

DISTRICT IMPROVEMENT PLAN 2006-2007

Goal 1: To systematically improve student performance as measured on the Connecticut Mastery Test (CMT) / Connecticut Academic Performance Test (CAPT) / Scholastic Aptitude Test (SAT).

Foundational data for goal 1: The 2006 school year was a transition year for the Connecticut Mastery Test. The CMT changed from a fall test that had been in place for 20 years, to a spring test. The content of the test also changed because we now test every grade 3-8. This is the first year of data based on the new testing protocol. Over the past three years our CAPT scores, especially in the goal range, have been inconsistent. We have noticed that areas of concern are the same over this time span.

Grade 3	Math Goal (Prof)	State Goal	Read Goal (Prof)	State Goal	Write Goal (Prof)	State Goal		
2006	49.3 (72.4)	56	46.3 (70.1)	54	46.3 (73.1)	61		
Grade 4	Math Goal (Prof)		Read Goal (Prof)		Write Goal (Prof)			
2006	52.3 (75.2)	59	54.4 (73.5)	58	66.2 (85.1)	63		
Grade 5	Math Goal (Prof)		Read Goal (Prof)		Write Goal (Prof)			
2006	66.2 (86.5)	60	62.2 (75.7)	61	73 (89.9)	65		
Grade 6	Math Goal (Prof)		Read Goal (Prof)		Write Goal (Prof)			
2006	58.4 (79.9)	58	54.9 (70.6)	64	68 (85)	62		
Grade 7	Math Goal (Prof)		Read Goal (Prof)		Write Goal (Prof)			
2006	59.2 (82.7)	57	64.8 (72.6)	67	55.9 (78.2)	60		
Grade 8	Math Goal (Prof)		Read Goal (Prof)		Write Goal (Prof)			
2006	61.1 (80.3)	58	63.1 (75.8)	67	55.4 (75.8)	62		
Grade 10	Math Goal (Prof)		Read Goal (Prof)		Write Goal (Prof)		Science Goal (Prof)	State Goal
2004	52 (89)		51 (78)		56 (90)		55 (90)	
2005	56.5 (87.1)		29.3 (76.6)		51.3 (82)		49 (91.6)	
2006	40.2 (76.8)	46.3	35.4 (67.2)	46.5	28.9 (57)	52.4	43 (83.4)	44.6

Objective 1: To utilize data to make instructional decisions at the district, school and classroom levels.

ACTIONS	PERSON(S) RESPONSIBLE	TIME FRAME
Provide administrators and teachers training in data analysis at the grade/course level.	Dir. Of Curriculum/Instruction; Principals	Ongoing
Assessments will continue to be developed in reading, writing and mathematics at all grade levels K-8 by June 2007.	Dir. Of Curriculum/Instruction Principal; Assistant Principal; Teachers	On-going
Teachers will receive their class lists with all of the previous year testing data prior to the opening of school.	Director of Curriculum	Ongoing

Resources needed to achieve desired outcome:

Classroom teachers post student data each trimester.

Objective 2: To increase student Connecticut Mastery Test scores by 2007

	Mathematics	Reading	Writing
Grade 3 from	49.3% to 56%	46.3% to 54%	46.3% to 61%
Grade 4 from	52.3% to 59%	54.4% to 58%	66.2% to 68%
Grade 5 from	66.2% to 68%	62.2% to 64%	73.0% to 74%
Grade 6 from	58.4% to 68.2%	54.9% to 65%	68.0% to 75%
Grade 7 from	59.2% to 63.8%	64.8% to 67%	55.9% to 71%
Grade 8 from	61.1% to 66.1%	63.1% to 68.1%	55.4% to 62.4%

Objective 3: To increase Connecticut Academic Performance Test scores by 2007

- **Mathematics from 41% to 57%**
- **Reading from 36% to 57%**
- **Writing from 29% to 61%**
- **Science from 43% to 60%**

ACTIONS	PERSON(S) RESPONSIBLE	TIME FRAME
Each school will develop a School Improvement Plan to address student deficiencies.	Principals; School Leadership Team; Teachers	As directed by the Superintendent
Establish a mathematics mid-year assessment, K-8 based on new curriculum and correlated to the CMT by January 2007.	Dir. Of Curriculum/Instruction; K-5 and 6-8 Mathematics committees	September through January 2007
All high school courses will develop and implement CAPT type assessments.	Principal; Assistant Principal; Teachers	Ongoing
Complete research and write new science curriculum K-10 based on new CSDE framework.	Principals; School Leadership Team; Teachers	September 2006 – June 2007

Research test items and laboratory experiments needed for the Generation4 CAPT.	Director of Curriculum; School Leadership Team; Teachers	September 2006 – June 2007
Research test items and laboratory experiments needed for the Generation4 CMT science test for grades 5 and 8.	Director of Curriculum; School Leadership Team; Teachers	September 2006 – June 2007

Resources needed to achieve desired outcome:

- ❖ Establishment of curriculum development teams to address new frameworks in Science.
- ❖ Research, purchase, and/or develop assessments in Language Arts, Mathematics, and Science that correlate to CMT and CAPT.
- ❖ Establish a purchase cycle for textbooks and ancillary materials.

Objective 4: To differentiate instruction based on data to meet individual needs.

ACTIONS	PERSON(S) RESPONSIBLE	TIME FRAME
Continue the work of the school based instructional teams within the School Leadership Team framework.	Principals; Teachers	Ongoing
Evaluate, modify, and expand current inclusion practices to accelerate student progress.	Dir. of Curriculum/Instruction; Director of Pupil Personnel; Principals; School Leadership Team;	Ongoing
Evaluate, modify, and expand current differentiated instruction practices to accelerate student progress.	Dir. of Curriculum/Instruction; Principals; School Leadership Team;	Ongoing

Resources needed to achieve desired outcome:

- ❖ Professional development on differentiated instruction
- ❖ Provide teacher training on inclusion practices
- ❖ Provide teacher training in differentiated instruction

Objective 5: To increase the number of special education students reaching the proficiency level on the CMT Math section from 34% to 41%.

Objective 6: To increase the number of special education students reaching the proficiency level on the CMT Reading section from 33% to 41%.

Foundation data:

2006 Connecticut Mastery Results (proficiency level)

<u>Mathematics</u>		<u>Reading</u>			
Unadjusted	Adjusted	AYP target met	Unadjusted	Adjusted	AYP target met
24%	34%	No	23%	33%	No

ACTIONS	PERSON(S) RESPONSIBLE	TIME FRAME
Analyze special education student’s CMT scores to identify areas of weakness	Director of Special Education, building administrators, special education coordinators and special education teachers	ongoing
Increase the use of CMT strategies with special education students in grades 3 to grade 8	Director of Special Education, building administrators, special education coordinators and special education teachers	ongoing

DISTRICT IMPROVEMENT PLAN 2006-2008

Goal 2: To transition Plymouth Public School facilities to one high school, one middle school and two Pre-K-5 elementary schools in order to provide an appropriate learning environment and program equity.

Foundational data for goal 1:

High School

- Lack of appropriate science classrooms
- Lack of appropriate classroom space for foreign language
- Lack of auditorium
- Lack of cafeteria space which constrains scheduling
- Lack of appropriate space for the arts
- Lack of space for staff/student parking
- Concern with traffic in and around school
- Lack of space for ball fields (Title IX)
- Lack of space for parent/teacher conferencing
- Concern with air quality in “D Wing”
- Inefficient heating/cooling system
- Inadequate storage space
- Code violations

Middle School

- Lack of space for the music program
- Limited space for special education programs
- Lack of space for foreign language program
- Lack of appropriate space for art
- Inappropriate space for special services
- Lack of space for parent conferencing
- No space for program expansion
- Lack of space for seating in gymnasium

Elementary Schools

- Major inequity in elementary program between PCS and other elementary schools
- No appropriate space for cafeteria
- No dedicated space for art and music
- No dedicated space for library
- Code violations
- Antiquated heating system
- Lack of handicapped accessibility
- Lack of storage space

Objectives for completion of goal

Objective 1: Build a new high School

ACTIONS	PERSON(S) RESPONSIBLE	TIME FRAME
Participate in the design, planning, and construction of the new high school with the School Building committee	Superintendent, Business Manager, Central Office Administrators, High School Administrators, Department Heads	January 2008
Review educational specifications	Superintendent, Business Manager, Central Office Administrators, High School Administrators, Department Heads	January 2008
Review architectural plans and design	Superintendent, Business Manager, Central Office Administrators, High School Administrators, Department Heads	January 2008
Examine programmatic needs of the high school	Superintendent, Business Manager, Central Office Administrators, High School Administrators, Department Heads	January 2008

Resources needed to achieve desired outcome:

Objective 2: Renovate old high school building for use as middle school.

ACTIONS	PERSON(S) RESPONSIBLE	TIME FRAME
Participate in the planning of the renovation of the current high school with the School Building Committee	Superintendent, Business Manager, Central Office Administrators, Middle School Administrators, Department Heads	September 2008
Review architectural plans and design of the renovation project	Superintendent, Business Manager, Central Office Administrators, Middle School Administrators, Department Heads	September 2008
Examine programmatic needs of the middle school	Superintendent, Business Manager, Central Office Administrators, Middle School Administrators, Department Heads	September 2008

Resources needed to achieve desired outcome:

Objective 3: Renovate old middle school building for use as elementary school combining Prospect Street School and Main Street School.

ACTIONS	PERSON(S) RESPONSIBLE	TIME FRAME
Participate in the planning of the renovation of the current middle school with the School Building Committee	Superintendent, Business Manager, Central Office Administrators, Prospect & Main Street School Administrators	September 2008
Review architectural plans and design of the renovation project	Superintendent, Business Manager, Central Office Administrators, Prospect & Main Street School Administrators	September 2008
Examine programmatic needs of the elementary school	Superintendent, Business Manager, Central Office Administrators, Prospect & Main Street School Administrators	September 2008

Resources needed to achieve desired outcome:

DISTRICT IMPROVEMENT PLAN 2006-2007

Goal 3: To foster collaboration among parents/school/community through proactive, ongoing and open communication.

Objectives for completion of goal

Objective 1: To develop a communication network that provides information to students, parents, and the community on a regularly scheduled basis.

Foundational data for Objective 1:

Children whose parents help them at home and stay in touch with the school score higher than children of similar aptitude and family background whose parents are not involved. Schools where children are failing improve dramatically when parents are called in to help. (*The Evidence Continues to Grow: Parental Involvement Improves Student Achievement*, author Anne C. Henderson)

Our school system thrives on community support. Parents are key partners in the education process and the support of parents and guardians is closely linked to academic achievement. Parents and guardians can help students learn by:

- demonstrating their interest in education and in their child's progress
- discussing their child's work and academic progress with the teacher
- praising their child's efforts and accomplishments
- discussing various aspects of school work and activities with their child in a positive and supportive manner
- setting up an appropriate homework area, providing appropriate materials, and limiting distractions
- helping their child find the best time to do homework
- asking their child to explain the assignment to them
- monitoring their child's homework and providing assistance where needed
- letting their child do the work on his/her own before helping
- helping their child draw up a schedule to complete homework or a major project balanced with family time and extra-curricular activities
- developing awareness of the expectations of the Curriculum
- maintaining close communication with the school

Schools, by themselves, can't satisfy every child's needs. Parents must be involved in their child's education at home and at school.

Moreover, interest about what is going on in the Plymouth Public Schools and classrooms goes beyond our immediate school community. There are many residents without children who are paying taxes to support our schools. With a public relations plan we can educate more people about our schools, programs, initiatives, and goals.

Many parents don't have a good idea of how, where, when to act, or what to do to help educate their children. The schools can play a very major role in helping the parents fulfill their responsibility. Every school should have a web site, or reference a preexisting site. It should have sections devoted to helping parents. Ideally it should:

- Keep the parents informed as to what, when, where, how, and why of what their student is doing at school.
- Have educational pieces for parents, to help them work with their students in their schoolwork, and in their lives in the overall society and family relationships.
- Have a checklist to help parents monitor their child's mental, emotional, and social development.
- List contact information for various resources that a parent may need.
- Illuminate volunteer opportunities during school or at other times when family members can contribute to bettering the education of their own and other children.
- Educate parents about the expected steps of development a child the age of theirs is likely going through.
- Enlighten parents about why and how to reduce their child's TV viewing, and in substituting stimulating activities that develop young minds. List some suggest activities.
- Provide examples of Teaching Moments parents might be able to recognize and use.
- Inform about mentoring their own children, or others. How to look for any passions the child may have that can be directed by mentoring. Full explanation of mentoring at the school.

ACTIONS	PERSON(S) RESPONSIBLE	TIME FRAME
Continue to produce, distribute and publish comprehensive School Calendars so our school community is aware of all events. School calendars may be emailed to parents, posted on channel 16, and published on our school websites.	Principals , Assistant Principals, Secretaries, Superintendent of Schools, Board of Education Members, District Administrators, Athletic Director, Teachers and Staff	ongoing
Continue to produce School newsletters and/or school newspapers . School newsletters may be emailed to parents, and published on our school websites.	Principals, School Newspaper Club , Assistant Principals, Secretaries, Teachers and Staff	ongoing
Increase the amount of information available to our school community and improve the quality of how we deliver that information using channel 16, ParentCONNECTxp, school websites, email, and school newsletters	Director of Technology , Superintendent of Schools, Director of Curriculum & Instruction, Principals, Assistant Principals, Library-Media Specialist, School to Career Coordinator, Computer Applications & Technology Education Teachers, Department Heads, Grade Level Coordinators, all Teachers and Staff, Board of Education Members, Business Manager, Director of Pupil Personnel, Television Production Club Advisors	ongoing
Produce information videos to promote our programs and educate the community	Director of Technology , Superintendent of Schools, Director of Curriculum & Instruction, Principals, Assistant Principals, Library-Media Specialist, Computer Applications & Technology Education	ongoing
Build a database of parent email addresses at each school and send information to parents through email	Principals, School Secretaries, Director of Technology	ongoing

Encourage teachers to increase communication and information sharing with parents.	Principals, Assistant Principals, Director of Technology, Superintendent of Schools, Director of Curriculum & Instruction	ongoing
Continue training teachers in the development of classroom websites so they can make information available to students, parents, and administrators. Encourage teachers to publish their classroom rules, course syllabus, contact information, grading system, and other useful information.	Director of Technology, Director of Curriculum & Instruction, Professional Development Committee, Principals, Assistant Principals, Library-Media Specialist, Computer Applications & Technology Education, Teachers	ongoing
Continue to support the parent groups at each school and accommodate Enrichment programs.	Superintendent of Schools, Principals, Assistant Principals, all Teachers & Staff	ongoing
Continue to improve the relationship between our schools and the community including the Town Government, local businesses, groups, and organizations.	School to Career Coordinator, Superintendent of Schools, Principals, Teachers and Staff	ongoing
Use all available resources (email, newsletters, websites, channel 16, etc.) to provide proven ideas and strategies so they can help their students learn at home.	Director of Technology, Superintendent of Schools, Director of Curriculum & Instruction, Principals, Assistant Principals, Library-Media Specialist	ongoing

Strategies and/or needs to achieve desired outcome:

- ✓ Communication must become a priority and mindset for every employee
- ✓ Public Relations must become a priority and mindset for every employee
- ✓ The budget must be preserved so we have the resources to improve and maintain communication and public relations
- ✓ We must offer training and support to help our teachers and staff with these efforts

Objective 2: To implement our Pre-K through 12 comprehensive plan to utilize technology as an instructional and communication tool.

Foundational data for objective 2:

Society has undergone a fundamental shift from an industrial economy to a knowledge economy. Schools based on the industrial model expect students to be compliant and dependent learners. In today's knowledge economy students must be empowered to become self-directed, interdependent and self-assessing learners. This shift requires a significant change in teaching and learning and technology is a vital tool for accomplishing this shift in teaching and learning.

In order to help students be successful in a knowledge economy,

- educational leaders must establish a vision for this transformed view of teaching and learning, and they must model this transformation in their own learning and work experiences.
- the locus of control for learning must shift from teacher directed to student directed learning.
- learners must master the information literacy skills to access, investigate, and apply information.
- every classroom in our district must be connected to the statewide network with access to a digital resources and curricula.
- learners must demonstrate their understandings and skills relative to measurable performance standards.
- technology must be a vital link among the staff, students, parents, and expanded community.

In Plymouth we have a comprehensive educational technology plan that addresses: district strategic initiatives, curriculum, professional development, infrastructure, hardware, technical support, and software, community involvement, fiscal planning, data management, monitoring and evaluation as they relate to the teaching and learning process.

ACTIONS	PERSON(S) RESPONSIBLE	TIME FRAME
Include an assessment of the telecommunication services, hardware, software and other services that will be needed to improve education.	Director of Technology	ongoing
Establish clear goals and a strategy for using telecommunications and information technology to improve education.	Director of Technology , Director of Curriculum & Instruction, Principals, Assistant Principals, Library-Media Specialist, Computer Applications & Technology Education Teachers, Department Heads, Grade Level Coordinators, all Teachers and Staff, Board of Education Members, Superintendent of Schools, Business Manager, Director of Pupil Personnel	ongoing
Maintain a sufficient budget to acquire and maintain the hardware, software, professional development and other services that will be needed to implement the strategy for improved education.	Board of Education Members, Superintendent of Schools, Business Manager, Director of Technology , District-Wide Administrators, Principals, Library-Media Specialist, Department Heads, Grade Level Coordinators	ongoing
Develop a professional development strategy to ensure that teachers know how to use the new technologies to improve education.	Professional Development Committee , Director of Technology, Director of Curriculum & Instruction, Principals, Assistant Principals, Computer Applications & Technology Education Teachers, Department Heads, Grade Level Coordinators, all Teachers and Staff, Superintendent of Schools, Business Manager, Director of Pupil Personnel	ongoing

<p>Per Connecticut General Statute 10-10a – all school districts shall participate in the public school information system designed for the purpose of establishing a standardized electronic data collection and reporting protocol that will facilitate compliance with state and federal reporting requirements, improve school-to-school and district-to-district information exchanges and maintain the confidentiality of individual student and staff data.</p>	<p>Director of Technology, Director of Curriculum & Instruction, Principals, Assistant Principals, Superintendent of Schools, Business Manager, Director of Pupil Personnel, SASIxp Coordinator, School Secretaries, Guidance Counselors, District Technology Specialist</p>	<p>ongoing</p>
<p>Promote curricula and teaching strategies that integrate technology into the teaching and learning process. Document and share innovative, best teaching practices.</p>	<p>Director of Technology, Director of Curriculum & Instruction, Principals, Assistant Principals, Library-Media Specialist, Department Chairs, Grade Level Coordinators, All teachers and staff</p>	<p>ongoing</p>

Strategies and/or needs to achieve desired outcome:

- ✓ Survey the staff to determine how current technology is being utilized and to develop a technology wish list
- ✓ Publish our comprehensive educational technology plan on our district website
- ✓ Rewrite our comprehensive educational technology plan every three years
- ✓ Offer technology training for staff
- ✓ Maintain our technology staff (teachers, library-media specialists, repair specialists)
- ✓ Maintain our technology budget
- ✓ Promote collaboration among all technology stakeholders including faculty, staff, parents, students, and the community

Objective 3: To focus the programming on channel 16 and other media to foster collaborative dialog and action around district goals and current educational practices.

Foundational data for objective 3:

In December of 2002 the Plymouth school district took control of the programming on public access channel 16 available to cable subscribers in Plymouth. When we are not showing video of events from our five schools we are continuously looping school information on our message board. This channel is a great way to share school information with the community.

In 2002 Terryville High School made ParentCONNECTxp available. This software system allows parents to access all assignments and grades through the Internet. Harry S. Fisher Middle School made it available in 2003. By making this information available parents are able to play an active role in their child’s learning. The ParentCONNECTxp software automatically emails progress reports to parents and parents can email teachers directly with questions and suggestions.

The Plymouth School District hosts websites for the Board of Education and for each of its schools. These websites are a great source of information and a great resource for communication.

It is our goal to improve communication, collaboration, and information sharing in our school community.

ACTIONS	PERSON(S) RESPONSIBLE	TIME FRAME
Continue to improve the quality of programming on channel 16 to educate our school community, share information, and promote our programs and initiatives	Director of Technology , Superintendent of Schools, Director of Curriculum & Instruction, Principals, Assistant Principals, Library-Media Specialist, Computer Applications & Technology Education Teachers, Department Heads, Grade Level Coordinators, all Teachers and Staff, Board of Education Members, Business Manager, Director of Pupil Personnel, Television Production Club Advisors	ongoing

Continue to preserve the budget necessary to maintain the hardware required to improve channel 16.	Director of Technology, Superintendent of Schools	ongoing
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Strategies and/or needs to achieve desired outcome:

- ✓ Preserve educational technology budget including staff, infrastructure, hardware, software, materials, and professional development.
- ✓ Provide on-going training to enable our staff to productively contribute to channel 16.

DISTRICT IMPROVEMENT PLAN 2006-2007

Goal 4: To expand the opportunity for standards-based preschool educational experiences for all 3-5 year old children in the Plymouth community.

Objective 1: To transition Plymouth Public school facilities to house two pre-k thru grade 5 elementary schools in order to provide an appropriate learning environment and program equity.

Objective 2: To collaborate with the Early Childhood Council to ensure continued opportunities for available pre-k experiences.

Foundation data for goal 4:

The Connecticut State Board of Education believes that all children should have the experiences and opportunities that are necessary for them to achieve in school and therefore supports the goal of providing all of Connecticut’s children with a preschool experience.

PLYMOUTH PUBLIC SCHOOLS PRESCHOOL STATISTICS

(October 18, 2006)

Pre-K Program	2003-2004	2004-2005	2005-2006
Family Resource Center Pre-K classrooms			
<i>Terrific Threes(PSS)</i>			25
<i>Preschool 3s (PCS)</i>			11
<i>Preschool 4s (PCS)</i>			32
<i>total</i>	21	29	68
Plymouth Public Schools Pre-K classroom			
<i>Three year olds</i>			5
<i>Four year olds</i>			15
<i>total</i>	17	20	20
Maloney Magnet School, Waterbury			
<i>All day pre-k</i>	6	7	5
Rotella Magnet School, Waterbury			
<i>All day pre-k</i>	5	8	5

Head Start (PCS) <i>Three year olds</i> <i>Four year olds</i> <i>total</i>	17	13	9 2 11
Learning Center, Terryville <i>Three year olds</i> <i>Four year olds</i> <i>total</i>	N/A	N/A	15 9 24
Terry Nursery School <i>Three year olds</i> <i>Four year olds</i> <i>total</i>	N/A	N/A	13 23 36
Total slots			169

ACTIONS	PERSON(S) RESPONSIBLE	TIME FRAME
Engage in dialogue and planning pre-k program equity	Elementary Principals, Central Administrators, Head Start, FRC Staff	ongoing
Project data of pre-school population	Director of Special Education, Elementary Principals, Early Childhood Council	ongoing

SCHOOL IMPROVEMENT PLAN 2006-2007

Goal 5: To evaluate and change as necessary the current health policies concerning Health, Nutrition, and Physical activities for the students in the Plymouth Public Schools.

Objective 1: Establish a Plymouth Advisory Council of Wellness to evaluate and monitor current health policies.

Objective 2: Promote a physically active and healthy lifestyle that allows students to reach their full academic potential.

Foundation data for goal 5:

Section 204 of The Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265) requires that schools participating in the U. S. Department of Agriculture (USDA) child nutrition programs establish a local wellness policy by the first day of the 2006-2007 school year.

ACTIONS	PERSON(S) RESPONSIBLE	TIME FRAME
The Plymouth Advisory Council of Wellness will meet at least annually to evaluate and monitor current health policies along with state and federal requirements.	Central Office Administrators, Plymouth Advisory Council of Wellness, Building Administrators	ongoing
Administrative Team will discuss nutrition issues, the physical education curriculum, and the food service program on a regular basis.	Central Office Administrators, Plymouth Advisory Council of Wellness, Building Administrators	ongoing