

Danbury Public Schools



District Enhancement Plan

Teaching, Learning and Leadership

The District Enhancement Plan of the Danbury Board of Education is aligned to the Connecticut State Department of Education's Accountability for Learning Model

School Years: 2005-2008

**Adopted January 11, 2006
Modified May 29, 2006**

District Beliefs of the Danbury Public Schools

We believe that....

Children are our first priority and that all educational decisions must be made in their best interest and should be based upon solid educational research, the best available evidence and validated experiences,

Each child is unique with individual talents and needs, each has intrinsic worth and each child can become a life long learner and achieve success,

Each child must have ample opportunity to meet the outcome expectations of the Learning Tree with regard to the content knowledge, universal skills and attitudes and attributes of character that comprise the curriculum for the Danbury Public Schools,

We must hold our educators, board members, employees, students and their parents/guardians to high expectations for learning, development and comportment and the educational community must make a concerted effort to engage and continuously involve parents in the education of their children,

We, as educators, board members, employees and parents/guardians are accountable to the community at large for the education of our children and that collectively, we must work as a team to promote high levels of achievement and success for our students,

In a Professional Learning Community, it's more about learning and less about teaching,

We must continuously maintain safe and orderly learning environments based upon mutual respect, trust and cooperation in order to support student and staff achievement.



THE DANBURY PUBLIC SCHOOLS' ENHANCEMENT MODEL

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

Action Steps:

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

Quality Factors:

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



VISION STATEMENT

Our vision has been achieved when the citizens of Danbury are advocates for, and act as partners in public education; are satisfied that our students are receiving a quality education; believe our students are prepared for productive work and effective citizenship and feel the district is operated in an efficient and effective manner.

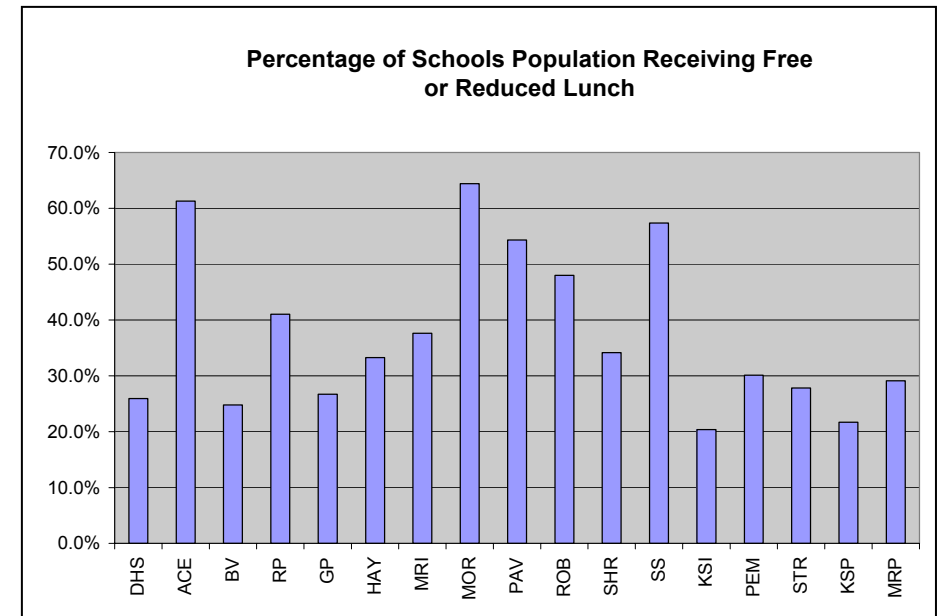
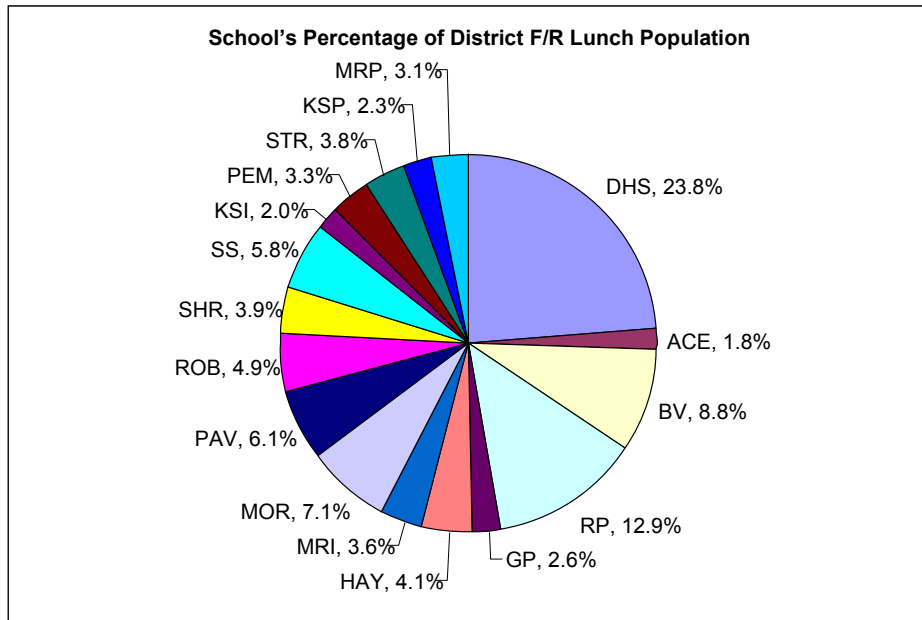
All Students	All Staff	All Parents	The Board
demonstrate high levels of academic achievement and develop the ability to be life-long learners	plan for and support appropriate, challenging learning experiences and positive learning environments for all students and are committed to the goal of high levels of achievement for <u>all</u> students	are satisfied with opportunities for their child to learn and be successful in school	is highly regarded by staff, parents and community
demonstrate the skills, knowledge, attributes and attitudes to be successful and responsible citizens	are committed to continuous self improvement and are responsible for personal performance	are satisfied with their child's school and school and district staff	is committed to excellence, effectiveness and efficiency
demonstrate the qualities of caring, productive, effective community members	are service oriented and treat students, colleagues, parents and the community with dignity and respect	are satisfied that the district is operated in an efficient and effective manner	is committed to improving student achievement in the mandated subjects with an emphasis on language arts and mathematics
behave in accordance with school and district expectations	are collaborative, collegial, principled and behave with integrity	are partners in the school and with the district and support learning in the home and throughout the year	is committed to improving educational outcomes for students at risk of not completing their schooling
are satisfied with their opportunities to learn and be successful	feel valued and respected by the district and are proud of their accomplishments on behalf of children, parents and the community	support school expectations and the learning environment of the school	promotes high quality teaching and high quality leadership
feel valued and respected by students and staff	are satisfied with opportunities to be successful in their work	demonstrate respect for school staff	promotes the achievement of high standards of conduct, safety and well-being of students and staff
are satisfied with the learning environment of their school	believe the district is operated in an efficient and effective manner	are advocates for public education	is focused on increasing levels of public support and funding for public education



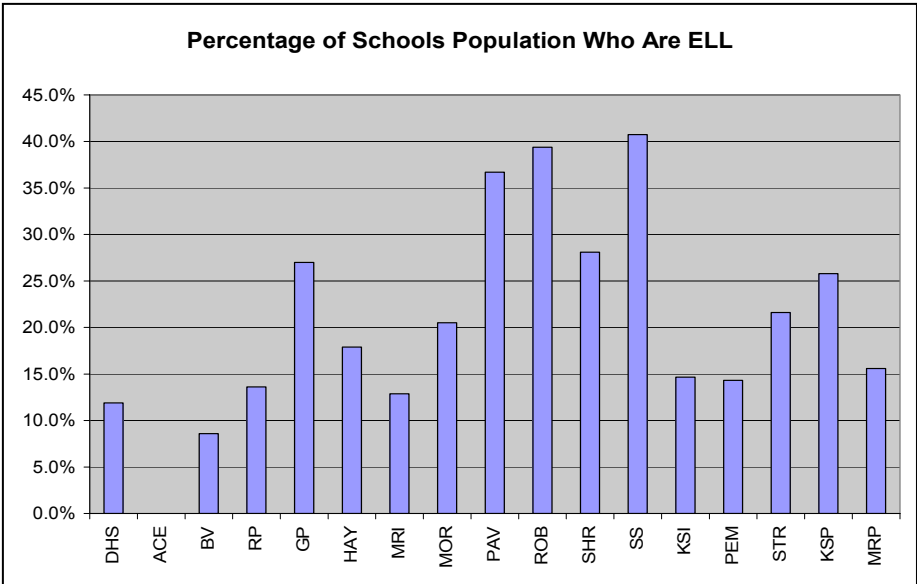
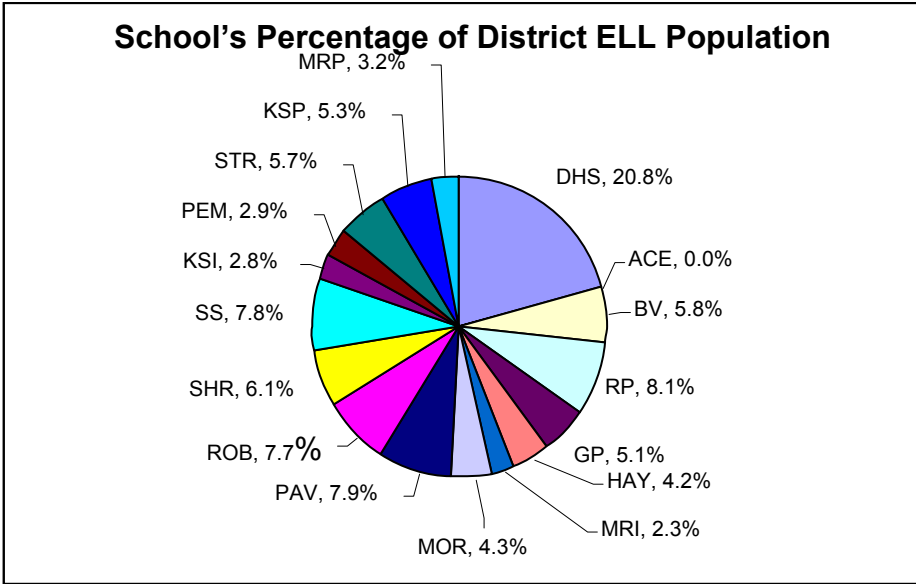
CHALLENGES TO OVERCOME

The following items represent challenges that have the potential to impede the degree of academic achievement in some students. These challenges should not be seen as excuses that allow for low expectations for the performance of our students and/or staff. Rather, they serve to illustrate the demand against each school and the district and should be taken into consideration as educational enhancement initiatives are planned, implemented and evaluated.

Challenge: Poverty - Percent of Students Who Live At or Below the Poverty Level



Challenge: Limited English Language Proficiency - Percent of English Language Learners



Section One

Tier One Indicator 1: Improved academic performance from every school based upon the prior year's data and continuous achievement of the district AYP level.

Annual Benchmark: Achieve or surpass the recommended formative AYP targets of Connecticut's NCLB Plan with regard to participation rates, reading, mathematics and writing in each school and the NCLB information literacy/technology requirement. In grades K - 2 district benchmark assessments will be used as the benchmark and NEASC Academic Expectations will be the benchmark for grades 11 and 12.

Tier Two Indicators	Essential Professional Learning Initiative(s)	Professional Learning Participants	Diagnostic Elements [Formative]	Person(s) Responsible * Resources
1. Maintain a viable Outcome Achievement Plan that serves as the basis for all improvement initiatives in each school	- Teaming Planning and provide OAP Guiding Questions	Leadership Team Members	- Mid/end of year review by each school's Leadership Team and ongoing adjustments to the plan as needed - Monthly meetings with the principal and central office administrators	School Based Leadership Team * Central office administrators * Teachers/support staff
2. Increase instructional time for literacy and math in all K-5 schools to achieve district guidelines of 100-120 minutes for literacy and 60 minutes for math	- Best practices in Literacy and Numeracy development - CT ELL Framework	Teachers, specialists and principals	- Review of schedules in literacy and math with push-in/co-teaching models and schedules of special area teachers	Principal * Central office administrators * Leadership Team * Teachers/support staff
3. Ensure that all teachers are effectively implementing the Grade Level Learning Guides with an emphasis on appropriately addressing Power Standards and create new standards-based high school curricula	- Use of Learning Guides - Units of Study - CT ELL Framework - Standards-based curriculum development/Power Standards	K-12 teachers, specialists, principals and appropriate central office administrators	- Lesson plans, classroom observations - Grade Level, Cluster, and Department meetings and LASW - Quality of collaboration of special area teachers with classroom teachers - Review of new curricula	Curriculum administrators Reading and Math specialists * Assoc Supt * Principal * Teachers/support staff
4. Ensure that all teachers are effectively using the Universal Skills, Reading and Math Toolboxes and the Information/Technology Literacy Curriculum	- Use of Instructional Toolboxes - Best planning, delivery and assessment practices in thinking, communication, technology, literacy and numeracy skills	K-12 teachers, specialists, principals and appropriate central office administrators	- Lesson plans and classroom observations - Grade Level, Cluster, and Departmental Meetings and LASW - Blue Ribbon Assessment - Building/district data to document use of online community, websites, email	Principal Director of Information Services Technology staff Curriculum administrators * Reading and Math specialists * Assoc Supt
5. Ensure that K-12 resources are available for <u>all</u> students so they can become technologically literate by the end of eighth grade and develop a continuous process of evaluation and accountability for the use of technology as a teaching and learning tool, an instructional measurement and analysis tool and a fiscal management tool	- Technology-based assessment and fiscal tools	NA	- Review district data regarding equality of access to resources - Grade/department level information literacy technology performance rubrics - 5 th & 8 th grade information literacy/technology assessment - Lesson plans and classroom observations and LASW	Director of Information Services Technology staff Assoc Superintendent Principals Program/curriculum admins. * Superintendent * Teachers and support staff

6. Develop a telecommunications services plan that will support both the instructional needs and administrative requirement of the district and maintain a policy and related process that promotes the ethical use of technology for all students and staff	- NA	NA	- Complete building assessment and acquisition plan regarding information/technology needs for hardware, software and personnel - Reviews of AUP and discipline code with students, staff and parents - Implement plagiarism/fair use policies	Director of Information Services Technology staff Superintendent Assoc Superintendent Principals * Program/curriculum admins. * Teachers and support staff
7. Ensure that all teachers and administrators have a deep understanding of standards, Big Ideas, Essential Questions, unit and daily lesson planning and the use of rubrics, the LASW model and their relationship to student grading	- Power Standards - Questioning strategies - Curriculum Mapping - Units of study - Effective use of rubrics - LASW model	K-12 teachers, specialists, principals and appropriate central office administrators	- Lesson plans and classroom observations - Grade Level, Cluster, and Departmental Meetings and LASW - Exemplars to assess student work	Assoc Superintendent Principal Program/curriculum admins. Reading and Math specialists * Teachers/support staff * External consultants
8. Expand and/or implement existing/new bilingual programs as required by state law and ensure that all teachers and administrators have a deep understanding of best practices that address the needs of English Language Learners	- Best instructional practices for ELLs and the CT ELL Framework - Co-teaching with classroom teacher and ESL/Bilingual teacher - Sheltered Instruction - Cultural reciprocity and competence	K-12 teachers, specialists, principals and appropriate central office administrators	- Students scheduled into appropriate programs - Lesson plans and classroom observations - Grade Level, Cluster, and Departmental Meetings and LASW - ESL/Bilingual participation in cluster/grade level meetings	Superintendent Assoc Superintendent ESL/Bilingual Coordinator * Teachers/support staff * External consultants
9. Implement common assessments in selected grades/departments and implement reading comprehension and universal skills assessment rubrics and an LASW protocol in all schools	- Developing standards-based common assessments - LASW model - Universal Skills best instructional practice and effective use of rubrics	K-12 teachers, specialists, principals and appropriate central office administrators	- Implementation of assessments - Utilization of Generation 4 state rubrics and common district rubrics - Grade Level, Cluster, and Departmental Meetings and LASW - Blue Ribbon Testing	Assoc Superintendent Principal Curriculum administrators Reading/Math specialists * External consultant * Teachers/support staff
10. Implement the Danbury Data Team process: data driven decision-making in each school and provide a data consultant to facilitate the process	- DDDM Training on: - Initial and In-depth analysis - Root cause analysis - Student work analysis	K-12 teachers, specialists, principals and appropriate central office administrators	- Identification of school-based data team and facilitator in each school - Team to meet quarterly - Data findings	Assoc Superintendent Principal Program/curriculum admins. * Teachers/support staff * External consultant
11. Implement TetraData in each school and central office and implement a field test for the Blue Ribbon Testing program in grades 3-8	- TetraData Training - School-based facilitator training - Blue Ribbon Testing management and reporting - Data Driven Decision Making	3-8 teachers, specialists, principals and appropriate central office administrators	- Review use of TetraData - Review Blue Ribbon assessment implementation - Modification of instruction based upon assessment results	Assoc Superintendent Technology Team Principal Program/curriculum admins. * External consultant * Teachers/support staff
12. Implement a high quality parent/family engagement planning session in <u>each</u> school with substantive input from parents and expand meaningful parent outreach initiatives	- Parent/family engagement strategies	K-12 teachers, specialists, principals and appropriate central office administrators	- Increase in number and/or depth of meaningful parent outreach and engagement activities in each school	Leadership Team * ESL Reception Centers * Teachers/support staff

Tier One Indicator 2: Achieve an annual reduction in the achievement gap in every school with regard to AYP rates for participation, reading, mathematics and writing.

Annual Benchmark: 5% reduction in all identified achievement gaps.

Tier Two Indicators	Essential Professional Learning Initiative(s)	Professional Learning Participants	Diagnostic Elements [Formative]	Person(s) Responsible * Resources
1. Expand the percent of Grade Level Meetings at the K-5 level to ensure that each school has regularly scheduled common planning sessions focused on the improvement of teaching and learning and promote Cross Cluster, Cross Grade Level and Vertical Team Meetings at the 5-12 level to improve communication between teachers and to focus instruction	<ul style="list-style-type: none"> - Data Driven Decision Making - LASW 	K-12 teachers, specialists, principals and appropriate central office administrators	<ul style="list-style-type: none"> - Increase in shared diagnostic – prescriptive strategies implemented at each grade level - LASW - Implementation of vertical teaming with connections at 5-6 & 8-9 - Increase in cross-cluster and cross grade level meetings 	Principals * Assoc Supt * Program/curriculum admins. * Teachers/support staff
2. Expand the implementation of Reader’s and Writer’s Workshop and the CT Writing Project	<ul style="list-style-type: none"> - Research based best practices in literacy - Common language for instruction - Portfolio development and utilization - CT ELL Framework 	K-8 teachers, specialists, principals and appropriate central office administrators	<ul style="list-style-type: none"> - Lesson plans, classroom observations and LASW - Student growth portfolios for each grade level - Designated benchmark books in each classroom - Blue Ribbon Assessment 	Director of Reading/LA English Coordinator * Principals * Teachers/support staff
3. Implement and/or expand the elementary Vocabulary Initiative, Co-Writer – Write Out Loud Software Initiative, the <u>Growing with Math</u> adoption and the middle school reading and math intervention programs	<ul style="list-style-type: none"> - Vocabulary program - Software training - GWM program - Program guidelines and research on intervention programs 	K-8 teachers, specialists, principals and appropriate central office administrators	<ul style="list-style-type: none"> - Lesson plans, classroom observations and LASW - Grade level and cluster meetings - Middle school common planning sessions 	Principal Director of Reading/LA Math Coordinator * Teachers/support staff * Assoc Supt
4. Implement Supplemental K-5 Reading Summer School programs and a supplemental Middle School Math Summer School Program and create Academic Enhancement Labs in Reading and Math at DHS; continue supplemental reading program in middle school	<ul style="list-style-type: none"> - Best practices in Literacy and Numeracy development 	Selected K-12 teachers, specialists, principals and appropriate central office administrators	<ul style="list-style-type: none"> - Percentage of qualifying students who participate in respective programs - Improvement on formative assessments and report card grades - Blue Ribbon Assessment 	Assoc Superintendent Principal * Program/curriculum admins. * Teachers/support staff

5. Expand the Hord Elementary Math Academy and the DYS Middle School Tutoring Initiative	- Training of tutors	Tutors	- Percentage of participation in program - Blue Ribbon Assessment - Formative assessments	Assoc Superintendent Principal Program/curriculum admins.
6. Expand the HS/MS Special Education-Regular Education Co-Teaching program to enhance the instructional program in both areas	- Differentiated instruction - Best practices in co-teaching - Para-educator training	6-12 teachers, principals and appropriate central office administrators	- Increase participation in co-teaching classes - % of special ed teachers participating in grade/cross grade subject area teacher meetings	Principal * Assoc Superintendent * Program/curriculum admins. * Teachers/support staff
7. Skew the district's budget allocations to provide the resources to support our top instructional priorities and ensure that the NCLB Title I funding mandates are met	- NA	NA	- Expand availability of readers/writers workshop and mathematics materials in each classroom - Increase bilingual resources for Portuguese speakers	Superintendent Assoc Superintendent * Program/curriculum admins.
8. Ensure that the district has the capacity, infrastructure, staffing, and equipment to meet academic and business needs and develop a profile of current and future financing requirements to support the district's technology plan	- NA	NA	- Complete building assessment regarding information/technology needs for staffing as well as hardware, software, & support personnel. - Create budget to address current needs/future growth	Director of Information Services Technology staff * Superintendent * Assoc Superintendent * Principals * Program/curriculum admins.
9. Increase use of best practices to meet the instructional needs of English Language Learners	- Co-teaching with the ESL/Bilingual teacher - Sheltered Instruction - Literacy with a focus on the English Language Learners - Cultural reciprocity and competence - CT ELL Framework	K-12 teachers, specialists, principals and appropriate central office administrators	- ESL participation in cluster and department planning meetings grade level - Formative assessments - % of ESL/Bilingual teachers in school wide Literacy and Numeracy training initiatives	Assoc Superintendent ESL/Bilingual Coordinator * Principal * Teachers/support staff * External consultants
10. Promote an Integrated Services Model in each school involving classroom teachers, special education staff, Bilingual/ESL staff, PPS staff, and content area specialists	- Research based best practices in integrated services delivery model - CT ELL Framework	K-12 teachers, specialists, principals and appropriate central office administrators	- Policy and procedure handbook modifications - Mid-year and end-of-year review of Outcome Achievement Plan implementation	Assoc Superintendent Principals Program/curriculum admins. * Teachers/support staff
11. Implement a Unified Services Delivery Model to align the regular education, ELL and the special education instructional programs and publish common strands for instructional focus that will be addressed by all school staff	- CT ELL Framework - K-12 Step by Step - Instructional tool kit including key concepts, core vocabulary, visuals, examples and ideas to support teaching strands for instructional focus for all staff members.	K-12 teachers, specialists, principals and appropriate central office administrators	- Mid/end-of-year review of implementation Unified Services Delivery Model - Leadership Team meetings - Staff, grade level and department meetings - PTO meetings/newsletter - School website	Assoc Superintendent Principals Program/curriculum admins. * Teachers/support staff * School Webmaster

12. Increase the percentage of time students with disabilities spend with non-disabled peers:	<ul style="list-style-type: none"> - Differentiated Instruction - Co-Teaching strategies - Para-educator Training 	K-12 teachers, specialists, principals and appropriate central office administrators	<ul style="list-style-type: none"> - District percent of all students with disabilities who spend 0-40% of their time with non-disabled peers, who spend 40-79% of their time with non-disabled peers and who spend 80-100% of their time with non-disabled peers - District percent of all students with disabilities attending the school that they would attend if non-disabled 	<p>Leadership Team</p> <ul style="list-style-type: none"> * Special education /PPS administrators * Principals
13. Monitor any over- representation of students with disabilities, in specific disability categories, for all racial and ethnic groups, in comparison to the population of the district’s general education enrollment	NA	NA	<ul style="list-style-type: none"> - Review of Special Education Strategic School Profile data - IEP Meetings 	<p>Special education/PPS administrators</p> <p>Leadership Team</p> <ul style="list-style-type: none"> * Principals
14. Monitor district-wide out of school suspension rate for students with disabilities and the difference score for out of school suspension incidence rate for students with disabilities in comparison to students without disabilities	NA	NA	<ul style="list-style-type: none"> - Review of monthly suspension data - IEP Meetings 	<p>Special education/PPS administrators</p> <ul style="list-style-type: none"> * Principals
15. Increase the graduation rates for students with disabilities and monitor the difference between the district-wide graduation rate for all students compared to the graduation rate for students with disabilities	<ul style="list-style-type: none"> - Differentiated Instruction - Co-Teaching strategies - Para-educator Training 	K-12 teachers, specialists, paraprofessionals, principals and appropriate central office administrators	<ul style="list-style-type: none"> - Review of monthly high school drop out report data - IEP Meetings 	<p>Special education/PPS administrators</p> <ul style="list-style-type: none"> * Principals
16. Ensure that all Danbury educators are proficient in the use and integration of technology and update job descriptions/application to include information/technology competencies	<ul style="list-style-type: none"> - Technology resources and their use - Individual needs assessment based on Nets-T for teachers and Nets-A for administrators - CT & ISTE proficiency standards - Standardize reporting and procedures 	K-12 teachers, specialists, principals and appropriate central office administrators	<ul style="list-style-type: none"> - Revised job descriptions - Lesson plans, classroom observations and LASW - Administrative work products - Professional Growth Plan - Forms standardized and posted to district site for downloading - Summative evaluations 	<p>Director of Information Services</p> <p>Technology staff</p> <ul style="list-style-type: none"> * Superintendent * Assoc Superintendent

Tier One Indicator 3: Improved ability of every administrator to provide leadership to all aspects of the written, delivered and tested curriculum.

Annual Benchmark: Yearly progress as measured by the CT Administrative Leadership Standards and Summative Evaluation Results

Tier Two Indicators	Essential Professional Learning Initiative(s)	Professional Learning Participants	Diagnostic Elements [Formative]	Person(s) Responsible * Resources
1. Conduct professional readings, book study and monthly team learning sessions with all administrators focusing on instructional leadership, DDDM and capacity building strategies and provide supplemental professional learning opportunities for administrators via internal learning sessions and attendance at external seminars	<ul style="list-style-type: none"> - LASW/rubrics/common assessments - Power Standards - Big Ideas and Essential Questions - DDDM - Best practices in literacy and numeracy 	All administrators	<ul style="list-style-type: none"> - Participation in focused discussions - Administrative sharing outlining specific school or department's initiatives related to school-based and/or district outcomes - Improved instructional focus of staff and faculty meetings - Degree of alignment of DDDM to instructional practices and building initiatives - Summative evaluation 	Assoc Superintendent * Program/curriculum admins. * External Consultants
2. Focus Administrative Council Meetings on leadership skills development	<ul style="list-style-type: none"> - Facilitation, motivation, communication skills - Common understanding of terms/initiatives 	All administrators	<ul style="list-style-type: none"> - Participation in focused discussions - Degree meeting content is coordinated with district initiatives - Summative evaluation 	Superintendent * Assoc Superintendent * Asst Superintendent * External Consultant
3. Conduct monthly Instructional Review Meetings with each principal (K-12) and selected curriculum and program administrators	- NA	NA	<ul style="list-style-type: none"> - Increase use of best practices in each school and department - Participation of appropriate coordinator when requested by principal/Leadership Team 	Assoc Superintendent * Curriculum/Program Admins.

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 CSDE, in partnership with the Stupski Foundation and Dr. Doug Reeves' Center for Performance Assessment, will support the school improvement process through the *Comprehensive Accountability for Learning Model*. 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, in districts, and in 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” through the *Comprehensive Accountability for Learning Model*. This support will be provided by the CSDE, Regional Educational Support Centers (RESA) and SERC staff who are highly skilled educators with experience in school improvement. The following types of support will be provided to district and school-level improvement teams, with priority given to districts receiving Title 1 funding:

- telephone technical assistance
- periodic site visits
- guidance in the development and implementation of improvement plans
- professional development focused on accountability for student learning

The CSDE and the School Improvement and Literacy Unit shall coordinate communication between all stakeholders, the schools, districts, regional educational service centers and SERC while working to unify school improvement efforts in the state.



FORMATIVE MONITORING PROCESS FOR THE IMPLEMENTATION OF THE DISTRICT ENHANCEMENT PLAN

Monitoring Team: Associate Superintendent, Principal, Central Office Curriculum and Program Administrators and School-Based Literacy and Mathematics Specialists

School: _____

Date: _____

~ Questions used to guide the formative monitoring process for all schools and programs ~

How many teachers are following the Grade Level Learning Guides and are writing lesson plans based upon the standards in the guides?

How many teachers are focusing the majority of their instruction on the priorities detailed in the school's Outcome Achievement Plan?

How many teachers are delivering all of the components of the district's balanced literacy program?

How many teachers are using data to inform their instruction?

How many teachers know how to differentiate their instruction to meet the specific learning needs of their students?

How many teachers are providing specific feedback to each student based upon his/her progress in achieving the standards in the Learning Guides?

How many teachers have a common definition of proficiency?

How many teachers are using common formative assessments?

How many teachers in regular education, special education and ESL/bilingual education are collaborating to ensure alignment between their respective areas?

ADULT INDICATORS and STRATEGIES

Adult indicators that provide evidence of progress:

100% of teachers are effectively implementing the Grade Level Learning Guides or the new standards-based high school curricula with an emphasis on appropriately addressing Power Standards.

100% of teachers and administrators are demonstrating the effective use of standards, Big Ideas, Essential Questions, unit and daily lesson planning and the use of rubrics, the LASW model and their relationship to student grading.

Instructional time for literacy and math in all K-5 schools reflects district guidelines of 100-120 minutes for literacy and 60 minutes for math.

100% of teachers are demonstrating the effective use of the Universal Skills, Reading and Math Toolboxes and the Information/Technology Literacy Curriculum.

Expanded new bilingual programs as required by state law are in place and 100% of teachers and administrators are demonstrating the use of best practices that address the needs of English Language Learners.

100% of appropriate staff demonstrates effectiveness in the implementation of the elementary Vocabulary Initiative, Co-Writer – Write Out Loud Software Initiative.

100% of appropriate staff demonstrates effectiveness in the implementation of the Growing with Math program and the middle school reading and math intervention programs.

100% of participating staff demonstrates proficiency in the implementation of Reader's and Writer's Workshop and the CT Writing Project.

100% of identified staff demonstrates proficiency in the Danbury Data Team process/data driven decision-making.

Each K-5 school has regularly scheduled common planning sessions focused on the improvement of teaching and learning and there is an increase in Cross Cluster, Cross Grade Level and Vertical Team Meetings at the 5-12 level to improve communication between teachers and to focus instruction.

Lesson plans reflect differentiation strategies.

STUDENT INDICATORS

Student indicators that provide evidence of progress:

Elementary Schools

Reading Indicators:

1. Increase in the percentage of Kindergarten student who score at or above the age appropriate levels on the Observational Survey sub-tests: Concepts About Print and Letter Identification.
2. Increase in the percentage of Kindergarten students who increase their phonological awareness skills as evidenced by the Phonological Awareness Screening given in winter and spring.
3. Increase in the percentage of students who scores at or above the age appropriate levels on the Observational Survey in grade 1.
4. Increase in the percentage of students who are at or above grade level as measured by the DRA in grades 1 through 3 and targeted students in grades 4 through 5.
5. Increase in the percentage of students who score at proficient or higher levels on Blue Ribbon reading assessments in grades 3 through 5.
6. Increase in the percentage of students in grades K through 5 reading at or above the instructional grade level benchmark(s) as evidenced by ongoing running records.
7. Increase in the percentage of time and quantity of text students are involved in, in independent reading as evidence by the district designed reading log in grades K through 5.

Writing Indicators:

1. Increase in the number of K through 5 student-generated writing pieces as evidenced by classroom and electronic writing folders.
2. Increase in the percentage of students who score at or above the proficient level on writing assignments as measured by the district writing rubrics in grades K through 5.
3. Increase in the percentage of students in grades 2 through 5 who meet or exceed the goal on district prompts.

Mathematics Achievement Indicators:

1. Increase the percentage of students in grades K through 5 performing at or above the expected grade or age level in mathematics using the Danbury Mathematics Cumulative Test.
2. Increase in the percentage of students in grades K through 5 who achieve a score of proficient or higher on district-designed performance assessments that measure their ability

Teachers are demonstrating facility in the implementation of flexible grouping.

Teachers are demonstrating skill in the implementation of strategies designed to address the unique needs of ELL students, special education inclusion students, low achieving students and high achieving students.

Reviews of random selections of student work that incorporates teacher feedback reflect the following criteria: (1) Feedback includes explicit language that explains the performance qualities that allowed a student to achieve at the identified level and/or (2) Provides explicit directions for achieving a higher grade than the current level of performance.

There is an increase in each school in the number of teachers who are using common assessments coupled with a common scoring instrument.

There is an increase in the number of grade level partners and members of the same department who adopt common grading criteria for common assignments.

There is an increase in the number of common assessments implemented in selected grades/departments, an increase in the implementation of reading comprehension and universal skills assessment rubrics, and initial implementation of a LASW protocol in all schools.

There is an expansion of the HS/MS Special Education-Regular Education Co-Teaching program to enhance the instructional program in both areas.

There is an increase in the number of teachers who are demonstrating competency in the implementation of best practices to meet the instructional needs of English Language Learners.

An Integrated Services Model in each school involving classroom teachers, special education staff, Bilingual/ESL staff, PPS staff, and content area specialists and an articulation of common strands for instructional focus that will be addressed by all school staff are in place.

There is an increase in the percentage of time students with disabilities spend with non-disabled peers.

to use and evaluate computer-generated charts, graphs, and presentations to solve real-world mathematics problems.

3. Increase in the percentage of students in grades K through 5 who achieve a score of proficient or higher in the identified deficient areas (e.g., estimation, problem solving, and interpreting graphs) using the Danbury Mathematics Cumulative Test.
4. Increase in the percentage of students who score at proficient or higher levels on Blue Ribbon criterion referenced mathematics assessments in grades 3 through 5.
5. Increase in the percentage of students in grades K through 5 who achieve a score of proficient or higher on district-designed mathematics performance assessments.

Middle School

Language Arts Indicators:

1. Increase in the percentage of students who score at proficient or higher levels on Blue Ribbon reading assessments in grades 6 through 8
2. Increase in the percentage of time and quantity of text students are involved in, in independent reading as evidenced by the district-designed reading log in grades 6 through 8.
3. Increase in the percentage of students who score at or above the proficient level on writing assignments as measured the district writing rubrics in grades 6 through 8.
4. Increase in the percentage of students in grades 6 through 8 who meet or exceed the goal on CMT-like prompts.
5. Increase in the number of student-generated writing pieces in grades 6 through 8 as evidenced by classroom and electronic writing folders.

Mathematics Indicators:

1. Increase in the percentage of students in grades 6 through 8 performing at or above the expected grade or age level in mathematics using grade-level common assessments.
2. Increase in the percentage of students in grades 6 through 8 who achieve a score of proficient or higher on district-designed performance assessments that measure their ability to use and evaluate computer-generated charts, graphs, and presentations in order to solve authentic real-world mathematics problems.
3. Increase in the percentage of students in grades 6 through 8 who achieve a score of proficient or higher in the identified deficient areas (e.g., problem solving and geometry) using grade-level common assessments.
4. Increase in the percentage of students who score at proficient or higher levels on Blue Ribbon mathematics assessments grades 6 through 8.

High School

Reading/Writing Across the Curriculum Indicators:

1. Increase in the number of student-generated writing pieces in grades 9 through 12 as evidenced by classroom and electronic writing folders.
2. Increase in the percentage of grade 9 students who are reading at or above grade level as measured by common formative reading assessments.
3. Increase in the percentage of students in grades 9 through 12 who meet or exceed performance expectations as measured by common performance assessments.
4. Increase in the percentage of students who attend school regularly and arrive to class on time.

Mathematics

1. Increase in the percentage of students in grades 9 through 12 performing at or above the expected grade or age level in mathematics as measured by common formative assessments.
2. Increase in the number of students who meet the articulated outcome expectations on CAPT-like, authentic cross-curricular projects.
3. Increase in the percentage of students who attend school regularly and arrive to class on time.