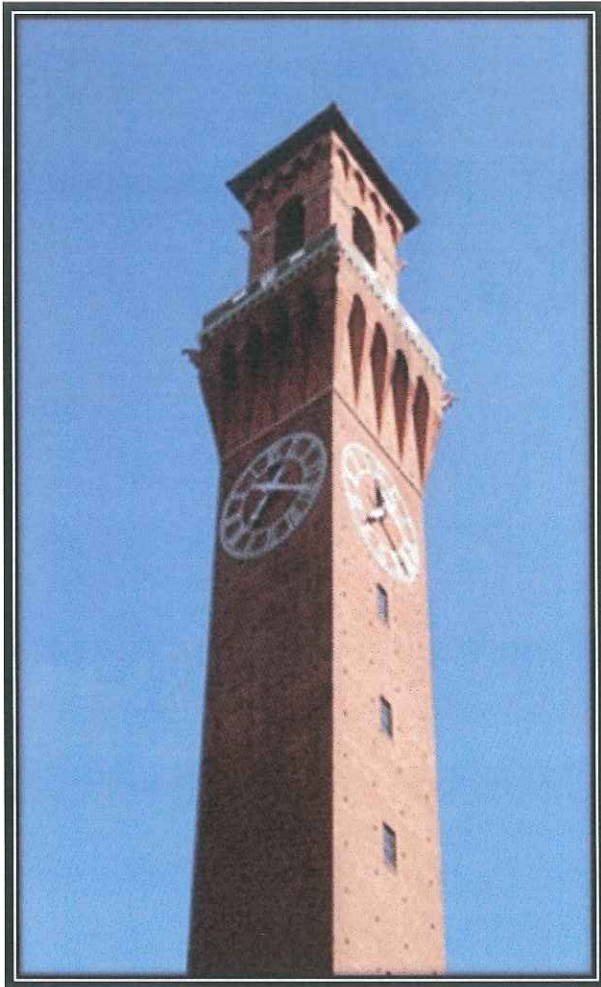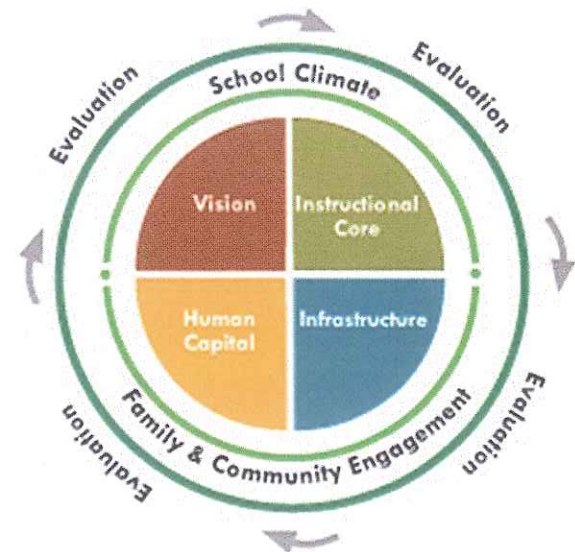# Waterbury Public Schools
Blueprint for Change
2012-2015 Action Plan

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SIX TRANSFORMATIONAL DOMAINS

Waterbury Public Schools has enlisted the Capitol Region Education Council (CREC) Office of School Transformation to examine the major areas for transformational school and district change. This theory of action believes that efficacy, capacity, and sustainability for school improvement must be built and consistently evaluated in four research-based Core Transformational Areas: Vision, Instructional Core, Human Capital, and Infrastructure. School Climate and Family and Community Engagement are integral to school transformation, and thus encircle the core transformational areas. Core and encircling transformational areas are consistently adjusted through Ongoing Evaluation. This relationship is demonstrated in the diagram to the right.

1. _Vision (V):_ Research has shown that transforming a school requires strong leadership. Strong leaders are not afraid of change. Leaders must be research-based and data driven. The analysis of data shall drive instructional, curricular, and programmatic vision and planning. The alignment of resources and systems to this vision and clear messaging are paramount when targeting school improvement for student success.

2. _Instructional Core (IC):_ A strategic plan for curriculum, instruction, and assessment is the foundation of a successful school that yields high achievement. Ensuring a rigorous curriculum and challenging, engaging, and intentional instruction in all classrooms is vital for increasing student achievement.

3. _Human Capital (HC):_ School leadership in the 21st century is a dynamic enterprise that requires leaders to be entrepreneurs, collaborators, and innovative thinkers. A leader must possess high expectations, strong core values, and a willingness to employ distributive leadership in order to build a culture of professionals committed to excellence. Teachers and support personnel must be highly effective and employ best and promising practices to actualize the vision of the school and ensure student success.

4. _Infrastructure (I):_ Student performance is affected by the design and suitability of the facilities in which learning takes place. Infrastructure must promote effective teaching and learning, incorporate new technology, be environmentally sustainable, and support community involvement. Changes to existing infrastructure may include, but not be limited to enhancements to the physical plant, reconfiguration of the school day and year, use of time and schedule.

5. _School Climate (SC):_ Successful schools maintain a positive and sustainable school climate. Schools need to create a positive environment where all constituencies are welcomed, supported, and nurtured in school- socially, emotionally, intellectually and physically.

6. _Family and Community Engagement (FCE):_ An important factor in cultivating success for all students is family and community involvement. Building meaningful relationships with all stakeholders is an essential feature of the transformational model.

Ongoing Evaluation (OE): Evaluation is interwoven into all of the Core Transformational Areas. Positive dramatic school change necessitates the deliberate and consistent use of data to make decisions and adjustments to all of the Core Transformational Areas.

KEY INITIATIVES FOR CHANGE

- Secure additional state funding and support for reform efforts as a state Alliance District
- Partner with local, state and national experts to support the Blueprint
- Reorganize Central Office to support local schools to improve student achievement
- Create Instructional Leadership Director (ILDs) positions to support building principals as instructional leaders
- Adopt a new administrator and teacher evaluation process that reflects the state framework
- Organize the district into school networks to provide differentiated instructional support and streamline the sharing of best practices
- Create school wide data teams to closely monitor student achievement
- Create quality Student Success Plans (SSPs) beginning in grade 6 to assist all students to be career and college ready upon graduation
- Select a Waterbury high school for state supported turnaround model and plan for turnaround implementation beginning 2013-14 school year
- Partner with Naugatuck Community College to support the "Gear Up" college readiness program for Waterbury students in middle school through high school
- Align Waterbury curriculum to the Common Core State Standards
- Define and strengthen Early Literacy program -preschool through grade 3
- Create embedded staff development coaching models to support math and language arts curriculum
- Administer the Comprehensive School Climate Inventory (CSCI) to gather feedback from students, parents and staff
- Conduct Welcoming School Visits in each school to examine school climate and family engagement
- Ensure students receive adequate support and wraparound services through both school and community agencies

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ACTION PLAN FOR CHANGE

Goal 1: Provide all students with quality school principals and teachers who deliver rigorous and effective instruction

Objective 1: Develop instructional district-wide leadership capacity to support improvement of student achievement

Measurable Actions	Person(s) Responsible	Measurement	Completed By:	Domain
Create school networks based on differentiated need	Executive Cabinet	Network identified and assigned to ILDs	12/12	V, HC
Organize central office to provide support and accountability for teachers and principals	Executive Cabinet	Revise District Organizational Chart	12/12	HC
Develop Theory of Action for District and School Improvement Plans	Executive Cabinet	Plans completed	12/12	V
Develop communication strategies for internal and external stakeholders understanding of District Theory of Action	Executive Cabinet	Stakeholder Surveys Superintendent Evaluation	03/13	FCE, HC
Redefine the Department Chairperson job descriptions to focus on professional support for department teachers	TPD Supervisor, HR Manager, WTA and SAW	Job Descriptions	06/13	HC
Create and implement a tool for central office leaders to use in gathering evidence of principals' instructional leadership. CCSC will support the use of this tool through embedded coaching with ILDs.	CAO, ILDs	5D assessment, Administration Evaluation	06/13	HC, IC
Update the vision and mission of Waterbury Public Schools to reflect yearly action plan	Executive Cabinet	Revision completed	08/13	V

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Goal 1: Provide all students with quality school principals and teachers who deliver rigorous and effective instruction

Objective 2: Provide embedded professional development for teachers and administrators

Measurable Actions	Person(s) Responsible	Measurement	Completed By:	Domain
Develop a professional development calendar based on student, teacher and administrator need beginning in 2013-2014 school year	BOE, Executive Cabinet, PD/Calendar Committee	5D Assessment, Sequenced Calendar	04/13	I
Partner with a consultant to develop instructional leadership with district/building administrators	TPD Supervisor	5D Assessment, Scheduled Timeline	04/13	HC
Provide the protocols and tools necessary to facilitate instructional rounds and make instructional rounds with central office leaders and principals	CAO, Consultant	5D Assessment, Protocol, scheduled timeline	04/14	IC, HC

Objective 3: Implement a new teacher and administrator evaluation system

Measurable Actions	Person(s) Responsible	Measurement	Completed By:	Domain
Create or adopt a new teacher and administrator evaluation system aligned with the SEED model	Blueprint for Change Committee	Adoption of the system	06/13	OE
Adopt an efficient software system to track and monitor teacher and principal evaluation	BOE, Executive Cabinet	Adoption of the system	06/13	I, OE
Provide professional development for teachers and administrators on the new evaluation system aligned with effective teaching and leading in the new tracking system	Executive Cabinet	PD Provided	08/13	OE

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Goal 1: Provide all students with quality school principals and teachers who deliver rigorous and effective instruction

Objective 4: Use data to improve effective instruction

Measurable Actions	Person(s) Responsible	Measurement	Completed By:	Domain
Develop a district data team to analyze district-level data to inform decisions	Executive Cabinet	Student performance	02/13	V
Ensure a common process for data teams is adopted, communicated and in place for all grade, content, school and district data teams	CAO, ILDs, Principals, SDE Consultant	Data team minutes	04/13	V, IC
Implement School-Wide Data Teams/School Leadership Teams	ILDs, Principals	Surveys, rubrics	04/13	V, IC
Design and implement school based action plans aligned with the goals in the blueprint for change and based on the need of each school	Principals, School Leadership Team or School Data Team	Action plan, student performance data	04/13	V, IC
Monitor the effectiveness of the data team process with an agreed upon rubric	ILDs, Content Supervisors, Principals	Rubric data	05/13	V, IC

Objective 5: Recruit and retain high quality teachers and administrators that reflect the diversity of the community

Measurable Actions	Person(s) Responsible	Measurement	Completed By:	Domain
Develop a plan to recruit and retain high quality teachers and administrators that reflect the diversity of the community	TPD Supervisor, HR Director, SAW, WTA	Rates of recruitment, hiring, exit survey	04/13	HC
Expand and sustain leadership development program	HR Director, TPD Supervisor	Leadership development program	09/13	HC

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Goal 2: Ensure all students equal access to quality curriculum that is aligned to Common Core State Standards (CCSS)

Objective 1: Conduct a curriculum audit and create or adopt units of study that align to CCSS

Measurable Actions	Person(s) Responsible	Measurement	Completed By:	Domain
Contract with consultant to conduct a literacy curriculum audit	Consultants	Contract and Audit	12/12	IC
Adopt curriculum aligned to Common Core State Standards in literacy and mathematics	CAO, Content Supervisors, Coaches/Facilitators	Curriculum	08/13	IC
Ensure culturally responsive education is provided to identified network schools	CAO, ILDs	Professional Development	06/15	IC

Objective 2: Review assessment practices and align assessments with CCSS and Smarter Balance assessment recommendations

Measurable Actions	Person(s) Responsible	Measurement	Completed By:	Domain
Design a district assessment calendar specific to the needs of elementary and secondary	CAO, Content Supervisors, Coaches/Facilitators	Calendar	08/13	I
Adopt benchmarks in literacy and math aligned with the Common Core State Standards	CAO, Content Supervisors, Coaches/Facilitators	Assessments created and implemented	08/13	IC

Objective 3: Integrate use of technology with curriculum development

Measurable Actions	Person(s) Responsible	Measurement	Completed By:	Domain
Monitor each school's ability to effectively implement Smarter Balanced assessments and provide technological resource to ensure equity	CAO, IT Administrator	Survey of current technology, # of computers in each lab	08/13	I
Implement courses to meet student needs that incorporate 21st Century technology skills	Content Supervisors, Administrators and Teachers	Course Offering	09/13	IC
Monitor and update the 2012-2015 Technology Plan based on implementation results	CAO, IT Administrator	Assessment Tool Plan Creation	09/13 09/14 09/15	IC

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Goal 2: Ensure all students equal access to quality curriculum that is aligned to Common Core State Standards (CCSS)

Objective 4: Provide tiered support for English/Language Arts and Mathematics

Measurable Actions	Person(s) Responsible	Measurement	Completed By:	Domain
Prioritize access to intervention based on each school's SPI and achievement gaps	CAO, ILDs, Content Supervisors, Finance Department	SPI, Student Achievement, 5D Assessment	08/13	I
Implement Scientifically Research Based Instruction district-wide to ensure consistency and fidelity	ILDS, Content Supervisors, Supervisors of Special Education	SRBI Audit, Student Achievement	09/13	IC
Expand preschool programs to address the diverse needs of all students	Executive Cabinet, Supervisor of Bilingual Education, Supervisor of Early Childhood Education	Increase number of pre-school students participating	08/14	IC

Goal 3: Provide all students a safe and positive school climate that welcomes and actively engages all families

Objective 1: Create effective school climate plans for each school

Measurable Actions	Person(s) Responsible	Measurement	Completed By:	Domain
Utilize data (SWIS, SET, TIC, Attendance, Comprehensive School Climate Inventory) to create school climate plans	District School Climate Coordinator, School Climate Teams, Principals	School Climate Plan, Student Behavioral Data	08/13	SC
Connect with community agencies and resources to support the school climate plan	District Climate Coordinator, School Climate Coordinators, Executive Cabinet	Identification of Agencies and Support	08/13	SC, FCE

Objective 2: Increase parent involvement in schools

Measurable Actions	Person(s) Responsible	Measurement	Completed By:	Domain
Hold elections and establish School Governance Councils as required by legislation and conduct regular monthly meetings to review school improvements and achievements	Building Administrators	Complete SGC, regularly scheduled meetings	03/13	FCE
Establish a parent organization at each school in addition to the SGC	Building Administrators	Organization established	09/13	FCE
Redesign the structure of the open house / parent conference format	ILDs, Administrators, Teachers	Template created, Parent Participation	08/13	FCE
Redesign the "Parent Page" on the district and schools websites to engage parent use of Progress Book, progress reports, phone calls, emails or visits.	Building Administrators	Up to date websites	09/13	I, FCE
Design school-based workshops on areas of interest to parents as part of school activities	Building Administrators, Parent Liaison	School Climate Survey Scheduled Calendar	09/13 09/14 09/15	FCE
Provide professional development on Welcoming Walk Through protocol in each school to examine school climate and family engagement	CAO, Building Administrators	PD provided	06/14	SC, FCE

Goal 3: Provide all students a safe and positive school climate that welcomes and actively engages all families

Objective 3: Sustain and improve Positive Behavioral Intervention Supports implementation

Measurable Actions	Person(s) Responsible	Measurement	Completed By:	Domain
Use the School Evaluation Tool (SET) and the Team Implementation Checklist (TIC) to measure the effectiveness and implementation of PBIS	District Collaborative Coaches	SET, TIC	06/13 06/14 06/15	SC
Provide need-based differentiated professional development for each school	District Collaborative Coaches, PBIS Consultant	SET, TIC	06/14 06/15	SC
Review and implement PBIS recommendations and integrate recommendations into school climate plans	District School Climate Coordinator, School Climate Teams, Principals, District Collaborative Coaches	School Climate Plan, SET Data, TIC Data, SWIS Data	08/13	SC

Goal 4: Ensure that all students who enter grade 9 are prepared to enter colleges or careers of their choice by graduation

Objective 1: Create and sustain programs that increase college graduation and college readiness

Measurable Actions	Person(s) Responsible	Measurement	Completed By:	Domain
Create a district team to oversee the implementation of student success plans	CAO	Creation of Team	06/13	IC
Implement the use of the Naviance web-based program in all middle schools	Administrators, Computer Technology Center	100% Implementation of program	08/13	I
Participate in the GEAR UP program with Naugatuck Valley Community College	CAO, Principals and GEAR UP Staff	Number of Waterbury students participating	09/12	I

Objective 2: Create a middle and high school study team to review restructuring possibilities

Measurable Actions	Person(s) Responsible	Measurement	Completed By:	Domain
Develop evening secondary program for alternative program for social support and credit retrieval	Executive Cabinet, Principals, WTA, SAW	Modified alternative evening programs	06/13	I
Research size of schools and classes to analyze possibility of reducing each to research based levels.	CAO, ILDs, Principals, COS	Data collection class sizes and school sizes	08/14	I
Hire Supervisor of Student Affairs or Behavioral Interventionist to support administrators in instructional leadership	Executive Cabinet, Administrators	Discipline data, dropout rates, retention rates and graduation Rates	09/15	V, HC, SC