



Stamford Public Schools

EXCELLENCE IS THE POINT.

High School Call To Action Year II

ACTION REPORT

June 2014

Background

HIGH SCHOOL CALL TO ACTION COMMITTEE

January 2013 – June 2013

- Stamford Public Schools staff, parents, students, and community representatives were called to action on January 24, 2013, by Superintendent of Schools, Dr. Winifred Hamilton, joined by Geoffrey Alswanger, President of the Board of Education, to initiate the High School Call to Action Committee (HSCAC).
- Over 90 volunteers with diverse perspectives answered this call to share ideas, define problems, and find best ways to move forward to improve high schools.
- *The purpose of the HSCAC is to raise the bar for all students, accelerate the growth for struggling students, elevate the high school experience in Stamford Public Schools, and insure that all graduates are prepared for academic, social, technological, economic, and global demands of the 21st Century.*
- HSCAC's work from January through June 2013 compared current practice in SPS to the best practices described in recent literature, district documents, reports, and online material. The research included surveys from SPS students, teachers, and parents; results of focus groups of SPS students; a deep look at SPS achievement data; videos of promising practices; conferences; and guest speakers.
- **The overarching idea that emerged from these six months of work is the importance of a personalized approach to education. Students need a sense of belonging; they do not want to feel anonymous; they want to feel accepted and safe; they want opportunities for self-determination. (Make this stand out)**
- A preliminary report of this work was distributed to HSCAC on June 10, 2013, for the Committee's feedback. The feedback from the June preliminary report was incorporated into a final report of recommendations which was issued September 18, 2013.

HIGH SCHOOL CALL TO ACTION SUBCOMMITTEES

September 2013 – June 2014

- In Fall 2013, HSCAC developed a task force of four subcommittees to create action plans to execute the recommendations in the September 2013 HSCAC Report. Approximately sixty volunteers formed four subcommittees (see below) to address the recommendations; develop timelines and implementation plans; and develop criteria to monitor and evaluate impact. They met six times from October to March.
- In March 2014, these subcommittees formed smaller working groups to develop action plans based on the investigations, research, and findings of the subcommittees.
- The plan is a work in progress, and represents the first step in the creation of what must be a multi-year process to build upon the district's beginning efforts to improve the learning for all students and prepare them for success in the 21st century. The achievement of each recommendation will require significant planning and a focused effort by the district involving multiple constituents, including the students themselves.

Subcommittees

Policies, Practices, and Operations

The context for programs and strategies is provided by the policies, practices, and operations. It is therefore important to review policies, practices, and operations, and identify those that may be antithetical to goals/objectives of existing or planned programs or strategies intended to promote student achievement and reduce the achievement gap.

The Policy, Practices, and Operations committee focused on the following objectives:

- A systematic hierarchy of student support opportunities must replace the current inconsistent, haphazard support provided.
- The schedule optimizer in PowerSchool must be used to create flexibility to personalize schedules for teachers and students.
- A responsive system to trigger action when students need support should be developed.
- The high school attendance policy (5113A-R) which was originally adopted in 1997 and amended in 2000 should be revised.
- The work of the high school grading committee (2011-12) should be revisited for inconsistencies in grading calculations and opportunities to make up late or incomplete work.

Leadership

Whereas policies, practices, and operations lay the foundation for school reform possibilities, administrative leadership is essential to effect change. Currently, external changes in the educational landscape include introduction of the Common Core State Standards (CCSS), new administrative/teacher evaluation requirements, changes in accreditation standards by the New England Association of Schools and Colleges (NEASC), and additions to high school graduation requirements proposed by the CSDE. School reform efforts must incorporate these demands.

In order for High School Call to Action recommendations to be accomplished, they must be incorporated into the goals of the Board of Education, Superintendent, and central office administrators, and reflected in the goals of high school leaders. Only if there is a common and coherent set of expectations around high school reform will the reform efforts outlined in this report have likelihood for success.

The Leadership subcommittee determined that the focus of HSCAC recommendations would be the 9th grade, the “make it or break it” year. Establishing small learning communities of 9th grade teaming offers the structure for addressing this focus and the overarching need for personalization and changes in the culture and climate of the schools.

Attention to the following objectives was the work of the Leadership team:

- Staffing, scheduling, physical layout, and collaborative planning time
- Transition from 8th to 9th grade, including orientation
- Middle School Advisory/High School Connection Time, with Freshman Seminar
- Summer Bridge Program with Stamford Achieves
- Support period during school day
- Increase in timely communication with parents

Teaching and Learning

The mission statement of the Stamford Public Schools is to “prepare each and every student for higher education and success in the 21st century.” In order to prepare students for the 21st century, learning cannot look the way it did in the 20th century. Therefore, the Teaching and Learning subcommittee determined that 21st century skills and technology need to be the focus of this subcommittee.

There were two goals of the Teaching and Learning subcommittee:

1. to ensure that students have the skills necessary for the 21st century and use technology both inside and outside the classroom for learning, and
2. teachers incorporate 21st century skills and technology into their courses.

In order to meet these goals, the committee took more specific actions. These actions included:

- Defining 21st century skills
- Incorporating 21st century skills and pedagogy into curriculum committee work
- Using the 4 Cs (Collaboration, Communication, Creativity, and Critical Thinking) as a summary of the 21st century skills
- Recommending an update of, revision of, and timeline for the implementation of the District Technology Plan
- Providing examples of choice, challenge, and differentiation in the curriculum
- Providing teachers with on-going professional development on 21st century skills

Climate

The Climate subcommittee addressed safety, relationships, and communication within the high schools, based on schools' survey data that revealed significant issues with these key factors. The Climate team's belief is that teachers, principals, students, and parents working together create an engaging school climate and culture that will accelerate student learning.

Suggested practices should include:

- Positive teacher/student relationships
- Staff who model moral, ethical, and pro-social behavior
- Opportunities for students to develop and practice skills like empathy, compassion, and conflict resolution
- Discipline strategies that are not simply punitive
- Regular assessments of school values and climate
- Instructional strategies that engage students in building academic, civic, social, and career skills
- Leadership opportunities for all students
- Engagement of students with diverse perspectives and abilities in creating a positive school climate

It became clear that climate and culture issues pervade all the committees. For the Climate subcommittee to focus its work, it addressed aspects that other subcommittees were addressing from a different vantage point. Climate therefore, focused on the following aspects of team development:

- Developing a team mission
- Establishing norms and protocols
- Developing an agenda
- Celebrating student success
- Developing team reflection and decision logs
- Developing a Freshman "Survival Guide" or Handbook

Summary

The work of the smaller subcommittee working groups has been combined and summarized under the following headings: (1) Investigations and Research, (2) Findings, and (3) Outcomes/Actions.

Following this summary are detailed Action Plans developed by the working groups which show persons responsible and timelines. Progress will be monitored regularly.

Investigations and Research

- Data from the University of Chicago about the importance of 9th grade, the “make it or break it year”
- Data on 9th grade failures, particularly Algebra I with the highest failure rate
- Data on the programs, procedures, and practices to reduce Algebra I failures over the past 7 years
- Video by Richard Dufour, [Through New Eyes](#), showing how two different schools respond when students fail to learn
- Research on Match Tutor, a program with impressive results when struggling students are offered intensive tutoring in math (New York Times article)
- Pyramid of Intervention showing more intensive help provided, the closer to the apex of the pyramid
- RTI in use by schools in NESSC, providing tiers of intervention (levels, as in pyramid above)
- Reviewed interventions and opportunities currently used in SPS
- Reviewed technical support currently used to monitor and support struggling students: Power School, Parent Link, Grade Book, Parent Portal, Success Plans, Naviance
- Reviewed implementation and effects of current Attendance Policy 5113R
- Reviewed Partnership for 21st Century Skills and numerous other documents and videos on 21st century learning and teaching
- Analyzed data from school climate surveys from parents, teachers, and students; reviewed data from student focus groups
- Reviewed research from the University of Chicago Consortium on Chicago School Research: *Free to Fail or On-Track to College* (2014)
- Visited schools with small learning communities; phone interviews with other principals and resources on small learning communities
- Guest speakers from the University of Connecticut on incorporation of 21st century skills (4 Cs, specifically)

Findings	Outcomes/Actions
<ul style="list-style-type: none"> 9th grade is the make it or break it year. Grades and attendance are key factors to monitor and address. 	<ul style="list-style-type: none"> Focus on 9th grade for 2014-15: “School within a School” structure. Small learning communities with interdisciplinary teams will be formed in 9th grade and meet five times a rotation: core subjects and counselor, administrator, and dean included. Purpose of 9th grade teams will be spelled out, with norms, agendas, and actions taken and monitored. Training will be provided for 9th grade teams. Freshman Survival Handbook will be outlined. A High School Connection Time program will be implemented. Transition between middle and high school will be strengthened for teachers (as well as students) including PD and visits to each other’s classes. Summer Bridge Program for summer 2014 for 35 students will be implemented by Stamford Achieves in cooperation with SPS.
<ul style="list-style-type: none"> Attendance Policy 5113R has not improved attendance or reduced failures. 	<ul style="list-style-type: none"> Recommended changes to Attendance Policy 5113A-R. Developed a Pilot Assessment Retake/ Revise Protocol for 9th grade teams.
<ul style="list-style-type: none"> There is no systematic school response to students who fail to learn; the message to them is that they are on their own to accept opportunities or not. In other words, they are “free to fail.” Intervention must be more than an invitation or opportunity. Practices in last seven years have not reduced failures. 	<ul style="list-style-type: none"> Red flags that trigger timely actions have been spelled out and will be used by 9th grade teams. Who does what and when? Intensive tutoring for students who continue to fail Algebra I has research support for three years growth in one year. Developed level 2 mandatory interventions that are timely, directive, and targeted. These should be assigned and monitored by 9th grade teams.

<ul style="list-style-type: none"> • Power School is not being used to its capacity. Training of staff and clear expectations and oversight are required. 	<ul style="list-style-type: none"> • Power School training will be required and staff will be accountable for using it.
<ul style="list-style-type: none"> • Technology Plan is not in use. Technology use is uneven. Focus groups show students are more confident in using technology than some of their teachers. • Student Success Plans are not consistently used in high schools. 	<ul style="list-style-type: none"> • Technology Plan will be revised and implemented, to insure technology is used as a tool in and out of the classroom.
<ul style="list-style-type: none"> • Over 50% of students feel bored at school, do not feel safe and secure at school, and do not think teachers care about them. Only 33% are proud of their school. • Best practices in instruction must change so that struggling students can receive interventions in a timely, targeted, and directive way that is monitored. 	<ul style="list-style-type: none"> • Listed shared best practices that include 21st century skills, technology use, and 4 Cs (Collaboration, Communication, Creativity, and Critical thinking). Classroom embedded PD will be provided. • Curriculum work will reflect 21st century practices and 4 Cs.

Monitoring

A portion of the High School Call to Action committee will continue throughout the next school year. They will assist with the monitoring of the implementation of the action plans.

Data for monitoring student outcomes will include:

- Course grades for mathematics, ELA, science, social studies for freshman
 - At the end of each quarter, midterm, final
- The number of grade 9 students failing core courses
 - At the end of each quarter, midterm, final
- Grade 9 attendance
 - At the end of each quarter
- Stamford Public School survey data from students, parents, and teacher
 - Compare spring 2014 to spring 2015
- Focus group data from students and parents
 - Compare focus group information from 2013 to spring 2015

Action Plans

POLICIES, PRACTICES, AND OPERATIONS SUBCOMMITTEE

BOE Policies Review: Student Support System

Goal: To promote personalization in both teaching and learning that enables students to become recognized and invested partners to attain success in their classrooms. (Focus is on grade 9 for the 2014-15 school year and will include the next grade each subsequent school year.)

Objective 1: *Review Board of Education policies, practices, and operations for impact on student achievement and success*

<i>Task</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Resources (Financial, Human, Other)</i>	<i>Progress Indicators</i>
1. Recommend changes to Attendance Policy 5113 AR <ul style="list-style-type: none"> • Committee to be formed to iron out details 	Assistant Superintendent Secondary	Fall 2014	Committee	Amended Attendance Policy adopted by BOE
2. Implement pilot assessment on retake/revision protocol in 9 th grade teams	9 th Grade Teams	Fall 2014	None	Retake opportunity is provided systematically and failures reduced

Objective 2: *Develop and implement a consistent, systematic hierarchy of support opportunities for struggling students, with clear expectations of teachers and students*

<i>Task</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Resources (Financial, Human, Other)</i>	<i>Progress Indicators</i>
1. Create monitoring systems for identifying students who are failing to learn or withdrawing, and reach out before students fall behind	9 th Grade Teams	Fall 2014	PowerSchool Log Function & Global Alerts	Students needing support will be identified in time for help before they fail

<ul style="list-style-type: none"> • Developed academic, behavioral, and attendance red flags that will trigger action • Utilize PowerSchool alert functions to identify students who are not learning 	Assistant Superintendent Secondary, IT, and Research			
2. Develop and implement a pyramid of interventions that are timely, directive, targeted, monitored, and recorded that teams can assign when needed <ul style="list-style-type: none"> • Mandatory academic supports • Guided study • Saturday school • Required learning contract or weekly progress reports • Individualized attendance intervention • Parent, counselor, student conference 	9 th Grade Teams and Principal or designee	Fall 2014	Priority funds or other grants, Stipends, Part time work	Systematic interventions will be in place; students will receive support; failures will decrease
3. Intensive tutoring in Algebra 1 for targeted students (Pending approval by BOE) <ul style="list-style-type: none"> • Identify teachers • Identify students • Schedule students 	SHS Principal or designee	Summer 2014 recruitment and training; Fall 2014 tutoring	Grants	Targeted students do not fail, and gain 1-3 years during 2014-15

LEADERSHIP SUBCOMMITTEE

9th Grade Teams; Transition Program; Support Period

Goal: To promote personalization in both teaching and learning that enables students to become recognized and invested partners to attain success in their classrooms. (Focus is on grade 9 for the 2014-15 school year and will include the next grade each subsequent school year.)

Objective 1: *Develop and implement 9th grade teams/smaller learning communities*

Task	Person(s) Responsible	Timeline	Resources (Financial, Human, Other)	Progress Indicators
1. Establish interdisciplinary teams of 4-5 teachers per team for 96 students. In addition, assign 2 guidance counselors, an assistant principal, and the dean of students to support 9 th grade	Principal or designee	April - June 2014	None	Teams scheduled in PowerSchool Scheduler; agendas and minutes reflect attendance
2. Create a physical layout that maximizes the proximity of teams and minimizes the distance of transitions for students from class to class	Principal or designee	April - June 2014	School floor plan	Schematic team layout
3. Provide training for teams (e.g., develop norms, expectations, mission; set goals, plans; etc.)	Director of School Improvement/PD Secondary, Principal or designee, and contracted consultant	August 2014 - June 2015	Collaborative teaming materials	Teams develop norms and protocols, establish mission and roles, set goals, and implement plans to support students
4. Set schedule for team meetings - 5x in 7 day rotation	Principal or designee	June 2014	None	Team agendas and minutes reflect scheduled meeting times
5. Connection Time: Build in "Freshman Seminar" activities front loaded at the start of the school year (e.g., note taking, accessing school resources, extracurricular activities, planning, goal setting)	Assistant Superintendent Secondary, High School Connection Time Committee and 9 th Grade Teams	June - October 2014	Sample high school Connection Time activities	"Freshman Seminar" activities implemented during first quarter

Objective 2: Develop and implement a transition program from 8th grade to 9th grade

<i>Task</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Resources (Financial, Human, Other)</i>	<i>Progress Indicators</i>
1. 9 th grade Algebra 1 teachers to visit middle school(s) to observe classrooms and meet to share curriculum, instructional strategies, and teaming processes	Director of School Improvement/PD Secondary	June 2014	None	9 th grade teachers' attendance and participation
2. 8 th and 9 th grade support staff (i.e., guidance counselors, SPED teachers, dean, etc.) to meet in June to review SPED, 504, and at risk students and to develop transition support plan	Assistant Superintendent Secondary, Director of Special Education, and support staff	May - June 2015	Student Data Transition form, Student Transition Protocol	Student Data Transition forms completed for identified and at-risk students
3. Beyond Limits Scholars Program (BLSP): Summer Bridge Program for 35 at-risk students	Stamford Achieves and SPS BLSP staff	April - August 2014	Curriculum, technical support	Student attendance and participation
4. Letter to all 9 th grade families introducing 9 th grade program	Principal or designee	July 2014	Sample letters	Letter mailed to all ninth grade families
5. Orientation for 9 th graders at start of school	Principal or designee	August 2014	None	Attendance by students at 9 th grade orientation
6. Orientation for parents of 9 th graders in summer of 2014	Principal or designee	August 2014	None	Attendance by parents at orientation

Objective 3: Establish/Schedule a flexible support period during the school day

<i>Task</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Resources (Financial, Human, Other)</i>	<i>Progress Indicators</i>
1. Plan for math support period; identify targeted staff for this support time	Director of School Improvement/PD Secondary, Principal or designee, and support staff	May - August 2014	Teacher extra service	Decrease in Algebra 1 course failures
2. Identify and schedule senior AP and Honors student tutors; provide tutor training for AP/Honor students (Westhill High)	Principal or designee and Director of School Improvement/PD Secondary	June - August 2014	Tutor training materials	AP/Honors students scheduled to tutor students in support classes. Decrease in Algebra 1 failures
3. Implement 9 th grade Algebra 1 tutoring (Stamford High)- Pending BOE approval	Assistant Superintendent Secondary, Director of School Improvement/PD Secondary	June - August 2014	Grants	Decrease in Algebra 1 course failures

TEACHING AND LEARNING SUBCOMMITTEE

21st Century Pedagogy; Technology in the Classroom; Teacher PD

Goal: To promote personalization in both teaching and learning that enables students to become recognized and invested partners to attain success in their classrooms. (Focus is on grade 9 for the 2014-15 school year and will include the next grade each subsequent school year.)

Objective 1: Incorporate 21st century pedagogy into the classroom

<i>Task</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Resources (Financial, Human, Other)</i>	<i>Progress Indicators</i>
1. Curriculum committees will learn about the 4 Cs (Collaboration, Communication, Creativity, Critical thinking) from members of small working group	Members of HSCAC Teaching & Learning Subcommittee, TOSAs, and Director of School Improvement/PD Secondary	June 2014	Teaching and Learning documents; funding for committees and presenters	Inclusion of 4 Cs documents into HS curriculum handbooks
2. Include the following in all high school curriculum handbooks: <ul style="list-style-type: none">• A list of the 4 Cs Samples/examples of certain phrases or words in the list of 4 Cs• Samples of activities that include the 4 Cs (“Laying the Foundation” in ELA)• Review and revise current activities and lessons<ul style="list-style-type: none">○ to ensure inclusion of the 4 Cs○ to allow students choice○ to provide opportunities for students to work in pairs/groups○ develop at least one performance task a year for pairs/groups of students to complete○ include roles and definitions of roles for students working in groups○ provide samples of rubrics for group work	Curriculum Committee members, TOSAs, Director of School Improvement/PD Secondary	Summer 2014	Various resources (LTF, etc.); Consultant to work with committees; Funding for consultants; Funding for committee members	Inclusion in HS curriculum handbooks; Implementation in class

3. Communicate changes in curriculum to administrators (Administrators' Retreat) and teachers (August PD) by members of curriculum committees	TOSAs, Director of School Improvement/PD Secondary, and contracted consultants	August 2014	Oral presentation and through HS Curriculum Handbooks; Funding for TOSAs and/or consultants	Feedback from administrators and teachers about changes to HS curriculum handbooks
4. Implement a monitoring and support system (e.g., Focus Walks, administrator informal observations, peer-observations, etc.)	Assistant Superintendent Secondary, Director of School Improvement/PD Secondary, and Principal or designee	Throughout 2014-2015 school year	SPS Focus Walk procedure; Development of HSCAC team visits	Data from Focus Walks and HSCAC team visits

Objective 2: *Ensure that technology is a tool both inside and outside the classroom*

<i>Task</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Resources (Financial, Human, Other)</i>	<i>Progress Indicators</i>
1. Review, update, and revise the District Technology Plan, including specific reference to the 4 Cs	Chief Information Officer and TOSA for Technology	2014-2015	TBD	Revision of District Technology Plan
2. Survey teachers who are already using technology effectively in their classrooms, particularly the ways they are incorporating the 4 Cs	Chief Information Officer and TOSA for Technology	Fall 2014	Online survey	Collection and sharing of data from survey

Objective 3: Provide PD for teachers in technology; 4 Cs implementation; workshop model; choice, challenge, and differentiation

<i>Task</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Resources (Financial, Human, Other)</i>	<i>Progress Indicators</i>
1. Classroom embedded PD in math and English/language arts differentiated for 9 th grade teachers	Contracted consultants, TOSAs, and Director of School Improvement/PD Secondary	Throughout 2014-2015 school year	State standards; 4 Cs document; Consultants and funding for them	Implementation of PD in classrooms (seen during classroom visits); Feedback from teachers and building administrators about PD
2. District/school-based PD: full day and early release sessions. District second Wednesdays to include 4 Cs, choice in activities, workshop model, and technology	TOSAs and Director of School Improvement/PD Secondary	Throughout 2014-2015 school year (see district PD plan)	State standards; 4 Cs document; Consultants and funding for them	Implementation of PD in classrooms (seen during classroom visits); Feedback from teachers and building administrators about PD

CLIMATE SUBCOMMITTEE

Common Planning Time; Freshman Handbook

Goal: To promote personalization in both teaching and learning that enables students to become recognized and invested partners to attain success in their classrooms. (Focus is on grade 9 for the 2014-15 school year and will include the next grade each subsequent school year.)

Objective 1: Develop and implement Common Planning Time for teachers in the 9th grade to engage effectively in an ongoing process of collaborative learning and reflection that will help them to improve student achievement within content areas and across disciplines

<i>Task</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Resources (Financial, Human, Other)</i>	<i>Progress Indicators</i>
1a. Establish Common Planning Time (CPT) team membership, meeting time, and roles of team members; i.e., facilitator, note taker, time keeper, task master 1b. Designate and identify roles and responsibilities of deans, assistant principals, counselors, and other support personnel to CPT	Principal or designee	June 2014	None	Team established and roles defined and implemented
2. Build Team Mission that is congruent with school's Core Values, Beliefs, and Learning Expectations	CPT Team and Principal or designee	August - September 2014	None	Team Mission adopted and published September 2014
3. Establish Norms and Protocols of CPT (ground rules) to inform team's work, consensus, personal interactions, and expectations around task completion	CPT Team	First meeting in August or September 2014	None	Norms and Protocols of CPT Team to be published in September 2014. Facilitator to communicate these to CPT members and guide everyone in how to use them.

4. Create and implement clearly written Team Agenda process to ensure CPT Team remains on task and on schedule throughout meeting	CPT Team and Principal or designee	August - September 2014	None	Team Agenda template adopted and team members and principal to receive copy of proposed agenda prior to each meeting
5. Access and analyze data sources to be used when considering student assistance for improvement (internal and external sources) that may include academic, attendance, and discipline data	Director of School Improvement/PD Secondary, Principal or designee, and 9 th Grade Teams	September 2014 - June 2015	Power School	Ongoing reports of use of data to inform decision-making to enable team to identify current gaps in instruction and assessment, and plan implemented to improve student achievement
6. Evaluate the strengths and weaknesses of our current communication processes to engage parents/guardians in the education of their children	Principal or designee and CPT Team	August - September 2014	None	A communication plan will be posted on the Family Information section of the school website. Parents/guardians as co-equal partners invited to team meeting as needed to collaborate with team members to explore alternative opportunities and interventions to enable the student to achieve academic success
7. Celebrate student, staff, or team achievements	CPT Team and Principal or designee	Throughout school year	None	Individual classroom celebrations, quarterly recognitions, principal newsletters, Twitter, school website

8. Create a "Decision Log" or "Team Reporting Out Sheet" as record of team meeting and follow-up action by designated team member	CPT Team and Principal or designee	August - September 2014	None	Team Reporting Out template adopted and meeting summary shared regularly with team members and principal
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Objective 2: *Publish a Freshman Handbook to be distributed to incoming 9th grade students in August 2014*

<i>Task</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Resources (Financial, Human, Other)</i>	<i>Progress Indicators</i>
1. Establish a high school committee to develop and publish a Freshman Handbook for incoming 9 th grade students	Principal and school leadership team	Fall 2014	District printing budget	High school committee; Handbook published with common topics for each high school

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Appendixes

Appendix 1: High School Call to Action Committee 2012-2013

Appendix 2: High School Call to Action Subcommittees 2013-2104

Appendix 3: High School Call to Action Subcommittee Working Groups
March – May 2014



HIGH SCHOOL CALL TO ACTION COMMITTEE 2012-2013

Raniyah Alexander	Andrew George	Mike Meyer
Regan Allen	Brendan George	Francene Moavero
Sharon Beadle	Sharice Giles	Patricia Morales
Claudia Berlage	Chandu Goli	Angie Murphy
Carol Bjork	Carley Grant	Michael Nazzaro
Seymour Brown	Dave Greenberg	Sean O'Connell
Jack Bryant	Paul Gross	Claudia Obas-Legare
Delores Burgess	Genelle Gwynn	Robin Orellana
Brian Byrne	Madison Gwynn	Dymond Pearson
Annamaria Ceci	Mona Hanna	Thomas Pereira
Carrie Chiappetta	Edward Hilser	Rosa Rastegar
Carolyn Conte	Wayne Holland	Terry Reilly
Heather Corrente	Ryan Hough	Sue Rigano
Bronwyn Cross Denny	Gail Howard	Linda Rivera
Fran D'Agostino	Mary Jennings	Andre Romero
Charmaine Davis Dunn	Roksolana Kachmarska	Adam Scianna
David Del Giudice	Lawrence Keller	Brian Shanahan
Jordan Dorelus	Vibha Khetan	Joseph Shanahan
Phil Dunn	Peter Konrad	Judy Singer
Beth Eiseman	Robin Konrad	Rajalakshmi Sundararajan
Natalie Elder	Kamini Kumar	David Tate
Amaranta Elder	Jeanne Lauer	Nora Taylor-Vaivads
Pedro Elizathe	Kristina Lawson	Theresa Telesco
Rafael Escobar	Andres Leon	Katherine Tobin
Mike Fernandes	Alyce Loesch	Vincent Urbanowski
Doug Fetchin	Alex Lyons	Donna Valentine
Camille Figluizzi	Claudia Machado	Nijly Vilme
Lisa Forbes	Ray Manka	Christine Wheeler
Jim Forde	Frank Marcucio	Sharon White
Brendan Fox	Jazmine Mayo	Dudley Williams
Jason Gallant	Janiyah Mayo	



HIGH SCHOOL CALL TO ACTION SUBCOMMITTEES 2013-2014

Policies, Practices, and Operations

Joanna Nicholson, Facilitator

Stephen Buckett	Christopher Marcario
Annalisa DiNucci	Mark Marchesani
Chase Dunlap	Matthew Moynihan
Doug Fetchin	Claudia Obas
Andy George	Thomas Pereira
Robert Johnson	Tony Ramos
Jeanne Lauer	Mike Rinaldi
Jennifer Laughlin	Vincent Urbanowski

Teaching and Learning

Carrie Chiappetta, Facilitator

Claudia Berlage	Alyce Loesch
Jessica Chen	Ray Manka
Melissa Correa	Betsy Nagurney
Heather Corrente	Jacqueline Oldani
Fran D'Agostino	Tina Rivera
Camille Figluizzi	Andy Sklover
Lisa Forbes	Kate Tobin
Jim Forde	Steve Weintraub
Brendan George	Richard Widmer
Lawrence Keller	

Climate

Stephen Mitchell, Facilitator

Regan Allen	Mike Meyer
Dolores Burgess	Sean O'Connell
Anna Englis	Juan Pazmino
Rafael Escobar	Andrew Putterman
Peter Konrad	Terry Reilly
Robin Konrad	Nora Taylor
Michele Malave	Donna Valentine
Shawn Marinello	Ruth Walden
Jason Martin	Sidney Watson



**HIGH SCHOOL CALL TO ACTION SUBCOMMITTEE WORKING GROUPS
March – May 2014**

Policies, Practices, and Operations

Joanna Nicholson (Facilitator)

Chase Dunlap

Andy George

Jennifer Laughlin

Matthew Moynihan

Thomas Pereira

Mike Rinaldi

Leadership

Michael Fernandes (Facilitator)

Claudia Berlage

Carrie Chiappetta

Camille Figluizzi

Ray Manka

Tony Ramos

Donna Valentine

Teaching and Learning

Carrie Chiappetta (Facilitator)

Claudia Berlage

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Steve Mitchell (Facilitator)

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