

East Haddam Public Schools
Annual Strategic Planning Report



Architectural design of the new 4-8 middle school

Presented to the
East Haddam Board of Education

by

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Superintendent of Schools

May 2006

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East Haddam Board of Education

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To: East Haddam Board of Education
From: Steven M. Durham, Ed.D.
Re: Annual Strategic Planning Progress Report
Date: May 30, 2006

I am pleased to present you with the district's annual Strategic Planning Progress Report. This report contains information on the initiatives targeted for implementation in 2005-06 which, as you know, is the final year of the original five-year plan. This year's report does not contain the same quantity of information as compared to previous years since the vast majority of the Strategic Plan has already been implemented. I have also included in the report a section on the planning initiatives for 2006-08 that the Board approved earlier this year.

Although there are no new initiatives planned for 2006-07, the Strategic Plan continues to influence all of our major educational decisions. As a school district, our commitment to the plan has become systemic and is embedded in our day-to-day operations. As a professional community, we are pleased with our achievement results but recognize the need to continue our efforts to improve student performance. Our focus on standardized test performance, along with the significant revisions to our curriculum, gives us reason to be optimistic.

If you have any questions or comments on anything contained in the report, please do not hesitate to contact me. Thank you.

EAST HADDAM PUBLIC SCHOOLS' MISSION STATEMENT

The mission of the East Haddam School District, where people are our greatest resource, is to develop a community of life-long learners through a rigorous instructional program delivered by a caring, competent staff dedicated to preparing productive citizens for our diverse and changing society.

CRITICAL ISSUES

Curriculum

Curriculum development is a dynamic and continuous process by which a school system plans, implements, and evaluates its educational programs in a coherent and logical manner. Curriculum guides the teaching/learning process by defining what is to be learned, how it is to be learned and how it will be assessed. Inherent in this process is a need for a comprehensive professional development program, including a differentiated teacher evaluation model that will lead to improved student learning.

Relationships

Relationships that are based on mutual respect and trust can have life long positive impacts on intellectual, social, and emotional growth and development of a person. The East Haddam Public Schools will nurture the development of positive relationships and maintain trust between students, staff, teachers and administrators, parents, Board of Education, town government and community members in order to create a supportive learning environment that inspires confidence and facilitates the health and wellness of its members.

Facilities

The responsibility of the East Haddam community is to provide facilities to support the changing educational needs of its children. These facilities must also provide for the delivery of community-based programs. As a result of the needs of this growing community and changing educational requirements, a comprehensive plan must address modifications to present facilities and creation of plans for new facilities.

OBJECTIVES AND STRATEGIES

STUDENT ACHIEVEMENT

Objective 1 - Students in grades 4, 6, 8, and 10 will achieve mastery on state standardized testing.

- Strategy 1.1) We will analyze testing results and make necessary instructional revisions.
- Strategy 1.2) We will align our curriculum to reflect Connecticut State Department of Education standards.

Objective 2 -Every student will demonstrate mastery of the East Haddam Curriculum that promotes excellence.

- Strategy 2.1) We will establish a curriculum review process.
- Strategy 2.2) We will provide a support system to enable each child to maximize his/her potential.

PROFESSIONAL DEVELOPMENT

Objective 1 - Each child will engage in an instructional program provided by a professional staff that utilizes exemplary educational practice.

- Strategy 1.1) We will develop a professional growth plan that assists teachers in the implementation of the district technology plan in their daily instructional practice.
- Strategy 1.2) Every teacher's professional development and growth plan will reflect the District's strategic plan.
- Strategy 1.3) We will establish a professional development program for all teachers on exemplary instructional practices.

TECHNOLOGY

Objective 1 - All students will have equal access to and use current technological resources.

- Strategy 1.1) We will incorporate appropriate technology in all curricular areas.
- Strategy 1.2) We will provide teacher training in the area of educational technology.
- Strategy 1.3) We will provide financial support to maintain up-to-date technological resources.

RELATIONSHIPS

Objective 1 - Every student will have the opportunity to engage in a mentor/mentee relationship with an adult within the school community.

- Strategy 1.1) We will provide a formal program focused on building healthy relationships between and among staff and students.

FACILITIES

Objective 1 - Every child will be provided school facilities that assist the delivery of a comprehensive PreK-12 educational program, as well as community-based activities.

- Strategy 1.1) We will investigate community needs in regard to the use of school facilities.
- Strategy 1.2) We will use available and relevant data to project needs of the school district with regard to facilities.
- Strategy 1.3) We will support the PreK-2 building committee to complete a new school facility.
- Strategy 1.4) We will develop a long range facilities needs plan for the district.

SECTION I
YEAR 5 PROGRESS REPORT

Action Plan 1: Student Achievement

Objective 1: Students in grades 4, 6, 8, and 10 will achieve mastery on state standardized testing.

Strategy 1: We will align our curriculum to reflect Connecticut State Department of Education standards.

Desired Outcome 1.1: A highly effective instructional program that leads to improved student performance.

- **Action Step: All curriculum committees will review the State Department of Education's Curriculum Frameworks.**
- **Action Step: Analyze existing curricular documents.**
- **Action Step: Revise existing curricular documents to align with State Frameworks.**

The district continued its review of the curriculum in accordance with the master curriculum calendar as outlined in "A Plan to Develop Curriculum in the East Haddam Public Schools." The 2005/06 school year was the first year of implementation of the K-12 Science curriculum and the implementation of new Houghton Mifflin reading materials for grades 1-4.

The Health and Physical Education curriculum was completely revised and aligned with the latest SDE curricular frameworks. Other curriculums that were approved by the Board during 05/06 were K-12 Art, K-12 Music, and 9-12 Technology Education. The Developmental Guidance Committee met several times during the year to establish a work plan and to identify its mission and belief statements. The Social Studies Curriculum Committee developed an evaluation instrument which will be disseminated to appropriate staff for completion. New level II World Language texts were purchased to support the curriculum revisions previously approved by the Board of Education.

The Language Arts Curriculum Committee reviewed and adjusted the curriculum to align with the latest version of the State Standards in Language Arts and revised the scope and sequence to make the document more teacher-friendly. This work was completed during the summer of 2005 by a group of 10 teachers, representing the elementary, middle and high schools. The subcommittee also reviewed and updated the classroom illustrations to reflect "best practices." This work continued into the beginning of 2005-2006 school year. Committee members also reviewed, modified, and updated the Appendices of the Language Arts Curriculum to reflect changes in the learning activities, while at the same time examined the methods of teaching writing, K-12.

At the end of the 2004-2005 school year, after exhaustive research, the adoption of a new Grade 1-4 reading program, published by Houghton Mifflin, was approved and the materials were purchased and disseminated. Chosen for its close alignment to our existing curriculum (and the state frameworks), and its ability to provide for varying abilities in the students, it was enthusiastically embraced by the entire committee. A secondary focus for the Language

Action Plan 1: Student Achievement (Cont'd)

Arts Curriculum Committee has been the ongoing monitoring and evaluation of that program. Regular reports were made at each Language Arts Curriculum Committee. These reports indicate great satisfaction with the program.

The new K-12 science curriculum, which was approved in spring of 2005, was implemented in the fall of 2005. New texts and materials were purchased to support the implementation of the new curriculum. The Science Curriculum Committee met throughout the year to monitor implementation. In addition, elementary school teachers met with Dr. Ralph Yulo, professor emeritus, during the January professional development day to acquire additional knowledge of and familiarity with the science frameworks.

Teachers from each school also attended the National Science Teachers Association (NSTA) Conference which was held in Hartford in October 2005. Teachers reported that the new curriculum has been well received by students and that they seem more curious and are "Thinking Science."

➤ **Action Step: Ensure CMT/CAPT goals are embedded, assessed, and evaluated in each curriculum.**

The CMT/CAPT improvement plan was developed in the fall of 2004 with extensive input from each school's faculty. The identified goal was for all students to improve their performance in all areas of the CMT/CAPT.

The objectives established for the CAPT were:

- 80% of all students in grade 10 will score at or above the State goal in all sections of the CAPT.
 - Measurement Tool: 2005 & 2006 CAPT
 - Benchmark: 80% of all 10th graders will score at or above state goal.
- All students in grade 10 who score at Level I or II in any section of the 2005 CAPT will have an individual growth plan developed and implemented for those respective sections.
 - Measurement Tool: 2005 & 2006 CAPT.
 - Benchmark: All identified students will advance one level.

The results of the Spring 05 CAPT showed that students have not met the benchmark of 80%. Hale Ray students achieved 57% at goal for math, 50% at goal for science, 63% at goal for reading, and 68% at goal for writing. However, review of the data for the past two CAPT administrations shows progress towards the benchmark of 80%. Two test areas, in particular, that showed significant growth were Reading (an additional 20% of students achieved goal from the previous year) and Writing (an additional 17% of students achieved goal from the previous year).

A positive decline in the number of students scoring at Levels 1 & 2 from the 2004 administration occurred in all areas as noted in the following chart:

Action Plan 1: Student Achievement (Cont'd)

Test Area	2004	2005
Math	15.3%	8%
Reading	19.3%	9%
Science	7.1%	4%
Writing	15.2%	6%

Ninety-one percent of Hale-Ray students achieved at or better than the proficient range in all tests on the Spring 05 CAPT, an additional sign of improvement and well above AYP.

The 2006 CMT and CAPT results are expected to be sent to all districts sometime this summer.

Objective 2: Every student will demonstrate mastery of the East Haddam curriculum.

Strategy 2: We will establish a curriculum review process to create a curriculum that promotes excellence.

Desired Outcome 2.1: A curriculum that is current and reflects the latest thinking in each discipline and provides meaningful learning opportunities for students.

➤ **Action Step: Implement schedule of curriculum review.**

At the time when the East Haddam K-12 Language Arts Curriculum was revised and adopted by the Board of Education, it was felt that the materials to support instruction in the area of reading were sufficient and appropriate. During the 2004-2005 school year, discussion began at grade level teams, and then at the committee level, that this was no longer true. With the endorsement of the Language Arts Curriculum Committee and District Curriculum Council, teachers began looking at review materials from multiple publishers. Two (Houghton Mifflin and MacMillan) were selected to pilot. Four teachers at each grade level used these materials for an extended time and rated them using the district criteria sheets. The *Houghton Mifflin 2005* materials were the unanimous choice of the teachers. It was felt that this series matched our curriculum, was in line with state standards, contained many assessments to guide instruction, and provided many reading and writing opportunities. It was well integrated with many cross-curricular connections. It provided materials to enable teachers to differentiate instruction and connect with the Responsive Classroom component of academic choice. After careful deliberation and this extensive piloting period in the spring of 2005, teachers recommended the adoption of *Houghton Mifflin 2005* to the Board of Education on April 12, 2005.

Elementary students in grades 1-4 began the 2005-2006 school year with new materials for reading instruction. The materials that support this program are varied and numerous. An anthology is used at each grade level for whole-group instruction which is balanced with guided reading group materials for small-group instruction. Other resources that are sent home with students on a regular basis are independent reading books. These are books that are individually matched to each child's skill level so that they can practice everyday with

Action Plan 1: Student Achievement (Cont'd)

fluency and meet success. It also promotes a close school/home partnership. The Board of Education supported this adoption with significant funding which enabled our school to purchase all needed components to ensure a quality program. Professional development from Houghton Mifflin consultants, as well as school Reading/Language Arts Consultants, was provided as the implementation progressed. The consultants worked in each classroom throughout the year to model best practice lessons and effective instructional strategies. The Language Arts Curriculum Committee is confident that the new reading program materials will enhance the quality of the reading instruction and promote student achievement on all assessment measures.

Objective 2: Every student will demonstrate mastery of the East Haddam curriculum.

Strategy 2: We will provide a support system to enable each child to maximize his/her potential.

Desired Outcome 2.5: Students will be highly educated and be able to apply their education throughout their life.

➤ **Action Step: All students will demonstrate mastery of the identified criteria as a condition for graduation.**

The class of 2006 is the first graduating class at Nathan Hale-Ray High School to comply with this condition for graduation. Through the academic seminar, all seniors will complete an academic portfolio that demonstrates their mastery of the curriculum. The learning expectations, as derived from our approved curriculum and which are aligned with the NEASC standards, serve as the benchmarks for the scoring rubrics. Students can also choose to create and present a WISE project in lieu of an academic portfolio. However, the same learning expectations are used to assess the level of student mastery. An individual senior experience (WISE) and samples of academic portfolio will be the focus of the strategic planning presentation to the Board on May 30, 2006.

Action Plan 2: Professional Development

Objective 1: Each child will engage in an instructional program provided by a professional staff that utilizes exemplary education practice.

Strategy 2: Every teacher's professional development and growth plan will reflect the district's strategic plan.

Desired Outcome 2.1: Provide opportunities for ongoing professional development related to district goals.

➤ **Action Step: Provide in-district opportunities before and after school for ongoing professional development related directly to district goals.**

Elementary School

Professional Development opportunities during the 2005-2006 school year have been directly related to district goals in the areas of Student Achievement, Technology, and Relationships.

The workshop on October 11 supported our implementation of the *Houghton Mifflin 2005* reading materials and our CMT Improvement Plan. The workshop, *Enhancing Vocabulary to Unlock the Treasures of Text*, provided teachers with the steps for explicit instruction, which included direct explanation, modeling, guided practice and application. This workshop helped teachers in selecting words to teach, in creating an organizational format for planning for instruction and modeling strategies for students to learn, appreciate, and effectively use words.

The January 17 Professional Development Day was designed to enhance teacher skills in implementing the newly adopted East Haddam Science Curriculum. It included discussion of the Connecticut Science Framework and an overview of inquiry based instruction in elementary science classrooms. Strategies for teaching and practicing inquiry and the assessment of inquiry learning was also shared.

March 27, our final Professional Development Day of this school year, was spent determining the *Power Standards in the Content Areas* so that classroom teachers can maintain their focus on literacy and numeracy instruction while also providing a comprehensive and manageable instructional program in the curricular areas of social studies and science.

Shorter workshops were offered to strengthen teacher skills in writing instruction (*Growing Sentences*) and in the use of technology (*Basic Use of Excel, Understanding Microsoft PowerPoint, Microsoft Word Format Techniques*).

In addition, because of our district commitment to the Responsive Classroom approach, six teachers attended Responsive Classroom Institute I training. This 5-day training was conducted in collaboration with the East Hampton School District on October 18 & 19, November 1 & 2, and March 29.

Action Plan 2: Professional Development (Cont'd)

Middle School

Teacher growth plans addressed the objectives of our CMT school improvement plans to improve student achievement through the incorporation of new instructional strategies into their daily lessons. CMT school improvement plans were reviewed and revised during the district professional development half days, as well as during after school content area team meetings. All teachers were involved in the process. Monthly faculty meetings were used to present class lesson plans and student work designed to improve student achievement in all academic areas.

Our Language Arts Consultant facilitated after school professional development discussions based on chapters from, *Strategies That Work*. Chapters were read by teachers prior to the meetings. Teachers discussed the book and obtained new ideas for improving student's reading comprehension skills across the content areas. Teachers were provided with opportunities to present successful reading and writing strategies, designed to improve student achievement, at monthly faculty meetings.

The topic of two district professional development days, *Understandings That Guide the Work We Do with Middle School Learners*, was facilitated by Doreen Marvin from LEARN. The faculty identified the needs of the young adolescent and the changing forces in today's society. The middle school mission was reviewed and revised. In addition, school belief statements were developed and agreed upon. The belief statements address student achievement and positive relationship building, two of the Strategic Plan goals. Teachers reviewed the report from LEARN in faculty meetings and incorporated the information in the classroom.

Portfolio Assessment was the topic of the third district professional development day. The portfolio implemented in 2001, provides another forum for students to demonstrate mastery of the district curriculum. A Central Connecticut State University Professor presented updated research and models for developing portfolio assessment. Teachers worked in content area and grade level teams to evaluate the current portfolio development process. Based on their findings the teams identified revisions that increase the validity of the middle school portfolio and make it more meaningful for the students. Each student will demonstrate mastery of the curriculum expectations via their portfolio and showcase their best work at a portfolio celebration at the end of the school year. Monthly faculty meetings provided the opportunity for teachers to continue the work started on this professional day.

High School

All three professional development days were used to prepare for our upcoming NEASC accreditation visit on October 1-4, 2006. All staff members were assigned to standards committees. Each committee met to review the indicators within their standard and then created a narrative that addressed Hale-Ray's adherence to the standard. An executive summary and a list of strengths and needs were also written. As reports were completed, they were reviewed by the Steering Committee and then sent on to the faculty for their review. Finally, once completed, the faculty voted on the edited reports. At the end of May,

Action Plan 2: Professional Development (Cont'd)

High School (Cont'd)

when all eight reports are completed, they will be assembled to create our self-study report. This report will be sent to CPSS (Commission on Public Secondary Schools) for their review in preparation for their October 1 visit.

➤ **Action Step: Develop a district statement for Diversity.**

Diversity Statement: Diversity refers to the variety of experiences, perspectives, and potentialities which arise from differences among people that includes but are not limited to race, culture, religion, mental or physical abilities, heritage, age gender, sexual orientation, learning style, and physical maturity. The East Haddam Public School System is a learning community committed to creating a culture that accepts and values each individual.

A district wide committee, with representation from all three buildings, met on a monthly basis this past school year. The focus of the committee was to implement activities in the 05-06 school year that would address the contents of the diversity statement. A number of activities continue to occur that provide exposure for East Haddam students to various cultural, religious and ethnic groups: Social Studies classes at both the Middle School and High School provide opportunities for exposure through readings and research papers; the High School continues to promote three different groups that address various aspects of Diversity (Multicultural Club, Straight from the Heart, and Youth Helping Youth) and second grade teachers at the Elementary School developed a comprehensive unit on immigration that highlights the various cultures and ethnic groups that have become part of America. In addition, the elementary school has fully integrated the Responsive Classroom into every classroom. All staff received basic training on the Responsive Classroom and a significant number of teachers have received more extensive training and now can be used as mentors.

On December 14, 2005, Names Can Really Hurt Us, a program aimed at helping to eradicate bias, discrimination and the associated bullying and harassment, was held at Hale-Ray. This program involved two coordinators/facilitators from the Anti-Defamation League (ADL), 21 faculty and 36 students directly, and indirectly everyone else in the school. Presented by the ADL, the program involved an all-school assembly during which students from the school community shared their experiences involving bias and discrimination. Students representing various groups in the school addressed their peers during the assembly. This was followed by a very powerful "open mic" session at which time students spoke of their personal experiences as a victim, an ally of a victim, a perpetrator, or a bystander. Subsequently, small group discussions were conducted that gave all students a chance to reflect on what they had heard and discuss ways to combat bias and discrimination at school. The day proved to be a huge success garnering much positive feedback from students, faculty and parents alike.

On April 4th and 5th, 2006, Dr. William Howe, Educational Consultant for Multicultural Education from the State Department of Education, provided selected East Haddam staff with in-service on developing a Multicultural Curriculum. Eleven staff members representing all three buildings received the training. The curriculum components are a four step model that addresses:

Action Plan 2: Professional Development (Cont'd)

- **Awareness** - increasing ones sensitivity to issues of racism, sexism and other forms of discrimination.
- **Knowledge** - understanding and dealing with multicultural perspectives.
- **Skills** - recognizing and avoiding bias in materials, testing and curriculum development.
- **Action** - learning how to develop individual and organizational action plans to develop a multicultural curriculum.

Dr. Howe provided a very comprehensive and intensive in-service program. The feedback from the staff was very positive; the staff reported that the information and materials provided could easily be incorporated into any curriculum. The workshop provided an opportunity to have staff in each building trained in Multicultural Education and to serve as a resource to others.

Action Plan 3: Technology

Objective 1: All students will have equal access to and use current technological resources.

Strategy 1: We will incorporate appropriate technology in all curricular areas.

Desired Outcome 1.1: Increased technology opportunities for all students in order to demonstrate proficiency throughout their school experience and beyond.

- **Action Step: Revise the current technology curriculum to be reflective of the needs of the current learners and of current technology.**
- **Action Step: Offer advanced computer opportunities in each department at the high school (e.g.: computer languages, web design, graphic design, network administration, and Microsoft certifications).**

The semester course, PC Troubleshooting & Repair, was offered at the HS for the first time this fall. Hale-Ray students also took advantage of two technology courses, Visual BASIC and Animation & Effects: MX Flash, offered through Virtual High School. (A complete list of VHS courses is contained in Appendix A).

At the MS, students used new software Adobe Premier and MovieMaker.

The ES students began the year with new computer hardware & software in the computer lab. Because the lab computers are now of the same platform as the rest of the district, students can work on projects both in the lab and the classroom.

Objective 1: All students will have equal access to and use current technological resources.

Strategy 1: We will incorporate appropriate technology in all curricular areas.

Desired Outcome 1.2: The establishment of a technology governing board composed of teachers, students, administrators, support staff, and community members that will ensure that the curriculum needs will drive technology procurements, network management, and security models.

- **Action Step: Re-establish a district-wide technology committee to review the district hardware and software needs.**

The district's technology committee spent the year working on the new state & federal mandated technology plan. A subset of the committee met monthly to work on the written document. The document was submitted to LEARN for initial approval which was received in April. The document was approved by the BOE in May. The final version is due to the State Department of Education in June 2006.

Objective 1: All students will have equal access to and use current technological resources.

Strategy 1: We will incorporate appropriate technology in all curricular areas.

Desired Outcome 1.3: A user-friendly network that is responsive to the curriculum.

➤ **Action Step: Provide e-mail access for students for curriculum related assignments.**

All Hale-Ray students have 'proprietary' e-mail accounts which can be used to email teachers, as well as move files between home and school. Eighth grade students should have similar e-mail accounts by the end of May.

Objective 1: All students will have equal access to and use current technological resources.

Strategy 2: We will provide teacher training in the area of educational technology.

Desired Outcome 2.1: A program of professional development that addresses the skills needed to incorporate technology into all curriculum.

➤ **Action Step: Establish a mandatory network introduction session for all new staff.**

All new staff attended the annual introductory network session in August. If staff was hired mid-year, a personalized individual training session was arranged.

Large group technology professional development was offered to support the district's digital grading (GradeQuick) and communication (Edline) initiatives. Individual or small group sessions were offered throughout the year. (See Appendix B for a complete list.)

Objective 1: All students will have equal access to and use current technological resources.

Strategy 2: We will provide teacher training in the area of educational technology.

Desired Outcome 2.2: Improve technological skills of all professional staff so students can be offered similar opportunities.

➤ **Action Step: Create an assessment tool to assess staff expertise in using technology.**

➤ **Action Step: Staff takes yearly assessment.**

In April, the certified staff completed the yearly self-assessment (Appendix C). A focus of this year's assessment was the teacher's perception of how technology effects learning in his/her own classroom. Staff was asked to provide a personal experience. The summative results of the survey are found in Appendix D. Summative and individual results will be used by the building administrators, as well as the technology coordinator as a resource for future professional development planning.

Action Plan 3: Technology (Cont'd)

Objective 1: All students will have equal access to and use current technological resources.

Strategy 3: We will provide financial support to maintain up-to-date technological resources.

Desired Outcome 3.1: Creative uses of technology in education by providing access to current and cutting-edge technology.

- **Action Step: Review minimum computer hardware and software standards yearly.**
- **Action Step: Replace one quarter of the district hardware every year.**

As a result of this year's replacement cycle, computers in the MS library, one MS computer lab and the ES lab were refreshed. With the refresh of the ES lab, the district has realized its goal of creating a single hardware/software platform district-wide.

- **Action Step: Provide every student with access to an individual portable technology device as needed to support the curriculum.**

Through the use of Ray Board funds, two mobile computer labs were purchased. Each lab consists of a large, lockable cart with room for up to 30 laptops. Currently each cart has 10 laptops and a networked laser printer.

Objective 1: All students will have equal access to and use current technological resources.

Strategy 3: We will provide financial support to maintain up-to-date technological resources.

Desired Outcome 3.2: An environmentally safe procedure to dispose of old and outdated technology hardware.

- **Action Step: Determine the disposal process.**

The district examines functioning retired equipment for its usability in-house. A number of retired computers found new life in classrooms at both the MS and ES. Although these computers are limited in performance, classroom teachers have been very inventive in putting them to good use. If functioning 'retired' equipment is not placed in-house, the district plans on offering this equipment to school families and the East Haddam community at large.

Disposal is the option for equipment which is damaged or hopelessly outdated. The district took advantage of LEARN's recycling initiative to dispose of equipment that was no longer usable.

Objective 1: All students will have equal access to and use current technological resources.

Strategy 3: We will provide financial support to maintain up-to-date technological resources.

Desired Outcome 3.4: Alternate funding sources to support the district's technology needs.

➤ **Action Step: Investigate funding opportunities from governmental and private agencies.**

The district received a competitive state infrastructure grant to help in the purchase of equipment needed to upgrade its WAN from T-1 to fiber. Plans are to implement the upgrade for the 2006-07 school year.

Ray Board funding was used to create a wireless network at the HS. The building has 20 access points which allows wireless connectivity from any point in the building. This is especially nice feature when using the laptop carts also purchased with Ray Board funds.

Action Plan 4: Relationships

Objective 1: Every student will have an opportunity to engage in a mentor/mentee relationship with an adult within the school community.

Strategy 1: We will provide a formal program focused on building healthy relationships between and among staff and students.

Desired Outcome 1.2: East Haddam Public Schools will embrace character education as a vehicle to promote healthy relationships.

- **Action Step: Define how components of Rite of Passage, Responsive Classroom, Don't Laugh at Me, and other appropriate programs that relate developmentally at various grade levels.**
- **Action Step: Identify and set up professional development opportunities to train staff including workshops, site visits, and materials and resources.**
- **Action Step: Select staff members, grade levels, and/or curriculum theme units to pilot some of the key concepts.**

During the 2005-2006 school year, six additional staff members attended the *Responsive Classroom* Institute I training to further enhance their knowledge and skills in this model. Currently, one hundred percent of our K-2, 50 % of our grade 3, and 33% of our grade 4 classroom teachers have participated in Institute I and/or Institute II training.

We continue to make this a school-wide approach with activities like our annual Cooperation Day in May that celebrates collaborative activities between partner classes. As part of our Daily Announcements, an RC "Phrase of the Week" is added to encourage consistent language throughout the school. The Responsive Classroom committee meets monthly to discuss new strategies that will further promote the development of positive relationships between and among students and staff at the elementary school.

The middle school, in partnership with East Haddam Youth Services and MPAC, offered a diverse selection of after school activities for middle school students. This winter the program included Board Games, Tap into Creativity, Hip Hop Dancing, Chess, The Art of Pencil Sketching, Theater and Improvisation, Homework Club, Creating a Story through Art, Bingo, and Yoga. Volunteer instructors for these classes were East Haddam community members, parents, and teachers. Approximately 80 students participated. These classes provide an excellent venue for students to develop relationships with adults and peers while having fun.

Action Plan 5: Facilities

Objective 1: Every child will be provided with school facilities that assist the delivery of a comprehensive PreK-12 educational program, as well as community-based activities.

Strategy 1: We will investigate community needs in regard to the use of school facilities.

Desired Outcome 1.1: That all school facilities would be used as community centers and open seven days a week. That the town budget will reflect expenses for community needs outside of educational usage.

On February 8, 2005 the Board opened the high school media center to the community for the express purpose of making available district technology to the citizens of East Haddam. The "Community Tech Center" continues to be available throughout the 2006-07 school year. Through the generous funding of Consumers Union, the Center was open nine hours per week. The Center was staffed by a high school faculty member and two student assistants. East Haddam residents were free to use the school computers, computer network, the internet, and all resources within the media center inventory.

Objective 1: Every child will be provided with school facilities that assist the delivery of a comprehensive PreK-12 educational program, as well as community-based activities.

Strategy 1: We will investigate community needs in regard to the use of school facilities.

Desired Outcome 1.2: A comprehensive 4-8 middle school program that will effectively meet the needs of the students and which will be fully supported by the community.

➤ **Action Step: Develop and implement a transition plan to support the opening of the new 4-8 school.**

The 4-8 Building Committee continues to meet on a regular basis to complete the final design and details for the 4-8 middle school. The Committee is comprised of nine members (two of whom are also on the East Haddam Board of Education). The Committee is assisted by the architectural firm of Kaestle Boos, Inc. and Newfield Construction as the construction management firm. The school is on schedule to open in 2008.

SECTION II
STATUS REPORT ON INITIATIVES
YEARS 1-5 (2001-06)

SUMMARY OF MAJOR INITIATIVES YEAR 1: 2001-02

Student Achievement

- Curriculum alignment with SDE frameworks
- Implementation of new writing materials to support the revised Language Arts curriculum
- Curriculum Council to review “Plan”
- Increase AP courses
- Investigate additional opportunities to obtain college credit
- Form a committee to create a demonstration portfolio (9-12) requirement

Professional Development

- Institute formal new staff orientation program
- Plan for 2002 summer Professional Development institutes
- Increase Professional Development offerings before and after school

Technology

- Develop a disposal process for old computers
- Create and administer a technology assessment tool
- Review and revise technology standards for staff & students
- Develop a strategy to transition to single platform
- Create job descriptions for building level technology specialists

Relationships

- Identify essential characteristics for building healthy relationships
- Establish Peer Advocacy Project

Facilities

- Determine community interests in using school facilities

SUMMARY OF MAJOR INITIATIVES YEAR 2: 2002-03

Student Achievement

- Implementation of new math curriculum
- Create position of Director of Curriculum (BoE eliminated this action step)
- Adoption of a district statement on “Diversity”
- Initiate the process for Coalition of Essential Schools membership
- Form a committee to create a demonstration portfolio requirement at each exit grade K-8

Professional Development

- Conduct a Technology Fair
- Create a Request for Proposal process for in-district professional development

Technology

- Offer advanced computer opportunities at HS and MS
- Develop a junior computer tech program
- Review district’s hardware and software needs
- Provide e-mail access to students
- Increase Professional Development opportunities in area of technology
- Distribute retired technology

Relationships

- Establish advisory committee to design a secondary school advisory program
- Provide training, workshops, site visits
- Recruit staff members to form a Character Education task force
- Identify developmentally appropriate components by grade level
- Design procedure manual for Peer Advocacy Project
- Select and train students for participation in the Project

Facilities

- Board of Education to meet to discuss financial implications for year round use of school facilities by East Haddam citizens/groups

SUMMARY OF MAJOR INITIATIVES YEAR 3: 2003-04

Student Achievement

- Implementation of revised Social Studies, Family and Consumer Science, and Agri-science curriculum
- Adopt a district-wide definition of diversity
- Provide professional development for faculty on topics related to diversity as defined in the district statement
- Continue efforts to qualify for membership in the Coalition of Essential Schools
- Implement performance based assessment process at each exit level; K-4, 5-8
- Implement graduation portfolio requirement for class of 2004 and all subsequent classes

Professional Development

- Establish a technology resource center in each school (Defer to a later date)
- Hold a system-wide technology fair

Technology

- Implement additional computer/technology opportunities for students at the elementary school
- Provide update training for Building Tech. Specialists
- Replace 1/5 of the district's technology hardware (computers)
- Continue transition to single platform

Relationships

- Implement responsive classroom at elementary school
- Identify a developmentally appropriate advisory program for high school students
- Provide in-service training for high school staff
- Provide character education workshops for staff

Facilities

- Revise the Board of Education's Long Range School Facilities Plan to reflect data collected by the Ad Hoc School Space Research Committee.

SUMMARY OF MAJOR INITIATIVES YEAR 4: 2004-05

In addition to the ongoing initiatives that began in years 1, 2 and 3, the following activities are targeted for implementation in year 4:

Student Achievement

- All action plans from years 1 through 3 have been implemented
- Curriculum: Revisions to World Languages and Business Education
- Include diversity activities in school improvement plans
- Continue efforts to qualify for membership in the Coalition of Essential Schools
- Continue implementation of performance based assessment process at each exit level; K-4, 5-8, and 9-12

Professional Development

- Provide for professional development for faculty on topics related to diversity as defined in the district's statement
- Provide in-service training to staff in support of Relationships action plan
- Determine the need for Curriculum Specialists
- Teacher Tech. Resource Center (on hold due to lack of space)

Technology

- All identified action plans have been implemented and will required continued support
- Transition to a single platform to reduce the district's TCO

Relationships

- Initiate a formal mentoring program at the high school
- Expand Responsive Classroom at the elementary school
- Evaluate ROPE and strengthen advisory program

Facilities

- Revise the Board of Education's Long Range School Facilities Plan

SUMMARY OF PROPOSED MAJOR INITIATIVES YEAR 5: 2005-06

Student Achievement

- Evaluate Language Arts Curriculum and adopt new reading program materials (per the Master Curriculum Calendar).
- Implement new K-12 Science curriculum and revised curriculum in Fine Arts, Health & PE, and Tech. Ed.

Professional Development

- Evaluate the impact of technology on student learning.
- Create positions for full-time Curriculum Specialists in Language Arts, math, social studies, science and the arts. *

Technology

- Equip each teacher with a laptop. (Hold for further evaluation).

Relationships – all plans have been completed or are on-going.

Facilities – all plans have been completed or are on-going.

* 2004-05 (Prerequisite)

- Determine the need for Curriculum Specialists. (Hold for further evaluation).
- Write job descriptions for Curriculum Specialists.

SECTION III

STRATEGIC PLAN FOR YEARS 2006-08

EAST HADDAM PUBLIC SCHOOLS

STRATEGIC PLAN

2006-08

Action Plan 1: Student Achievement

Objective 2: Every student will demonstrate mastery of the East Haddam curriculum.

Strategy 2: We will provide a support system to enable each child to maximize his/her potential.

Desired Outcomes 2.2.1: A learning environment that accommodates the needs of all learners.

ACTION STEP	PERSON RESPONSIBLE	START DATE	DUE DATE	COMPLETED DATE/NOTES
Implement appropriate activities for HS faculty & students on topics related to diversity as defined by the district statement	Diversity Committee	9/05	9/06	Initiated the NAMES program at HS in fall of 2005
Identify and implement relevant programs/activities for MS & ES	Diversity Committee	9/06	6/08	
Assess students and teachers attitudes respective of the district's Diversity Statement	Diversity Committee	1/08	6/08	

EAST HADDAM PUBLIC SCHOOLS

STRATEGIC PLAN

2006-08

Action Plan 1: Student Achievement

Objective 2: Every student will demonstrate mastery of the East Haddam curriculum.

Strategy 2: We will provide a support system to enable each child to maximize his/her potential.

Desired Outcomes 2.3.1: A high school environment that embodies the basic tenets of the Coalition of Essential Schools and promotes success for all students.

ACTION STEP	PERSON RESPONSIBLE	START DATE	DUE DATE	COMPLETED DATE/NOTES
Request an external evaluation from the CES to determine the school's progress to embody the Coalition of Essential Schools' ten basic principles	High School Administration	1/07	1/08	See principles of "Essential Schools" (on reverse side)

Appendix 2.3a

The Common Principles of the Coalition of Essential Schools

1. The school should focus on helping adolescents learn to use their minds well.
2. The school's goals should be simple: that each student master a limited number of essential skills and areas of knowledge.
3. The school's goals should apply to all students, while the means to these goals will vary as those students themselves vary.
4. Teaching and learning should be personalized to the maximum feasible extent.
5. The governing practical metaphor of the school should be student-as-worker, rather than the more familiar metaphor of teacher-as-deliverer-of-instructional-services.
6. The diploma should be awarded upon a successful final demonstration of mastery for graduation – an “Exhibition.”
7. The tone of the school should explicitly and self-consciously stress values of unanxious expectation of trust and of decency.
8. The principal and teachers should perceive themselves as generalists first (teachers and scholars in general education) and specialists second (experts in but one particular discipline).
9. Ultimate administrative and budget targets should include, in addition to total student loads per teacher of 80 or fewer pupils, substantial time for collective planning by teachers, competitive salaries for staff, and an ultimate per pupil cost not to exceed that at traditional schools by more than 10 percent.
10. The school should demonstrate non-discriminatory and inclusive policies, practices, and pedagogies.

EAST HADDAM PUBLIC SCHOOLS

STRATEGIC PLAN

2006-08

Action Plan 1: Student Achievement

Objective 2: Every student will demonstrate mastery of the East Haddam curriculum.

Strategy 2: We will provide a support system to enable each child to maximize his/her potential.

Desired Outcomes 2.6: A quality instructional program that is embraced and supported by the East Haddam community.

ACTION STEP	PERSON RESPONSIBLE	START DATE	DUE DATE	COMPLETED DATE/NOTES
<p>Survey the community-at-large to determine its level of satisfaction for the quality of education in East Haddam including but not limited to:</p> <ul style="list-style-type: none"> • student performance on standardized test; • curricular offerings; • academic rigor; • affective education programs; • technology opportunities; and • external communications. 	BOE/Ad Hoc Committee	7/06	1/08	<p>Draft of the survey will be designed during summer of 2006 by administrative team</p> <p>Possible means of data collection</p> <ul style="list-style-type: none"> • electronic survey, Edline • hard copy • mass mailings • focus groups

EAST HADDAM PUBLIC SCHOOLS

STRATEGIC PLAN

2006-08

Action Plan 4: Relationships

Objective 1: Every student will have an opportunity to engage in a mentor/mentee relationship with an adult within the school community

Strategy 1: We will provide a formal program focused on building healthy relationships between and among staff and students.

Desired Outcomes 1.3: East Haddam Public Schools will embrace character education as a vehicle to promote healthy relationships.

ACTION STEP	PERSON RESPONSIBLE	START DATE	DUE DATE	COMPLETED DATE/NOTES
Identify a process to evaluate the effectiveness of ROPE, Responsive Classroom, and the high school mentoring program to determine the success of each program as it relates to the desired outcomes	Staff	9/06	6/07	
Implement the evaluation process and collect data to determine the effect of the programs relative to the stated objectives and desired outcomes	Administration	9/07	1/08	

EAST HADDAM PUBLIC SCHOOLS

STRATEGIC PLAN

2006-08

Action Plan 5: Facilities

Objective 1: Every child will be provided school facilities that assist the delivery of a comprehensive PreK-12 educational program, as well as community-based activities.

Strategy 1: We will investigate community needs in regard to the new 4-8 middle school.

Desired Outcomes 1.2: A comprehensive 4-8 middle school program that will effectively meet the needs of the students and which will be fully supported by the community.

ACTION STEP	PERSON RESPONSIBLE	START DATE	DUE DATE	COMPLETED DATE/NOTES
Develop and implement a transition plan to support the opening of the new 4-8 school <ul style="list-style-type: none"> • Develop a process to collect preliminary data from parents regarding their questions & concerns for the move to 4-8 school configuration • Conduct follow up sessions with various stakeholders (teachers, parents, etc.) to discuss the key issues identified in the preliminary data collection phase and other additional concerns • Develop, disseminate and implement the transition plan in preparation for the opening of the new middle school 	Superintendent	1/06	1/08	
		1/06	6/06	Conduct informational sessions & meetings with parents, PTO, MPAC groups with project Architects (include SBC reps)
		9/06	6/07	Use focus group format to illicit specific information and detail
		7/07	1/08	Anticipated date of occupancy is Winter 2008

APPENDICES

Appendix A – Virtual High School Courses for 2005-2006

Appendix B – Technology PD Offerings for 2005-2006

Appendix C – Annual Technology Questionnaire

Appendix D – Annual Technology Questionnaire Summary of Results

Appendix E – Master Curriculum Calendar 2005-2010

APPENDIX A

Virtual High School Courses for 05-06

American Music

Animation Effects: *FLASH MX*

AP Biology

AP English, Language & Composition

AP Spanish

AP Statistics

Cultural Identity through Literature

History of Photography

Irish Literature

Peacemaking

Personal Finance

20th Century Women Authors

Perspectives in Health

Practical Law

Psychology

Screen Writing

Visual BASIC

Young Adult Literature

APPENDIX B

Technology PD Offerings for 05-06

Topic	Dates
New Staff Orientation	9/1, 1/31, 2/3, 2/7, 4/6
<i>GradeQuick</i>	9/2, 9/28, 11/1, 11/14, 11/17, 12/20
<i>Edline</i>	9/12, 9/16, 9/20, 9/29, 10/3, 12/7, 12/13 – 12/16, 12/19, 12/20, 1/13, 1/26, 2/7
<i>Inspiration</i>	3/13, 3/17
HS Laptop Cart	10/31
MS Efolio	12/5
ES Lab Update	9/9, 9/14, 9/15, 4/30
MS Office - secretaries	10/12, 5/10

APPENDIX C

Annual Technology Questionnaire

Name: _____

School ES MS HS

1. Please rate your proficiency with the following teacher tools.

Software	Very Proficient	Moderately Proficient	Beginner	Would like more training using?
<i>GradeQuick</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Edline</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>MS Word</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>MS PowerPoint</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>MS Excel</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>MS Publisher</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet Searching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Identify the software you have integrated into your instruction. List other programs on the blank lines.

Software	Use	Do Not Use	I would like training to integrate.
<i>MS Word</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>MS Excel</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>MS PowerPoint</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>MS Publisher</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>KidPix</i> (ES only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Graphers</i> (ES only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Please give one example of how you integrate technology into your curriculum.

4. Considering the above example, how has the use of technology influenced the learning of your students?

Positive Negative No Effect

Please explain your answer.

Appendix C (Cont'd)

5. Technology use in education has been reported to help students in many ways.

From your personal experiences using technology in your daily instruction, do you agree or disagree with the following?

Statement	Agree	Disagree	NA
a) Internet use increases interest level in the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Internet use provides more reliable / primary sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Internet use provides media in formats not available in print only. (e.g. videos, photos.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Students see current events as more relevant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Students are exposed to a diverse, global world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Students' depth of understanding increases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Students' analysis of data is enhanced through use of spreadsheets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Internet use of hyperlinks allows students to pursue areas of interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Software encourages creativity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Students write more.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Students are more fluent writers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Students use grammar & spell check to create a more intelligible product.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Students are more willing to revise and/or edit work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Use of presentation software has positively affected the quality of oral reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX D

Annual Technology Questionnaire Summary of Results

Note: 119 staff members completed the questionnaire. Some survey items were left unanswered. These 'non-responses' could account for certain percentage totals of less than 100%.

1. Please rate your proficiency with the following teacher tools.

Software	Very Proficient	Moderately Proficient	Beginner	Would like more training using?
GradeQuick	29%	52%	13%	3%
Edline	23%	57%	20%	10%
MS Word	53%	45%	3%	5%
MS PowerPoint	20%	34%	45%	19%
MS Excel	25%	24%	50%	23%
MS Publisher	8%	24%	69%	25%
Internet Searching	63%	29%	8%	4%
Email	64%	31%	5%	2%

2. Identify the software you have integrated into your instruction. List other programs on the blank lines.

Software	Use	Do Not Use	I would like training to integrate.
MS Word	86%	9%	1%
MS Excel	30%	65%	7%
MS PowerPoint	39%	56%	15%
MS Publisher	21%	74%	13%
KidPix (ES only)	56%	40%	9%
Graphers (ES only)	12%	84%	14%

3. Please give one example of how you integrate technology into your curriculum.

4. Considering the above example, how has the use of technology influenced the learning of your students?

85% Positive 0% Negative 3% No Effect

Please explain your answer.

Appendix D (Cont'd)

5. Technology use in education has been reported to help students in many ways.

From your personal experiences using technology in your daily instruction, do you agree or disagree with the following?

Statement	Agree	Disagree	NA
Internet use increases interest level in the subject.	84%	3%	8%
o) Internet use provides more reliable / primary sources	63%	16%	9%
p) Internet use provides media in formats not available in print only. (e.g. videos, photos.)	79%	3%	5%
q) Students see current events as more relevant	58%	13%	19%
r) Students are exposed to a diverse, global world.	76%	1%	17%
s) Students' depth of understanding increases.	67%	10%	8%
t) Students' analysis of data is enhanced through use of spreadsheets.	37%	4%	50%
u) Internet use of hyperlinks allows students to pursue areas of interest.	66%	2%	25%
v) Software encourages creativity.	68%	7%	17%
w) Students write more.	39%	25%	25%
x) Students are more fluent writers.	34%	29%	26%
y) Students use grammar & spell check to create a more intelligible product.	52%	16%	22%
z) Students are more willing to revise and/or edit work.	52%	18%	21%
aa) Use of presentation software has positively affected the quality of oral reports.	50%	6%	36%

EAST HADDAM PUBLIC SCHOOLS
Master Curriculum Calendar
Schools Years 2005-2010

SUBJECT	CHAIR	DATE OF LAST REVISION	2005-06	2006-07	2007-08	2008-09	2009-10
Business	L. Corey	4/2004	Research & Development	Evaluate	Revise	Implementation	Review & Adjust
Developmental Guidance	J. DeLeeuw		Research & Development	Write Curriculum	Implementation	Review & Adjust	Revise
Family & Consumer Science	J. Vigen J. Finlayson	3/2003	Review & Adjust	Research & Development	Revise	Implementation	Evaluate
Fine Arts	Evans (Music) Weaver (Art)	Music 9/2005 Art 10/2005	Implementation	Evaluate	Review & Adjust	Research & Development	Complete Revision
Language Arts	C. Rinaldi	Approved 5/2001 Revised 9/2005	Implement New Reading Materials Review & Adjust	Research & Development	Revise	Implementation	Review
Math	M. Havens	Implement Algebra I (Grade 8) & Integrated Math (High School) 2004-05 6/2002	Align With New SDE Frameworks and New Generation 4 CMT	Evaluate & Revise Develop Scope & Sequence	Review & Adjust	Research & Development	Revise
PE & Health	B. Butsch	Anticipated date of completion 12/05	Continue Revision	Implementation	Evaluate	Review & Adjust	Research & Development
Science	L. Dadona E. Roark	5/2005	Implementation K-12	Evaluate	Review & Adjust	Research & Development	Complete Revision
Social Studies	D. Scata	6/2003	Evaluate	Review & Adjust	Revise	Research & Development	Implementation
Tech. Ed.	B. Freeman	8/2005	Implementation	Evaluate	Review & Adjust	Research & Development	Continue Revisions
Vo-Ag	C. Matthewson	8/2002	Adjust	Evaluate	Revise	Implementation Revisions	Research & Development
World Languages	B. Barnes	12/2003	New Texts Level II Continue Implementation	Evaluate	Revise	Research & Development	Implement Revisions