West Hartford Public Schools

District Development and Performance Plan for Continuous Improvement

To inspire and prepare all students to realize their potential and enhance our global community

2011 – 2012

11/28/11

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West Hartford Public Schools

Introduction

The District Development and Performance Plan for Continuous Improvement is designed to provide an overview of priorities for the West Hartford Public Schools. These priorities are driven by careful data analysis at the district, school, and classroom levels. They are developed to promote the achievement of the district's mission, core values, and goals, and to help guide and facilitate building level improvement plans.

Goals and priorities are identified through a synthesis of input from the Superintendent, the Board of Education, the district's PK-12 administrators and faculty, the Curriculum and Professional Development Council, as well as from the literature and research on curriculum, instruction, and assessment. The initiatives in this District Development and Performance Plan for Continuous Improvement are intended to support the Board of Education mission of the school system, core values, goals, and the school development plans for continuous improvement that exist for each school in West Hartford. Most importantly, it supports each student in realizing their potential through high expectations, a rigorous and relevant curriculum, and dynamic teaching.

Teacher and administrator collaborative work and shared and distributed leadership throughout the school system all support the implementation of this District Development and Performance Plan for Continuous Improvement. This plan is grounded in the belief that those who are closest to the work should have a hand in helping to shape the work. To that end, a number of committees have helped to develop this plan. These committees (e.g., Extended Leadership, Curriculum and Professional Development Council) continuously examine the gap between present student performance and the desired outcomes then work together to reduce those gaps, no matter what the venue of the work. Teachers and principals have worked to define specific needs based on data and have determined steps to address those issues. Together, the various teacher and administrator teams create a "community of practice" that works together to achieve the mission of the school system.

Figure A

West Hartford Public Schools
Mission
To inspire and prepare all students to realize their potential and enhance our global community
High Expectations For All Learners
Realize Student Potential
Dynamic Teaching
Rigorous & Relevant Curriculum
Realize Student Potential
• Intellectually, physically, & emotionally healthy
• Globally competitive
• Engaged, responsible, informed citizens
• Persistence & effort
• College & career ready
Rigorous & Relevant Curriculum
• Comprehensive – academic, arts, personal wellness
• Inquiry-based
• 21st century skills
o Problem solving
o Communication
o Critical thinking
o Adaptability
High Expectations For All Learners
• Cultivate interests, strengths, & abilities
• Apply varied styles & approaches
• Understand preferred strategies
• Meet individual needs
Dynamic Teaching
• Student centered
• Skillful
• Data-driven
• Engaging
• Reflective & Collaborative
• Personalized
Our Core Values
• Set high standards • Provide a safe environment • Promote collaboration
• Embrace diversity • Encourage intellectual risk taking • Integrate technology effectively
• Demand integrity • Support partnerships between home & school • Foster personal wellness
• Inspire creativity & innovation • Make all decisions in the best interests of students
District Goals
Goal One: Advance achievement for all students and reduce disparity between and among groups.
Goal Two: Nurture the intellectual, physical and emotional well being of students and create a safe and respectful learning community where all students are held to high expectations.
Goal Three: Attract, retain and develop high quality staff by providing professional development, resources and appropriate learning environments.
Mission Framework
5/17/11

The District Mission and Goals (figure A)
Providing **ALL** students with high expectations, a rigorous and relevant curriculum, and dynamic teaching in order for them to realize their potential is the central goal of the West Hartford Public Schools' commitment to continuous improvement. The mission, core values that inform the mission, and the four-year goals all serve to drive the purpose, focus, and work of the organization. The District Model of Continuous Improvement is driven by these established goals and community expectations of the schools.

A Continuous Process of Improvement: The District Model of Continuous Improvement (figure B)
The District Model of Continuous Improvement represents the district's "Theory of Action", that is a concrete representation of our district vision and strategy for improvement. This strategic planning process for continuous improvement, used at each level of the organization, creates interdependence between and among district, school, and classroom improvement plans, priorities, and efforts. The model requires a collective effort, centered on aligned expectations, and creates focused energy for improvement and change. At the district-level the strategic approach to district and school improvement, in its recursive nature, must be driven by data—multiple forms of performance measures and indicators that inform the cycle of improvement. The analysis of data must occur at every level of the organization. Collectively we own the data, the results, and the efforts and initiatives to support those results. This model is then replicated at the school level where teams of teachers examine student learning data to shape their instruction and use their results to refine and revise instruction. Moreover, this Model of Continuous Improvement is grounded in the notion that "leadership" must be distributed, that is, all members of the school community should have an opportunity to contribute to the actions and decisions that most directly affect their work. In other words, the knowledge base of the entire professional staff is valued as a critical variable for improvement.

Therefore, the district theory of action or Model of Continuous Improvement is designed to support continuous and ongoing development in areas such as curriculum, instruction, and assessment and is driven by data collection, analysis, and reflection. It is aligned with the Board of Education goals and the district mission and core values. The work of improvement is designed to guide students to realize their potential through the teaching, the learning, and the curriculum.

School/Program/Departmental Development and Performance Plans
School, program, and departmental development plans parallel the district Model of Continuous Improvement. Aligned with the district mission, goals, and development plan; school, program, and department development plans are driven by the previous year's results, outcomes, and identified needs. As with each layer of the process, these plans are anchored in data collection, analysis, and reflection. Ideally, teacher teams and individual teachers use data to drive their own professional goals and use this process to inform instruction. What follows is a deeper description of the Model of Continuous Improvement.

The Process of Continuous Improvement:

Collaborative Inquiry Teams or Professional Learning Communities

Team work or collaborative work is central to this model. Historically, we have referred to this work as "Data Teams". The title has become a bit too limiting as it suggests that the end is studying data. For highly effective teams, data is the means, not the end; that is, studying data provides the means for improving instruction. Therefore, a better title is "Collaborative Inquiry Teams" or "Professional Learning Communities". These teams begin with data, but the purpose is to use student learning information to design, redesign, and modify instructional practices together. The team examines individual student work generated from common formative assessments as well as district and state assessments as the starting point. The meetings are intended to be collaborative, structured, and scheduled to help focus on improving our effectiveness in teaching and learning. Their "job" is to adhere to a continuous improvement cycle, examine patterns and trends, and establish specific timelines, roles, and responsibilities to facilitate analysis that results in action; that is, changing teaching to better meet identified student learning needs. Each school has been working on determining the structures to facilitate these collaborative planning groups. Natural structures for meeting as a team include grade level or course level teams. For example, a principal can transform a faculty meeting into team meetings. A department supervisor

can create a team meeting during departmental time by structuring a conversation around specific assessments and their implication for instruction and curriculum. Teachers meeting as a grade level or course team as part of their shared planning can collaboratively score student work. When the Curriculum and Professional Development Council examines data related to curriculum/program, they become a Professional Learning Community team. When the Leadership team examines data together, they too become a collaborative inquiry team. Additionally, scheduled meeting times during Curriculum and Staff Improvement (CSI) provide an important venue for meeting as collaborative teams. A year-long calendar is determined and each Wednesday afternoon, teachers and principals work together to address key district priorities and strengthen their practice as educators. This dedicated professional development time is vital for fostering teachers and principal growth. The goal is to make these collegial conversations about teaching and learning part of how we regularly "do business." It becomes a place where we share our practice, refine our practice, and learn from one another.

Examining Data

When we examine data, data discussions often focus on **Priority Standards**, that is, identified learning expectations that are considered to be essential. Or the dialogue may focus on **Common Formative Assessments**, used to evaluate students' knowledge and understanding of particular content or **Interim Assessments** designed to measure progress during the course of instruction with results used to tailor instruction to meet all students' needs. The content and evidence of the students' learning are all data that should be used to inform practice. Summative data is also used to measure growth and progress.

Making Instructional Decisions

From examining the data, the next step in the process, and often the hardest, is the design of instruction based on the identified learning needs. Here, the **Effective Teaching Strategies** take center stage as we work to continuously expand our teaching repertoire and advance the use of a wide range of research-based strategies to help students to learn. At this stage of the work, the processes of Scientific Research-Based Interventions (SRBI) are implemented as a student may be identified in need of additional interventions to meet their unique learning needs. SRBI is a process of screening students to determine if interventions are required, providing those interventions, and then monitoring and documenting student progress. If a student is not successful, it may require additional or more intense interventions.

Examining Results

The next step in continuous improvement is revisiting the results of the teaching/intervention. Again, the data include a range of data including, but not limited to, common formative assessments, interim assessments, classroom assessments, universal assessments, progress monitoring, and summative assessments (e.g., CMT, CAPT, AP final examinations) as evidence of progress toward the standards. This examination should lead to discussions of instructional practice and its effectiveness.

Making Instructional Decisions

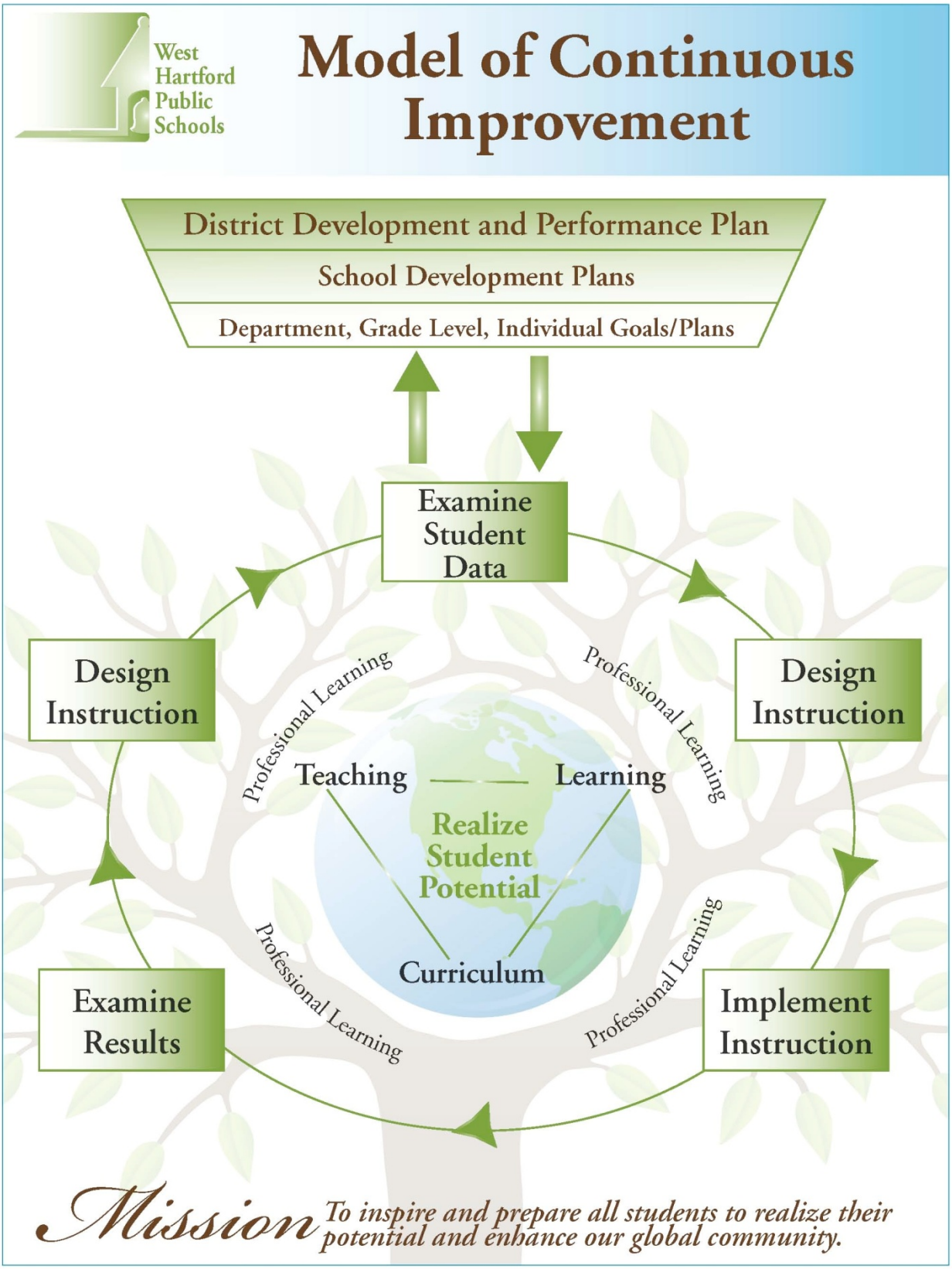
The process repeats itself as the new data are used to inform the next instructional intervention—did the intervention work? How do we know? If multiple interventions have been used in the classroom, is it time to consider the next tier of interventions through SRBI, moving beyond the classroom? If a student has successfully mastered the content, what will be the next level of challenge? More importantly, conversations should focus on how did you achieve these results? What strategies did you use? What are the common misperceptions and how can we address them? What other strategies can we use? This continuous process persists as the team constantly reviews the data and revises their instruction. While described above at the classroom level, the process is meant to be part of regular data collection, analysis, action, and reflection, and the same processes apply at the department, building, and district levels.

Supporting Professional Learning

At each stage of the process of continuous improvement, continuous learning is central. At the individual level of professional growth objectives, to the team level of working on various practices together, to the departmental level and school level, professional learning is a central tenet of continuous improvement. No profession can rest on what was learned years ago alone. Research and best practice continues to inform the practice of teaching and learning. Curriculum and Staff Improvement (CSI) provide the opportunities for staff to examine data; examine, design, or revise curriculum; design and modify instructional practices; examine results; and learn about increasingly more effective teaching strategies and approaches. Moreover, the collective knowledge and skills of staff are a key source of helping to provide new learning as staff continues to develop their own skills and knowledge base.

The Model of Continuous Improvement is detailed on the next page.

Figure B


West Hartford Public Schools
Model of Continuous Improvement
District Development and Performance Plan
School Development Plans
Department, Grade Level, Individual Goals/Plans
Examine Student Data
Design Instruction
Implement Instruction
Examine Results
Design Instruction
Professional Learning
Professional Learning
Professional Learning
Professional Learning
Teaching
Learning
Curriculum
Realize Student Potential
Mission
To inspire and prepare all students to realize their potential and enhance our global community.

District Development and Performance Plan for Continuous Improvement: Establishing Goals
2011-2012

Using the Model of Continuous Improvement, the 2011-14 District Goals from the Board of Education, define the areas of focus for the District Development and Performance Plan. To devise the plan, the process begins with a careful analysis of district-wide data. The following analysis of key data, such as CMT and CAPT, were presented to the Board of Education in the fall. This summary analysis highlights key findings. This analysis then leads to the district strategic actions, plans, and efforts to support all aspects of the goals. The specific **"district strategic actions"** define the strategic areas of focus for the district. The "why" or "why this is important to address." The specified **"efforts"** define "what" we plan to do to realize those strategic actions. Below those efforts, we define "how" we will accomplish those efforts, through action steps. The **"performance indicators"** specify the "how we will know" or "how we will know when our efforts have made a difference." The Board of Education established the performance indicators as a measure of progress.

District Strategic Actions Why?	Why is this important to address?
Efforts What?	What do we plan to do to realize the strategic actions?
Performance Indicators How?	How will we know we have made a difference?

Throughout the year, the District Development and Performance Plan is implemented and monitored. Portions of the plan are reported on throughout the year to the Board of Education. The final yearly analysis is conducted by examining our results against these Performance Indicators.

The indicators that follow are used to chart progress toward the Goals.

CMT & CAPT Board Performance Indicators

The Board Performance Indicators for 2011-14 have five quantitative indicators for academic achievement that we can report on based on the 2011 CMT and CAPT results.

- Among students who have attended West Hartford Public Schools for three consecutive years, 90% will perform at the "proficient" level, and 78% (68% at grade 10) will perform at the "mastery/goal" level, and 34% will perform at the "advanced" level on the state mandated reading, mathematics, and writing assessments given in grades 3-8 and 10, and science in grades 5, 8 and 10.
- 70% of students receiving special education services will perform at the proficient level on statewide CMT/MAS/CAPT/Skills Checklist assessments in reading, writing and math, in grades 3-8 and 10.
- 85% of minority students will reach proficiency on the state mandated reading, math, and writing assessments given in grades 3 – 8 and 10 and 60% (45% at grade 10) of these students will reach mastery.
- 75% of economically disadvantaged students will reach proficiency on the state mandated reading, math, and writing assessments given in grades 3 – 8 and 10 and 50% (40% at grade 10) of these students will reach mastery.
- 80% of grade 4 – 8 students who at the start of the school year perform below the mastery level established by the state will make 1.5 years of academic growth for each subsequent year they are educated in the West Hartford Public Schools until they reach mastery.

2011 CMT Scores

West Hartford's CMT scores were the highest they have ever been in the 2011 test administration. The initiatives implemented through the District Improvement Planning process continue to bear fruit in raising our performance on the CMT's. Interested parties looking for more CMT data than that presented here can go to www.ctreports.com and, on the public portion of the site, access an amazing array of student performance data at the school or district level including access to valuable demographic detail.

Overall, CMT scores rose on average 1% from 2010's level of 77.6% at mastery to an overall average of 78.6% of students at mastery. The scores ranged from a low of 72% at mastery in 3th grade reading to a high of 87% at mastery in 7th grade reading. This is the first year we have not had any scores in the 60's. We saw our highest scores ever in 10 of the 18 tests – in reading in grade 3, 4, and 6; in writing in grade 4, 5, and 6; and in math in grade 3, 4, 6, and 8. The statewide average scores rose but more slowly – up 0.6% this year and the District Reference Group (DRG) B average scores rose by 0.4% this year.

Overall CMT Results:

Grade Level	2006	2007	2008	2009	2010	2011
Grade 3 Reading	61%	68%	65%	65%	71%	72%
Grade 3 Writing	68%	73%	76%	74%	71%	74%
Grade 3 Math	67%	72%	72%	73%	76%	77%
Grade 4 Reading	72%	66%	71%	75%	69%	78%
Grade 4 Writing	69%	77%	71%	78%	75%	78%
Grade 4 Math	69%	73%	72%	77%	78%	82%
Grade 5 Reading	76%	76%	72%	78%	76%	74%
Grade 5 Writing	76%	78%	75%	76%	80%	80%
Grade 5 Math	73%	79%	79%	81%	86%	83%
Grade 6 Reading	74%	80%	75%	79%	85%	86%
Grade 6 Writing	70%	72%	74%	71%	75%	79%
Grade 6 Math	71%	76%	79%	82%	81%	83%
Grade 7 Reading	79%	79%	83%	86%	89%	87%
Grade 7 Writing	68%	75%	73%	72%	71%	73%
Grade 7 Math	68%	70%	76%	80%	83%	79%
Grade 8 Reading	76%	79%	76%	83%	82%	82%
Grade 8 Writing	63%	74%	75%	76%	73%	72%
Grade 8 Math	69%	76%	73%	76%	77%	79%
Overall Average	70.4%	74.4%	74.2%	76.7%	77.6%	78.6%
DRG B Average	79.9%	81.0%	81.4%	83.3%	84.0%	84.4%
State Average	60.6%	62.1%	62.7%	65.3%	66.3%	66.9%

The tables below show the percentage of students who reached proficient, mastery, or advanced on the 2008-11 CMT. These percentages are based on all students, whether or not they had a valid score in the actual test administration. The 2011 results only include students who have been in WHPS since 10/1/08. We saw very similar scores in 2011 as in previous years. We met the Board goals in math at the proficient, mastery and advanced levels. We met the goal at the advanced level in all three subjects. We also met the Board goal in writing at the proficient level.

CMT Board Performance Indicator – 90% at proficient

Test Area	% at or above proficient - 2008	% at or above proficient - 2009	% at or above proficient - 2010	% at or above proficient - 2011
Math	**91%**	**90%**	**90%**	**91%**
Reading	85%	85%	84%	85%
Writing	**90%**	**90%**	89%	**91%**

CMT Board Performance Indicator – 78% at mastery

Test Area	% at or above mastery - 2008	% at or above mastery - 2009	% at or above mastery - 2010	% at or above mastery - 2011
Math	77%	76%	**78%**	**79%**
Reading	75%	76%	76%	77%
Writing	75%	75%	75%	76%

CMT Board Performance Indicator – 34% at advanced

Test Area	% at or above advanced - 2008	% at or above advanced - 2009	% at or above advanced - 2010	% at or above advanced - 2011
Math	**39%**	**42%**	**43%**	**45%**
Reading	30%	32%	**35%**	**35%**
Writing	32%	**34%**	**35%**	**37%**

The chart below shows the percentage of special education students scoring at the proficient level on the CMT – the target is 60% at proficient. The MAS (Modified Assessment) test began in 2010. For 2010 and 2011 we report two sets of numbers for math and reading – both the traditional numbers based on the performance on the regular CMT as well as new number in parentheses that include students who took the MAS and reached proficient. Scores were generally similar in 2010 and 2011.

CMT Board Performance Indicator – 60% of special education students at proficient (2008-2011)
70% of special education students at proficient (2012)

Test Area	% at or above proficient - 2008	% at or above proficient - 2009	% at or above proficient - 2010	% at or above proficient - 2011
Math	51%	49%	49% (69%)	48% (67%)
Reading	38%	36%	34% (60%)	32% (57%)
Writing	45%	49%	47%	49%

The charts below show the percentage of minority (black and Hispanic) students scoring at the proficient and mastery levels on the CMT – the goals are 85% at proficient and 65% at mastery. Scores have been generally stable over the three years.

CMT Board Performance Indicator – 85% of minority students at proficient

Test Area	% at or above proficient - 2008	% at or above proficient - 2009	% at or above proficient - 2010	% at or above proficient - 2011
Math	76%	75%	74%	76%
Reading	65%	64%	63%	64%
Writing	78%	76%	73%	77%

CMT Board Performance Indicator – 65% of minority students at mastery (2008-2011)
60% of minority students at mastery (2012)

Test Area	% at or above mastery - 2008	% at or above mastery - 2009	% at or above mastery - 2010	% at or above mastery - 2011
Math	52%	49%	52%	53%
Reading	50%	49%	49%	50%
Writing	53%	53%	52%	52%

The charts below show the percentage of economically disadvantage students (eligible for free or reduced price lunch) scoring at the proficient and mastery levels on the CMT – the goals are 75% at proficient and 50% at mastery. Scores have been generally stable over the three years. We met goals for both mastery and proficient in math and writing, though we are a little further away in reading.

CMT Board Performance Indicator – 75% of economically disadvantaged students at proficient

Test Area	% at or above proficient - 2008	% at or above proficient - 2009	% at or above proficient - 2010	% at or above proficient - 2011
Math	**75%**	74%	74%	**76%**
Reading	59%	60%	59%	63%
Writing	**75%**	74%	72%	**76%**

CMT Board Performance Indicator – 50% of economically disadvantaged students at mastery

Test Area	% at or above mastery - 2008	% at or above mastery - 2009	% at or above mastery - 2010	% at or above mastery - 2011
Math	49%	47%	48%	**51%**
Reading	42%	42%	44%	47%
Writing	47%	47%	47%	**50%**

The most challenging of the Board Performance Indicators for 2007-11 is the one looking for 80% of students to make 1.5 years of improvement until they reach mastery. The CMT results include Vertical Scale Scores which allow for comparisons across multiple years of testing history. Using these Vertical Scale Scores, we can calculate the number of years of growth each student has made. While the results for any one student is highly variable based on two test scores, we have looked at all 750 students who had below mastery performance for 2010 and who took the 2011 CMT test (about 20% of the testing population). The tables below show what percentage of these students made 1 year or 1.5 years of growth or made mastery in 2010-11. Reading growth in 5th to 6th made the Board Performance Standard with 80% of students making 1.5 years of improvement.

CMT Board Performance Indicator - Progress of students starting below mastery - Math

Grade	2008			2009			2010			2011		
	# of students below mastery in 2007	% making 1 yrs growth	% making 1.5 yrs growth	# of students below mastery in 2008	% making 1 yrs growth	% making 1.5 yrs growth	# of students below mastery in 2009	% making 1 yrs growth	% making 1.5 yrs growth	# of students below mastery in 2010	% making 1 yrs growth	% making 1.5 yrs growth
3rd/4th	212	63%	40%	161	75%	53%	176	71%	49%	177	76%	59%
4th/5th	187	72%	53%	199	77%	62%	158	78%	65%	152	76%	60%
5th/6th	148	80%	57%	121	70%	56%	129	78%	55%	93	75%	61%
6th/7th	175	67%	49%	117	67%	47%	110	75%	54%	131	62%	48%
7th/8th	191	70%	57%	151	57%	43%	129	61%	47%	110	55%	36%

CMT Board Performance Indicator - Progress of students starting below mastery - Reading

Grade	2008			2009			2010			2011		
	# of students below mastery in 2007	% making 1 yrs growth	% making 1.5 yrs growth	# of students below mastery in 2008	% making 1 yrs growth	% making 1.5 yrs growth	# of students below mastery in 2009	% making 1 yrs growth	% making 1.5 yrs growth	# of students below mastery in 2010	% making 1 yrs growth	% making 1.5 yrs growth
3rd/4th	240	69%	51%	210	72%	58%	232	65%	44%	205	72%	51%
4th/5th	240	70%	53%	193	73%	57%	169	59%	42%	210	65%	50%
5th/6th	167	73%	64%	151	77%	72%	149	89%	86%	158	92%	**91%**
6th/7th	147	83%	71%	137	86%	80%	123	89%	82%	98	74%	65%
7th/8th	131	65%	53%	88	60%	49%	78	55%	44%	66	61%	52%

The overall results suggest that our District Development and Performance Plan efforts are making positive gains. At the same time, the achievement gap persists and will be a continuing focus for our improvement efforts.

2011 CAPT Scores

The spring 2011 CAPT scores showed growth from 2010 levels and reached their highest levels ever. West Hartford saw an average increase of 2.3% from an overall average of 67.6% at mastery in 2010 to an overall average of 69.9% at mastery in 2011. Scores went up in 2 of 4 subject areas – up 6 points in science, up 4 points in writing. Scores went down 1 point in math and remained steady in reading. The table below details the CAPT results for the district.

Overall CAPT Results:

Test Area	2007	2008	2009	2010	2011
Math	56.8%	59.3%	60.7%	63.1%	62.4%
Science	63.9%	64.6%	61.4%	63.4%	69.2%
Reading	62.0%	64.0%	72.1%	68.5%	68.4%
Writing	68.3%	69.8%	75.4%	75.4%	79.6%
Average of 4 tests	62.8%	64.4%	67.4%	67.6%	69.9%

The tables below show the percentage of students who reached proficient, mastery, and advanced on the 2008-11 CAPT. These results only include students who have been in WHPS for grade 8, 9, and 10. We reached the Board performance indicators for proficiency in all subject areas. We reached the Board performance indicators for mastery and advanced in reading and writing.

CAPT Board Performance Indicator – 90% at proficient

Test Area	% at or above proficient - 2008	% at or above proficient - 2009	% at or above proficient - 2010	% at or above proficient - 2011
Math	**90%**	**90%**	**90%**	**91%**
Reading	**91%**	**92%**	**92%**	**92%**
Writing	**94%**	**95%**	**95%**	**96%**

CAPT Board Performance Indicator – 68% at mastery

Test Area	% at or above mastery - 2008	% at or above mastery - 2009	% at or above mastery - 2010	% at or above mastery - 2011
Math	62%	61%	63%	65%
Reading	66%	**71%**	**68%**	**70%**
Writing	**72%**	**72%**	**78%**	**82%**

CAPT Board Performance Indicator – 34% at advanced

Test Area	% at or above advanced - 2008	% at or above advanced - 2009	% at or above advanced - 2010	% at or above advanced - 2011
Math	27%	29%	25%	33%
Reading	**39%**	**42%**	**35%**	**42%**
Writing	33%	**42%**	**40%**	**54%**

The chart below shows the percentage of special education students scoring at the proficient level on the CAPT – the goal is 60% at proficient. The numbers in parentheses include students who scored at the proficient level including those who scored proficient on the MAS. We saw excellent gains in all three subject areas among special education students taking the regular CAPT.

CAPT Board Performance Indicator – 60% of special education students at proficient (2008-2011)
70% of special education students at proficient (2012)

Test Area	% at or above proficient - 2008	% at or above proficient - 2009	% at or above proficient - 2010	% at or above proficient - 2011
Math	55%	56%	49% (68%)	55% **(58%)**
Reading	56%	57%	42% (74%)	53% **(61%)**
Writing	**66%**	**72%**	**70%**	**73%**

The charts below show the percentage of minority (black and Hispanic) students scoring at the proficient and mastery levels on the CAPT – the goals are 85% at proficient and 45% at mastery. We saw excellent gains in math and writing at the proficient level and excellent gains in all subjects at the mastery level. We met the writing goal at the proficient and mastery level and also met the goal in reading at the mastery level.

CAPT Board Performance Indicator – 85% of minority students at proficient

Test Area	% at or above proficient - 2008	% at or above proficient - 2009	% at or above proficient - 2010	% at or above proficient - 2011
Math	72%	67%	71%	82%
Reading	77%	78%	77%	79%
Writing	**85%**	**87%**	84%	**94%**

CAPT Board Performance Indicator – 45% of minority students at mastery

Test Area	% at or above mastery - 2008	% at or above mastery - 2009	% at or above mastery - 2010	% at or above mastery - 2011
Math	31%	26%	34%	39%
Reading	38%	43%	36%	**47%**
Writing	**45%**	**52%**	**55%**	**66%**

The charts below show the percentage of economically disadvantage students (eligible for free or reduced price lunch) scoring at the proficient and mastery levels on the CAPT – the goals are 75% at proficient and 40% at mastery. In the proficient band we saw excellent gains and met goal in all three subject areas. In the mastery band we saw good gains and met goal in writing and just missed in math and reading.

CAPT Board Performance Indicator – 75% of economically disadvantaged students at proficient

Test Area	% at or above proficient - 2008	% at or above proficient - 2009	% at or above proficient - 2010	% at or above proficient - 2011
Math	68%	70%	70%	**78%**
Reading	73%	67%	**75%**	**78%**
Writing	**82%**	**81%**	**82%**	**93%**

CAPT Board Performance Indicator – 40% of economically disadvantaged students at mastery

Test Area	% at or above mastery - 2008	% at or above mastery - 2009	% at or above mastery - 2010	% at or above mastery - 2011
Math	21%	28%	36%	37%
Reading	21%	**40%**	32%	36%
Writing	31%	**45%**	**52%**	**61%**

The analysis of these results, the mission framework and Board of Education goals have all contributed to shape the District Development and Performance Plan for Continuous Improvement. The following Board goals and District actions support meeting the needs described in this analysis.

Goal One: Advance achievement for all students and reduce disparity between and among groups *(Rigorous & Relevant Curriculum).*

District Strategic Action: Using the Model of Continuous Improvement, we will strengthen standards, curriculum, instruction, and assessment to help all students achieve and realize their potential.

The intent of this district strategic action is to employ the Model of Continuous Improvement to strengthen and align our standards, curriculum, instructional, and assessment practices to improve student learning and achievement. This approach is intended to continue the development, strengthening, alignment, and articulation of district standards, assessments, and curriculum in reading, writing, mathematics, science, social studies, world languages, fine and performing arts, physical education, technology education, and gifted education, in addition to supporting the integration of special and regular education.

The Model of Continuous Improvement relies upon the use of data to inform instructional decision-making, to replace "hunches" with hard data, and to use that information to inform and shape instructional practices and strategies. While key standardized tests (e.g., CMT, CAPT) are used to measure progress, our local indicators such as common interim assessments and common formative assessments are equally as valid and useful measures for examining student progress and measuring broader curricular areas than our corporate tests. Some key focal points to achieve this district strategic action include the use of school and department improvement planning, based upon data analysis and interpretation, to monitor progress and success; the use of the Curriculum and Professional Development Council to monitor curriculum and program implementation; the support and direct involvement of department supervisors and curriculum specialists in program monitoring and supervision; and the West Hartford Teacher and Administrator evaluation programs.

A collaborative process for the monitoring, development, and refinement of district standards and expectations in curriculum, instruction, and assessment is employed at every level of the organization. Team work is essential. No matter what the specific team is assigned or charged with accomplishing, the overarching purpose of our collaborative and team-based work is to identify the gap between present student performance and desired outcomes, then work together to close that gap. Teams of teachers and principals in each discipline analyze data to inform the strategic actions, efforts, and indicators for the school year to further the mission of the school system and to help all students achieve through the development and implementation of school and department development planning. The achievement data continues to present several challenges, most specifically, the challenge of disparities between subgroups in performance. Several key initiatives are in place to support the district strategic actions and the identified efforts support the reciprocal relationship between accountability and responsibility to support building and district capacity. The "we" in the district plan refers to the overall district and school leaders who will support bringing this work to their respective schools and departments.

Efforts to Support District Strategic Action

1.1. If we increase opportunity for staff participation and engagement in monitoring or developing standards, curriculum, instruction, and assessment, then the administrators and teachers will develop/enhance ownership of the decisions that they make and support those decisions in the classroom, school, or department.

- We will expand the members of CPDC to include adequate representation of all schools/roles and expand the function of the team to include analysis of professional development district-wide; revise the Curriculum Review and Renewal documents based on feedback from CPDC and apply the process for Art, Language Arts/English, School Counseling, and Technology Education
- We will develop leadership for curriculum through focused training on a common curricular design model for rigorous and relevant curriculum, to develop curriculum maps and expectations for all disciplines
    - Certification training for curriculum leaders in Ainsworth's model of curriculum design
    - Re-design the West Hartford template for curriculum design and development

    - Construct the conceptual framework for a curriculum academy as a community of practice for curriculum design
    - Begin to roll-out the Common Core State Standards as the new source for "priority standards", where applicable, in our curriculum design
- We will further develop and enhance/expand the participation in and use of vertical teams to examine curriculum pathways for curriculum balance and alignment across the grades
- We will design and pilot a set of criteria and process to review related services (e.g., nursing, social work, speech and language) provided to students
- We will identify and incorporate culturally and racially relevant instructional strategies, opportunities, and materials in schools and classrooms that will enhance learning for all students including our increasingly diverse population of English Language Learners

1.2. If we create environments of *collective inquiry* focused on improving instruction and strengthening our supervisory practices, then a common understanding of effective teaching will be used and supported in our schools, to enhance learning for all.

- We will increase the focus toward the mission of the school system and continue to build coherence around district-level continuous improvement through shared school development planning and reflection on the leadership skills required to engage in meaningful school development planning
- We will develop explicit "theories of action" for our leadership practice to make our purposes for our leadership actions more explicit
- We will, with the leadership team, use instructional rounds as a means to develop our collective understanding of effective teaching
- We will, in Extended Leadership, engage in shared examination of our supervisory practices to foster/inform our collective definition of high quality/dynamic teaching and how to supervise for it

1.3. If we use all of the elements of the Model of Continuous Improvement for curriculum, instruction, and assessment related issues, then student learning needs will be met and disparities in achievement will be reduced for all students.

- We will use school and departmental development planning as the means for implementing the continuous improvement model, ensuring that the priority standards are addressed, that effective teaching strategies are purposely identified and used, that common formative assessments, interim assessments, and universal screenings are used as key data sources for monitoring student growth, and that collaborative inquiry is the heart of examining student work to inform and improve instruction
- We will continue to use the mandated expectations of Scientifically Researched-Based Interventions (SRBI), as a means to develop more differentiated and instructional interventions at the classroom level to meet all students' needs
- We will report outcomes and results in district and school development and improvement efforts as a form of shared accountability for those results
- We will integrate the use of the data warehouse system K-8 into school/team efforts to inform school and classroom practices and explore expansion of the warehouse to grades 9 and 10
- We will develop and pilot a uniform system of documenting and sharing intervention strategies

1.4. If we use the Secondary School reform legislation as a catalyst, then we can promote positive and productive curricular and instructional changes.

- We will begin to implement the academic development, career development, and social, emotional, and physical development programs as specified in the draft Student Success Planning, beginning in grade 6 and refining as necessary
- We will identify the supports and remedial services for students beginning in grade 7 required under the legislation; and review possible changes to high school course credit for middle level
- We will examine and recommend policy/procedures regarding online coursework for high school credit and changes to high school credits overall

Goal One: Indicators of Progress

- Among students who have attended West Hartford Public Schools for three consecutive years, 90% will perform at the "proficient" level, and 78% (68% at grade 10) will perform at the "mastery/goal" level, and 34% will perform at the "advanced" level on the state mandated reading, mathematics, and writing assessments given in grades 3-8 and 10, and science in grades 5, 8 and 10.
- 95% of our students who enter high school as 9th graders will meet the graduation requirements 4 years later.
- 70% of high school graduates who enter high school as ninth graders will successfully complete at least one college level course during high school.
- Performing groups and athletic teams will strive to reflect the diversity of our community and continue to achieve local, regional and national recognition for excellence.
- Individual Education Plans (IEPs) will be aligned with local and state standards and supported with objectives. Students will reach mastery on 85% of and satisfactory on 95% of their IEP objectives as measured by progress monitoring.
- 70% of students receiving special education services will perform at the proficient level on statewide CMT/MAS/CAPT/Skills Checklist assessments in reading, writing and math, in grades 3-8 and 10.
- 85% of minority students will reach proficiency on the state mandated reading, math, and writing assessments given in grades 3 – 8 and 10 and 60% (45% at grade 10) of these students will reach mastery.
- 75% of economically disadvantaged students will reach proficiency on the state mandated reading, math, and writing assessments given in grades 3 – 8 and 10 and 50% (40% at grade 10) of these students will reach mastery.
- 80% of grade 4 – 8 students who at the start of the school year perform below the mastery level established by the state will make 1.5 years of academic growth for each subsequent year they are educated in the West Hartford Public Schools until they reach mastery.

Goal Two: Nurture the intellectual, physical and emotional well-being of students and create a safe and respectful learning community where all students are held to high expectations (High Expectations for All Learners).

District Strategic Action: To create an environment and community that fosters intellectually, physically, and emotionally healthy learning and living.

The intent of this district strategic action is to create an environment and community that fosters intellectually, physically, and emotionally healthy learning in order for students to realize their full potential. Our intent is to provide a safe environment for students to cultivate their interests, strengths, and abilities through persistence and effort. Moreover, students are not simply academicians, but rather, their development needs to occur intellectually, physically, and emotionally to support life-long healthy and productive living in order to develop to their fullest potential. Student's individual needs are supported through a personalized approach to assist them in becoming college and career ready. This is done in conjunction with family and community partnerships.

Efforts to Support District Strategic Action

2.1. If we create the conditions that foster and support intellectually, physically, and emotionally healthy learning as a community, then we will be able to help all students realize their full potential.

- We will continue to integrate special education and general education to minimize the disparities between special education students and their regular education peers
- We will promote culturally relevant pedagogy and training for school personnel to support an understanding of diversity
- We will fully implement Student Success Teams at the elementary and secondary level
- We will continue implementation Individualized Performance Plans for students struggling academically (in mathematics or reading) or behaviorally
- We will implement and monitor the revised K-12 promotion and retention guidelines
- We will contract with the Center for Educational Leadership and Technology (CELT) for the development of a comprehensive Information Technology Blueprint that will provide the framework, guidelines and action plans for harnessing technology to improve student learning through appropriate instructional and administrative uses of technology

2.2. If we create cultures that emphasize high expectations for student conduct, responsible behavior, and respect for others, then positive learning environments that support students' physical and emotional well-being will exist.

- We will monitor the implementation of the Bullying Policy to ensure fidelity, consistency, and outreach to the greater community
- We will begin implementation of the Positive Behavioral Interventions and Supports (PBIS) model in three schools (Braeburn, Bristow, Wolcott) to institute and maintain positive and rich school environments
- We will finalize and administer measurement tools to attain data relative to schools' culture, climate, and focus on learning

2.3. If we develop and cultivate school-family-community partnerships, then we will be able to share responsibility in supporting students' success in school and through life.

- We will develop school-family-community partnerships for student success
- We will research, develop, and begin implementation of a systemic and sustained approach to engage with all families to work as partners to increase school achievement and success

- We will ensure that all families have access to the information they need to effectively support their child's education
- We will work to reach out to families/parents/guardians who are in need of financial support (eg., field trips for students)
- We will work to increase parent access to information through various mediums

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Goal Two: Indicators of Progress

- 90% of parents/guardians responding to a survey will indicate that schools communicate effectively, are welcoming, and adequately address the learning needs of their child(ren).
- 90% of parents/guardians and teachers (PK-12) and students in grades 5-12 responding to a survey will indicate that schools are safe and orderly.
- 95% of all parents of K-5 students and 95% of parents of students with academic difficulties in grades 6 –12 will confer with their child's teacher.

Goal Three: Attract, retain and develop high quality staff by providing professional development, resources and appropriate learning environments (Dynamic Teaching).

District Strategic Action: To create the conditions that promote collaborative inquiry through shared and distributed leadership.

The intent of this district strategic action is to develop and implement a comprehensive, differentiated, job career continuum that provides faculty and administrators with the necessary supports, training, and experiences to ensure their success. Professional development is central to this action. It is related to the identified priorities, needs to be designed to support the continuous development of teachers and administrators, and is related to key district expectations. This professional development occurs through district, school, grade, course, and individual experiences. The activities vary by context, process, and content: content based professional development that addresses subject knowledge, pedagogy, or both; a train-the-trainer approach; peer coaching; collaborative problem solving; workshops and seminars; outside experts; or other school-based professional learning (e.g., collaborative inquiry teams, professional learning communities). These professional development models provide for collective learning, the application of that learning, and feedback on that learning to improve practice.

Through differentiating professional development, the progressive nature of teachers' careers is addressed by offering professional learning experiences that respond to individual's needs. This continuum of professional development approach provides novice educators with the necessary supports, and opportunities for other educators to take a leadership role in developing and delivering the professional development aligned with identified improvement efforts.

Efforts to Support District Strategic Action

3.1. If we provide the necessary structures, supports, and resources to faculty and administrators to engage in collaborative inquiry, then teaching and learning will be improved for all students.

- We will engage in an in-depth analysis of the professional development activities district-wide through the Curriculum and Professional Development Council to assess the alignment between district, school, and department strategic actions and the professional development/training provided
- We will revise the teacher evaluation system to better align with the district vision, with a focus on research-based instructional practices and a coherent definition of quality teaching that illustrates high expectations for all students including subgroups
- We will continue the implementation of the Teacher Education and Mentoring (TEAM) Program to mentor and support new teachers
- We will engage the leadership team in instructional rounds to develop a collaborative understanding of effective teaching to improve student achievement systemwide
- We will continue the Leadership Academy to build distributed leadership across the school system
- We will provide curriculum design certification training for core academic department supervisors and curriculum specialists to build capacity for training teachers in creating curriculum units that align standards, instruction, and assessment
- We will promote culturally relevant pedagogy and training for school personnel to support an understanding of diversity
- We will begin the systematic development of technology-based resources to provide standards, curriculum, units of study, assessments, resources, etc. for each content area

3.2. If we build the diversity of our teaching population to more closely match the diversity of our student population, then we will deepen our understanding, capacity, and effectiveness in helping all students realize their full potential.

- We will work collaboratively with the Capital Region Education Council Minority Teacher Recruiting Council to recruit, hire, and retain a diverse teaching and administrative staff
- We will continue to support the Alternate Route to Certification program with teachers and administrators serving as instructors and mentors to develop relationships and provide support to potential new hires
- We will continue to strengthen our Career Ladder Program to develop teachers from current non-certified staff

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Goal Three: Indicators of Progress

- ❑ Schedule and content of professional development opportunities for staff aligned with the District Development and Performance Plan.
- ❑ Personnel summary of recruiting, hiring (including efforts to increase the diversity of our staff), retention, teacher induction and non-tenured teacher reviews.

Results and Outcomes

The results and outcomes related to this District Development and Performance Plan for Continuous Improvement will be reported both through presentations at the Board of Education throughout the school year related to the specific board goals as well as a final summary of the year's progress to be submitted to the Superintendent of Schools in June of 2012. Individual school or department developmental plans for continuous improvement results will be reported on to specific direct supervisors as well as to the Superintendent of Schools in accordance with the expectations outlined in the West Hartford Administrator Evaluation Program.