

Danbury Public Schools



Outcome Achievement Plan: Danbury High School

Danbury High School, in cooperation with families and the community, provides a respectful and considerate environment in which an evolving community of learners sets high standards and achieves success that will prepare both students and staff for the academic, civic and social challenges of the future.

Teaching, Learning and Leadership
School Years: 2009 - 2014

Plan Year:

2009-2010 2010-2011 2011-2012 2012-2013 2013-2014

The goals and actions steps set forth in this improvement plan are part of a 5-year continuum that aligns with the District Enhancement Plan.

School Data Team Members

CURRICULUM & INSTRUCTION

Denise Brough – Business
Calafiore, Carmela – Business
Cunningham, Anne – Sp. Ed
Davidson, Kris – Business
Hawley, Lynn – Art
Martins, Meghan – Administration
Obre, Mike – Fine & Applied Arts/DH
Pederson, Rachel – Math
Porcelli, Tom – English
Rodriguez, Jackie - Guidance
Rossi, Bob – Administration
Schullery, Susan – Business
Tong, Kathryn – FCS
Tracey, Val – Sp. Ed
Vas, Joe – Soc. Studies/DH
Wolff, Catia – Science

FRESHMEN EXPERIENCE

Arifian, Diane – FCS
Bartolli, Phyllis – Math/DH
Carroll, Sandy – Business
Donovan, Dan – Adm.
Frese, Lisa – Health
Hill, Josiah – Science/DH
Holmes, Bryan – ROTC
Long, Matt – Guidance
Martins, Danny – Soc. Studies
McNiff, Mike – Media
Morgan, Justin – Tech Ed.
Nejame, Cindy - Communications
Pardalis, Emily – Social Studies
Pereira, Dom – ESL-WL/DH
Riley, Paul – Music
Salem, Tim – Adm.
Scalzo, Greg – Art
Strever, Ian – English/DH
Zucarelli, Dawn – Business

SUSPENSION/ATTENDANCE

Allen, Barbara – Art
Allsworth, Ken – Tech. Ed.
Ballenger, Jessie – Adm.
Bocaccio, Gary – Adm.
Bronitsky, Mike – Business
Clarke, Mike – Adm.
Kelly, Denise – World Lang.
Lapidus, Lisa – Soc. Studies
Lizza, Joe – Business
McKenzie, Sue – Music
Mitten, Linda – FCS
Navarra, Sandy – Media
Samuel, Karen – Math
Turner, Brian – FCS

Introduction to the Danbury High School Outcome Achievement Plan

This Outcome Achievement Plan was developed by the School Data Team (SDT), a team comprised of administrators and faculty who are responsible for developing and monitoring this plan, as well as monitoring the progress of Instructional Data Teams. An invitation to participate on the SDT was sent out in October to the entire faculty. Over 25% of the faculty responded and so our SDT is comprised of a quarter of our faculty who represent all departments. The SDT reviewed the Danbury Enhancement Collaborative (TDEC) plan, the Cambridge Assessment findings (reviewed below), the NEASC report, CAPT data, attendance data, and suspension data to determine the goals and strategies set forth in this plan. Three subcommittees were developed and are co-chaired by an administrator and teacher: Curriculum & Instruction, co-chaired by Bob Rossi, Meghan Martins, and Mike Obre; Freshmen Experience, co-chaired by Tim Salem and Bryan Holmes; and Attendance/Suspension, co-chaired by Jessie Ballenger and Denise Kelly. The SDT will meet as a whole group on the first Thursday of every month, and subcommittees will meet more frequently. A draft of this plan was sent to all faculty for feedback, and members of the SDT held meetings during lunch periods to answer questions and solicit feedback from colleagues about the content of the plan. The SDT recognizes that this is a living plan and will be revised as needed.

Last year, Cambridge Education and the Connecticut State Department of Education conducted an assessment of Danbury High School in the areas of leadership, curriculum, instruction, climate, and operations. The findings from the assessment were a crucial data point in the development of the Outcome Achievement Plan and are summarized below:

Strengths

- Students are offered a broad array of interesting courses at several levels of challenge and these encompass career as well as academic focus. Extensive extra curricular opportunities serve to broaden academic and personal development.
- The school's attendance policies are effective and result in averages that are at or above those for the State.
- The climate and culture of the school are respectful, welcoming and conducive to learning.

Challenges

- Create and implement common curriculum maps and assessments across subjects to enable the horizontal and vertical alignment of curriculum. Ensure that the curriculum aligns with State and national standards.
- Introduce a system to record and report data that provides teachers and administrators with meaningful analysis to assist them in knowing what each student needs to succeed. Use this to plan and evaluate lessons and programs to enable students to improve their learning outcomes.

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- Ensure that teachers receive regular formal and informal feedback provided by school-based instructional leaders, whose content expertise and knowledge of effective pedagogy are sufficient to improve teaching and learning.
- Provide teachers with professional development tailored to their identified developmental needs, monitor their implementation of agreed approaches rigorously and measure the success of these by analyzing student outcomes.
- Increase explicit expectations for all students' high academic achievement among all members of the school community and support this by increasing rigor, increasing graduation requirements and lengthening the school day.
- Improve the effectiveness of the current instructional delivery model for English language learners in relation to their overall academic success, their inclusion in all aspects of the school and their equal access to all of the school's offerings.
- Provide increased district support for the school's leadership, especially regarding timely access to data and school-based supervision and evaluation of curriculum and instruction.

Belief Statements of Danbury High School

We believe that....

- **Children are our first priority and that all educational decisions must be made in their best interest and should be based upon solid educational research, the best available evidence and validated experiences,**
- **Each child is unique with individual talents and needs, each has intrinsic worth and each child can become a life long learner and achieve success,**
- **Each child must have ample opportunity to meet the outcome expectations of the Learning Tree with regard to the content knowledge, universal skills and attitudes and attributes of character that comprise the curriculum for the Danbury Public Schools,**
- **We must hold our educators, board members, employees, students and their parents/guardians to high expectations for learning, development and comportment and the educational community must make a concerted effort to engage and continuously involve parents in the education of their children,**
- **We, as educators, board members, employees and parents/guardians are accountable to the community at large for the education of our children and that collectively, we must work as a team to promote high levels of achievement and success for our students,**
- **In a Professional Learning Community, it's more about learning and less about teaching,**
- **We must continuously maintain safe and orderly learning environments based upon mutual respect, trust and cooperation in order to support student and staff achievement.**



Enhancement Model of The Danbury Public Schools

Once an initiative has been researched and the decision has been made to move forward, the steps indicated below are followed to ensure alignment with the district's capacity building efforts.

Action Steps:

- **Declare It**
- **Implement It**
- **Resource It**
- **Monitor It**
- **Adjust It**
- **Repeat It**

Quality Factors:

- Effectiveness of communication**
- Degree of positive change at the classroom level**
- Sufficiency of budget skewing**
- Depth of knowledge of observers**
- Depth of knowledge of root cause**
- Degree of organizational will power**

Vision Statement of Danbury High School

Danbury High School, in cooperation with families and the community, provides a respectful and considerate environment in which an evolving community of learners sets high standards and achieves success that will prepare both students and staff for the academic, civic and social challenges of the future.

Cambridge Report District Summary:

According to the Cambridge analysis of the Danbury Public Schools, the following areas were found to be in need of improvement:
Appendix C: Cambridge Response Plan Glossary of Terms

1. Raise achievement and improve test results for all students and subgroups, particularly English language learners by:

- reviewing and revising the comprehensive curriculum for grades kindergarten through 12 in all subjects to provide enhanced guidance to teachers on pacing, differentiated instructional strategies, assessment techniques and expected learning outcomes;
- developing a shared understanding of what constitutes high quality teaching and learning that meets the needs of all students in all subject areas;
- supporting schools to further develop data teams so that better use is made of data to inform the planning of teachers, and lessons are better matched to the needs of the students; and
- embedding the frequent use of formative assessment data to inform planning and instruction.

2. Enhance consistency and develop unity of purpose across the district by:

- further developing the culture of the district to ensure that all stakeholders are empowered to actively engage in the strategic planning process resulting in wide spread ownership and commitment;
- establishing structured forums for all stakeholders to have the opportunity to regularly share feedback, including satisfaction surveys, to reflect on the district and school strategies for improvement achievement;
- improving the coherence and quality of communication at all levels within the district; and
- continue to support and nurture the fledgling administrative union while enhancing the working relationship with the teachers' union to ensure that all groups in the system are working to implement and monitor improvement strategies.

3. Develop and consistently implement a rigorous accountability structure, which includes:

- ensuring that all strategic plans include explicit links to the budget and are supported by clear action plans which include results indicators and timelines for regular monitoring and reporting;
- establishing clear lines of accountability which ensure that the roles and responsibilities of district and school administrators and teachers are clearly understood and that they are enabled and empowered, to complete designated tasks;
- regularly evaluating the impact of programs and services and acting on outcomes; and
- holding people, at all levels, accountable for the efficient implementation of agreed upon strategies, policies and procedures to ensure consistency across schools and all grade levels.

4. Maximize the efficient and effective use of resources by:

- reviewing and revising schedules to maximize the use of time, especially instructional time in the middle and high schools; and
- ensuring that professional development opportunities, including time for frequent teacher collaboration, are well matched to the needs to individual staff as evidenced by student outcomes, and school and district improvement strategies.

Outcome Achievement Plan Goals:

Goal One: Raise the academic achievement levels of all students and close all identified achievement gaps in Reading and Mathematics

Student Outcome Indicator 1: All students will demonstrate increased academic performance and students in identified subgroups will demonstrate accelerated increases in academic performance as indicated on the *Performance Matrix.

*See Appendix A: Performance Matrix for 2010 Reading Goals

*See Appendix B: Performance Matrix for 2010 Mathematics Goals

Grade 10

- The percentage of students in grade 10 scoring proficient or higher in LITERACY, as measured by the annual Reading CAPT, will increase from 68% to 82% by 2012.
- The percentage of Economically Disadvantaged students in grade 10 scoring proficient or higher in LITERACY, as measured by the annual Reading CAPT, will increase from 54% to 72% by 2012.
- The percentage of Hispanic students in grade 10 scoring proficient or higher in LITERACY, as measured by the annual Reading CAPT, will increase from 49% to 70% by 2012.
- The percentage of ELL students in grade 10 scoring basic or below basic in LITERACY, as measured by the annual Reading CAPT, will be reduced by 10% annually through 2012.
- The percentage of Students with Disabilities in grade 10 scoring basic or below basic in LITERACY, as measured by the annual Reading CAPT, will be reduced by 10% annually through 2012.

Grades 11 & 12

- The percentage of students in grades 11 and 12 taking the SATs will increase 15% above the 2008 participation rate by 2012.
- The percentage of minority students taking Advanced Placement courses will increase 10% above the 2008 participation rate by 2012.
- The mean score of the READING PSAT will increase 15% above the 2008 mean score by 2012.
- The number of students enrolled in advanced language arts courses will increase 15% above the 2008 participation rate by 2012.

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Grade 10:

- The percentage of students in grade 10 scoring proficient or higher in MATHEMATICS as measured by the annual Mathematics CAPT will increase from 63% to 82% by 2012.
- The percentage of Economically Disadvantaged students in grade 10 scoring proficient or higher in MATHEMATICS as measured by the annual CAPT will increase from 44% to 63% by 2012.
- The percentage of Hispanic students in grade 10 scoring proficient or higher in MATHEMATICS as measured by the annual CAPT will increase from 42% to 62% by 2012.
- The percentage of black students in grade 10 scoring proficient or higher in MATHEMATICS as measured by the annual CAPT will increase from 53% to 80% by 2012.
- The percentage of ELL students in grade 10 scoring basic or below in MATHEMATICS as measured by the annual CAPT will decrease by 10% annually through 2012.
- The percentage of Students with Disabilities in grade 10 scoring basic or below in MATHEMATICS as measured by the annual CAPT will decrease by 10% annually through 2012.

Grades 11 & 12

- The percentage of students in grades 11 and 12 taking the SATs will increase 15% above the 2008 participation rate by 2012.
- The percentage of minority students taking Advanced Placement MATHEMATICS courses will increase 10% above the 2008 participation rate by 2012.
- The mean score of the MATHEMATICS PSAT will increase 15% above the 2008 mean score by 2012.
- The number of students enrolled in advanced MATHEMATICS will increase 15% above the 2008 participation rate by 2012.

Adult Action Indicator:

- **100% of certified staff members will effectively implement the adopted DPS curricula for all students using research-based planning, instructional delivery and assessment strategies as measured by lesson plans, clinical observations, the data team rubric and learning rounds.**

Results Indicators:

- **Adult Results Indicators:**
 - Lesson planning that reflects the DPS curricula and the lesson design model
 - Formative/summative observations/evaluations
 - Completed Instructional Data Team protocol
 - Learning Rounds (evidence of taught curriculum and effective strategies)
- **Student Results Indicator:**
 - District formative and summative data as determined in the District Assessment Matrix

2009-2010 Expected Outcomes for Adults:

- Lesson plans in place, formative and summative observations/evaluations in place, Data Team Rubric in place

Person(s) Responsible:

- Principal, Associate Principal of Instruction, Assistant Principals, Department Heads

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Action Steps	Person(s) Responsible	Timeline	Cost and Source	Deliverables
<p>1. DHS will increase academic rigor in all programs of instruction in response to the Cambridge and NEASC findings.</p> <ul style="list-style-type: none"> a. Eliminate Level 2 courses and rename existing levels b. Convene student focus groups c. Standardize grading policies to ensure equity across all classrooms and departments d. Develop a protocol to determine if courses are standards-based, rigorous, and relevant e. Identify criteria for different levels and how students are placed in each level f. Develop a rubric that outlines what good instruction looks like at DHS in all departments (e.g., expectations for engagement, assessment, differentiation, etc.) g. Propose new graduation requirements to the Board of Education h. Ensure that all science students have access to labs i. Increase AP enrollment 	<ul style="list-style-type: none"> a. Tom Porcelli Mike Obre Meghan Martins b. Carmela Calafiore Denise Brough Lynn Hawley c. Catia Wolf d, e, f Tom Porcelli Mike Obre Meghan Martins g. Bob Rossi Mike Obre Meghan Martins Jackie Rodriguez Tom Porcelli h. Bob Rossi Josiah Hills i. Kris Davidson Bob Rossi 	<ul style="list-style-type: none"> a. In place for Fall 2010 b. Beginning in December, occurring monthly thereafter c. Current practices to be collected, recommendations made in March d, e, f. Protocol and rubrics created and piloted by June to be implemented Fall 2010 g. Recommendations made to BOE in January h. To be in place Fall 2010 i. Recommendations made Spring 2010 	<p>Cost of subs to cover teachers who will visit other schools – TBD</p>	<p>A reduced number of academic tracks, fewer course offerings, and more rigorous curricula in all classes. Presentation to the BOE on new graduation requirement proposals.</p>
<p>2. All staff will implement research-based planning, instructional delivery, and assessment strategies. Differentiated instruction will be used to meet the needs of all learners with an emphasis on ELL and Special Education students. Professional development will be provided in the areas of:</p> <ul style="list-style-type: none"> a. Sheltered Instruction Observation Protocol (SIOP) b. Effective Teaching Strategies (ETS) c. Data Teams d. Common Formative Assessments (CFA) e. Differentiated Instruction 	<p>Bob Rossi Meghan Martins Assistant Principals Department Heads</p>	<ul style="list-style-type: none"> a. March & April 2010 b. March 30 2010 c. October 2009 d. January 25, 2010 e. April 27, 2010 	<p>Copying professional development materials</p>	<p>Some staff from each department trained in SIOP</p> <p>All staff trained in Data Teams</p> <p>All staff trained in CFA</p> <p>All staff trained in ETS</p>

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Action Steps	Person(s) Responsible	Timeline	Cost and Source	Deliverables
<p>3. Provide more support to ELL students.</p> <ul style="list-style-type: none"> a. Conduct a program review for ELL students and redesign based on findings b. Create an ELL Cluster at DHS for ESL I students c. Provide content teachers with SIOP training to integrate ESL 2 and 3 students into mainstream classes with support, and eliminate content courses specifically for ESL students (this does not apply to the bilingual program) 	<p>a. Joe Vas Dom Pereira Meghan Martins Bob Rossi</p>	<p>a. December-January b. Design in Spring 2010 to be implemented Fall 2010 c. March and April 2010</p>	<p>Cost of SIOP training – Title III funds (Augusto Gomes)</p>	<p>Newly designed ESL 1 Cluster Redesigned course offerings for ESL 2 and 3 students 30 faculty members trained in SIOP</p>
<p>4. DHS will implement a comprehensive diagnostic-prescriptive model of teaching and learning via the implementation of CFAs and Data Teams.</p>	<p>Bob Rossi Meghan Martins Department Heads</p>	<p>Training provided in October. Teams developed in October. Curriculum mapped 11/3 so CFAs can be developed. Instructional Data Teams will meet second and fourth Tuesdays.</p>	<p>\$0 – will use contractual Tuesday meeting times</p>	<p>Staff trained in Data Teams Data Team minutes</p>
<p>5. Develop an SRBI (Scientific Research-Based Interventions) system to ensure student success.</p> <ul style="list-style-type: none"> a. Create a menu of in class and out of class interventions for student struggling in reading and math b. Identify an assessment to be used as a universal screen for incoming students to identify who is in need of intervention c. Review current Child Study Team processes to ensure alignment with SRBI and Data Teams. 	<p>Meghan Martins Val Tracey Jackie Rodriguez Sylvia Borges</p>	<p>Initial planning session December 4 – timeline TBD at that meeting Interventions will be in place for Fall 2010</p>	<p>TBD</p>	<p>System of academic and behavioral interventions in place for Fall 2010</p>
<p>6. Create a Credit Recovery Program</p>	<p>Gary Boccacio Mike Clarke</p>	<p>Students to participate beginning January 2010</p>	<p>TBD</p>	<p>Credit recovery program offered to students. Will also serve as an intervention for SRBI.</p>

Outcome Achievement Plan Goals:

Goal Two: Increase the engagement levels of all students

Student Outcome Indicator 2: A 3% decrease by the end of the 2009-2010 school year in the number of students suspended from school.

Adult Action Indicators:

- **Adults will adopt and implement a cohesive approach to discipline.**
- **Adults will focus on proactive measures to reduce the occurrence of problem behavior.**

Results Indicators:

- **Adult Results Indicators:**
 - Minimum monthly collection & analysis of student suspension data, interventions, and documented efforts.
 - Monthly collection and posting of School Data Team minutes.
- **Student Results Indicator:**
 - A 3% decrease by the end of the 2009-2010 school year in the number of students suspended from school

2009-2010 Expected Outcomes for Adults:

- Identification of a series of student comportment improvement strategies
- Development of a system to track discipline monthly
- Plan for increasing academic and transition support for 9th graders

Person(s) Responsible:

- Principal, Assistant Principals, Guidance and PPS staff, Attendance/Suspension Subcommittee

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Action Steps	Person(s) Responsible	Timeline	Cost and Source	Deliverables
1. Determine appropriate data to make determination of best course of action for freshmen at DHS	All subcommittee members	11/5/09 – Subcommittee members requested data 11/16/09 – Data ready	\$0 / Bob Kostas	N/A
2. Subcommittee analyzes data to determine main issues affecting freshmen at DHS	All subcommittee members	11/18/09 – Subcommittee meeting to review data 11/18/09 – Analysis complete	\$0 / internal work	Analysis summary of data
3. Subcommittee breaks into the following subgroups to conduct data analysis to develop proposed solutions for freshmen issues: <ul style="list-style-type: none"> ▪ Curriculum ▪ Scheduling ▪ Transitional Support ▪ Interventions 	All subcommittee members	11/18/09 – Subcommittee determines membership of subgroups; Subgroups continue to collect and analyze appropriate data to find solutions 12/3/09 – Subgroups have completed recommendations for solutions to issues	\$0 / internal work	Recommendation reports from each subgroup
4. Subcommittee meets to review subgroups' recommendations and draft final proposal	All subcommittee members	12/10/09 – Subcommittee meets and reviews subgroups' reports 12/15/09 – Draft proposal complete	\$0 / internal work	Proposal for solutions to freshman issues
5. School leadership reviews draft proposal	Dr. Rossi	1/12/10 – School leadership provides feedback to subcommittee on draft proposal	\$0 / internal work	Written feedback on draft proposal
6. Subcommittee produces final draft proposal for submission to district	Tim Salem, Bryan Holmes	1/19/10 – Subcommittee reviews school leadership's feedback and drafts final proposal	\$0 / internal work	Final draft proposal

Outcome Achievement Plan Goals:

Goal Two: Increase the engagement levels of all students

Student Outcome Indicator 3: A 3% decrease by the end of the 2009-2010 school year in the number of students with 10 or more absences from school.

Adult Action Indicator:

- **Adults will adopt a cohesive approach to identify, intervene and track students with chronic absenteeism.**

Results Indicators:

- **Adult Results Indicators:**
 - Minimum monthly collection & analysis of student absenteeism, interventions, and documented efforts.
 - Monthly collection and posting of Building Data Team minutes
- **Student Results Indicator:**
 - A 3% decrease by the end of the 2009-2010 school year in the number of students with 10 or more absences from school.

2009-2010 Expected Outcomes for Adults:

- Establishment of a student absenteeism and monitoring process and the implementation of a series of related intervention strategies

Person(s) Responsible:

- Principal, Assistant Principals, Guidance and PPS Staff, Suspension/Attendance Subcommittee

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Action Steps	Person(s) Responsible	Timeline	Cost and Source	Deliverables
1. Create school wide survey to be completed in advisory that seeks student input in the areas of student attendance and suspension	Brian Turner Mike Bronitsky Ken Allsworth Gary Boccacio Barbara Allen	Mid-December distribution of survey in Advisory	Cost – copies for survey Source – DHS copy center	Survey, survey data
2. Create focus groups from ISS/OSS to discuss suspensions, attendance, and behavior. Focus groups will be disaggregated by subgroup. Data will be used to inform strategy development	Lisa Lapidus Denise Kelly Jessie Ballenger Karen Samuel	January focus groups to utilize end of semester 1 data. Will occur monthly, thereafter	Cost – copies of questions/surveys Source – DHS copy center, class time or Advisory for focus groups	Surveys, questions, data
3. Research Positive Behavior Supports (PBS) by contacting George Sugai at UCONN as well as PD via RESC, SERC, and PBS schools	Sue McKenzie Mike Clarke Laura Baxter Sandy Navarra	Current and ongoing, to report back to subcommittee by Dec. 3 rd	Cost – PD time for teachers to go to PBS schools, PD time for RESC and SERC Resource: UCONN, SERC, RESC	Information about PBS, data on effectiveness
4. Focus Groups created for students with 10 or more absences. Focus groups will be disaggregated by subgroup. Data will be used to inform strategy development	Denise Kelly Karen Samuel Mike Bronitsky	Focus groups to begin by Dec. holiday vacation and will occur monthly	Cost – copies of surveys and questions Resource – DHS copy center, class time or Advisory time for focus groups	Surveys, data
5. Contact and work with the PTO and community outreach programs (Hispanic and Portuguese Centers) to address importance of attendance	Jessie Ballenger Linda Mitten	First contact to be made by December. Parent conferences are Monday the 23 rd , Jessie will contact before then to utilize that night for discussion	Cost – possible postage Source – PTO, Hispanic Center, Portuguese Center, CT State Law	Letters

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Action Steps	Person(s) Responsible	Timeline	Cost and Source	Deliverables
6. Create letter and phone message to remind parents to call the attendance office when child is home ill. Also, create letter that specifies CT State Law for truancy and that parents will be held accountable for their child's attendance	Denise Kelly Jessie Ballenger	1 st letter done. First ongoing Letter to be drafted by December 3 rd meeting	Cost – copies of letter, postage, cost of message use(?) Source – DHS copy center, messenger program	Letters, message
7. Work with groups of 8 th grade teachers as well as the 9 th grade SDT subcommittee to address attendance policies at middle school level and how to better transition 9 th graders to DHS expectations	Lisa Lapidus Denise Kelly Karen Samuel Jessie Ballenger	Discuss with other subcommittee by Dec. 3 rd meeting to arrange cross-grade discussions	Cost – possible release time for teachers to meet with 8 th grade teachers Source – 9 th grade subcommittee, 8 th grade teachers at RPMS and BVMS	Questions, data, 8 th grade policies
8. Establish a Communications Committee to communicate with parents and solicit input on the improvement efforts of the SDT	TBD	Established December 3 rd	Copies	Plan to communicate and solicit input from parents, faculty, students

Appendix A: Performance Matrix for Reading

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2007-2008 CAPT READING Results Grade 10- % at/above Proficiency													
Year	Goal	Total	Goal	Free	Goal	Hispanic	Goal	ELL	Goal	SPED			EXP% Prof
2007		72		51		53		19		21			72
2008		75		56		51		21		38			81
2009	78	68	61	54	56	49	29	29	45	34			81
2010	81		65		61		36		51				81
2011	83		69		65		43		56				91
2012	85		72		69		49		61				91

Appendix B: Performance Matrix for Mathematics

2007-2008 CAPT MATHEMATICS Results Grade 10- % at/above Proficiency

Grade 10													
Year	Goal	Total	Goal	Free	Goal	Hispanic	Goal	Black	Goal	ELL	Goal	SPED	EXP % Prof
2007		61		37		43		35		22		15	69
2008		67		41		39		62		19		28	80
2009	71	63	47	44	46	42	66	53	27	23	36	32	80
2010	74		53		52		70		35		43		80
2011	77		58		57		73		42		49		90
2012	82		63		62		76		48		54		90

Appendix C: Cambridge Response Plan Glossary of Terms

Cambridge Response Plan Glossary of Terms

CAPT: Connecticut Academic Performance Test given in the spring of tenth grade including the areas of math, science, responding to literature, editing, and an integrated task.

CMT: Connecticut Mastery Test given in the spring for grades 3,4,5,6,7 & 8 including the areas of math, reading, language arts and science (grades 5 & 8)

Data: Factual information that is used to determine the extent to which objectives/goals are being met.

District Assessment Matrix: A compendium of assessments used at the elementary and secondary levels that include state and district required tests, as well as, building/teacher created assessments.

District Performance Matrix (Reading and Mathematics): An illustration of the CMT and CAPT achievement targets that align with the goals of the District Enhancement Plan.

ELL (English Language Learners): A person who is in the process of acquiring English and has a first language other than English. Other terms commonly found in the literature include language minority students, limited English proficient (LEP), English as a second language (ESL), and culturally and linguistically diverse (CLD).

Formative Assessment: An assessment typically created collaboratively by a team of teachers responsible for the same grade level or course. It is designed to provide immediate and explicit feedback that is useful for helping teachers and students with formative decision-making during the learning process.

Instructional Rounds/Walkthroughs: An informal instructional monitoring tool that is not included in the teacher evaluation process. The process consists of 3-8 minutes of observation by one or more persons, to collect data on the written, taught, and tested curriculum to support collaborative improvement conversations.

LAS Links (Language Assessment Scales) : An NCLB compliant instrument that is used in grades K-12 as a formal and standardized method of determining Language proficiency. In CT, the LAS links test is a component of the English Mastery Standard.

LAS Links Benchmark (Language Assessment Scales): A research-based test that surveys the listening, speaking, reading, writing and comprehension skills of ELL students in grades K-12. The benchmark follows the same structure as LAS Links and provides ongoing evaluation of student progress throughout the year.

Service Learning: A method of teaching, learning and reflecting that combines the academic classroom curriculum with meaningful service, frequently youth service, throughout the community.

SIOP (Sheltered Instruction Observational Protocol): Sheltered Instruction is an approach for teaching content to English Language Learners in strategic ways that make subject matter concepts comprehensible while promoting the students' English language development.

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Summative Assessment: A cumulative evaluation used to measure student growth, after a series of instructional episodes, and is generally given at the end of a unit or course in order to determine whether long-term learning goals have been met.

UCLA –SMP (University of California Los Angeles – School Manangement Program): A non-profit school reform initiative of the Graduate School of Education at UCLA and Information Studies at The Anderson School at UCLA, Los Angeles. The SMP maintains a satellight office that serves the northeast United States and is located in Trumbull, CT.

The UCLA review process was used to determine strengths and deficit areas within our Bilingula/ESL program.

File: DHS OAP Revised 12-10-09