

Vernon Public Schools

School Improvement Plan

School Name: Maple Street School

School Year: 2010-2012

School Principal: Dr. Lois Possell

Date: November 2010

Principal's Signature: _____

School Improvement Planning Team:

Felicia Archie – Grade 2

Sara Belanger – Grade 1

Janice Bickford – Kindergarten

Denise Boutot – Special Education

Barbara Brahaney – Grade 5

Kelly Browne – Literacy

Michelle Converse – Grade 5

Laura Corliss – School Psychologist

Julie Culos – Literacy/Math

Courtney Dussault – Speech/Language

Gayle Golas – Language Arts Consultant

Lauren Goric – Art

Christina Kupec – Grade 4

Jaclyn Lackner – Grade 2

Jessica Perkins – Social Worker

Cassandra Perrett – Music

Lois Possell – Principal

Linda Redekas – Reading

Lindsey Robbins – Grade 1

Alicia Russell – Grade 3

Sarah Shapiro – Special Education

Kim Staba – Grade 1

Jenifer Tuller – Special Education

Amy Violette – Grade 4

Jeffrey Williams – Physical Education

Kathleen Woodruff – Grade 5

Brian Woods – Grade 3

Courtney Woods – Kindergarten

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1. DATA ANALYSIS/ASSESSMENT OF NEED:

Percent of Students At/Above Proficient by Subject – CMT Spring 2010:

Results indicate that achievement gaps between full paying and free-reduced paying lunch students have decreased overall, but still remains high in specific areas.

	<u>Reading</u>	<u>Mathematics</u>	<u>Writing</u>
<u>Grade 3</u>			
Whole Group	58.5% (+13.2%)	73.2 (+1.5%)	64.3%
F/R Lunch	51.6% (+15.5%)	67.7% (+1.0%)	61.3%
Full Price	80.0% (+15.3%)	82.4% (+ 8.7%)	72.7%
<u>Grade 4</u>			
Whole Group	58.3% (+ 3.4%)	79.2% (+ 0.8%)	81.3%
F/R Lunch	57.1% (+ 4.0%)	71.4%	82.1% (+0.3%)
Full Price	60.0% (+2.1%)	90.0% (+16.3%)	80.0%
<u>Grade 5</u>			
Whole Group	63.0% (+3.6%)	91.3% (+15.5%)	89.6% (+27.8%)
F/R Lunch	57.6%	87.9% (+18.3%)	91.2% (+32.9%)
Full Price	76.9% (+16.9%)	100% (+10.0%)	85.7% (+15.7%)

Performance by Content Strands – Percent of Students At/Above Proficient

Writing: Results show that students continue to perform very well on the writing prompt portion of the CMT. Students continue to struggle with editing and revising.

	<u>Direct Assessment of Writing</u>	<u>Composing/Revising</u>	<u>Editing</u>
Grade 3	88%	19%	60%
Grade 4	100% (+1.9%)	38% (+6%)	63% (+ 1%)
Grade 5	100% (+8.2%)	38%	40%

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Reading: Scores in bold indicate improvement over 2010 scores.

	Reading Comprehension Strands			
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
Grade 3	76%	80%	41%	61%
Grade 4	79%	63%	27%	44%
Grade 5	96%	67%	80%	85%
Total Grades 3-5	83.7%	70%	49.3%	63.3%

Strand 1 = Forming a General Understanding
 Strand 2 = Developing Interpretation
 Strand 3 = Making Reader/Text Connections
 Strand 4 = Examining the Content and Structure

Mathematics: Scores listed are those strands where less than 70% of students scored proficient or higher. Scores in bold reflect improvement over 2009 results. Over the three grade-levels (3rd, 4th, and 5th), 22 data points fell below 70% for 2009. For 2010, 18 fell below 70%.

Strands with <70% Proficient

<u>Strand</u>	<u>Description</u>	<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>
3	Equivalent Fractions, Decimals, Percent	NT	29%	63%
10	Numerical Estimation Strategies	55%		
11	Estimating Solutions to Problems	46%	29%	59%
14	Time		50%	50%
15	Approximating Measures	51%	40%	59%
16	Customary and Metric Measures			52%
20	Statistics and Data Analysis	NT	NT	63%
21	Probability		21%	
24	Classification and Logical Reasoning		67%	67%
25	Mathematical Applications	29%	33%	

NT = Not tested at that grade level

Bold type = Score is an improvement over previous year

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Class Comparison (“same class” over different years)

		<u>Mathematics</u>	<u>Reading</u>	<u>Writing</u>
2009	Grade 3	76.7%	45.3%	86.6%
2010	Grade 4	90%	60%	80%

2008	Grade 3	71.4%	52.4%	86.6%
2009	Grade 4	78.4%	54.9%	82.7%
2010	Grade 5	91.3%	63%	89.6%

Related School-Level Factors: The percent of students eligible for free or reduced lunch has increased steadily since 2002.

- Percent Eligible for Free/Reduced Lunch

2002-2003	35.4%
2003-2004	49.9%
2004-2005	52.9%
2006-2007 (as of 10/30/06)	55.6%
2007-2008 (as of 10/17/07)	66.8%
2008-2009 (as of 11/6/08)	64.2%
2009-2010 (as of 11/23/09)	64.1%
2010-2011 (as of 11/30/10)	76%

Other Student Academic Indicators:

- Fountas and Pinnell Benchmark Reading Assessment - September 2010: Percentage of students beginning the school year reading at or above grade-level expectations.

	<u>% Scoring At/Above Grade-Level Target</u>	
Grade 1:	50%	
Grade 2:	75%	
Grade 3:	64.5%	School Total: 63.2%
Grade 4:	65%	
Grade 5:	61.5%	

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- Universal Screening Results – Fall 2010:

Grade K	<u>Low Risk</u>	<u>Medium Risk</u>	<u>High Risk</u>
Letter Naming Fluency	30%	35%	35%
Letter Sound Fluency*	7%	21%	72%
Number Identification	28%	49%	23%

Grade 1	<u>Low Risk</u>	<u>Medium Risk</u>	<u>High Risk</u>
Nonsense Word Fluency	30%	34%	36%
Word Identification Fluency*	30%	19%	51%
Quantity Discrimination	60%	30%	9%
Computation	19%	10%	70%

Grade 2	<u>Low Risk</u>	<u>Medium Risk</u>	<u>High Risk</u>
Oral Reading Fluency*	48%	20%	33%
Total Accuracy %	30%	25%	45%
MAZE	No Cut Score Available for the Fall		
Computation	35%	35%	30%
Concepts and Applications	38%	18%	45%

Grade 3	<u>Low Risk</u>	<u>Medium Risk</u>	<u>High Risk</u>
Oral Reading Fluency*	45%	32%	23%
Total Accuracy %	65%	23%	13%
MAZE	No Cut Score Available for the Fall		
Computation	16%	16%	68%
Concepts and Applications	42%	13%	45%

Grade 4	<u>Low Risk</u>	<u>Medium Risk</u>	<u>High Risk</u>
Oral Reading Fluency	68%	20%	12%
Total Accuracy %	88%	2%	10%
MAZE*	90%	5%	5%
Computation	32%	32%	37%
Concepts and Applications	10%	46%	44%

Grade 5	<u>Low Risk</u>	<u>Medium Risk</u>	<u>High Risk</u>
Oral Reading Fluency	54%	19%	28%
Total Accuracy %	88%	6%	6%
MAZE*	85%	13%	2%
Computation	23%	31%	46%
Concepts and Applications	35%	15%	50%

*Key indicator at that grade-level.

2. Annual, Measurable Objective(s)/Tier II Indicators:

2009-2010

- (1) Mathematics: Based on the AYP report unadjusted figures, the percent of students in grades 3,4, and 5 scoring proficient or higher on the 2010 CMT will increase from 72.7% to 75%. **ACHIEVED** – 81.2% of students scored proficient or higher
- (2) Reading: Based on the AYP report unadjusted figures, the percent of students in grades 3,4, and 5 scoring proficient or higher on the 2010 CMT will increase from 50.8% to 56%. **ACHIEVED** – 59.9% of students scored proficient or higher
- The percent of economically disadvantaged students scoring proficient or higher in reading will increase from 46.5% to 52%. **ACHIEVED** – 55.4% of economically disadvantaged students scored proficient or higher
 - The percent of white students scoring proficient or higher in reading will increase from 63.6% to 67%. **ACHIEVED** – 71.6% of white students scored proficient or higher.
- (3) Writing: The percent of students scoring proficient or higher on the Editing portion of the 2010 CMT will increase from 60% to 63%. The percent of students scoring proficient or higher on the Composing/Revising section of the 2010 CMT will increase 35.3% to 38%. **NOT ACHIEVED** – 54.3% of students scored proficient or higher on the Editing portion; 31.6% of students scored proficient or higher on the Composing/Revising portion

2010-2011

- (1) Mathematics: Based on the AYP report unadjusted figures, the percent of students in grades 3,4, and 5 scoring proficient or higher on the 2010 CMT will increase from 81.2% to 85%.
- (2) Reading: Based on the AYP report unadjusted figures, the percent of students in grades 3,4, and 5 scoring proficient or higher on the 2010 CMT will increase from 59.9% to 65%.
- The percent of economically disadvantaged students scoring proficient or higher in reading on the 2011 CMT will increase from 55.4% to 59%.
 - The percent of white students scoring proficient or higher in reading on the 2011 CMT will increase from 71.6% to 75%.
- (3) Writing: The percent of students scoring proficient or higher on the Editing portion of the 2010 CMT will increase from 54.3% to 60%. The percent of students scoring proficient or higher on the Composing/Revising section of the 2010 CMT will increase from 31.6% to 36%.

3. Actions/Strategies/Interventions	Timeline	Person(s) Responsible	Means of Evaluation
<p><i>Scheduling/Structural</i></p> <ul style="list-style-type: none"> - Common planning time during the school day for each grade level at least once a week. - Bi-weekly data team meetings to examine data, discuss & select instructional strategies & set achievement goals. - Quarterly meetings with classroom teachers to monitor each student's progress, identify areas of need, and plan interventions. - Extended day kindergarten programming for all K students. 	<p>August 2011 and 2012</p> <p>September 2010 - June 2012</p> <p>September 2010 - June 2012</p> <p>September 2010 - June 2012</p>	<p>Principal</p> <p>Classroom Teachers, Support Staff, Principal</p> <p>Principal Classroom Teachers</p> <p>Principal, Classroom Teachers, Reading Support Staff</p>	<p>Specialty Area Schedule</p> <p>Record of Data Team Meeting minutes</p> <p>Student Map, Action Plan Worksheet</p>
<ul style="list-style-type: none"> - Universal Screenings for mathematics and reading. - Positive Behavioral Intervention Supports (PBIS): Full implementation of PBIS strategies. - Summer school offered to all students. Teachers encourage participation for students with particular needs. - Supplemental Education Services offered to qualified students outside of school hours 	<p>September 2010 and 2011, January and June 2011 and 2012</p> <p>September 2010 – June 2012</p> <p>July 2011, July 2012</p> <p>November 2010</p>	<p>District Screening Team and School Reading Team</p> <p>PBIS Committee, Entire Staff</p> <p>Classroom Teachers, Principal</p> <p>Principal, SES providers</p>	<p>Screening results – cut scores identifying students at low, medium, and high risk</p> <p>Minutes of monthly committee meetings; Examination of monthly behavioral data</p> <p>Summer school progress reports</p> <p>Progress reports</p>

2. Annual, Measurable Objective(s)/Tier II Indicators:

(2) Reading: Based on the AYP report unadjusted figures, the percent of students in grades 3, 4 and 5 scoring proficient or higher on the 2009 CMT will increase from 59.9% to 65%.

3. Actions/Strategies/Interventions	Timeline	Person(s) Responsible	Means of Evaluation
<ul style="list-style-type: none"> - 2-hour uninterrupted Literacy Block for grades 1-5 <ul style="list-style-type: none"> • Implement <i>Treasures Reading Program</i> • ½- hour daily whole class instruction on grade-level; 1 ½ hours of flexible grouping time to include small reading groups, literacy centers, independent reading and work • Second hour of the block is an Intervention Block – students reading below grade-level receive additional instruction 	September 2010- June 2012	Principal	Academic Schedule Formal and informal observations
<ul style="list-style-type: none"> - Administration of Fountas & Pinnell (F&P) benchmark assessment to accurately group students by instructional level - After-school tutoring for targeted students 3x/week for 6-8 weeks. First session – Lexia and Book Talk. Second session – CMT-preparation. - Focused DRP Practice 	September 2010 and 2011, January and May 2011 and 2012 November 2010 – February 2011 January 2011- June 2011	Teachers Grades 1-5 (K teachers in May 2011 and 2012) Principal, Literacy Teachers, Tutors Literacy Teachers, Classroom Teachers (Grades 3-5)	F&P assessments Bi-Weekly Progress-Monitoring DRP assessments

2. Annual, Measurable Objective(s)/Tier II Indicators:

(3) Writing: The percent of students scoring proficient or higher on the editing portion of the 2009 CMT will increase from 60% to 63%. The percent of students scoring proficient or higher on the Composing/Revising section of the 2009 CMT will increase from 35.3% to 38%.

3. Actions/Strategies/Interventions	Timeline	Person(s) Responsible	Means of Evaluation
- Implement Grammar and Writing components of the <i>Treasures Program</i>	September 2010- June 2012	Classroom Teachers and support staff	Weekly Assessments Unit Assessments

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4. MILESTONES, BENCHMARKS, and EVALUATIONS

- Writing:
 - Six writing prompt scores for Grades 2-5
 - Four writing prompt scores for Grade 1
- Math:
 - Quarterly Benchmark Assessments
 - Universal Screenings 3x per year
- Reading/Language Arts:
 - Fountas and Pinnell Benchmark Assessments – 3x for Grades 1-5; 2x for Grade K
 - Universal Screenings – 3x per year
 - Weekly Reading Assessments from *Treasures*

5. PROFESSIONAL DEVELOPMENT

- Reading/Language Arts: Work to create and administer four summative standards-based assessments at each grade-level based on four identified power standards.

6. PARENTAL INVOLVEMENT

- Family Activities
 - Desert and Magic Show
 - McDonald's Night
 - School Tag Sale
- Learning Events
 - Open House
 - Family Literacy Nights – Grades K-2 and 3-5
 - Student Showcase
 - Learning Fair
- Communication of Progress and Expectations
 - Monthly newsletter highlighting academic successes and ways families can contribute to the school and student learning
 - Report card comments communicate student progress toward specific standards
- Parents/guardians are invited annually to participate in forming the school's parent involvement guidelines (see attached) which is presented at a parent-teacher organization (PTO) meeting.
- District received a School, Family, Community Partnership (SFCP) grant. Maple Street School is piloting this for the district. Family/community involvement/partnership goals created in three areas – literacy, behavior, and family/community.

7. DISTRICT SUPPORT

- Continued movement toward creating a standards-based curriculum and report card
- Focused professional development
- Teacher mentoring program (see attached)
- State support (see attached)

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MAPLE STREET SCHOOL PARENT INVOLVEMENT GUIDELINES

The goal of the Maple Street School Parent Involvement Guidelines is to provide a way for all children to reach a high level of academic achievement and social development through the combined efforts of parents and school personnel.

1. The Maple Street School Parent Involvement Guidelines will be reviewed annually. Parents will be notified of meetings to revise and improve this policy to meet the changing needs of our school.

Each September the policy will be sent home for families to review.

The Home/School Compact will also be given to each student at the beginning of the school year to be read, signed, and returned to the school.

2. Maple Street School is committed to a strong family partnership. The staff will work to involve all parents/guardians in educating their children. We will facilitate communication between our school and parents/guardians through the following means:
 - A. Report cards will be sent home quarterly, with optional midterm reports available if needed.
 - B. Formal parent conferences will be held with all parents after the first quarter report cards are issued. Another formal conference may be held after the third quarter report cards are issued, if it is requested by either the teacher or parent/guardian.
 - C. Additional conferences can be scheduled at any time at the request of the parent/guardian or teacher.
 - D. Assignment books will go home daily with students in grades 2-5.
 - E. Teachers and the principal will respond promptly to parent requests for communication.
 - F. Monthly Parent-Teacher Organization (PTO) meetings will be held.
3. In order to build capacity for strong parental involvement, Maple Street School will:
 - A. Invite parents/guardians to volunteer to assist in classrooms, chaperone field trips, and assume leadership positions with PTO sponsored events.
 - B. Hold an annual Open House in the fall where parents/guardians visit their child's classroom and teachers discuss curriculum and ways for parents/guardians to help their child succeed in school.
 - C. Hold a Student Showcase in the spring where classes showcase topics and skills the students have been learning. The Showcase also features displays of student artwork, a third grade musical presentation, a band presentation, and a physical education presentation.
4. Communication of school policies will occur via:
 - Student handbooks given to students at the start of each school year.
 - The Maple Street School Home/School Compact
5. Ongoing communication will occur via:
 - A monthly school newsletter that includes a calendar of events at our school.
 - Grade-level or class news.

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6. Communication about academic expectation will occur via:
 - School academic goals will be posted in the school newsletter
 - Academic successes and honors, both for grade-levels and individual students, will be posted in the newsletter and on the main bulletin board outside the main office.
 - Students will be informed in advance when major tests will occur (i.e., writing prompts, theme tests, chapter and unit tests, Connecticut Mastery Testing)

We value parent involvement and understand that for students to succeed academically, socially, and behaviorally, a strong partnership between school and home is essential.

VIII. Teacher Educator and Mentoring (TEAM) Program

To ensure that all Vernon students are taught by highly qualified teachers, the Vernon School District supports new teachers in the critical induction years through the TEAM Program.

Mentoring Module Focus

TEAM is designed to promote professional growth through participation in five mentoring modules. These modules create a framework for supporting new teachers by focusing on the following domains of the **Common Core of Teaching (CCT)**: classroom environment, planning, instruction, assessment for learning, and professional responsibility. Resources and training will be offered to help mentors and other support providers guide beginning teachers through a four-step process for each module.

1. **Identify a need/opportunity** for professional growth **related to the CCT Domain**.
2. **Create a goal and plan for professional growth** that is **meaningful** (addresses an identified need/opportunity) and **achievable**.
3. **Participate in and record learning activities and data** on how the teacher's new learning is being applied in the classroom.
4. **Write a short reflection paper that includes an analysis of data related to the teacher's application of new learning and its impact on student performance.**
(Beginning teachers will submit their reflection papers to a district or regional review committee to determine if they have successfully completed each module.)

In effect, the purpose of each module is to help a new teacher identify his/her current knowledge/skill level, identify and chart a pathway to a learning goal, document progress along the path and reflect on the learning process and outcomes, i.e., how s/he moved from Point A to Point B. The mentoring module design includes all the components of highly effective, job-embedded professional development.

IX. State Support

Connecticut State Department of Education Addendum to School and District Improvement Plans For Technical or Other Assistance Provided by the CSDE to Meet the Requirements of Sec. 1116 of NCLB

(This addendum must be attached to all district improvement plans)

The Connecticut State Department of education (CSDE) will support the school and district improvement process through the Connecticut Accountability for Learning Initiative (CALI). The initiative will serve as a professional development vehicle and will:

- focus on the district as the primary change agent;
- create a culture of professional learning communities in schools, districts and the state;
- differentiate support based on individual district and school needs; and
- increase student achievement for all students.

The CSDE will provide technical assistance to districts and schools who have been identified as “in need of improvement.” This support will be provided by the CSDE in conjunction with:

- Regional Education Service Centers (RESCs);
- State Education Resource Center (SERC);
- Cambridge Education;
- Connecticut Association of Schools (CAS); and
- The Leadership and Learning Center.

The following types of support will be provided to district and school-level improvement teams, with priority given to Title I schools and districts identified as “in need of improvement”:

- telephone technical assistance;
- site visits;
- guidance in the development and implementation of improvement plans;
- professional development focused on accountability for student learning, data-driven decision-making, implementation of data teams, understanding standards, aligning standards instruction and assessment, effective teaching strategies and common formative assessments;
- on-site job-embedded professional development, follow-up and support; and
- coaching for principals and superintendents.

The CSDE and the Bureau of School and District Improvement shall coordinate communication between all stakeholders while working to unify school and district improvement efforts in the state.

Revised 8/07