



**WATERBURY PUBLIC SCHOOLS  
REVISED DISTRICT IMPROVEMENT PLAN  
2008 - 2011**

**David L. Snead, Ph.D.  
Superintendent of Schools**

**Approved by the Waterbury Public Schools Board of Education  
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# **DISTRICT IMPROVEMENT COMMITTEE**

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**Ron Frost**  
Director of Personnel

**DISTRICT IMPROVEMENT PLAN**  
**GOALS**  
**2008 - 2011**

- 1. The Waterbury Public Schools will attain high academic achievement for all students in literacy.**
- 2. The Waterbury Public Schools will attain high academic achievement for all students in numeracy.**
- 3. The Waterbury Public Schools will provide a safe and secure teaching and learning environment.**
- 4. The Waterbury Public Schools will ensure that parents are actively engaged in the educational process.**

**DISTRICT IMPROVEMENT PLAN  
TIER ONE INDICATORS  
2008 - 2011**

- 1. To increase reading proficiency for all students by a minimum of 15% by the end of three years as measured by Developmental Reading Assessment (DRA), Connecticut Mastery Tests (CMT) and Connecticut Academic Performance Test (CAPT)**
- 2. To increase mathematics proficiency for all students by a minimum of 15% by the end of three years as measured by Connecticut Mastery Tests (CMT) and Connecticut Academic Performance Test (CAPT)**
- 3. To reduce the number of school suspensions by 15 % over three years as measured by district suspension data**
- 4. To reduce truancy by 15 % over three years as measured by district attendance data**
- 5. To increase the involvement of families in the educational process by 15% over three years as measured by strategic district surveys and participation in school and district meetings, workshops, and events.**

# **DISTRICT IMPROVEMENT PLAN**

## **TIER TWO INDICATORS**

### **2008 – 2011**

- 1. Create and implement a district-wide Professional Learning Community System to improve the achievement of all students in core subject areas particularly in literacy and numeracy**
- 2. Provide additional prescriptive instructional support systems to address the needs of students identified as below proficient in literacy and numeracy**
- 3. Implement a continuum of positive intervention strategies to address student behaviors**
- 4. Improve meaningful family partnerships with the school by improving two-way communication among students, schools and families based on research strategies and data gathered from strategic district family surveys**
- 5. Investigate and design the restructuring of schools to address the academic needs of all students**
- 6. Fill all vacant positions with high quality teachers as early as possible and retain only those who demonstrate superior performance**

# OVERVIEW

The New District Improvement Plan is a result of a year of work by the District Improvement Team. The team focused on how to best streamline the Tier I and Tier II indicators, strategies, and results indicators of the former plan to create a laser-like focus on increasing achievement for all students in all schools across all grade levels. This three-year plan will be reviewed continuously by the District Improvement Team at bi-monthly meetings. The major difference between this new plan and the earlier plans created in Waterbury is the unification of the Tier II Indicators to address all goals and Tier I indicators. This unification creates the opportunity to focus on process, planning, implementation, and monitoring through a collaborative lens that is not unique to any one specific area. For example, the creation and implementation of a district-wide Professional Learning Community (PLC) System is the vehicle for collaboration to address all Tier I indicators. The collaboration under the PLC System gives teachers the opportunity to create and implement Common Formative Assessments (CFA) and monitor student progress based on those assessments. Additionally, the PLC System will provide continued collaboration to further the use of Positive Behavior Supports (PBS) to reduce truancy and suspensions.

YEAR ONE, 2008 – 2009:

The district will **focus** on the following new initiative and its parts:

- **Create and implement a district-wide Professional Learning Community System**
  - Provide professional development and support to implement Professional Learning Communities in all schools
  - Provide professional development and support to implement Common Formative Assessments across all schools, all grades, and all departments with mandated teacher/administrator collaboration to create and review Common Formative Assessments
  - Provide continued professional development and implementation support in Positive Behavior Supports utilizing the trained PBS teams in all schools

The district will **pilot** the following new initiative:

- **Create and implement a Pilot Literacy Academy using Wendell Cross Elementary School**

**Tier II Indicator: Create and implement a district-wide Professional Learning Community System through professional development initiatives to improve the achievement of all students in core subject areas particularly in literacy and numeracy;**

| Strategies  | Time-line                              | Fiscal Impact<br>2008 - 2011 Projections only |                              |                              |  | Person(s)<br>Responsible  | Results Indicators   |
|---|--|---|------------------------------|------------------------------|--|---------------------------|--|
|   |  | 2008-2009                                     | 2009-2010                    | 2010-2011                    | UNFUNDED<br>Contingent on<br>state funding |                           |  |
| ● Acquire a data warehousing system to meet the needs of data storage and recovery  | 2008                                   |   |                              |                              |  | Chief Operating Officer   | <ul style="list-style-type: none"> <li>● Results from strategic district pre and post surveys of all staff</li> <li>● Progress monitoring on the implementation CFA</li> <li>● Data binders for principals to be reviewed at administrative forums</li> <li>● Principal attendance at administrative forums</li> <li>● Review of PLC meeting forms and schedules</li> <li>● Evaluations of professional development sessions</li> <li>● Observations of PLC meetings by PLC on-site coaching staff</li> <li>● Walk-through observation data</li> <li>● Evaluation of student achievement data by grade level, content area, school, and district including sub-group and gap analysis data</li> <li>● Evaluation of student attendance and suspension data at the classroom, school, grade and district levels including sub-group disaggregation</li> <li>● Evaluation of student attendance and suspension data at the classroom, school, grade and district levels including sub-group and demographic data</li> <li>● Evaluation of students, suspension, and attendance data for all students with disabilities will be reviewed at annual PPT</li> </ul> |
| ● Provide professional development and implementation support for all staff in Professional Learning Communities (PLC's)  | June 2008 continuing through June 2011 | \$74,000<br>ECS                               | \$74,000<br>ECS              | NA                           | \$172,000                                  | Assistant Superintendents |  |
| ● Provide professional development and implementation support for all staff Common Formative Assessment (CFA)   | June 2008 continuing through June 2011 | \$60,000<br>ECS                               | \$60,000<br>ECS              |                              |  | Assistant Superintendents |  |
| ● Provide continued professional development and implementation support for all staff in Data-Driven Decision Making (DDDM)   | On-going                               | \$30,000<br>Title II                          | \$30,000<br>Title II         |                              |  | Assistant Superintendents |  |
| ● Provide continued professional development and implementation support for all staff in Positive Behavior Support (PBS)  | On-going                               | \$20,000<br>*(special funds)                  | \$20,000<br>*(special funds) | \$20,000<br>*(special funds) |  | Assistant Superintendents |  |
| ● Create and implement a Waterbury model for walk-through observations including the use of Sheltered Instruction Operational Protocol (SIOP)   | June 2008 continuing through June 2011 | NA  | NA                           | NA                           |  | Assistant Superintendents |  |
| ● Align the use of Connecticut Accountability for Learning Initiative (CALI) services to identified schools with the needs of the District Improvement Plan (DIP)   | On-going                               | NA  | NA                           | NA                           | Based on CSDE allocation for CALI PD       | Assistant Superintendents |  |
| ● Provide dedicated time weekly for all staff to address the needs of students based on student data and current educational research for the purposes of collaborative planning and instructional decision-making  | August 2008                            |   |                              |                              |  | Assistant Superintendents |  |
| ● Provide job-embedded professional development to all schools using literacy, numeracy, ELL, co-teaching, and collaborative instruction facilitators/coaches, curriculum supervisors and special education supervisors to ensure the implementation of research-based effective teaching strategies with ALL students. | 2008 - 2011                            |   |                              |                              |  | Assistant Superintendents |  |

**\*Title II and IDEA**

**Tier II Indicator: Provide additional prescriptive instructional support systems to address the needs of students identified as below proficient in literacy and numeracy**

| Strategies   | Timeline    | Fiscal Impact<br>2008 - 2011 Projections only |           |           |  | Person(s)<br>Responsible   | Results Indicators   |
|--|-------------|---|-----------|-----------|--|--|--|
|  |             | 2008-2009                                     | 2009-2010 | 2010-2011 | UNFUNDED<br>Contingent on<br>state funding |  |  |
| <ul style="list-style-type: none"> <li>● Create district guideline for after-school and summer school programs</li> </ul>  | April 2008  | NA  | NA        | NA        |  | Assistant Superintendents  | <ul style="list-style-type: none"> <li>● Quarterly grade tracking for all Credit Retrieval students for 2 years</li> <li>● CAPT score tracking for Credit Retrieval students</li> <li>● Middle and elementary school programs will be evaluated by benchmark scores from program assessments, district benchmark tests, and CMTs for two years</li> <li>● Student and parent exit surveys at the end of and during the programs</li> <li>● Analysis of hours of tutorial service as compared to student academic and state test performance</li> <li>● Tutoring logs will be reviewed by math supervisor</li> <li>● Tracking of the number of special education referrals for psycho educational evaluations</li> <li>● Monitor collaborative meetings between co-teachers 6-12</li> </ul> |
| <ul style="list-style-type: none"> <li>● Improve and implement intervention strategies offered to ALL students during the school day in K-12                             <ul style="list-style-type: none"> <li>○ Improve literacy and numeracy classes at the middle school level</li> <li>○ Utilize Scientific Research-Based Interventions (SRBI) strategies in K-12</li> <li>○ Provide tutors at all levels with an emphasis on elementary literacy and 6-10 mathematics</li> <li>○ Improve the implementation of the high school math lab program</li> <li>○ Increase the implementation of READ 180</li> <li>○ Restructure co-taught academic classes in grades 6 -12 through increased collaboration between special and regular education</li> </ul> </li> </ul> | 2008 - 2011 | \$40,500<br>ECS for<br>math<br>tutors         |           |           | \$260,000                                  | Assistant Superintendents<br>Math and<br>Reading/LA<br>supervisors |  |
| <ul style="list-style-type: none"> <li>● Improve and implement offerings for support in literacy and numeracy in after-school programs                             <ul style="list-style-type: none"> <li>○ Create and implement an elementary modular after-school program for grades 2 - 5</li> <li>○ Create and implement a middle school credit retrieval program</li> <li>○ Continue the high school Credit Retrieval Program in math</li> <li>○ Create a high school Credit Retrieval Program in literacy</li> </ul> </li> </ul>   | 2008 – 2011 | \$40,320<br>ECS for<br>Credit<br>Retrieval    |           |           | \$250,000                                  | Assistant Superintendents<br>Math and<br>Reading/LA<br>supervisors |  |
| <ul style="list-style-type: none"> <li>● Improve and implement summer programs for ALL students at all levels, particularly in transitional years                             <ul style="list-style-type: none"> <li>○ Continue required summer program in grades K – 3</li> <li>○ Create and implement summer transition programs for 5<sup>th</sup> going to 6<sup>th</sup> and 8<sup>th</sup> going to 9<sup>th</sup></li> <li>○ Create and implement summer programs for middle school</li> <li>○ Review and re-structure high school summer school for credit retrieval</li> </ul> </li> </ul>  | 2008 – 2011 | \$350,000<br>(Spec.<br>Funds)<br>*Grants      | \$350,000 | \$350,000 | \$80,000                                   | Assistant Superintendents<br>Math and<br>Reading/LA<br>supervisors |  |

**\*Grants – Educational Cost Sharing / School Accountability Summer School Grant**



| <b>Tier II Indicator: Implement a continuum of positive intervention strategies to address student behaviors</b>   |  |   |                              |                              |   |  |  |
|--|--|---|------------------------------|------------------------------|---|--|--|
| <b>Strategies</b>  | <b>Timeline</b>  | <b>Fiscal Impact<br/>2008 - 2011 Projections only</b> |                              |                              |   | <b>Person(s)<br/>Responsible</b>                         | <b>Results Indicators</b>  |
|  |  | <b>2008-2009</b>                                      | <b>2009-2010</b>             | <b>2010-2011</b>             | <b>UNFUNDED<br/>Contingent on<br/>state funding</b> |  |  |
| <ul style="list-style-type: none"> <li>Establish in-school suspension programs in every elementary school per the district model and re-structure existing programs at the middle and high school level</li> </ul> | Continuation<br>2008 – 2011<br>New Programs<br>Contingent on funding                   | \$435,000<br>Gen. bud                                 | \$435,000<br>Gen bud.        | \$435,000<br>Gen. bud.       | \$1,000,000   | Assistant Sup. Pupil<br>Pers. Services<br>Sup. Of Grants | <ul style="list-style-type: none"> <li>Collection of in school suspension logs and analyze the rate of adherence to the rubric</li> <li>Principal or designee of each school will monitor the implementation of the in-school suspension program</li> <li>Principal or designee of the middle/high school will oversee the implementation of the in-school suspension program</li> <li>Continue to monitor the effectiveness of the JRB by the successful completion of the contract by the student and the family</li> <li>Student achievement data in alternative education sites</li> <li>Student attendance</li> <li>Student suspension data</li> <li>Collection and analysis of the times and locations of incident referrals</li> <li>Six-week analysis by school data teams of data from after school and Saturday programs</li> <li>Monthly review and analyze historical message notification data to create a baseline to measure effectiveness of increasing communication</li> <li>Monthly collection of data from Truancy/Attendance Counselors that includes home visits, letters sent to homes, students contacted</li> <li>Review of data from Truancy/Attendance Counselors by principals/data teams</li> <li>Collection of case management data from Prevention Services Teams on a quarterly basis and send data to school sites for review by principals/data teams</li> </ul> |
| <ul style="list-style-type: none"> <li>Continue to utilize the Juvenile Review Board as an intervention to reduce expulsions and/or court referrals</li> </ul>   | On-going beginning<br>January 2008   | Grant funded<br>*SDE                                  | Grant funded<br>SDE          | Grant funded<br>SDE          | NA  | JRB oversight<br>committee                               |  |
| <ul style="list-style-type: none"> <li>Increase the availability of alternative education sites for grades 5 -12</li> </ul>  | 2 sites open 2008 - 2009   | State funding   | NA                           | NA                           |   | Assistant Sup. Pupil<br>Pers. Services                   |  |
| <ul style="list-style-type: none"> <li>Improve school climate through Positive Behavior Support (PBS) teams at the school and district level</li> </ul>  | 2007 – 2008 teams<br>developed<br>2008 – 2011 cohorts<br>trained and<br>implementation | \$30,000<br>**  | \$30,000                     | \$30,000                     | NA  | Assistant Sup. Pupil<br>Pers. Services<br>Sup. Of Grants |  |
| <ul style="list-style-type: none"> <li>Offer after-school and Saturday morning detention programs for all schools to modify student behaviors</li> </ul>   | 2008 – 2011<br>Contingent on funding   | NA  | NA                           | NA                           | \$211,680<br>\$211,680<br>\$600,000                 | Assistant Sup. Pupil<br>Pers. Services                   |  |
| <ul style="list-style-type: none"> <li>Improve the automated message system for parental notification of absenteeism</li> </ul>  | On-going<br>2008 – 2011  |   |                              |                              |   | Assistant Sup. Pupil<br>Pers. Serv.                      |  |
| <ul style="list-style-type: none"> <li>Improve the use of Support Service Personnel to implement research-based programs</li> </ul>  | On-going<br>2008 – 2011  | NA  | NA                           | NA                           | NA  | Assistant Sup. Pupil<br>Pers. Serv.                      |  |
| <ul style="list-style-type: none"> <li>Continue to utilize the Truancy Clinic in selected sites as an intervention to reduce truancy</li> </ul>  | On-going<br>2008 – 2011  | \$35,000<br>General<br>Funds                          | \$35,000<br>General<br>Funds | \$35,000<br>General<br>Funds | \$100,000<br>unfunded                               | Assistant Sup. Pupil<br>Pers. Serv.                      |  |

\*SDE – Juvenile Justice

\*\*Title IV, Title IIA

**Tier II Indicator: Improve meaningful family partnerships with the school by improving two-way communication among students, schools and families based on research strategies and data gathered from strategic district family surveys**

| Strategies   | Timeline   | Fiscal Impact<br>2008 - 2011 Projections only |                             |                             |  | Person(s)<br>Responsible                              | Results Indicators   |
|--|--|---|-----------------------------|-----------------------------|--|---|--|
|  |  | 2008-2009                                     | 2009-2010                   | 2010-2011                   | UNFUNDED<br>Contingent on<br>state funding |   |  |
| <ul style="list-style-type: none"> <li>Ensure that all parent forms and communications will be easily accessible and translated into Albanian and Spanish with available support to families that speak other languages</li> </ul> | On-going<br>2008 - 2011                                      | \$5500<br>*Spec.<br>Funds                     | \$5500<br>Spec.<br>Funds    | \$5500<br>Spec.<br>Funds    |  | Assistant<br>Superintendents<br>Sup. of Grants        | <ul style="list-style-type: none"> <li>Analysis of District Family/School Partnership Survey</li> <li>Monitor the flow of communications and forms and the translation process for timeliness</li> <li>Collection and construction of data charts to monitor attendance by families at school and district level workshops, events, meetings, etc.</li> <li>Monitor the return rate of Family/ School Compacts</li> <li>Analysis of the effectiveness of the extended hours for parent liaisons and high school parent staff by collecting logs of weekly goals accomplished.</li> </ul> |
| <ul style="list-style-type: none"> <li>Implement a District Family/School Partnership Survey that will be used to establish pre and post data</li> </ul>   | Fall 2008  | \$2400<br>*Spec.<br>Funds                     | \$2400<br>Spec.<br>Funds    | \$2400<br>Spec.<br>Funds    |  | Supervisors of<br>Grants and Early<br>Childhood Educ. |  |
| <ul style="list-style-type: none"> <li>Form a School-Family-Community Team at each school that includes key stake-holders (as per NCLB section 1118)</li> </ul>  | Complete by<br>November 2008                                 | NA  | NA                          | NA                          |  | Assistant<br>Superintendents                          |  |
| <ul style="list-style-type: none"> <li>Provide district parent curriculum workshops three times per year by division and level</li> </ul>  | On-going<br>2008 - 2011                                      | \$10,000<br>*Spec.<br>Funds                   | \$10,000<br>Spec.<br>Funds  | \$10,000<br>Spec.<br>Funds  |  | Supervisors of<br>Grants and Early<br>Childhood Educ. |  |
| <ul style="list-style-type: none"> <li>Standard sign-in and evaluation forms must be used at all family workshops, events, meetings, etc.</li> </ul>   | Formats set by<br>August 2008<br>Use on-going<br>2008 - 2011 | \$1000<br>*Spec.<br>Funds                     | \$1000<br>Spec.<br>Funds    | \$1000<br>Spec.<br>Funds    |  | Sup. of Grants<br>Parent Liaisons                     |  |
| <ul style="list-style-type: none"> <li>Family Involvement Policy and Family/School Compact will be implemented annually</li> </ul>   | On-going<br>2008 - 2011                                      | \$2400<br>*Spec.<br>Funds                     | \$2400<br>Spec.<br>Funds    | \$2400<br>Spec.<br>Funds    |  | Parent Liaisons                                       |  |
| <ul style="list-style-type: none"> <li>Extend the hours per week for the parent liaisons and high school parent staff</li> </ul>   | Fall 2008  | \$135,000<br>*Spec.<br>Funds                  | \$135,000<br>Spec.<br>Funds | \$135,000<br>Spec.<br>Funds |  | Supervisors of<br>Grants and Early<br>Childhood Educ. |  |

**\*Priority School Grant**

| <b>Tier II Indicator: Investigate and design the restructuring of schools to address the academic needs of all students</b>                 |   |   |                  |                  |   |  |  |
|---|---|---|------------------|------------------|---|--|--|
| <b>Strategies</b>   | <b>Timeline</b>                                   | <b>Fiscal Impact<br/>2008 - 2011 Projections only</b> |                  |                  |   | <b>Person(s)<br/>Responsible</b>                     | <b>Results Indicators</b>  |
|   |   | <b>2008-2009</b>                                      | <b>2009-2010</b> | <b>2010-2011</b> | <b>UNFUNDED<br/>Contingent on<br/>state funding</b>                   |  |  |
| <ul style="list-style-type: none"> <li>Investigate and design a Pilot Literacy Academy</li> </ul>   |   |   |                  |                  | \$750,000   | Assistant Supt.<br>Curr. & Inst.<br>Sup. Of Reading  | <ul style="list-style-type: none"> <li>Student achievement data in literacy</li> <li>Literacy portfolio data.</li> <li>Student achievement data in numeracy</li> <li>Surveys from 7<sup>th</sup> and 8<sup>th</sup> grade students about the literacy block</li> <li>Teacher surveys about schedule adjustments</li> <li>Impact reports on the effect on unified arts programs and teachers</li> <li>Monitor grade six population</li> <li>Agendas, minutes and meeting dates with               <ul style="list-style-type: none"> <li>WTA (Waterbury Teachers Association)</li> <li>SAW (Supervisors and Administrators of Waterbury)</li> <li>CTC (Computer Technology Center)</li> <li>District staff</li> </ul> </li> </ul> |
| <ul style="list-style-type: none"> <li>Endorse the implementation of a pilot Junior Ace Program at Wallace Middle School</li> </ul>         | June 2008 – June 2009                             | none  |                  |                  | 5 teachers @ \$40,000 = \$200,000 + F/B = \$600,000 supplies \$50,000 | Assistant Superintendents & Principal of Wallace     |  |
| <ul style="list-style-type: none"> <li>Create a middle school block-schedule for reading/language arts.</li> </ul>                          | June/July 2008<br>With implementation August 2008 | none  |                  |                  |   | Assistant Superintendents & Middle School Principals |  |
| <ul style="list-style-type: none"> <li>Investigate and design alternative schedules at the middle school level.</li> </ul>                  | Beginning August 2008                             |   |                  |                  | Scheduling software \$20,000  | Assistant Superintendents & Middle School Principals |  |
| <ul style="list-style-type: none"> <li>Re-structure numeracy and literacy classes to improve services to non-proficient students</li> </ul> | Spring/summer 2008                                |   |                  |                  |   | Assistant Superintendents & Middle School Principals |  |
| <ul style="list-style-type: none"> <li>Plan for the three K-8 buildings.</li> </ul>   | On-going through opening August 2010              |   |                  |                  |   | Assistant Superintendents                            |  |

| <b>Tier II Indicator: Fill all vacant positions with high quality teachers as early as possible and retain only those who demonstrate superior performance.</b>   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| <b>Strategies</b>   | <b>Timeline</b>                                       | <b>Fiscal Impact<br/>2008 - 2011 Projections only</b> |   |   |   | <b>Person(s)<br/>Responsible</b>  | <b>Results Indicators</b>   |
|   |   | <b>2008-2009</b>                                      | <b>2009-2010</b>                                  | <b>2010-2011</b>                                  | <b>UNFUNDED<br/>Contingent on<br/>state funding</b> |   |   |
| <ul style="list-style-type: none"> <li>● Provide an early NOTICE of retirement incentive to each certified staff member who submits an irrevocable letter of retirement by November 30<sup>th</sup> effective at the end of the current school year</li> </ul>      | Pilot 2008 – 2009<br>Review and continue through 2011 | \$25,000<br>gen. bud.<br>cap                          | \$25,000<br>gen. bud.<br>cap                      | \$25,000<br>gen. bud.<br>cap                      |   | Director of<br>Personnel and<br>Chief Operating<br>Officer                    | <ul style="list-style-type: none"> <li>● Collect data on eligible retirees and those that take advantage of the incentives for retirement.</li> <li>● Collect data on resignations, reasons and dates</li> <li>● Collect data on recruitment, advertising, and hiring dates for all open positions</li> <li>● Survey and collect data from new teachers on hiring, placement, and support mechanisms</li> <li>● Collect exit interview data from teachers leaving the district, including retirees</li> </ul> |
| <ul style="list-style-type: none"> <li>● Provide notice in writing of benefit continuation through August of the resignation year for teachers who submit resignation paper work by June 30th</li> </ul>  | 2008 – 2009<br>Review and continue through 2011       | NA  | NA  | NA  |   | Director of<br>Personnel and<br>Chief Operating<br>Officer                    |   |
| <ul style="list-style-type: none"> <li>● Post all shortage area positions (CSDE) by January 15 with a plan to hire teachers and administrators by the end of March.</li> </ul>  | Pilot 2009<br>And review for continuation             | Cost for advertising                                  | Cost for advertising                              | Cost for advertising                              |   | Director of<br>Personnel and<br>Chief Operating<br>Officer                    |   |
| <ul style="list-style-type: none"> <li>● Develop recruiting materials and a recruiting process to get Waterbury Department of Education in the market earlier and more efficiently to give the district the best chance for hiring high quality teachers</li> </ul> | 2008 - 2011   | Cost for producing materials                          | Cost for producing materials                      | Cost for producing materials                      |   | Director of<br>Personnel and<br>Chief Operating<br>Officer                    |   |
| <ul style="list-style-type: none"> <li>● Require attendance at a “New Teacher Academy” for a minimum of 1 week for all new hires and all transfer teachers to substantially different positions</li> </ul>  | Begins summer 2008 and continues through summer 2011  | \$30,000<br>for materials and presenters Title II     | \$30,000<br>for materials and presenters Title II | \$30,000<br>for materials and presenters Title II |   | Assistant Superintendents of Curriculum and Instruction and Special Education |   |
| <ul style="list-style-type: none"> <li>● Create and re-vamp the new teacher mentor system to include a one-to-one mentor and a cohort of new teachers with a “senior advisor”</li> </ul>  | On-going, beginning 2008 – 2009                       | \$30,000<br>For senior advisors Spec. funds           | \$30,000<br>For senior advisors Spec. funds       | \$30,000<br>For senior advisors Spec. funds       |   | Assistant Superintendents of Curriculum and Instruction and Special Education |   |
| <ul style="list-style-type: none"> <li>● Create a standard rubric for the interview process for consistent hiring and placement</li> </ul>  | Completed by June 2008                                | NA  | NA  | NA  |   | Director of<br>Personnel and<br>Chief Operating<br>Officer                    |   |