

School Growth Plan

Goal 1: Literacy To improve comprehension, students will make oral or written reader-text connections by synthesizing relevant information within the text with their outside experiences and knowledge to develop appropriate responses. This will be measured by the mastery of grade level SMART goals.

School Reading Scores - Percentage at or above Proficiency

CMT	05-06 Actual	06-07 Actual	07-08 Actual	08-09 School Target	09-10 School Target	District Goal 2011
Grade 3	77.9	73.7	86.9	88	89	72
Grade 4	71.2	84.3	76.9	88	90	68
Grade 5	81.3	67.4	82.0	83	90	74

Goal 2: Numeracy Students will increase their ability to successfully estimate solutions to problems and approximate measures. This will be measured by the mastery of grade level SMART goals.

School Math Scores - Percentage at or above Proficiency

CMT	05-06 Actual	06-07 Actual	07-08 Actual	08-09 School Target	09-10 School Target	District Goal 2011
Grade 3	80.9	84.2	96.7	97	98	86
Grade 4	72.2	88.6	82.7	98	98.5	84
Grade 5	77.1	67.4	82.0	84	98.5	84

**Goal 3: Community
Parent Community Partnerships**

Welcoming Atmosphere Checklist	Baseline 08-09 Actual	09-10 School Target	District Goal 2011
A. The Physical Environment (13 elements)	3/13 = 23%		
B. School-Wide Practices and Policies (14 elements)	13/14 = 93%		
C. Welcoming School Staff (8 elements)	7/8 = 88%		
D. Written Materials (14 elements)	12/14 = 86%		
Total Number of Elements Present	35/49 = 71%		Minimum of 46

SCHOOL GROWTH PLAN
ROWAYTON ELEMENTARY SCHOOL
2008-2009

GOAL: Literacy To improve comprehension, students will make oral or written reader-text connections by synthesizing relevant information within the text with their outside experiences and knowledge to develop appropriate responses. This will be measured by the mastery of grade level SMART goals.

Data Analysis:		
<ul style="list-style-type: none"> • Reading Strand 3 Scores have improved in Grades 3 and 5 over the past three years. • Reading Strand 3 Scores have consistently remained the lowest CMT strand scores over the past three years • Our Grade 3 CMT reading scores for our Black students have progressed from 54.5 % below basic in 2006 to 0% below basic in 2008 • Our Grade 4 CMT reading scores for our Black students have progressed from 46.7% below basic in 2006 to 15.4% below basic in 2008 • The majority of our below basic and basic reading scores in Gr. 3-5 are found within the Black and Hispanic subgroups • 26% of our 2nd grade students scored proficient or higher as measured by the 2nd grade pre-assessment on connections • 13 % of our 1st grade students scored proficient or higher as measured by the 1st grade pre-assessment on connections • 58% of our kindergarten students made verbal connections as measured by the kindergarten pre-assessment on connections • 10% of our K-2 self-contained SPED students scored proficient or higher as measured by pre-assessment data • 18% of our Gr. 3-5 self-contained SPED students scored proficient or higher as measured by pre-assessment data 		
<p>Strategies (Each strategy will relate to implementation and academic outcome.)</p> <ol style="list-style-type: none"> 1. Supplemental support in school and at home to all grade 3-5 students using the Study Island web-based program 2. Collaboration between and among ESL, and/or resource room and classroom teachers to focus on pre-teaching strategies based on results from pre-assessments and probes 3. K-5 small group targeted instruction for all students with a focus on below basic and basic students <ul style="list-style-type: none"> ○ CRISS / Marzano strategies of comparison ○ CRISS / Marzano use of advance organizers to activate and apply background knowledge ○ Utilizing highlighters / post-its to extrapolate relevant information from the text 		

Strategies Continued

4. Implementation of early intervention team (grades 1-2)
5. K-5 regular implementation of think alouds
6. Academically targeted after school instruction for grades 3-5 students who have consistently scored below basic, basic, and proficient on the CMT and classroom assessments
7. Implementation of weekly grade level data team meetings

Implementation and Results Indicators

1. 100% of grade 3-5 students will participate in the web-based program Study Island
 - Teachers will analyze Study Island data sheets to drive instruction
2. 100% of support staff and classroom teachers will engage in weekly communication where applicable (resource room, ESL, academically talented, Speech and Language, Early Intervention team)
 - Students will improve their achievement on grade level SMART goals based on assessments and probes
3. 100% of classroom teachers will implement small group targeted instruction
 - Students will improve their achievement on grade level SMART goals based on assessments and probes
4. Grade 1, and 2 Early Intervention team aides will collect and analyze running records, graphs of book level progress, and Observation Survey assessments
 - Students will advance in reading levels based on DRA assessments and running records
5. 100% of classroom teachers will implement a think-aloud within their reading instruction at least once a week
 - Students will utilize discussion strategies and implement teachers' comprehension strategies to improve comprehension
6. Academically targeted after school instruction will meeting during the following dates:
 - Session 1 – Grade 3 Students October 20 – Dec. 19
 - Session 2 – Grade 3 & 4 & 5 Students Jan 12 – Feb. 27
7. 100% of classroom teachers and certified staff will participate in weekly grade-level data team meetings resulting in data driven instruction

Persons Responsible	Actions / Timeline	Resources
1. Literacy Coach, Gr 3-5 teachers	1. Implementation of Study Island will begin November 2008 and will continue through November 2009	1. Study Island support staff, school technical support, Literacy Coach, mobile lab.
2. SPED team, AT teacher, Early Intervention team, ESL	2. On-going collaboration between specialists and classroom teachers *Submission of weekly lesson plans from specialists * Portfolios of weekly running records and other assessments from Early Intervention team to be analyzed with classroom teachers	2. Curriculum calendars, data team folders, student results from assessments
3. K-5 classroom teachers, aides, Early Intervention team, resource teachers, ESL	3. Small group instruction began in September 2008 as a result of the administration of pre-tests and various probes. Small group instruction will be implemented throughout the school year	3. Data Teams, student work samples, assessment results, data templates

Persons Responsible	Actions / Timeline	Resources
<p>4. Early Intervention Team members, the Administrative Team</p>	<p>4. September 2008 - June 2009 Early Intervention Team members will participate in weekly meetings to discuss data that has been collected on identified students</p> <ul style="list-style-type: none"> • Monthly meetings with classroom teachers and EIT members to discuss data • Weekly information communication between EIT members and classroom teaching 	<p>4. EIT data folders, leveled books</p>
<p>5. K-5 Classroom teachers</p>	<p>5. Beginning November 2008, think alouds will be documented and implemented once a week</p>	<p>5. Read aloud books at various levels, content area books, Literacy Coach to model read alouds to new staff members, ELL teacher</p>
<p>6. Certified teachers to deliver after school instruction, after school supervisor, Gr.3 -5 teachers, Vice Principal</p>	<p>6. Implementation dates: Session 1 = Gr. 3 10/20 - 12/19 Session 2 = Gr. 3-5 Jan. 12 - Feb. 27</p>	<p>6. Collaboratively designed curriculum</p>

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NUMERACY GOAL: Students will increase their ability to apply mathematical thinking by estimating solutions to problems and approximating measures. This will be measured by the mastery of grade level SMART goals.

Data Analysis:

- The percentage of students at/ above proficiency has dramatically increased since 2006 in grades 3-5 as measured by the CMT.
- Gr. 3 Black students in below basic have decrease from 18.2% in 2006 to 0% in 2008, Gr. 3 Hispanic students scoring below basic have decrease from 13.3% in 2006 to 0.0 in 2008, Gr. 4 Black students in below basic have decreased from 33.3% in 2006 to 7.7% in 2008, Gr. 4 Hispanic students in below basic decreased from 12.5 % in 2006 to 0% in 2008, Grade 5 Black students in below basic have decreased from 57.1% in 2006 to 20.0% in 2008, Grade 5 Hispanic students in below basic have decreased from 50.0% to 0% in 2008.
- Grade 3-5 CMT strands of weakness for the past 3 years continue to be strand 11 (estimating solutions to problems) and Strand 15 (approximating measures)
- 49% of kindergarten students scored proficient or higher as measured by a grade-level pre-assessment
- 60% of first grade students scored proficient or higher as measured by a grade level pre-assessment
- 80% of second grade students scored proficient or higher as measured by a grade level pre-assessment

Strategies (Each strategy will relate to implementation and academic outcome.)

1. Use of number lines and base ten blocks to teach place value
2. Apply a frame of reference to support the approximation of measures and the estimation of solutions
3. Grade 3-5 students will utilize the web based program Study Island
4. K-5 teachers will implement Marzano / CRISS strategies of: comparison, advance organizers, and cooperative learning
5. Flexible strategy groups will be implemented to target below basic and basic students to advance them an average of one level

Implementation and Results Indicators:

1. 100 % of grade 3-5 students will utilize the web based program Study Island
 - o Teachers will analyze Study Island data reports to drive instruction
2. The number of K-5 students at proficiency or higher will increase by 10%
 - o Teachers will implement focused targeted instruction

Persons Responsible	Actions / Timeline	Resources
<p>1. Literacy Coach, Grade 3-5 teachers</p> <p>2. Certified and support staff, the Administrative Team</p> <p>** The Administrative Team will monitor all of the above through the evaluation process, drop-in visits, and data team meetings. **</p>	<p>1. Implementation of Study Island will take place November 2008 through November,2009</p> <p>2. Small group instruction will be officially documented in teachers' lesson plans beginning in November 2008 through June 2009 (Small group work has been an on-going practice at Rowayton School)</p>	<p>1. Study Island support staff, School Technical support, Literacy Coach, mobile lab</p> <p>2. Before school Math Wizards class (1x a week for gr. 1-5), Growing With Math program, Study Island, Teacher made resources, Smartboards or overhead visuals</p>

