

**CONNECTICUT STATE DEPARTMENT OF EDUCATION
SCHOOL IMPROVEMENT PLAN TEMPLATE
2008 – 20_____**

COVER PAGE

School Name: _____

School District: _____

Name of Principal: _____

Current School Year: _____

Please check all applicable boxes below:

Needs Improvement: Year 1 Year 2 Year 3 Year 4 Year 5 Year 6 Year 7 Year 8

Whole School: Reading Mathematics Participation

Subgroup Reading: Students with Disabilities English Language Learners Black Hispanic Economically Disadvantaged White

Subgroup Mathematics: Students with Disabilities English Language Learners Black Hispanic Economically Disadvantaged White

Title I: Schoolwide Program Targeted Assistance

Principal's Signature: _____

Date: _____

Superintendent's Signature: _____

Date: _____

School Vision/Mission: _____

The school data team authored this plan and will be the body ultimately responsible for the implementation and monitoring of the School Improvement Plan. Its members include representatives from the central office, school and community:

Central Office Representatives

School Representatives

Community Representatives

GOALS:

1. Increase reading proficiency for students in all grades by a minimum of _____% annually as measured by _____.
2. Increase mathematics proficiency for students in all grades by a minimum of _____% annually as measured by _____.
3. Increase parental and community engagement in the educational process by a minimum of _____% as measured by _____.
4. Ensure a safe and secure learning environment where all members are respected.

SUBROUP OBJECTIVES:

- 1a. Increase reading proficiency in _____ subgroup by a minimum of _____% annually as measured by _____.
- 1b. Increase reading proficiency in _____ subgroup by a minimum of _____% annually as measured by _____.
- 2a. Increase mathematics proficiency in _____ subgroup by a minimum of _____% annually as measured by _____.
- 2b. Increase mathematics proficiency in _____ subgroup by a minimum of _____% annually as measured by _____.

Connecticut State Department of Education
Addendum to School and District Improvement Plans
for Technical or Other Assistance Provided by the CSDE to Meet the
Requirements of Sec. 1116 of NCLB

(This addendum must be attached to all school and district improvement plans)

The Connecticut State Department of Education (CSDE) will support the school and district improvement process through the Connecticut Accountability for Learning Initiative (CALI). The initiative will serve as a professional development vehicle and will:

- focus on the district as the primary change agent;
- create a culture of professional learning communities in schools, districts and the state;
- differentiate support based on individual district and school needs; and
- increase student achievement for all students.

The CSDE will provide technical assistance to districts and schools who have been identified as “in need of improvement.” This support will be provided by the CSDE in conjunction with:

- Regional Education Service Centers (RESCs);
- State Education Resource Center (SERC);
- Cambridge Education;
- Connecticut Association of Schools (CAS); and
- The Leadership and Learning Center.

The following types of support will be provided to district and school-level improvement teams, with priority given to Title I schools and districts identified as “in need of improvement”:

- telephone technical assistance;
- site visits;
- guidance in the development and implementation of improvement plans;
- professional development focused on accountability for student learning, data-driven decision-making, implementation of data teams, understanding standards, aligning standards instruction and assessment, effective teaching strategies and common formative assessments;
- on-site job-embedded professional development, follow-up and support; and
- coaching for principals and superintendents.

The CSDE and the Bureau of School and District Improvement shall coordinate communication between all stakeholders, the schools, districts, RESCs and SERC while working to unify school and district improvement efforts in the state.

Revised 8/08

2008-09 School Improvement Plan Feedback Form
Connecticut State Department of Education

School: _____

Date: _____

Please complete this check list prior to submitting a school improvement plan for approval. School improvement plans must have evidence of each of the following elements:

<p>Data Analysis</p> <ul style="list-style-type: none"> ▪ evidence that plan is based on analysis of data of subgroups 	<p>___ Evident</p>	<p>___ Not Evident</p>
<p>Annual Measurable Achievement</p> <ul style="list-style-type: none"> ▪ specific measurable achievement goals* ▪ targets for each of the groups of students identified in disaggregated data* ▪ no more than 3-5 goals 	<p>___ Evident</p>	<p>___ Not Evident</p>
<p></p>	<p>___ Evident</p>	<p>___ Not Evident</p>
<p>Strategies & Actions</p> <ul style="list-style-type: none"> ▪ incorporate scientifically based research strategies* ▪ identify actions that have greatest likelihood of improving achievement of participating children* 	<p>___ Evident</p>	<p>___ Not Evident</p>
<p></p>	<p>___ Evident</p>	<p>___ Not Evident</p>
<p>Monitoring and Measuring</p> <ul style="list-style-type: none"> ▪ clearly reflects how, when and by whom implementation of strategies will be monitored and measured ▪ clearly reflects how, when and by whom student achievement will be monitored and measured 	<p>___ Evident</p>	<p>___ Not Evident</p>
<p></p>	<p>___ Evident</p>	<p>___ Not Evident</p>
<p>Core Academic Subjects</p> <ul style="list-style-type: none"> ▪ address the fundamental teaching & learning needs in the schools* ▪ address the fundamental teaching & learning needs of specific academic problems of low achieving students* 	<p>___ Evident</p>	<p>___ Not Evident</p>
<p></p>	<p>___ Evident</p>	<p>___ Not Evident</p>
<p>Professional Development</p> <ul style="list-style-type: none"> ▪ addresses professional development needs of instructional staff as related to the cause of identification* ▪ commitment to not less than 10% of funds received under subpart 2 for each fiscal year identified for improvement (for Title 1 districts only)* ▪ is highly focused and aligned to goals and strategies ▪ clearly identifies the targeted audience and outcomes for each professional development 	<p>___ Evident</p>	<p>___ Not Evident</p>
<p></p>	<p>___ Evident</p>	<p>___ Not Evident</p>

<p>Specify Responsibility of LEA and State</p> <ul style="list-style-type: none"> ▪ specify responsibilities of State, including technical assistance* (<i>this form is included in the Connecticut School and District Improvement Guide, available online at: http://www.ct.gov/sde</i>) ▪ specify responsibilities of LEA, including technical assistance* 	<p>____ Evident ____ Not Evident</p> <p>____ Evident ____ Not Evident</p>
<p>Strategies for Parent/Guardian Involvement</p> <ul style="list-style-type: none"> ▪ include strategies to promote effective parent/guardian involvement* ▪ parents/guardians are part of the planning and decision making process* ▪ training for staff is included* 	<p>____ Evident ____ Not Evident</p> <p>____ Evident ____ Not Evident</p> <p>____ Evident ____ Not Evident</p>
<p>Activities Before, School, After School, and Extensions of School Year, as appropriate*</p> <ul style="list-style-type: none"> ▪ activities before school ▪ activities after school ▪ activities during the summer ▪ extension of school year 	<p>____ Evident ____ Not Evident</p>
<p>Teacher Mentoring</p> <ul style="list-style-type: none"> ▪ incorporates a teacher mentoring program 	<p>____ Evident ____ Not Evident</p>

** indicates school improvement plan requirement by No Child Left Behind Act*