilitators at Prendergast / AHS**

Tier 2 Strategies: Describe in detail the strategies that will be employed to accomplish the Tier 2 Indicator. Strategies must include a detailed description of the specific actions that will be taken including specific timelines, projected costs, and funding sources as appropriate.

1. Develop or obtain efficient and reliable systems to maintain data.

Time-line	Action Steps The district will:	Person/s Responsible	Results Indicators	Projected Costs	Funding Sources
2009-2010	- Obtain <i>AIMSweb</i> to provide assessments and data collection and analysis of individual student response to intervention. - Evaluate effectiveness of system in supporting SRBI initiative.	Assistant Superintendent Tech. Coordinator Principals/CIT teams in each building	Nov. 2009- <i>AIMSweb</i> is in place and teachers/tutors are inputting and analyzing individual student data to drive intervention May 2010- The SRBI Committee presents evaluation of <i>AIMSweb</i> to DDT	\$18,000	Title 1 ARRA and IDEA ARRA
	-Develop protocols for data entry and communication among staff	SRBI Committee	Dec. 2009- Protocols are in place in each building	none	n/a
	Research/obtain a new system to house student information	District Technology Committee	Jan. 2010- New student information system is in place	\$70,000	Local Budget
2010-2011	Maintain <i>AIMSweb</i> to provide assessments and data collection and analysis of individual student response to intervention	District Technology Coordinator	Sept. 2010- <i>AIMSweb</i> is in place	\$18,000	Title 1/Title I ARRA
	Maintain student information system	District Technology Coordinator	Sept. 2010- Student Information System is in place	\$15,000	Local Budget
2011-2012	Maintain <i>AIMSweb</i> to provide assessments and data collection and analysis of individual student response to intervention	District Technology Coordinator	Sept. 2011- <i>AIMSweb</i> is in place	\$18,000	Title I
	Maintain student information system	District Technology Committee	Sept. 2011- Student Information System is in place	\$15,000	Local Budget

2. Assess the effectiveness of Data Teams on an ongoing basis as measured by the SDE Rubric.

Time-line	Action Steps	Person/s Responsible	Results Indicators	Projecte d Costs	Funding Sources
2009-2012	Monthly: Analyze all <i>Instructional Data Team Forms</i> to monitor fidelity of process and use <i>SDE Rubric</i> to provide feedback to School Data Teams and Instructional Data Teams.	Principals	School Data Team (SDT) and Instructional Data Teams (SDT) Report Binders will be kept and analyzed each month by principals.	none	n/a
	Tri-annually: Use the <i>SDE Rubric</i> to self-monitor progress toward proficiency of School Data Teams, Instructional Data Teams and District Data Team (DDT) (Oct.-Jan.-June)	Data Team Members Principals	Oct. - Jan- June- SDE Rubrics are completed by each data team noting areas of strength and areas in need of improvement.	none	n/a
	Mid-year and end-of-year: Evaluate progress of each School Data Team and Instructional Data Team using <i>SDE Rubric</i> . (Jan. and June)	CALI and contracted Data Team Facilitators	Jan. - June- SDE Rubrics are completed by Data Team facilitators to evaluate SDT and IDTs.	(See	above)

3. Develop communication systems between levels of data teams.

Time-line	Action Steps	Person/s Responsible	Results Indicators	Projected Costs	Funding Sources
2009-2012	Tri Annually: <i>District Improvement Plan</i> goals, action steps and progress will be shared with School and Instructional Data Teams to guide the development /revision of <i>School Improvement Plans</i> . (Sept.-Jan.-June)	Principals	Oct./Nov. SDT meeting- revised DIP is shared and school goals are aligned with district goals Feb. and May progress of DIP shared with School Data Teams	none	n/a
	Bi-monthly: Using the <i>School Data Team Report Form</i> , SDTs will monitor the progress of their <i>School Improvement Plan</i> action steps <u>and</u> the progress of the IDTs and communicate this evaluation to staff (Oct.- Dec.-Feb.- April- June staff meetings)	Principals	Nov. - Jan. - March - May- SDTs complete <i>School Data Team Report Form</i> and share with staff.	none	n/a
	Bi-monthly: Using <i>School Data Team Report Form</i> , principals will report to District Data Team on School and Instructional Data Team progress.(Nov.-Jan.-March.-May DDT)	Principals	Nov. - Jan. - March. - May DDT meetings- principals report on SDT and IDT progress.	none	n/a

4. Provide PD regarding how data is collected and analyzed.

Time-line	Action Steps	Person/s Responsible	Results Indicators	Projected Costs	Funding Sources
2008-2009	All staff were trained in <i>CALI Decision-Making for Results/Data Teams</i> .	Assistant Superintendent	February 2009: Training was completed and 3-tiered Data Teams began operation	Completed in 2008	n/a
2009-2010	Principals attend 2 days of training at ACES: <i>Data-Driven Decision-Making (DDDM) for Administrators</i> , to prepare them to access, analyze and present CMT or CAPT results to staff, DDT and BOE.	Assistant Superintendent	Aug. 2009- 6 principals/assistants completed training. -Sept. DDT Meetings principals presented analysis of CMT/CAPT data	completed	n/a
	Provide an overview of <i>CALI Decision-Making for Results/Data Teams</i> at New Teacher Orientation.	Assistant Superintendent Master Mentors	August –Orientation Agenda indicates overview of <i>Decision-Making for Results/Data Teams</i>	completed	n/a
	Provide Instructional Data Teams with training and on-going support in analyzing student work from Common Formative Assessments, performance Tasks and benchmarks to make instructional decisions.	CALI and contracted Data Team Facilitators	Monthly- Data Team facilitators assist teams in creating pre-and post CFAs	-CALI Data Team Facilitators -Data Team Facilitators for Prendergast and AHS \$16,000 per yr.= \$48,000	CALI Title 1/ ARRA
2010-2012	Provide an overview of <i>CALI Decision-Making for Results/Data Teams</i> at New Teacher Orientation.	Assistant Superintendent Master Mentors	August –Orientation Agenda indicates overview of DDDM/DT	Approximate copying cost= \$10.00	Local Budget
	Provide Instructional Data Teams with training and on-going support in analyzing student work from Common Formative Assessments, Performance Tasks and benchmarks to make instructional decisions.	CALI and contracted Data Team Facilitators	Monthly- Data Team facilitators assist teams in creating pre-and post CFAs	Covered under cost of Data Team Facilitators	(See above)

5. Create a system of assessments to monitor student progress.

Connection to district Cambridge report: "...further develop data teams and common formative assessment so that better use is made of data to inform the planning of teachers and lessons are better matched to the needs of students."

Time-line	Action Steps	Person/s Responsible	Results Indicators	Projected Costs	Funding Sources
2009-2010	Create a calendar of district-wide assessments in LA to track student progress. <i>(See attached)</i>	LA Coordinator Math Chair	Sept.2009- Assessment Calendar is complete and shared with staff	none	n/a
	Instructional Data Teams will use prioritized CT Standards/Grade Level Expectations to create Pre- and Post- Common Formative Assessments for each curricular unit (4-8 weeks) of instruction.	Instructional Data Teams Facilitators	Every 4-8 weeks on-going: CFAs are created and kept in binder with Data Team Reports	Approx. copying cost \$11,000	Title 1
	LA and math Curriculum Development Teams will create 3-4 Student Performance Tasks and rubrics for each curricular unit (4-8 weeks).	LA Coordinator Math Chair	Jan. 2010- ½ tasks completed, progress shared at DDT June 2010- all tasks completed, progress shared at DDT	<i>See curriculum development</i>	
	Create benchmark assessments for: - LA grades 2, 9-12 - math grades 1-2, 9-12	LA Coordinator Math Co-Chairs	Nov. - Feb.- May- 2009- Benchmarks are created	Approx. copying cost \$2,500	Title 1
	Implement and analyze SDE on-line benchmark assessments in reading and math for grades 3-8 to track student progress and evaluate effectiveness of new curriculum.	LA Coordinator Math Chair	Dec: benchmark scores for gr. 3-8 analyzed / shared at DDT March: benchmark scores for gr. 3-8 analyzed / shared at DDT June: benchmark scores for gr. 3-8 analyzed/shared at DDT	none	n/a
2010-2011	Pre- and Post- Common Formative Assessments will be piloted and revised as needed. Pre-K-12 Anchor sets and rubrics will be created.	LA Coordinator Math Chair	Monthly IST Reports- CFAs June 2011- Anchor Sets and Rubrics completed	Approx. copying cost \$11,000	Title 1
2011-2012	Student Performance Tasks and rubrics will be piloted and revised as needed. Pre-K-12 Anchor sets will be created.	LA Coordinator Math Chair	Monthly IST Reports- Performance Tasks/ rubrics June 2011- Anchor Sets completed	Approx. copying cost \$11,000	Title 1

6. Provide PD on SRBI that will help us develop a system for identifying students in need of further intervention.

Time-line	Action Steps	Persons Responsible	Results Indicators	Projected Cost	Funding
2008-2009	Train district-wide SRBI Task Force in CALI SRBI Basic and Certification training.	Assistant Superintendent	Sept. 2009- Assistant Super., principals and IRCs are trained and prepared to guide staff in implementing SRBI framework.	completed	CALI RFS
2009-2010	Provide 2-day training for administrators, Intervention Teachers/tutors in the use of <i>AIMSweb</i> software and assessments to track student response to Tier 1 and 2 interventions.	Assistant Superintendent	December 2009- Administrators, Intervention teachers and tutors can navigate the site, administer assessments and record and analyze student scores.	\$3,240	Title I ARRA/PSD
	A district-wide SRBI Team will attend on-going <i>SRBI Networking Series</i> at ACES.	Assistant Superintendent	Jan. and June 2010- District representatives report outcomes of training to DDT	none	CALI RFS
	SERC facilitators will provide on-site assistance to SRBI Collaborative Intervention Teams in each building to begin process.	Assistant Superintendent Principals	Jan. 2010- principals report on effectiveness of CIT teams at DDT June 2010- principals report on effectiveness of CIT teams at DDT	\$500 per school= \$2,000	IDEA
2010-2012	Continue to monitor best practices for SRBI in each building, as needed.	Assistant Superintendent	Jan. 2012- principals report on effectiveness of CIT teams at DDT June 2012- principals report on effectiveness of CIT teams at DDT	none	n/a

Tier 1 Goal(s): *Priority Achievement Indicator(s):* List the prioritized achievement indicators that this component of the plan is designed to address.

Goal #1: *The percentage of students receiving free and reduced meals who score proficient and higher in READING will increase by 15 percentage points over a 3 year period as measured by CMT/CAPT while closing the achievement gaps for all subgroups.*

Goal #2: *The percentage of students receiving free and reduced meals who score proficient and higher in MATH will increase by 15 percentage points over a 3 year period as measured by CMT/CAPT while closing the achievement gas for all subgroups.*

Tier 2 Indicator: *High-leverage Adult Action:* List the high-level adult action that will be completed under this plan.

3. *Each student in the Ansonia Public Schools will experience effective instruction that is planned to be engaging, relevant, and challenging.*

Person(s) Accountable:

- Sponsor: *Person with executive authority to provide resources and remove obstacles:* **Assistant Superintendent**
- Manager/s: *Person with day-to-day oversight of this project. Reports to Sponsor.* **LA Coordinator, Math Curriculum Chairs, Building Principals**
- Others: **Instructional Resource Coaches (IRCs), Teachers, Intervention Teachers and Tutors**

Tier 2 Strategies: Describe in detail the strategies that will be employed to accomplish the Tier 2 Indicator. Strategies must include a detailed description of the specific actions that will be taken including specific timelines, projected costs, and funding sources as appropriate.

1. Train staff and track implementation of Research-based Effective Teaching Strategies (ETS).

Time-line	Action Steps	Persons Responsible	Results Indicators	Projected Cost	Funding
2009-2010	Train all staff in Research-based Effective Teaching Strategies (ETS) with Differentiation. (3 strategies per year)	Assistant Superintendent	All teachers are trained in: Nov. 3, 2009- Non-fiction writing Feb. 3, 2010- Similarities and Differences March 30, 2010- Summarizing/Note Taking	2 CALI trainers @ \$700 per day x 3 day=\$4,200 2 trainers @ \$800 per day x 3 days=\$4,800	CALI
	Use weekly walkthroughs and lesson plan to track implementation of focus strategy.	Principals	Weekly: Submitted Walkthrough Protocols indicate <u>daily</u> walkthroughs in at least 4 LA classes per day	none	n/a
	Report bi- monthly to District Data Team using focus strategy walkthrough data and lesson plans.	Principals	Monthly DDT report on walkthroughs and lesson templates indicates 100% of teachers are using focus strategy.	none	n/a
2010-2011	Train all staff in ETS with Differentiation. (4 strategies)	Assistant Superintendent	All teachers are trained in: Nov. 2010 -Reinforcing Effort and Providing Recognition -Homework and Practice Feb. 2011 -Non-Linguistic Representation March 2011 -Cooperative Learning	2 CALI trainers @ \$700 per day x 3 day=\$4,200 2 trainers @ \$800 per day x 3 days=\$4,800	CALI Title 1 ARRA
	Use weekly walkthroughs to track implementation.	Principals	Weekly: Submitted Walkthrough Protocols indicate daily walkthroughs in at least 4 LA classes per day	none	n/a
	Report bi- monthly to District Data Team using ETS walkthrough data.	Principals	Monthly DDT report on walkthroughs and lesson templates indicate 100% of teachers are using focus strategy	None	n/a

	Teacher Orientation includes overview of ETS	Assistant Superintendent	Teacher Orientation Binder includes ETS	Approx. \$200 based on # of new hires	Title 1
2011-2012	Provide training for all staff in 3 Effective Teaching Strategies with Differentiation. (3 strategies)	Assistant Superintendent	All teachers are trained in: Nov. 2011 -Setting Objectives and Providing Feedback Feb. 2012 -Generating/Testing Hypothesis March 2012 -Cues, Qs and Advance Organizers	2 CALI trainers @ \$700 per day x 3 day=\$4,200 + 2 contracted trainers @ \$800 per day x 3 days=\$4,800	CALI Title 1 ARRA
	Principals use weekly walkthroughs to track implementation. LA Coordinator and Math Chair conduct monthly walkthroughs.	Principals	Weekly: Principals submit daily walkthrough protocols for at least 4 LA classes Monthly: LA Coordinator and Math Chair submit monthly walkthrough report to Assistant Superintendent	none	n/a
	Report bi- monthly to District Data Team using ETS walkthrough data.	Principals	Monthly DDT report on walkthroughs and lesson templates indicate 100% of teachers are using focus strategy	none	n/a
	Teacher Orientation includes overview of ETS	Assistant Superintendent	Teacher Orientation Binder includes ETS	Approximate copying cost= \$10	Local budget

2. Provide models of effective instruction.

Time-line	Action Steps	Persons Responsible	Results Indicators	Projected Cost	Funding
	Create a Literacy Council with monthly meetings by grade levels (K-3, 3-6, 7-8, 9-12) to set goals and	LA Coordinator Principals IRCs	Sept 2009: Action Plans are developed Monthly: monitor Action	none	n/a

CSDE – CALI: Recommended District Improvement Plan Format: 2009

2009-10	instruction and guide actions of IRCs/Lead Teachers and principals.	Lead Teacher at AHS	Nov.2009- Feb.- May 2010: Combined Literacy Council will meet to ensure vertical articulation of expectations and strategies		
	Provide staff modeling, co-teaching, observations and coaching on areas identified by Literacy Council.	IRCs Principals LA Coordinator Math Consultant AHS Lead Teachers	Weekly- IRC reports Monthly- principals, LA Coordinator and math consultant walkthrough reports note IRC activities	5 IRCs	PSD/Title I/ Title IIA
	Work with teachers to develop “model lessons” for teachers to observe each other.	Instructional Resource Coaches AHS Lead Teachers	Feb. – June 2010- Teachers observe model practices in each other’s classrooms	5 days x 4 subs x \$95= \$1,900	Title 1 ARRA
	External literacy coach will provide training/coaching for grade 1- 2 teachers in analyzing DIBELS, DRA and running records to plan explicit small group instruction.	Assistant Superintendent Contracted literacy coach	Monthly K-2 Literacy Council - progress reports Feb. 2010- Report from coach indicates grade 1 and 2 teachers are proficient	\$800 per day x 10 days = \$8,000.	Title I ARRA
	Lessons will be videotaped for teachers to observe effective practices.	LA Coordinator Math Chair IRCs AHS Lead Teachers	Feb. 2009- Model lessons are videotaped and shared	DVDs \$50.00	Local budget
2010-12	Literacy Councils set goals and action plans for improving reading instruction to guide actions of IRCs/Lead Teacher and principals.	LA Coordinator Principals IRCs AHS Lead Teachers	Sept./Oct.: Action Plans are developed Monthly: monitor Action Steps and Results Indicators Nov.- Feb.- May: Combined Literacy Council will meet to ensure vertical articulation of expectations and strategies	none	n/a
	Provide classroom modeling, co-teaching, observations and coaching on areas identified by Literacy Council.	IRCs Principals LA Coordinator Math Consultant AHS Lead Teachers	Weekly- IRC reports Monthly- principals, LA Coordinator and math consultant walkthrough reports note IRC activities	5 IRCs	PSD/Title I/ Title IIA/Local budget

	Work with teachers to develop “model lessons” for teachers to observe each other.	Instructional Resource Coaches	Oct. – June - Teachers plan and observe model practices in each other’s classrooms	none	n/a
	Lessons will be videotaped for teachers to observe effective practices.	LA Coordinator Math Consultant IRCs	Oct.- June - Model lessons are videotaped and shared	Cameras DVDs	Local budget

3. Provide resources directly related to E.T.S.

Time-line	Action Steps	Persons Responsible	Results Indicators	Projected Cost	Funding
2008-2009	Each building will have access to binders containing graphic organizers	LA Coordinator	Nov. 2009- Binder is in all buildings	Completed Copying \$500	Local budget
2009-10	Resources will be provided during and following each ETS PD day to support staff in implementation.	Assistant Superintendent LA Coordinator Math Chair	Nov. 2009- All PreK-6 teachers will have a copy of <i>Connecticut’s Blueprint for Reading Achievement</i> . All 8-12 teachers will have a copy of <i>Beyond the Blueprint</i> . January 2010- Each building will have copies of: <ul style="list-style-type: none"> • <i>Classroom Instruction that Works</i>, Robert Marzano • <i>Writing Matters in Every Classroom</i>, Angela Perry • <i>Creating Strategic Readers</i>, Valerie Ellery 	\$1,000	Title I School Improvement
2010-11	Resources will be provided during and following each ETS PD day to support staff in implementation.	Assistant Superintendent	Nov. 2010, Feb. March 2011- Resources available for strategies introduced	\$1,000	Title I School Improvement
2011-12	Resources will be provided during and following each ETS PD day to support staff in implementation.	Assistant Superintendent	Nov. 2011, Feb. March 2012- Resources available for strategies introduced	\$1,000	Local Budget/Title IIA/PSD

4. Provide resources for Differentiated Instruction in the curriculum and in the classroom.

Time-line	Action Steps	Persons Responsible	Results Indicators	Projected Cost	Funding
2009-10	DI Strategies and suggested resources will be embedded in all Pre-K-12 LA Curriculum and Pre-K- 12 Math Curriculum.	LA Coordinator Math Consultant	Sept: DI Strategies are included in Pre-K-12 LA and Pre-K-8 Math Curriculum. Sept.- June: DI strategies appear on lesson plans June: DI strategies are included in 9-12 math curriculum.	<i>See math curriculum development cost above</i>	n/a
	On-site coaching will be provided to support staff in implementation of DI strategies.	LA Coordinator Math Chair IRCs Lead Teachers	Sept: Pre-K-12 LA and K-8 math materials have been purchased to support differentiation and Tier 2 and 3 interventions. Oct.-June: teachers are using DI strategies/resources.	IRC salaries	(see above)
	Instructional Data Team report forms will provide space for teachers to plan differentiated strategies for students performing at: above proficient, proficient, almost there, far to go	Principals Data Team Facilitators	Oct: district-wide Instructional Data Teams are using the new IDT forms to plan DI	none	n/a
	Differentiation Strategies will be embedded in ETS training and evidenced in classroom.	Assistant Superintendent Principals	March: PD completed Weekly: Submitted Walkthrough Protocols indicate evidence of ETS/DI	2 CALI trainers @ \$700 per day x 3 day=\$4,200 2 trainers @ \$800 per day x 3 days=\$4,800	CALI Title 1 ARRA

CSDE – CALI: Recommended District Improvement Plan Format: 2009

2010-11	Differentiation Strategies will be embedded in ETS training and evidenced in classroom.	Assistant Superintendent Principals	March: PD completed Weekly: Submitted Walkthrough Protocols indicate evidence of ETS/DI	2 CALI trainers @ \$700 per day x 3 days=\$4,200 2 trainers @ \$800 per day x 3 days=\$4,800 <u>Total\$9,000</u>	CALI Title 1 ARRA
	DI strategies will be embedded in Pre-K-12 science curriculum.	Science Curriculum Chair	Sept: DI Strategies included in Pre-K-8 science curriculum June: DI strategies included in gr. 9-12 science curriculum	1 day x 16 teachers x \$95=\$1,520 + 2 teachers x 5 days x \$95=\$950 <u>Total\$2,470</u>	ECS Accountability Priorities/ Title I
	DI resources will be provided to support staff in implementation.	Assistant Superintendent	Sept: materials are available to teachers		
2011-12	Differentiation Strategies will be embedded in ETS training	Assistant Superintendent	March: PD completed Weekly: Submitted Walkthrough Protocols indicate evidence of ETS/DI	2 CALI trainers @ \$700 per day x 3 day=\$4,200 2 trainers @ \$800 per day x 3 days=\$4,800	CALI Title 1 ARRA
	On-site coaching will be provided to support staff in implementation.	IRCs and Lead Teachers	Weekly: IRC reports indicate support for DI	Salaries of IRCS	<i>See above</i>
	DI Strategies will be embedded in all Pre-K-12 curriculum developed/revised.	Assistant Superintendent	Sept: DI Strategies included in Pre-K-8 SS curriculum June: DI strategies included in gr. 9-12 SS curriculum	Approx. cost of subs and copies \$5,000	ECS Accountability Priorities/ Title I

5. Connect instruction to representative cultures in the community.

Time-line	Action Steps	Persons Responsible	Results Indicators	Projected Cost	Funding
2009-2010	Embed culturally responsive texts and resources Pre-K-8 math curriculum and Pre-K-12 LA curriculum.	Math Chair IRCs	- Math- adopted SDE Pre- K-8 curriculum contains suggestions for culturally responsive texts - LA- Harcourt Series and new curriculum contain some culturally responsive texts	\$35,000	Local Budget
	Maintain <i>Net Nook</i> web link placed on district website to provide parents, teachers and students with web-based access to instructional and culturally relevant resources across content areas in grades Pre-K-12	ELL Coordinator	Jan.- Track use of site June- Track use of site	\$1,000	Immigrant Youth Program
	Obtain additional culturally responsive texts and resources.	LA Coordinator IRCs	Jan. –Culturally responsive texts and resources are shared with teachers.	\$8,000	Title 1 ARRA
	<i>A Parent/Community Involvement Coordinator</i> will increase community participation in the learning process and multi-cultural perspectives in curricula.	Parent/ Community Involvement Coordinator	Nov.- Report to DDT with baseline data for parent involvement at each building Jan.- Report to DDT indicate parent involvement initiatives are planned at each school June- Report to DDT with results data	Salary \$21,000	Priority School District
	Volunteer teachers will work at community centers after school to conduct multicultural art / literacy workshops with students.	ELL Coordinator	Jan.- Report on initiative to DDT May- Report on initiative to DDT	none	Immigrant and Youth Education Program.

CSDE – CALI: Recommended District Improvement Plan Format: 2009

2010-2011	Obtain additional culturally responsive texts and resources for gr. 9-12 math curriculum.	LA Coordinator Math Chair Curriculum Teams	Jan. – needed texts/resources are identified for each building Aug. - needed texts/resources are obtained and in buildings	\$5,000	Title 1 ARRA
	<i>Parent/Community Involvement Coordinator</i> will increase community participation in the learning process and multi-cultural perspectives in curricula.	Superintendent	Nov.- Report to DDT with baseline data for parent involvement at each building Jan.- Report to DDT indicate parent involvement initiatives are planned at each school June- Report to DDT with results data	Salary \$21,000	Priority School District
2011-2012	Obtain enriched and expanded culturally responsive texts and resources for Pre-K-12 Science and SS curricula.	Curriculum Teams	Jan. – needed texts/resources are identified for each building Aug. - needed texts/resources are obtained and in buildings	\$10,000	Title 1 ARRA
	<i>Parent/Community Involvement Coordinator</i> will increase community participation in the learning process and multi-cultural perspectives in curricula.	Superintendent	Nov.- Report to DDT with baseline data for parent involvement at each building Jan.- Report to DDT indicate parent involvement initiatives are planned at each school June- Report to DDT with results data	Salary \$21,000	Priority School District

6. Provide extended learning opportunities for students.

Time line	Action Steps	Persons Responsible	Results Indicators	Projected Cost	Funding
2009-2010	A schedule including Tier 2 and 3 intervention blocks will be created in each building by August 2009.	Principals	Aug 2009. – Intervention blocks have been implemented in each building.	none	n/a

CSDE – CALL: Recommended District Improvement Plan Format: 2009

	Highly qualified Intervention Teachers and tutors will be hired for Mead and Prendergast Schools by August 2009.	Assistant Superintendent	Aug. 2009 – Intervention Teachers have been hired.	\$400,000	Title 1/Title 1 ARRA/ Priority School District
	Tier 2 students will be identified, interventions will be provided and achievement monitored.	Principals	Oct. 2009 –intervention begins	none	n/a
	After school tutoring will be provided through private agencies.	Assistant Superintendent	Oct. – Tutoring Fair advertises choices to parents	SES	Title I
	After–school programs will be provided for grade 3-8 students not proficient on DRA2/CMT. Pre- and Post assessments will be administered to monitor achievement and effectiveness of program.	After School Program Coordinator LA Coordinator Math Chair	March- Pre-assessments are given to plan instruction. April- Pre and post assessments analyzed and presented to DDT	\$50,000	21 st Century Grant/ Extended School Hours
	A summer school program will be provided for grade 1-9 students not proficient on DIDEALS, DRA2 and benchmark assessments. Pre- and Post assessments will be administered to monitor achievement and effectiveness of program.	LA Coordinator Math Chair	July- Pre-assessments are given to plan instruction. Sept. – Pre and post assessments analyzed and presented to DDT	\$59,357	Summer Accountability/ IDEA
2010-2012	Tier 2 and 3 interventions will be provided for identified students and achievement monitored.	Intervention Teachers Collaborative Intervention Teams Principals	Oct. – CIT teams meet and intervention begins Dec. – April - June- Principals report on progress monitoring results	<i>See above (salaries and AIMSweb)</i>	n/a
	After school tutoring will be provided through private agencies.	Assistant Superintendent	Oct. – Tutoring Fair advertises choices to parents	SES	Title I
	An after–school program will be provided for grade 3-8 students not proficient on DRA2 and benchmark assessments. Pre- and Post assessments will be administered to monitor achievement and effectiveness	Assistant Superintendent Contracted Coordinator	April- pre and post assessments analyzed and presented to DDT	\$50,000 x 2 years= \$100,000	21 st Century Grant/ Extended School Hours

	of program,				
	A summer school program will be provided for grade 3-8 students not proficient on DRA2/CMT. Pre- and Post assessments will be administered to monitor achievement and effectiveness of program,	LA Coordinator Math Consultant	Sept. – pre and post assessments analyzed and presented to DDT	\$60,000 x 2 years = \$120,000	Summer Accountability/ Extended School Hours/ IDEA

Results Indicators: Describe the measurement devices and the expected outcomes that will be implemented to monitor...

Adult Outcomes: *Quantitative or qualitative evidence that (1) the planned adult actions were carried out and (2) that adult practice has changed.*

1. Curriculum

a. Procedural – A three year development plan will be followed in which all components of curricula outlined in the *CT Guide for Curriculum Development* will be completed and implemented by teachers, yielding comprehensive LA and math curricula by June 2012.

b. Qualitative –

By Oct. 2009, 100% of Pre-K-11 grade LA and Pre-K-8 Math teachers will be designing and implementing lessons using new curriculum resources:

- Unwrapped Priority Grade Level Expectations
- Designated Scope and Sequence
- Unit Pacing Guides with Resources, Teaching Strategies and Learning Tasks

By Sept. 2010, 100% of Pre-K-12 LA and Pre-K-12 Math teachers will be designing and implementing lessons using new curriculum resources:

- All of the above resources plus...
- Common Pre- and Post- Unit-based Common Formative Assessments
- Common Unit-based Performance Tasks & Rubrics
- Big Ideas /Essential Questions

By Sept. 2011, 100% of Pre-K-12 LA and Pre-K-12 Math teachers will be designing and implementing lessons using new curriculum resources:

- All of the above resources plus...
- Anchor Sets
- Differentiation for: students who are English Language Learners, advanced, struggling
- Resources and strategies for Cultural Relevance

2. Data Teams

a. Procedural – 100% of teachers will be trained and participate in data team process by June 2012

b. Qualitative - 100% of all data teams will score proficient or higher in all indicators of the SDE Data Team Rubric by June 2012.

3. Instruction

a. Procedural – In each year of this plan, 100% of teachers will be trained in at least 3 ETS strategies, totaling 10 strategies by June 2012.

- b. Qualitative – By the end of each school year, classroom walk-through data will show 80% of teachers are effectively implementing the targeted ETS strategies as measured by common instrument

Student Outcomes:

READING Results Indicators

1. **All Grade K-8 students will show progress on tri-annual SDE on-line benchmark assessments.**
Dates: Nov.- Feb.- May Person/s Responsible: Language Arts Coordinator
2. **Grade K-8, White, Black, Hispanic, students with disabilities, and economically disadvantaged students will show steady growth on tri-annual SDE on-line benchmark assessments averaging at least 5 percentage points per year.**
Dates: Nov.- Feb.- May Person/s Responsible: Language Arts Coordinator
3. **All Grade K-8 students will show progress on pre- and post- Common Formative Assessments.**
Dates: Every 4-6 weeks Person/s Responsible: Instructional Data Teams, Principals
4. **Grade K-8 White, Black, Hispanic, students with disabilities, and economically disadvantaged students will show steady growth on pre and post Common Formative Assessments averaging at least 5 percentage points per year.**
Dates: Every 4-6 weeks Person/s Responsible: Instructional Data Teams, Principals
5. **All Grade 9-12 students will show progress on tri-annual benchmark assessments.**
Dates: Nov.- Feb.- May Person/s Responsible: Language Arts Coordinator
6. **All Grade 9-12 students will show growth on aligned pre- and post- Common Formative Assessments.**
Dates: Every 4-6 weeks Person/s Responsible: Instructional Data Teams, Principals
7. **Grade 9-10 economically disadvantaged students will show steady growth on tri-annual benchmark assessments averaging at least 5 percentage points per year.**
Dates: Nov.- Feb.- May Person/s Responsible: Language Arts Coordinator
8. **Grade 9-10 economically disadvantaged students will show steady growth on pre- and post- Common Formative Assessments averaging at least 5 percentage points per year.**
Dates: Every 4-6 weeks Person/s Responsible: Instructional Data Teams, Principals

MATH Results Indicators:

1. **All Grade K-8 students will show progress on tri-annual SDE on-line benchmark assessments.**
Dates: Nov.- Feb.- May Person/s Responsible: Math Consultant

- 2. Grade K-8, White, Black, Hispanic, students with disabilities, and economically disadvantaged students will show steady growth on tri-annual SDE on-line benchmark assessments averaging at least 5 percentage points per year.**
Dates: Nov.- Feb.- May Person/s Responsible: Math Consultant
 - 3. All Grade K-8 students will show progress on pre- and post- Common Formative Assessments.**
Dates: Every 4-6 weeks Person/s Responsible: Instructional Data Teams, Principals
 - 4. Grade K-8 White, Black, Hispanic, students with disabilities, and economically disadvantaged students will show steady growth on pre- and post Common Formative Assessments averaging at least 5 percentage points per year.**
Dates: Every 4-6 weeks Person/s Responsible: Instructional Data Teams, Principals
 - 5. All Grade 9-12 students will show progress on tri-annual benchmark assessments.**
Dates: Nov.- Feb.- May Person/s Responsible: 9-12 Math Curriculum Chair
 - 6. All Grade 9-12 students will show growth on pre- and post- Common Formative Assessments.**
Dates: Every 4-6 weeks Person/s Responsible: Instructional Data Teams, Principals
 - 7. Grade 9-10 economically disadvantaged students will show steady growth on tri-annual benchmark assessments averaging at least 5 percentage points per year.**
Dates: Nov.- Feb.- May Person/s Responsible: Math Curriculum Chair
 - 8. Grade 9-10 economically disadvantaged students will show steady growth on pre- and post- Common Formative Assessments averaging at least 5 percentage points per year.**
Dates: Every 4-6 weeks Person/s Responsible: Instructional Data Teams, Principals
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