



# **FOX RUN Elementary School**

## **School Growth Plan 2010-11**

# School Growth Plan - Flowchart for Alignment

**Step #1**  
**Review District Goals**  
District Data Team

**Step #2**  
**Conduct School Data Analysis and Complete Executive Summary**  
Used to create and support the School SMART Goal by the School Data Team

**Step#3**  
**Create School SMART Goals**  
Based on the Data Analysis by the School Data Team

**Step#4**  
**Create Implementation and Results Indicators (If...Then - adult and student behavior)**  
Used to support the SMART Goals

**Step# 5**  
**Complete Implementation Timeline**  
Used to support the Implementation Indicators (adult behavior only)

# Executive Summary

## **School Growth Plan Fox Run Elementary School 2010-2011**

Fox Run's School Growth Plan is an opportunity to set literacy, numeracy, and community goals based on our most current data. CMT, SOI data, supported by DRA2 scores, and District Reading and Math Assessments and Welcoming Walkabout feedback, continue to be used as the reasoning for Fox Run's School Growth Plan as designed by the Building Data Team.

The Fox Run School Growth Plan is in direct alignment with the District Improvement Plan. The School Growth Plan employs the CALI model to analyze data and to develop appropriate instruction. The School Growth Plan, like the District Improvement Plan, addresses the goal of achieving proficiency in both literacy and numeracy for all sub-groups. The School Growth Plan is further enhanced by its commitment to building community.

- An ongoing goal is to continue improving performance in literacy and numeracy in grades 3-5 in order to achieve proficiency and higher.
- Achieve AYP in all sub-groups as measured by the CMT 2011.
- Maintain a focus on the sub-groups, in particular, the *Economically Disadvantaged* and *Black* sub-groups. Specific information related to Fox Run is included in our enclosed data analysis section.
- School Statistics for grades 1-5 are as follows:
  - Black – 23%
  - Hispanic – 33%
  - White – 39%
  - Asian – 5%
  - F/R – 41%
  - SPED – 11% (\*SPED Attendance 2009-2010 = 95.8% / 2010-2011 = 95.8%)
  - ELL – 12%
  - The % of students who speak languages other than English at home is 33%.
  - The percentage of students Grades 1 through 5 who attended the school last year 2009-2010 = 95.6%
  - Academically Talented 10 % (Grades3-5)

The demographic data in the CMT binder provided on Professional Day in August 2010, contained specific diagnostic information related to the comprehension and numeracy strands that were not mastered by subgroups. This information is presented in detail in the tables included in this SGP. This data allowed the formulation of strategies to support school growth goals.

SGP action oriented strategies are powerfully aligned to the implementation indicators and enlist 100% of Fox Run teachers, including all support staff who are members of specific grade level instructional teams. To facilitate articulation between the Building Data Team and Grade Level Instructional Teams, a grade level leader and the principal, assistant principal, and literacy coach sit on both teams.

Specific actions include:

- Building and grade level instructional data teams examine data on a continual basis to assess and drive instruction for all students with a keen eye on the identified sub group. Objectives will address identified areas of weakness on the CMT and support the building's instructional goal to focus on non-fiction.
- Team meetings will be used for teacher collaboration to design action plans with explicit instruction to address the needs of students in the subgroup.
- Grade level SRT coordinators one per grade to discuss students for intervention.
- SRT team that consists of administrators, Literacy Specialist classroom teacher, and grade level coordinator
- Ongoing literacy goal-Summary as measured by CMT (Grade 5)
- Ongoing literacy goal - focus on DRA2 exit criteria for non-fiction. (Grade 2- 3)
- Ongoing numeracy - focus on strands 9, 11, and 25 as measured by CMT(Grades 3- 5)
- Grades 1-5 an IRP for students with substantially deficient reading skills as measured by DRA2
- Grades 4-5 an IRP for students with CMT scores at basic and below basic as measured by DRA2
- IRP for ELL students in conjunction with LAS Links information when appropriate

All grade levels, including K-2, continue to have an instructional vision aligned to the CMT. This year the effectiveness of the CALI model was demonstrated by CMT results. Fox Run achieved AYP as a school and *Safe Harbour* for all sub-groups. Out of 850 schools in Fairfield County, Fox Run was recognized as one of the four finalists by the *Lone Pine Foundation* for continuous student growth over a three year period.

Instructional Data teams continue to meet at grade level team meetings and to maintain instructional data binders. A minimum of one faculty meeting a month is designated for an additional grade level meeting time. Examination of student data provides direction for SRBI leveled tier interventions. Each grade level has an SRT coordinator who is the leader of the grade level instructional data team.

Although Fox Run does not receive Title I funding, through the use of volunteers for math and reading, a CMT “S.W.A.T.” team will continue to provide Tier III intervention for our Free and Reduced population across all subgroups including populations under 40. The ESL teacher will work with classroom teachers to support instruction using *ELL Newcomers: A program for English Language Learners*. The ESL teacher will provide Tier III intervention.

Building and instructional teams continue to maintain a focus on explicit instruction in non-fiction strategies. A Building Data Team over arching goal is to have all teachers attend Columbia Summer Reader’s Workshop.

The DRP as well as portions of the CMT reading and math is primarily a non-fiction assessment. Additionally, this aligns with upgraded expectations of the new DRA 2 which is now a district assessment for Grades 4 and 5.

Monitoring of the plan is an on-going process that includes a variety of instructional practices. These include: monitoring of district and common formative assessments, building administrators’ classroom visitations and observations, lesson plans, instructional team meetings, monthly paraprofessional meetings as well as weekly meetings with the clinical team and literacy coach, and completion of data walls. Daily scheduling provides collaborative time for teachers and literacy coach to support literacy instruction. Monthly collaboration is provided for classroom teachers and literacy coach to address struggling readers. *Individual Reading Plans* (IRP) are developed through collaboration and team meetings.

Success criteria are our goals and objectives for numeracy and literacy and will be achieved within the time frame established by the district. It is the expectation that these controlled measures will contribute a positive effect on student achievement. This will allow for AYP to be achieved again, as well as proficiency to be established on future state and district assessments. Details of our success appear on the subsequent pages.

It is important to note that numerical data does not give a complete picture. We have many things to be proud of. As a school we made AYP. As a school, Fox Run is at 93.9% in Math which exceeds the 2011 school goal of 88%, the 2012 district goal of 90%, and the NCLB 2011-2012 benchmark goal of 91%. The Black subgroup again made AYP in Math by moving from 83.7% to 87.6%. The Economically Disadvantaged subgroup progressed from 66.8% to 80.9% proficiency in Math, only 1.1% from goal on the 2009 CMT. On the 2010 CMT, the Economically Disadvantaged subgroup exceeded the school and district goals in Math by achieving proficiency at 88.9% - 1% from NCLB’s 2011-2012 benchmark goal. In Reading, the Black subgroup increased from 60.9% to 72.1% and the Economically Disadvantaged increased from 60.6% to 68.3%.

This past summer teachers in grades K to 3, the principal, assistant principal, and literacy coach attended Columbia Teacher’s College *Reader’s Workshop Summer Institute* presented by Lucy Calkins. It is our expectation that a new cohort of teachers will attend next summer.

The commitment to upgrade technology continued. Grades K to 5 and the Music teacher were equipped with SMART board Interactive Whiteboards. Professional Growth Projects were developed to support instructional use of SMART boards. Teachers, on an on-going basis, will be provided with staff development on their use to support and enhance instruction. Fox Run maintains a computer lab and a mobile lab consisting of laptops for classroom use. A classroom teacher was designated as Tech Liaison and two classroom teachers, one from each wing, will attend *Excel Data Management Training*.

Consistent data has demonstrated the impact of an early morning reading academy for grades 2 to 5 over the past six years. An outgrowth of this program is another before school program, the Fluency Academy. This program specifically targets ELL students as it supports reading comprehension. Parent volunteers trained to support reading and math provide tutoring for students in grades 1 to 5. Fox Run's Family Resource Center provides support for parents and students. To further demonstrate our commitment to meet the needs of all learners we are continuing the Norwalk Mentor Program which has increased its number of mentors from 6 last year to 11 this year. Fox Run was also chosen as a finalist by the Lone Pine Foundation as a school demonstrating continued student improvement over the span of three years. The executive summary highlights our School Growth Plan which is a vehicle to maximize on-going achievement and monitor quality instruction.

(Revised 11/8/10)

# Growth Plan Data Sheet – FOX RUN Elementary School

## School Targets

<b>Goal 1: Literacy</b>						<b>NCLB Target: 89% in 2011 and 2012</b>		
<b>School Reading Scores</b> - Percentage at or above Proficiency								
<b>CMT</b>	<b>05-06 Actual</b>	<b>06-07 Actual</b>	<b>07-08 Actual</b>	<b>08-09 Actual</b>	<b>09-10 Actual</b>	<b>2010-11 School Target</b>	<b>District Goal 2011</b>	<i>Anticipated District Goal 2012</i>
<b>Grade 3</b>	60.3	65	79.4	73.6	62	<b>79</b>	<b>72</b>	77
<b>Grade 4</b>	71.2	63.3	69.5	74.3	71.9	<b>76</b>	<b>68</b>	78
<b>Grade 5</b>	59.4	68.2	63.4	69.6	74.6	<b>86</b>	<b>74</b>	80

<b>Goal 2: Numeracy</b>						<b>NCLB Targets: 91% in 2011 and 2012</b>		
<b>School Math Scores</b> - Percentage at or above Proficiency								
<b>CMT</b>	<b>05-06 Actual</b>	<b>06-07 Actual</b>	<b>07-08 Actual</b>	<b>08-09 Actual</b>	<b>09-10 Actual</b>	<b>2010-11 School Target</b>	<b>District Goal 2011</b>	<i>Anticipated District Goal 2012</i>
<b>Grade 3</b>	75.6	88.5	91.2	85.5	84.5	<b>88</b>	<b>86</b>	90
<b>Grade 4</b>	86.4	75.9	76.3	91.4	84.2	<b>91</b>	<b>84</b>	90
<b>Grade 5</b>	76.6	81.8	74.4	78.6	92.9	<b>96</b>	<b>84</b>	90

## Growth Plan Data Sheet – FOX RUN Elementary School

<b>Goal 3: Community</b>					
<b>Parent Community Partnerships</b>					
<b><i>Welcoming Atmosphere Checklist*</i></b>	<b>08-09 Actual</b>	<b>09-10 Actual</b>	<b>2010-11 School Target</b>	<b>District Goal 2011</b>	<i>Anticipated District Goal for 2012</i>
A. The Physical Environment (13 Elements)	10	11	13	10	13
B. School-Wide Practices and Policies (14 Elements)	13	12	14	14	14
C. Welcoming School Staff (8 elements)	8	8	8	8	8
D. Written Materials (14 elements)	11	14	14	14	14
<b>Total Number of Elements Present</b>	<b>42</b>	<b>45</b>	<b>49</b>	<b>Minimum of 46 out of 49</b>	<b>49 out of 49</b>

## SMART Goals

### **SMART GOAL #1- LITERACY:**

- **The percentage of Fox Run students scoring at proficient or higher in Reading in Grade 3 will increase from 62% to 79% as measured by the 2011 CMT**
- **The percentage of Fox Run students scoring at proficient or higher in Reading in Grade 4 will increase from 71.9% to 76% as measured by the 2011 CMT**
- **The percentage of Fox Run students scoring at proficient or higher in Reading in Grade 5 will increase from 74.6% to 86% as measured by the 2011 CMT**
- **80% of all Fox Run students will score at goal or higher in Reading as measured by the DRA2 exit criteria in May 2011**

#### **Data Analysis:**

- **CMT 2008, 2009, 2010**
- **DRA2 5/10, 9/10 and 1/11**
- **District Assessment fall, winter, spring**
- **Grade level Common Formative Assessments (CFA)**

**Implementation Indicators** – describe with an “If/Then” statements that defines the adult actions to be implemented that will support the school goals. This is stated in terms of a percentage of staff that is expected to implement the action. The “then” part of the statement is the evidence that the adult action has been implemented (e.g. If 100% of teachers are trained in CRISS strategies, then teacher’s lesson plans will reflect CRISS strategies).

1. If 100% of classroom teachers and support staff administer and analyze the results from instructional team data, DRA2, district assessments and the CMT, using the 5 step process, then they will select effective teaching strategies that are supported by the data.
2. If 100% of grade level teachers and support staff match readers to “Just Right” books, then best practices of reading instruction will be implemented in classrooms daily.
3. If 100% of classroom teachers participate in the SRBI process with fidelity to identify general education students in need of early intervention, then teachers and the SRBI team will create early intervention plans for those students and monitor implement those interventions with fidelity.
4. If 100% of classroom teachers incorporate the Smart-board Interactive Whiteboard into daily instruction, then lessons and student learning will reflect the dynamic quality of this instructional tool.

**Results Indicators** – describe with an “If/Then” statement that defines student action and the expected student results that will support the school goals. (i.e. If all students are trained in CRISS Strategies, then reading comprehension will improve as measured by pre/post CFA results)

1. If all students take part in classroom lessons by applying effective strategies selected by teachers developed at Instructional Data team meetings, then student achievement will increase as indicated by DRA2, District Assessments, and CMT scores.
2. If all students participate in reading “Just Right” books, then reading comprehension will improve as measured by Instructional Data Team pre/post assessments.
3. If all students identified by the SRBI process participate in the interventions developed by the SRBI team, then their reading comprehension will improve as measured, by Instructional Team pre/post assessments, DRA2, and CMT.
4. If all students participate in literacy lessons supported by interactive SMART boards, then student literacy skills will improve as measured by Instructional Data Team pre/post assessments.

### Implementation Timeline

Adult Actions (Specify Completion Date)	Person Responsible	Resources	Evidence of Completion
1. Teachers will administer required assessments as presented in implementation indicator number one. Instructional and Building Data Teams will review analyze data during the course of the school year.	All classroom teachers <b>Literacy Specialist</b> Gilda Hershkowitz <b>Administrators</b> Mr. Martinez Dr. Nelson  <b>Special Ed.</b> Antal Giandurco <b>ELL</b> Greenspan <b>Data Team Leaders</b>	DRA2 Kits District Benchmark Assessments  Instructional Data Team CFA’s pre/post  LASLINKS	CMT, DRA2, Instructional Data Team assessments, District Benchmark assessments  Instructional Data Team binders Building Data minutes

	<p>Conlin Jawlik Casubolo Irrera Sila Scheffer</p>		
<p>2. All teachers will match students to “Just Right” books during the course of the school year as part of best practice.</p>	<p>Classroom teachers Administrators Literacy Specialist Special Ed. Teachers</p>	<p>Leveled books Level classroom libraries Unit of Studies Kit Reader’s Workshop Book totes Funding for Reader’s Workshop</p>	<p>Lesson plans Classroom visitations Classroom Newsletters</p>
<p>3. All teachers will collaborate on effective instructional strategies over the course of the school year during their instructional data team meetings to review and analyze student progress including those students identified as being in need of early intervention.</p>	<p>Classroom teachers Special Education teachers SRBI Grade level coordinators one for each grade SRBI Team- Mr. Martinez Dr. Nelson Mrs. Hershkowitz</p>	<p>SRBI process staff development and resource packet  Study Island Lexia software</p>	<p>Sign in sheets for PD Submission of form A Development of Interventions Form B Computer Lab schedule</p>
<p>4. All teachers with SMART boards will employ this technology to support and enhance literacy instruction.</p>	<p>Classroom teachers Specialists</p>	<p>SMART board</p>	<p>Lesson Plans Classroom visitations Classroom observations</p>

## SMART Goals

### **SMART GOAL #2 – NUMERACY:**

- **The percentage of Fox Run students scoring at proficient or higher in Math in Grade 3 will increase from 84.5% to 88% as measured by the 2011 CMT**
- **The percentage of Fox Run students scoring at proficient or higher in Math in Grade 4 will increase from 84.2% to 91% as measured by the 2011 CMT**
- **The percentage of Fox Run students scoring at proficient or higher in Math in Grade 5 will increase from 92.9% to 96% as measured by the 2011 CMT**

#### **Data Analysis:**

- **CMT 2008, 2009, 2010**
- **District Assessment fall, winter, spring**
- **Growing with Math Topic Assessments**
- **Grade level Common Formative Assessments (CFA)**

**Implementation Indicators** – describe with an “If/Then” statements that defines the adult actions to be implemented that will support the school goals. This is stated in terms of a percentage of staff that is expected to implement the action. The “then” part of the statement is the evidence that the adult action has been implemented (e.g. If 100% of teachers are trained in CRISS strategies, then teacher’s lesson plans will reflect CRISS strategies).

1. If 100% of classroom teachers and support staff administer and analyze the results from instructional team data, district assessments, and the CMT, using the 5 step process, then they will select effective teaching strategies that are supported by the data.
2. If 100% of classroom teachers align CMT vocabulary to Growing With Math objectives, then classroom lessons will reflect explicit instruction in CMT vocabulary.
3. If 100% of classroom teachers participate in the SRBI process with fidelity to identify general education students in need of early intervention, then teachers and the SRBI team will create early intervention plans for those students and monitor implement those interventions with fidelity.

**Results Indicators** – describe with an “If/Then” statement that defines student action and the expected student results that will support the school goals. (i.e. If all students are trained in CRISS Strategies, then reading comprehension will improve as measured by pre/post CFA results)

1. If all students take part in classroom lessons by applying effective strategies selected by teachers developed at Instructional Data Team meetings, then student achievement will increased as indicated by, District Assessments, and CMT scores.
2. If all students take part in classroom lessons aligning CMT vocabulary to Growing With Math objectives, then student scores will improve as indicated by Instructional Data team pre/post assessments, and the CMT.
3. If all students identified by the SRBI process participate in the interventions developed by the SRBI team, then their reading comprehension will improve as measured, Instructional Team pre/post assessments, and CMT.

### Implementation Timeline

Adult Actions (Specify Completion Date)	Person Responsible	Resources	Evidence of Completion
1. Teachers will administer required assessments as presented in implementation indicator number one. Instructional and Building Data Teams will review analyze data during the course of the school year.	All classroom teachers <b>Administrators</b> Mr. Martinez Dr. Nelson <b>Special Ed.</b> Antal, Giandurco <b>ELL - Greenspan</b> <b>Data Team Leaders</b> Conlin Jawlik Casubolo Irrera Sila Scheffer	Growing with Math Grade level Kit District Benchmark Assessments Instructional Data Team Assessments, CMT	Instructional Data Team Binders Lesson Plans
2. Teachers will apply CMT	Classroom teachers	Growing with Math Kit	Lesson Plans

<p>vocabulary/language to Growing with Math objectives during daily instruction and discuss instructional strategies during data team meetings over the course of the school year.</p> <p>3. All teachers will collaborate on effective instructional strategies over the course of the school year during their instructional data team meetings to review and analyze student progress including those students identified as being in need of early intervention.</p>	<p>Administrators Special Ed. Teachers</p> <p>Classroom teachers Special Education teachers SRBI Grade level coordinators one for each grade SRBI Team- Mr. Martinez Dr. Nelson Mrs. Hershkowitz</p>	<p>CMT practice materials: Rally, CMT test prep</p> <p>SRBI process staff development and resource packet</p> <p>Study Island</p>	<p>Classroom visitations Classroom observations</p> <p>Sign in sheets for PD Submission of form A Development of Interventions Form B Computer Lab schedule</p>
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## SMART Goals

### **SMART GOAL #3 – COMMUNITY:**

- **The percentage of elements observed at the Welcoming Atmosphere protocol will increase from 45 to 49 by the end of the school year as measured by the walkthrough to be completed by the Welcoming Atmosphere Walkthrough Committee in May 2011**

#### **Data Analysis:**

- **Welcoming Atmosphere checklist baseline**
- **Component A Physical Environment Fox Run meet 11 of 13 elements There is a need for improved lighting in B and C Wings**
- **Component B Practices and Policies Fox Run Meet 12 of 14 elements There is a need for improved written classroom communication to parents**
- **Component C Welcoming Atmosphere Fox Run meet 8 of 8 elements**
- **Component D Written Materials Fox Run meet 14 of 14 elements**
- **Welcoming Atmosphere Walkthrough Components A – D Summary**
- **Welcoming Atmosphere Walkthrough Components A – D Recommendations**

**Implementation Indicators** – describe with an “If/Then” statements that defines the adult actions to be implemented that will support the school goals. This is stated in terms of a percentage of staff that is expected to implement the action. The “then” part of the statement is the evidence that the adult action has been implemented (e.g. If 100% of teachers are trained in CRISS strategies, then teacher’s lesson plans will reflect CRISS strategies).

1. If 100% of lighting is ordered by Fox Run and installed by Central Office, then parents, staff, and students will be able to travel through the building in well lighted conditions.
2. If 100% of staff provide effective written newsletters to parents concerning classroom activities, then their will be improved communication between classrooms and parents.
3. If 100% of staff and administrators continue to greet and acknowledge visitors to Fox Run, then they will maintain a positive welcoming climate for visitors.
4. If 100% of staff monitors visitors following visitor procedures with fidelity, then the staff will provide a safe environment for students.

**Results Indicators** – describe with an “If/Then” statement that defines student action and the expected student results that will support the school goals. (i.e. If all students are trained in CRISS Strategies, then reading comprehension will improve as measured by pre/post CFA results)

1. If all students travel in well lighted conditions through out the building, then students will have a secure perception of a safe environment.
2. If all students share their class newsletter with parents, the parents will be aware of classroom and school events and meetings as measured by increased participation.
3. If all students are exposed to a welcoming atmosphere, then students will have a positive reaction to their educational environment.
4. If students are exposed to consistent visitor procedures, then students will be aware of procedures that maintain a safe environment.

### Implementation Timeline

Adult Actions (Specify Completion Date)	Person Responsible	Resources	Evidence of Completion
1. An order will be place for upgraded lighting and installed as identified in the WAWT Protocol by spring 2010.	Principal Mr. Martinez Central Office Lead Custodian William Dick	Funding or Lighting up grade	Enhanced lighting In B and C Wings
2. Teachers will send monthly newsletters to parents.	Classroom teachers	None needed	Copies of Monthly newsletter Submitted to Principal
3. All teachers and staff will review, by September, procedures for greeting visitors in order to maintain a positive welcoming atmosphere.	Administrators All Teachers Secretary D. Rastocky Utility Aide J.Starkman	None needed	Notes from review session
4. All teachers and staff will review, by September, visitor procedures.	Administrators All Teachers, Office Staff	Binder Badges	Sing in book for visitors Badges worn by visitors