

Action Plan to Meet Tier II Indicator #1

Create and implement a district-wide professional learning community system to improve the achievement of all students particularly in core subject areas.

Person(s) Responsible: Assistant Superintendents

Overview:

The district Cambridge report stated that the district needs to “further improve the achievement of all students particularly in core subjects by providing more training for school principals and senior leaders to enable them to evaluate student learning more rigorously and accurately; continuing to broaden the work and influence of content supervisors across all grades; ensuring new initiatives at school level are secured and consolidated through initial and ongoing professional development; making wider use at district and school level, of information from surveys and discussions with students and analysis of their work; and using district assessments when setting improvement targets for schools and the district overall.” As a district improvement team we believe that creating and implementing the Richard DuFour model of a Professional Learning Communities (PLC) system is a way to uniformly address all five suggestions to improve student achievement as recommended in this report.

A PLC system will create a consistent, rigorous accurate way of discussing student performance and achievement at every opportunity. This system will implement a common language for discussing student achievement both horizontally and vertically. The PLC system will continue to expand upon the professional development in Data Driven Decision Making, Making Standards Work, Effective Teaching Strategies, and Positive Behavior Supports to which the district is committed. Through PLCs, we will review and improve our practices in these areas.

There will be a greater impact on student achievement within this system which expects the focus to be on student learning particularly through Common Formative Assessments (CFAs) and examining student work. Over the three years of this plan, the district improvement team can lead the district in the way students and families view and understand student progress.

The first year of this plan will be crucial in creating a PLC system. The charge of the committee to carefully monitor and oversee the implementation of the professional development will be critical. Additionally, we plan on hiring PLC custom coaching for 2 years to support our development in this area. The strategies below are the beginning of this project with a heavy emphasis on the professional development components for administrators, teacher leaders, coaches, and facilitators, current teachers, and newly hired teachers and administrators. We will need a great deal of support in this area and look to CALI and CSDE for support.

Strategies:

1. Acquire a data warehousing system to meet the needs of data storage and recovery
Coordinated by the District Technology Team.
 - Visit to Newburgh, NY by technology committee to observe E-Scholar in use – May 2008;
 - Create contracts to purchase the system and complete purchase by January 2009;
 - Begin implementation of new system beginning in the Spring of 2009 and;
 - Training for all end users beginning in the Spring of 2009.

2. 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.

The **recommendations** are as follows:

- **ELEMENTARY:** Utilization of the 30-minute allocated contract time in a consolidated form, i.e. 90 minutes once per week or 60 minutes twice per week. To begin this process members of the DIP sub-committee will meet with the WTA president in May 2008 to expedite the utilization of this extra time for the 2008 – 2009 school year;
- **MIDDLE AND HIGH SCHOOL:** A committee to investigate how to create time for teachers to meet weekly, including the investigation of early dismissal/ late opening schedules;
- Future WTA contract negotiations in 2009 should specify extended school hours for teachers at all levels;
- Supervisor access to at least one faculty meeting per month beginning 2008 – 2009;
- Standardized faculty meeting schedule across the district in place by August 1, 2008 with common meeting days and times to accommodate all aspects of administrative needs, e.g., all high schools meet on the first and third Monday of the month...and;
- Coordination of unified arts schedules at the elementary level to provide for grade-level meetings. This process will occur in June 2008 with supervisors of unified arts based on the requests of elementary principals.

3. Provide professional development and implementation support for all staff in PLCs.
 - A contingent representing mathematics, literacy, bilingual, and special education departments, along with administrators from the 13 highest priority schools (years 3 through 5) will attend a PLC Institute June 18 - 20, 2008;
 - A group of 50 administrators and lead teachers will be involved in PLC custom coaching for two years beginning the fall of 2008. The design meetings for this will occur with a sub-committee from the DIP Team during August prior to the start of school 2008;
 - Beginning in August 2008, the PLC process will begin to be initiated with administrators and building level staff with implementation continuing over the next 3 years;
 - DIP Team Sub-Committee will create a PLC protocol and monitoring system to establish common language and consistency across the district, schools, content areas, and grade levels. This work will begin in June 2008 at the end of the initial PLC Institute and will be ready to disseminate in August 2008 at the administrators' meeting. This will include the following:
 - Means of collecting information from schools on the PLC process and progress
 - Standardization of recording forms for data team, grade-level, and content area meetings
 - Creation of meeting schedules including opportunities for vertical articulation
4. Provide professional development and implementation support for all staff in CFA's
 - Basic CFA training for administrators and teacher leaders will occur June 24 – 27, 2008;
 - Basic CFA training for additional teacher leaders will occur August 25 and 26;
 - Facilitator CFA training will be offered by CSDE, held in Waterbury in mid-September. Two Waterbury staff will attend. These facilitators will be expected to conduct basic CFA training for additional teachers in the district and;
 - Curriculum supervisors and school administrators will assist teachers in developing and implementing CFA's beginning in September 2008 and continue this process throughout this plan.
5. Provide continued professional development and implementation for all staff in DDDM.
 - Certified district DDDM facilitators will train new staff and new teams in the Data Team and Data-Driven Decision Making - August through November 2008 with continued training on an as-needed basis over the next three years;
 - School and district teams will analyze, interpret, and apply data and reviews of student work to prescribe instructional improvements for all students, particularly in literacy, mathematics, and student behavior and;
 - All data teams will maintain and use comprehensive school data binders beginning with spring 2006 CMT, CAPT, DRA data. The content of binders will develop with the oversight and support of a DIP sub-committee.
6. Provide continued professional development and implementation support for all staff in PBS.
 - School-based teams will provide professional development to their entire school, including non-certified staff beginning in May 2008. Professional development will continue throughout the school year as needed and beyond for new hires;
 - Initial information sessions for all teachers at May 2008 school faculty meetings
 - Para-professional training August 25, 2008
 - Custodial, transportation, and cafeteria staff will receive periodic training and consultation throughout the school year with initial informational sessions prior to the start of the school year or at the very beginning of the school year
 - Channel 16, the Waterbury Public Schools web-site, parent notification system, parent information packets/fliers will be used to disseminate information about PBS.
7. To advance the PLC process create and implement a Waterbury model for walk-through observations including the use of SIOP.
 - Create a committee to design a walk-through protocol. The committee will be comprised of 5 to 8 administrators and teachers. The committee will be formed by the end of September 2008 and will meet continuously to create the protocol. The protocol will be approved by the DIP Team by December 15, 2008. Utilize the January administrators meeting to introduce training in the use of the protocol. Pilot implementation will begin January 2009. Review and amend will occur May 2009. Full implementation will begin September 2009. Review January 2010.

8. Align the use of CALI services to identified schools with the needs of the DIP.
 - School data teams will do a needs analysis for CALI services to be submitted to Ms. Cullinan by June 2008;
 - All CALI services will be aligned through the RFP process with Ms. Cullinan in conjunction with CSDE to address the needs of the year 3 and 4 priority schools by July 2008 for no-cost services;
 - Available CALI services will also be used to address the needs of other schools where appropriate and cost efficient. Non-priority schools will submit plans for the use of CALI through a RFP process by September 2008;
 - CALI services will be in place for November 2008 through May 2009 and;
 - CSDE will continue to work with the district to provide the best possible service model in the use of CALI services.

9. 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.
 - Continue the allocation of half day weekly meeting time to provide professional development and collaborative planning for facilitators and coaches with respective supervisors. The schedule will be set by June 30, 2008;
 - Continuation of principal forums with a re-structured schedule to better accommodate all administrators;
 - Coaches/facilitators will be required to attend grade-level meetings as schedules allow and;
 - Coaches/facilitators will maintain logs of schedules, meeting agendas, and work addressed at the school sites weekly.
 - Special Education supervisors and teachers will ensure that IEP's are measurable and reflect the general education curriculum
 - Special Education supervisors and teachers will ensure IEP's are aligned with present level of student performance and assessment data

Results Indicators:

- Results from strategic district pre and post surveys of all staff
- Progress monitoring on the implementation of common formative assessments
- Data binders for principals to be reviewed at administrative forums
- Principal attendance at administrative forums
- Review of PLC meeting forms and schedules
- Surveys from professional development sessions
- Observations of PLC meetings by PLC on-site coaching staff
- Walk-through observation data
- Evaluation of student achievement data by grade level, content area, school, district including sub-group and gap analysis data
- Evaluation of student attendance and suspension data at the classroom, school, grade and district levels including sub-group and demographic data
- Evaluation of students, suspension, and attendance data for all students with disabilities will be reviewed at annual PPT

Action Plan to Meet Tier II Indicator #2

To provide additional prescriptive instructional support systems to address the needs of students identified as below proficient in literacy and Numeracy.

Person(s) Responsible: Pam Barker-Jones, Patricia Moran, Nicholas Albini, and Dr. Sequeira

Overview:

The Cambridge Group's outside evaluation of the district found that the district needs to further improve the achievement of all students, particularly in core subject areas. The District Improvement Team has found that the districts traditional programs offered during and beyond the school day and year have evidenced disconnect and have also had limited impact on student achievement. The District Improvement Team believes that all programs during and beyond the school day and year should be clearly focused, built on student data and aimed toward increasing student achievement.

This Tier II indicator's objective is to provide additional prescriptive instructional support systems to address the needs of students identified as below proficient in literacy and numeracy. Most importantly, the instructional support systems will be directly aligned and prescribed to students needs. These support systems will be based on specific data collection, while maintaining a specific and frequent focus on academic outcome and impact. Moreover, the target of these instructional support systems will be developed to support students in an on-going manner as opposed to a deficit model of support. These improvements to the support systems are expected to meet the District Improvement Plans overarching goals of attaining high academic achievement in literacy and numeracy.

Strategies:

1. Create district guideline for after-school and summer school programs – A team of teachers under the direction of the math and reading/language arts supervisor will meet to create these guideline during the spring/summer 2008. These guidelines will be presented to the DIP team in August 2008. The guidelines will be implemented beginning the 2008 – 2009 school year.
2. Improve and implement intervention strategies offered to ALL students during the school day in K-12.
 - On-site support and tutoring at the middle and high school level. Tutors, (currently certified retired math and or reading teachers) work 15 hours per week for 30 weeks and are assigned to students by the building principal. Cost will be covered under ECS for one tutor per each of the 3 high school sites for 20 weeks. 10 weeks of high school and 30 weeks of middle school is unfunded. Total cost is \$40,500 for high schools and \$40,500 for middle schools. Costs can be cut by 50%, if suitable college students can be placed in the tutoring position;
 - Math lab program at high school will be re-established. The math lab program has shown success at Kennedy High School and moderate success at Wilby High School. The curriculum will be revised in July 2008. PLATO as a component of the program will be re-evaluated. Cost is currently unfunded. PLATO license renewal will be \$25,000 for the district. Cost of adding a teacher to Crosby to accommodate extra math classes will be approximately \$41,000 and;
 - READ 180 will continue at the high school level and may increase depending on funding.
 - Utilize Scientific Research-Based Interventions (SRBI) strategies in K-12
 - Restructure co-taught academic classes in grades 6 -12 through increased collaboration between special and regular education
3. Improve and implement offerings for support in literacy and numeracy in after-school programs.
 - To continue the Credit Retrieval for high school algebra I and geometry after-school program and add an English component. Evaluate the pilot program running in February 2008 to determine changes to be made to requirements. Limitations of program must be reviewed. Student exit surveys for February program must be conducted and reviewed by March 2008. Cost to be covered under ECS grant. Cost for the program per 40 students enrolled is \$1120 (\$90 for transportation and \$1020 for 2 teachers). One program for each of 3 high schools costs \$3360. If the program is run at the end of each of the three marking periods in all 3 schools, the total cost will be \$20,160;
 - Middle School after school program in math and language arts modeled after the high school credit-retrieval program. Students attend 6, 2-hour sessions, 5 of them instructional and the last session consisting of a benchmark exam. Cost is currently unfunded. Cost for the program per 40 students enrolled is \$1120 (\$90 for transportation and \$1020 for 2 teachers). One program for each of 3 middle schools costs \$3360. If the program is run at the end of each of the three marking periods in all 3 schools, the total cost will be \$20,160 and;

- Create an elementary after-school program in mathematics and reading for children in grades 2 through 5 at the elementary school sites. Open enrollment with preference given to students identified as needing extra assistance. Run in 4 week modules, two sessions per week at two hours each. Incentives for children need to be determined. Five cycles with strand specific titles. Cost is currently unfunded. Cost for one module session per 15-18 students enrolled is \$670 (\$90 for transportation (schools could share bus) and \$480 for one teacher, and \$100 for supplies). Five modules would cost \$2850 per school per area. If all 20 schools did this, the cost would be \$114,000.

4. Improve and implement summer programs for students at all levels, particularly in transitional years.

- Continue the elementary summer school program in reading. However, the program needs to be extended so that a minimum of 60 minutes of instruction in mathematics takes place daily. Cost to be determined based on reading program;
- Summer school 8th to 9th grade transition. Eighth graders currently in Algebra I program will participate in a comprehensive program to secure movement to geometry and possibly Algebra II. Eighth graders not currently in Algebra I will participate in a comprehensive program to guarantee success in Algebra I in high school. Program duration should be 20 days with 3 hour sessions per day. Additional programming at the same cost levels will be implemented to support students in reading and writing. Cost is currently unfunded. Cost for 40 students would be \$4700 (\$100 for transportation and \$4200 for 2 teachers and \$400 for supplies) and;
- Middle school summer program for grades 6 and 7. Designed for all students interested in getting a head-start on the following school year in mathematics and language arts. Program duration should be 20 days with 3 hour sessions per day. Cost is currently unfunded. Cost for 40 students would be \$4700 (\$100 for transportation and \$4200 for 2 teachers, and \$400 for supplies).

Results Indicators:

- Credit Retrieval students will be tracked via course grades quarterly for two years. CAPT scores for those students will also be tracked to see if Credit Retrieval had any impact on their overall scores as compared to their CMT scores in grade 8. Attendance from those who started to those who finished will be tracked. Student exit surveys will be used to track program success and student opinions.
- Middle school and elementary school programs will be evaluated by benchmark scores from program assessments, district benchmark test scores, and CMT scores for two years. Additionally student and parent exit surveys will be conducted and analyzed.
- Summer programs will be evaluated using attendance, benchmark assessments, and final grades. Students will be tracked for 2 years to determine impact of summer programming on yearly performance in class grades, district benchmarks, and state assessments. Student and parent exit surveys will be conducted and analyzed.
- The tutoring program will be evaluated based on hours of service and classroom performance. Impact on CAPT and CMT will be analyzed. Student surveys will be conducted at least twice per year to check for impact of tutoring.
- Tutoring logs will be kept and reviewed by math supervisor monthly.
- Tracking of the number of special education referrals for psycho educational evaluations
- Monitor collaborative meetings between co-teachers 6-12

Action Plan to Meet Prioritized Tier II Indicator #3

Implement a continuum of positive intervention strategies to address student behaviors.

Person(s) Responsible:

Ann Marie Cullinan, Assistant Superintendent of Special Education and Pupil Personnel

Overview:

An independent evaluation of the district conducted by the Cambridge Group reported that the district needs to improve by reducing the number of suspensions, particularly among sub-groups. The report further stated that this should be done by:

- Further training general education teachers in managing the needs of students with disabilities;
- Strengthening and accelerating the move at middle and high schools to a system of in-school suspension that combines the necessary sanctions with continued education for students; and
- Ensuring that teaching meets the needs of all students across the curriculum.

As a District Improvement Team, we believe that increasing time-on-task for students will subsequently increase student achievement. The strategies outlined in the DIP, specifically in this Tier II, are research-based high leverage strategies expected to have high impact.

The foundation of this strategy lies on increasing the amount of time students are in school by reducing expulsions, suspensions, providing a continuum of services, alternative educational sites, and responding to student behaviors through positive interventions and prevention supports. These targeted strategies meet the district's Tier I indicators "To reduce the number of school suspensions by 15 % over three years as measured by district suspension data **and** reduce truancy by 15 % over three years as measured by district attendance data." The strategies although specifically focus on these two Tier I indicators, they are high leverage and, by default, will support the district's other three Tier I indicators.

The 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" is the framework on which each of the following Tier II strategies will be based:

- 1.** Improve school climate through Positive Behavior Support teams at the school and district level.
 - District training in PBS. Each school in the district will have a trained PBS team via SERC (2007-2008) and;
 - Teams are expected to develop a more granular level of training to include all school staff and personnel. School-wide implementation is expected. (2008-2009).
- 2.** 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.
 - The district's high schools and middle schools have in-school suspension programs (on-going).
 - Training of monitors for the middle school programs has been completed (2007-2008).
 - The high school program will be re-structured to model the existing middle school program; training for high school monitors will also take place.(2008-2009).
 - Space will be determined to house the in-school suspension rooms at the elementary level and monitors will be trained per the district model. Principals or their designees will monitor implementation of the program and oversee it, ensuring that the in-school room has the necessary materials. The new policy for in-house suspension will be printed and distributed to all stake holders including faculty, staff, parents and students (Beginning in August 2009-on-going).
- 3.** Continue to utilize the Juvenile Review Board (JRB) as an intervention to reduce expulsions and/or court referrals.
 - The Juvenile Review Board was established during the 2007-2008 school year as an intervention process to reduce expulsions and/or court referrals among middle school students. The JRB, requires parental participation and includes community partnerships. DCF, Police Department and the Juvenile Court along with the education department, have established policy on referral eligibility. The program eligibility will be extended to include high school students. School teams and/or the youth squad may refer students (beginning in 2008-2009).

4. Increase the availability of alternative education sites for grades 5-12.
 - The district is presently involved in a state funded renovation project that will provide two separate sites for K-8 and 9-12 students. The two sites are slated to open in the 2008-2009 school year. A curriculum will include social and emotional objectives. Students will have access to career options through the development of a career center, and students will work closely with the Workforce Connection in preparation for a successful career and;
 - Social Emotional Curriculum will be developed for each of the two sites (beginning summer 2008).

5. Improve the use of Support Service Personnel to implement research-based programs.
 - Training Pupil Personnel Staff (PPS), which will focus on relevant issues such as anger management, bullying prevention, and motivation/incentive options (Beginning in August 2008-on-going);
 - Training on the implementation of a social curriculum and use of the developmental guidance programs (August 2008-on-going);
 - PPS staff will strive for students to become self-advocates. All general and special education teachers will be updated on initiatives the district is using to reduce the overall number of trancies (August 2008-on-going);
 - To improve attendance rates, membership in the SDE Attendance Consortium will provide programmatic strategies which will then be shared with all stake-holders. The district will see that there is a continuation of adherence to the attendance and truancy policies by all building administrators and classroom teachers. An investigation in to the availability of alternate sites to provide truancy programs will be conducted (August 2008-on-going) and;
 - The district will conduct on-going training of attendance counselors, truancy specialists and prevention specialists on the collection of data. The data will be collected monthly on home visits, letters sent to students' homes and the number of students who have been personally contacted. This data will be reviewed by principals and school data teams. Collection and submission of data will be required from Prevention Service Teams quarterly and this data will also be reviewed by the principal and data team. The data collected in the 2006-2007 school year will be the baseline. (August 2008).

6. Offer after-school and Saturday morning detention programs for all schools to modify student behavior.
 - The district will implement an after school detention and a Saturday morning detention program to add another level of intervention in the continuum of the discipline policy. School data teams will collect and analyze the data from the after-school and the Saturday morning programs to analyze student achievement, student attendance, and suspension rates (September 2008-on-going).

7. Improve the automated message system for parental notification of absenteeism.
 - A review of the historical message notification data will be conducted. The data that is collected will be used as the baseline to measure the effectiveness of increasing communication on a monthly basis (September 2008).

8. Continue to utilize the Truancy Clinic in selected sites as an intervention to reduce truancy
 - The Truancy Clinic was established in 2007 – 2008 as pilot program with a Waterbury District Probate Court Judge. The purpose of the program was to work with students and their families to understand the importance of coming to school and the penalties for excessive truancy under the law. This very dynamic program was highly successful in reducing truancy at Walsh and Chase schools particularly with the highest risk children. The program will continue in 2008 – 2009 with plans to expand in future years depending on personnel availability and additional funding.

Results Indicators:

- Collection of in house logs and analyze the rate of adherence to the rubric
- Principal or designee of the Elementary will oversee the implementation of the elementary in school suspension program
- Principal or designee of the Middle/High School will determine to oversee adherence to district model

Action Plan to Meet Prioritized Tier II Indicator #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.

Person(s) Responsible: Kris Kiedel and Linda Riddick-Barron

Overview:

The Cambridge Group's outside evaluation of the district found that "parental involvement in schools and in education generally remains low and in need of improvement." The report further suggests that the district "...make better and more effective use of stakeholders by working further to engage with parents during the process in planning for changes and development." Additionally, the report also states that that "... the biggest issue with stakeholder engagement and satisfaction is in finding ways to reach out to the parent community and systematically gather its views as part of a coherent and regular process of self-review."

The District Improvement Team has defined meaningful partnerships as two-way communication among students, schools and families based on research-strategies and data gathered from strategic district family surveys. This Tier II indicators driving force will be based on parental/family input collected from baseline data to be determined in the Fall of 2008.

Strategies:

- 1.** Ensure that all communications and forms will be easily accessible and translated into Albanian and Spanish with available support to families that speak other languages.
 - All standardized forms will be put up and made available on the Waterbury Public School Website in English, Albanian and Spanish. The link will be established by fall of 2008 and updated when needed;
 - All standardized forms will be sent to the schools by fall of 2008 and;
 - A committee will convene to investigate other services to support those families whose languages are not English, Spanish or Albanian. Services will be listed in a flyer, distributed to families and planned in the district website. The committee will be formed fall 2008.

- 2.** Implement a District Family/School Partnership Survey that will be used to establish pre and post data.
 - Create a community team including parent liaisons, school administrators, parents, school staff, and community that will create the District Family/School Partnership Survey and plan for distribution by June 2008;
 - Distribute the District Family/School Partnership Survey by September 15, 2008 at the Back-To-School Rally in the Back to School Rally packets (Pre K-5) and via U.S. mail (middle and high school);
 - Collect, collate, analyze and make available for distribution the District Family/School Partnership Survey by the first open house of the 08-09 school year. By April 15th, distribute Post District Family/School Partnership Survey;
 - Elementary – through Parent liaisons - Send home flyers and surveys at sign-in tables (April 1- 15);
 - Middle and High School -Mail home flyers and surveys at sign-in tables (April 1- 15) and;
 - Collect, collate, analyze and make available for distribution the District Family/School Partnership Survey by May 31st 2009.

- 3.** Establish at each school a School-Family-Community Team to include key stake-holders as referenced in section 1118 of No Child Left Behind (NCLB).
 - The list of committee members will be sent to the District Improvement Team by October 1, 2008 and;
 - A sign in sheet of each team meeting will be collected and maintained by the school's parent liaison or parent support staff

- 4.** Provide district parent curriculum workshops three times per year by division and level.
 - In conjunction with District Parent Advisory Council (DPAC) and school parent liaison and parent support staff, division curriculum workshops will be presented;
 - Transportation, child care, and food will be provided at these meetings and;
 - All dates be listed on the district website at least one week before the event.

5. Standard sign-in and evaluation forms must be used at all family/community workshops, events, meetings, etc.
 - Add color coding-Each event will have its own color coded sign in sheet i.e. Pink =open houses, Blue = curriculum nights, green=sports events etc... There will be sign-in sheets and evaluations at all family events/workshops that will be collected and maintained by the building parent liaison or the parent support staff person. Copies will be sent to the DIP Team four times per year for review and;
 - The sign-in sheets will be on the district website according to activity category.
6. Family Involvement Policy and Family/School Compact will be implemented and/or revised by each school's School-Family-Community Team annually.
7. Family Involvement Policy and Family/School Compact will be distributed according to section 1118 of No Child Left Behind (NCLB), annually in the Fall.
8. Extend the hours per week for the parent liaisons to 30 to 35 hours by September 2008. Cost \$135,000.
9. Extend the hours per week of the high school parent staff.

Results Indicators:

- Analysis of District Family/School Partnership Survey
- Monitor the flow of communications and forms and the translation process for timeliness
- Collect and construct data charts to monitor attendance by families at school and district level workshops, events, meetings, etc.
- Monitor the return rate of Family/ School Compacts
- Analyze the effectiveness of the extended hours for parent liaisons and high school parent staff by collecting logs of monthly goals accomplished.

CURRENTLY UNDER REVISION

Action Plan to Meet Prioritized Tier II Indicator #5
**Investigate and design the restructuring of schools
to address the academic needs of all students.**

Person(s) Responsible: Dr. Paul Sequeira, Assistant Superintendent of Curriculum and Instruction

Overview:

Strategies:

Results Indicators:

Action Plan to Meet Prioritized Tier II Indicator #6

Fill all vacant positions with high quality teachers as early as possible and retain only those who demonstrate superior performance.

Person(s) Responsible: Ron Frost, Director of Personnel

Overview:

An independent evaluation of the district conducted by the Cambridge Group reported that the district needs to improve by reviewing all aspects of the current joint arrangements with the city for appointment of teaching and supervisory vice-principals, paraprofessionals, and school office staff to ensure:

- Minimal time lags between vacancy and appointment;
- That principals have sufficient choice of personnel to meet the district's staffing aims of a workforce that reflects the demographics of the community; and
- All staff have the particular skills and attributes needed for working in schools and interfacing with the public.

Additional factors stated in the Cambridge report should be considered in the revision of the teacher/ administrator hiring process in Waterbury. These factors include the "need for the general teaching force to reflect more closely the ethnic mix of the area," and "higher levels of pay offered by nearby districts."

In order to accomplish this, the district will use the following strategies to improve our hiring practices and policies. Additionally, the district will work with the City of Waterbury to make some adjustments to our hiring practices.

Strategies:

1. An *early retirement announcement incentive* of \$1,000 will be provided to each certified staff member who submits an irrevocable letter of retirement by November 30th. This begins in the 2008 – 2009 school year depending on funding availability. The maximum number of incentives is estimated to be 25 for a total cost of \$25,000. Therefore incentives will be distributed on a first-come, first-served basis. Announcements for this new incentive will be made by Ron Frost in conjunction with the WTA, and distributed to teachers by August 2008.
2. Resignations – Teachers choosing to resign as of June 30th of any school year who notify the district in writing by May 31st will continue to receive health benefits through the end of August 31st. Ron Frost in conjunction with the WTA will write a reaffirming announcement to be distributed to teachers by January 2008. This is a no-cost incentive, since it has been in place via the City of Waterbury.
3. All shortage area positions will be posted by the end of January each school year with a plan to hire teachers and administrators by the end of March. A plan for early recruiting and hiring will be devised by a team led by Ron Frost, personnel director. The team will be established by October 1, 2008 and will meet continually with the necessary constituencies to put this process into effect by the 2009 – 2010 school year.
4. Design and publish recruiting materials and a recruiting process to get Waterbury Department of Education in the market earlier and more efficiently to give the district opportunity for hiring high quality teachers. In June 2008, Ron Frost will form a recruiting committee. The new materials and processes will be ready for use in November 2008. Cost for producing materials will be calculated by the team. A portion of ECS funds will be set aside to begin this process for the 2008 – 2009 school year.
5. Require attendance at a *New Teacher Academy* for a minimum of one week for all new hires and all teachers who transfer to substantially different positions. The personnel department will work in conjunction with content area supervisors and the WTA to create the *New Teacher Academy* for August 2008. The training will be focused on the critical aspects of each position in terms of curriculum, instructional strategies, and for all teachers new to the district's strategic initiatives. The plan for this academy will be in place by July 1, 2008 and all new hires will be notified by July 15 and as they are hired. This Academy will take place during the week of August 18. Estimated costs - \$30,000 from Title II grant for presenters, food, and materials.

6. 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”. The personnel department will create this system based on the previously established BEST mentor system. The system will be available beginning August 2008. The cost for this is estimated at \$30,000 for senior advisors. This cost will come from Title II funds.
7. Create a standard rubric for the interview process for consistent hiring and placement. Currently the district has an interview process, however this needs to be re-designed to better accommodate the need to find the most qualified candidates for the district. Ron Frost with a team of administrators will determine a revised, more consistent process for hiring and placement. This new process will be piloted in summer 2008, reviewed and adjusted in October 2008, and fully implemented by spring 2009.

Results Indicators:

- Collect data on eligible retirees and those that take advantage of the incentives for retirement.
- Collect data on resignations, reasons and dates
- Collect data on recruitment, advertising, and hiring dates for all open positions
- Survey and collect data from new teachers on hiring, placement, and support mechanisms
- Collect exit interview data from teachers leaving the district, including retirees