



SILVERMINE Elementary School

School Growth Plan 2011-14

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

Executive Summary

Silvermine Elementary is a school of approximately 430 students of mixed abilities and diverse backgrounds. Silvermine is a school that provides students the choice of becoming proficient in two languages, English and Spanish or of participating in traditional instruction classrooms. In either situation, students are taught the necessary skills as prescribed in the state's standards and the district curriculum. The dual language program is called the Mano a Mano Program. It is for students in grades K-5. This program is unique to Silvermine.

In the 2011-2012 school year, the school opened two Pre-Kindergarten classrooms. The program accommodates three and four year olds for half day sessions.

To select the goals for the School Growth Plan (SGP), the school staff refers first to the District Improvement Plan. The goals selected are specific to Silvermine students and are aligned with the district goals. The goals are initially based on achievement results from the Connecticut Mastery Test. Other assessment data from the previous year along with teacher and parent input are used to provide a laser like focus to the plan. Discussions related to progress of the goals stated in the plan are on going throughout the year. The SGP is used as a living document with monitoring notes kept throughout the year to provide feedback regarding its effectiveness.

The School Growth Plan is the work of the Schoolwide Data Team or SDT with input from certificated staff. At the first staff meeting in August, CMT results and data from the spring assessments were reviewed. The staff looked at the three year trends of strengths and weaknesses in the academic performance of our students. This information was used to develop results and implementation indicators. These indicators will guide instructional practices for the year. They will be reviewed and monitored along with assessment results throughout the year for any necessary adjustments. This work was further refined by the SDT at the first meeting in September. After the SGP is approved by the school board it will be placed on the school's website for public knowledge. It will be reviewed with parents and all staff members through a series of special meetings.

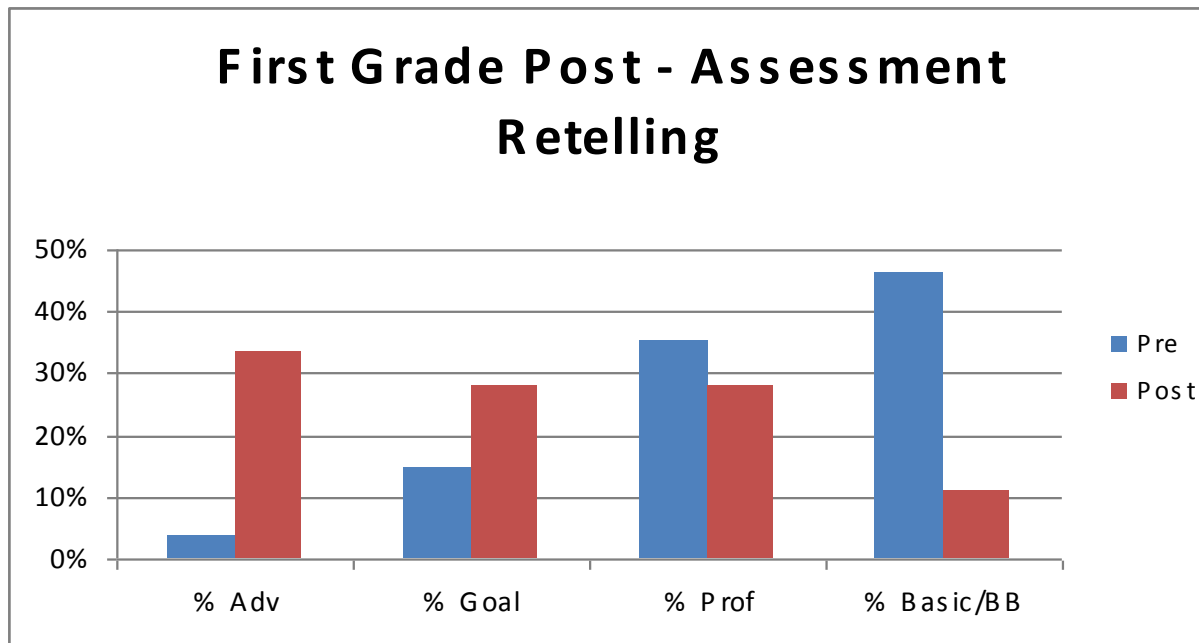
The members of the SDT are:

- Administrators – Ivette Ellis, Principal and Edward Wachowski, Assistant Principal
- Data Team Lead Teachers:
 - K – Gina Marcuccilli
 - Grade 1 – Lisa Taggart
 - Grade 2 – Anne Baldwin
 - Grade 3 – Sulma Sabbagh
 - Grade 4 – Ana Fernandez
 - Grade 5 – Karen Curley
 - Special Education – Oda Erstling
 - Literacy Specialist – Jennifer Cannon-Axtell
 - Numeracy Coach – Leeann Glick
 - Fine Arts – Mary Lopresti

To determine the academic needs of the students, the following data was used to determine SGP goals:

- Connecticut Mastery Test – Administered to grades 3-5
- DRA2 – Reading tests administered to all grade levels in the fall
- DRA2 Spanish – Reading test administered to students participating in the dual language program in grades 2-5
- District Benchmark Assessments for Reading and Math (CBAS and Rally)

Throughout the school year, these results as well as common formative assessments, known as CFAs, are analyzed at Instructional Data Team (IDT) Meetings or faculty meetings (see sample of CFA results chart on page 4). An IDT meeting is held with a different grade level every day according to the letter day of the week. The district has assigned letters to days of the week for a six day cycle, A through F. Letter A day is a Kindergarten meeting day, letter B day is a grade one meeting day, letter C day is a grade two meeting day, etc. Teachers meet for approximately 60 minutes. These meetings allow for continuous monitoring of student progress and for teachers to assess and share effective teaching strategies. A strategy is considered to be effective if it results in the majority of students meeting a score of “Goal” on the assessment given. The percentage of students meeting goal is determined by a SMART goal that is written during the IDT meetings. During the analysis process all subgroups are considered.



*This is a sample chart for results that are analyzed throughout the year during Instructional Data Teams. Each chart reflects student progress made on specific concepts. The results are then posted on the Data Wall. It can be found in the main hallway of the school.

The school statistics are as follows:

- School population – 434 students
- Hispanic – 57%
- White – 22%
- African American – 16%
- Asian – 3%
- English as a Second Language Learners – 55%
- Free and Reduced – 57%
- Attendance Rate – 97%
- Academically Talented – 6%

Silvermine is in its fourth year as a school in need of improvement. Teachers continued the process of using data to guide instruction. The school began to see significant student progress in its 07-08 Connecticut Mastery Test scores. In the 08-09 school year, test results continued to improve and the school achieved Safe Harbor. The school must maintain its Safe Harbor status for two consecutive years in order to be removed from the “In Need of Improvement” list of the state. Because the school did not attain adequate yearly progress in the area of reading, it did not make Safe Harbor for the 09-10 school year. In the 2010-2011 school year, the school did achieve its adequate yearly progress in all areas and subgroups to achieve Safe Harbor status. It continues to be on the state’s list of schools that are in need of improvement.

The staff will review its practices for year three of its implementation of the Reader’s Workshop model and effective teaching strategies using non-fiction text to help guide instruction. We will also look at effective test taking strategies that will help students with the format of the DRP, degree of reading power, portion of the CMT. There will also be a major focus on vocabulary building. In the 2011-2012 school year we will pilot a new math program, GO MATH.

After examining our CMT and DRA2 results we have determined that the focus for literacy will continue to be reading comprehension and vocabulary building. In addition, an examination of trend data over the past three years shows a decline in the average DRP unit score as evidenced on the CMT. This reinforces the need for continued focus on cloze comprehension strategies. In writing, composing and editing will continue to be a focus for this school year. In math, CMT scores showed that mathematical applications, place value, estimating solutions to problems, approximating measures, fractions, patterns, time, decimals and percents continue to be weak for two or more grade levels. How we address these areas is detailed in subsequent pages of this plan. Our school data team will collect and review the data related to our implementation indicators during each of our monthly meetings in an effort to carefully monitor the implementation of the identified strategies.

When analyzing the scores of our most significant subgroups, we found that these students showed strong progress compared to the 2010 results. See the chart below:

CMT Subgroup Results
 % At/Above Proficiency
 2010 and 2011 Comparison

I = Increase D= Decrease

ELL

Mathematics						Reading				
Grade	#Tested	2010	#Tested	2011		#Tested	2010	#Tested	2011	
3	13	85	21	40 (D)		13	62	22	64 (I)	
4	6	50	7	40 (D)		6	0	7	29 (I)	
5	10	70	6	89 (I)		10	10	7	0 (D)	

F/R

Mathematics						Reading				
Grade	#Tested	2010	#Tested	2011		#Tested	2010	#Tested	2011	
3	29	83	40	88 (I)		29	59	41	68 (I)	
4	29	69	30	83 (I)		29	41	30	63 (I)	
5	32	78	27	74 (D)		33	52	27	52	

Hispanic

Mathematics						Reading				
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Grade	#Tested	2010	#Tested	2011		#Tested	2010	#Tested	2011
3	25	88	33	88		25	68	34	71 (I)
4	22	86	26	92 (I)		22	55	26	69 (I)
5	30	87	20	95 (I)		31	48	21	62 (I)

Growth Plan Data Sheet - SILVERMINE Elementary School

Goal 1: Literacy NCLB Targets: 79% through 2010. NCLB Target: 89% in 2011 through 2013									
School Reading Scores - Percentage at or above Proficiency									
CMT	06-07	07-08	08-09	09-10	10-11	2011-12	District Targets		
	Actual	Actual	Actual	Actual	Actual	School Target	2011-12	2012-13	2013-14
Grade 3	49.3	55.4	60	67.3	67.8	72	74	78	80
Grade 4	46.4	56.7	71	55.1	70.5	73	73	77	81
Grade 5	53.1	57.4	76.7	63.8	60.4	65	78	80	84

Goal 2: Numeracy NCLB Targets: 82% through 2010. NCLB Target: 91% in 2011 through 2013									
School Math Scores - Percentage at or above Proficiency									
CMT	06-07	07-08	08-09	09-10	10-11	2011-12	District Targets		
	Actual	Actual	Actual	Actual	Actual	School Target	2011-12	2012-13	2013-14
Grade 3	65.2	81.5	86	85.7	84.2	86	86	88	90
Grade 4	68.4	63.3	83.9	80	86.7	88	86	89	91
Grade 5	54.3	70.5	78.3	87.7	81.6	84	90	91	93

SMART Goals

A statement that identifies a desired performance; represents the essential knowledge, **skills**, behaviors, and attitudes that must be demonstrated in order to be successful with a particular performance (See page 6 for a complete description).

SMART GOAL #1 Literacy

The percentage of students in grades K and 3 scoring at goal or higher in reading will increase from 33% to 50% by the end of the school year as measured by the DRA2 administered in May/June 2012. The percentage of students in grades 1, 2, 4 and 5 will increase by at least 5% points as measured by the DRA2 administered in May/June 2012.

The percentage of Silvermine students in grade 3 scoring at proficient or higher in Reading will increase from 68% to 72% by the end of the school year as measured by the CMT administered in March.

The percentage of Silvermine students in grade 4 scoring at proficient or higher in Reading will increase from 71% to 73% by the end of the school year as measured by the CMT administered in March.

The percentage of Silvermine students in grade 5 scoring at proficient or higher in Reading will increase from 60% to 65% by the end of the school year as measured by the CMT administered in March.

The percentage of dual language students in grades 2-5 scoring at goal or higher in Reading in the second language will increase by at least 5% percentage points as measured by the DRA2 administered in May/June 2012.

Data Analysis:

- According to the CMT reading results for grades 3 – 5, there is a need for improvement in the area of reading comprehension. While most students performed well on the content strands, the DRP section of the reading test proved to be problematic for most students. (See chart below for CMT DRP results.) This is particularly problematic for students in our subgroups and may be due to a limited vocabulary base for those students.
- According to the DRA2 results from the fall and spring administration in the 2010-2011 school year, less than half of the students in grades K and 3 are reading at grade level. In the other grade levels more than 50% of students are reading at or above grade level.
- According to the DRA2 results from the fall and spring administration in the 2010-2011 school year, less than half of the students in grade 3 are reading at grade level in Spanish. In the other grade levels more than 50% of students are reading at or above grade level.

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, special education teachers, fine arts teachers, teacher assistants and the literacy specialist continue to implement strategies from last year’s professional development that are specific to addressing cloze/comprehension strategies, then they will be able to create lessons that expose students to this format.

2. If 100% of classroom teachers, special education teachers, fine arts teachers, teacher assistants and the literacy specialist require students to know and use the identified, schoolwide common vocabulary terms in the various content areas, then they will be able to provide lessons that require students to demonstrate their understanding of the words thus increasing their level of comprehension.

3. If 100% of classroom teachers, special education teachers, literacy specialist and teacher assistants use the conferencing, independent reading time and guided reading time of Reader's Workshop to gather and analyze student data, then they will have information about student progress that will guide reading instruction/interventions.

4. If 100% of the dual language teachers continue to implement strategies learned at all four sessions of TWIOP training, then they will be able to create lessons that will provide students the opportunities to transfer native language reading skills to the second language literacy skills.

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)

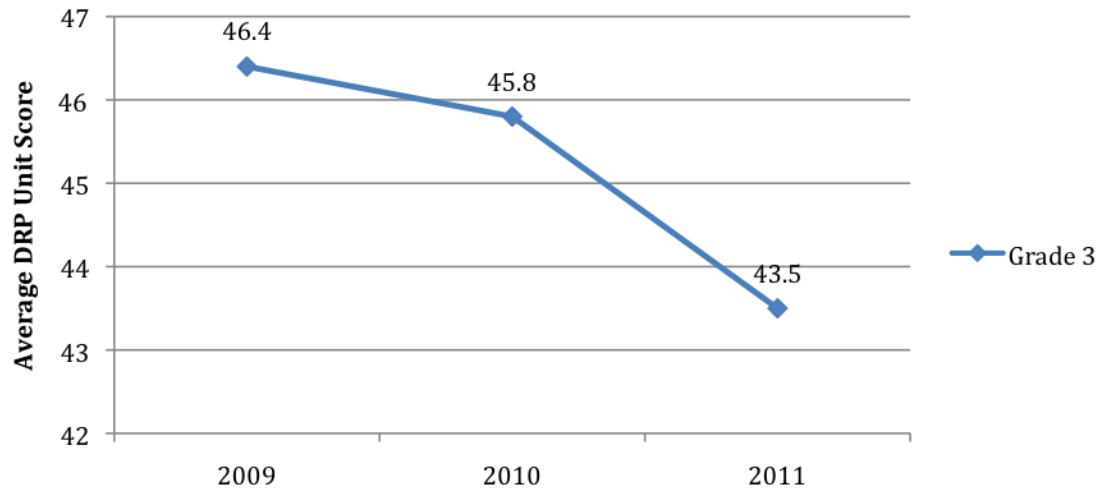
1. If all students actively apply those strategies specific to cloze/reading comprehension skills, then reading comprehension will increase as measured by CFAs, DRA2, CBAS and the DRP portion of the CMT.

2. If 100% of students acquire strategies for determining the meaning of new vocabulary, then they will utilize those strategies to increase their reading comprehension as measured by CFAs, DRA2, CBAS and the DRP portion of the CMT.

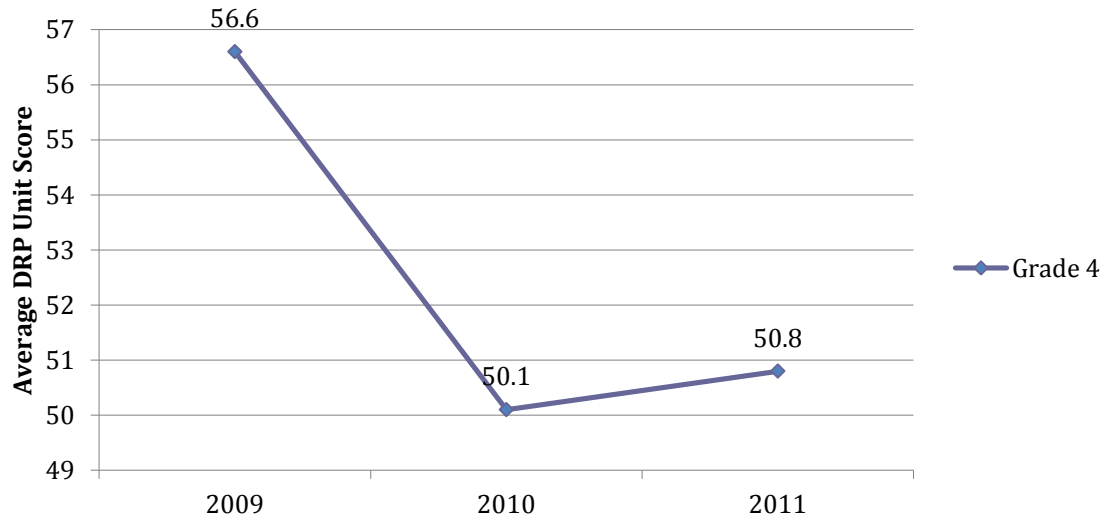
3. If all students participate in independent reading time, guided reading groups and reading conferences then they will learn strategies that will help to improve their reading comprehension as measured by CFAs, DRA2, CBAS and the DRP portion of the CMT.

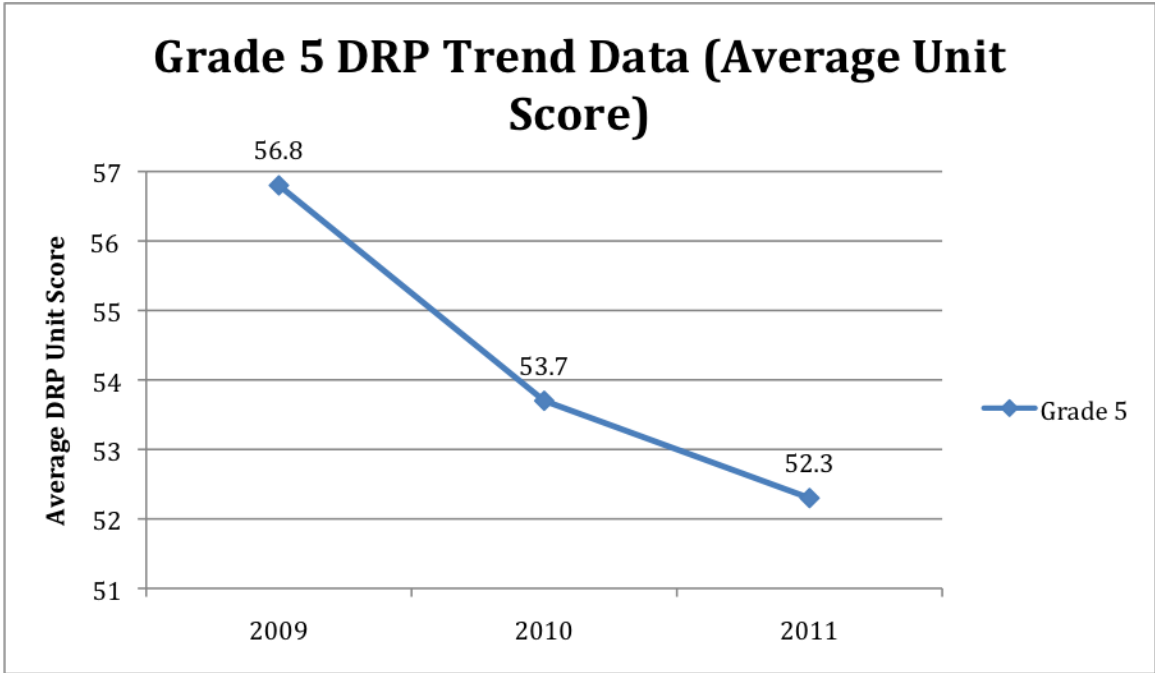
4. If all students in the dual language program apply the strategies of TWIOP, then their performance in reading/speaking in the second language will improve as measured by the DRA2/LAS test administered in the spring.

Grade 3 DRP Trend Data (Average Unit Score)



Grade 4 DRP Trend Data (Average Unit Score)





School Growth Plan - Implementation Timeline

Adult Action– are the steps necessary to complete the implementation indicator for each goal

Person Responsible – specifically names the person(s) responsible for the completion of the Adult Action

Resources – materials needed to complete the Adult Action

Evidence of Completion (Replaces: Monitor Notes/Implementation Indicators on Chart)

- Did the adults do what they said they would do?
- What evidence will you use to document that adult behaviors changed as a result of your actions?
- What evidence will you use to document that student outcome(s) is/are improving?

Implementation Timeline

Adult Actions (Specify Completion Date)	Person Responsible	Resources	Evidence of Completion

1. Teachers, teacher assistants, special area teachers will use strategies specific to cloze/reading comprehension throughout the year.	All teachers, teacher assistants and administrators, Ellis and Wachowski, literacy specialist	Materials from the Nov. 2010-11 Professional Development	Walk Through Notes Lesson Plans IDT Minutes SDT Minutes
2. Teachers, teacher assistants and special area teachers will attend professional development specific to creating and teaching common academic vocabulary lists by the end of November.	All teachers, teacher assistants and administrators, Ellis and Wachowski, Jennifer Cannon-Axtell, literacy specialist	Building Academic Vocabulary by Marzano and Pickering	Sign in sheets Meeting agenda Protraxx Evals.
3. Teachers will create K-2 and 3-5 common word lists for each content area by the end of November.	All teachers, Jennifer Cannon-Axtell, literacy specialist, administrators Ellis and Wachowski	Building Academic Vocabulary by Marzano and Pickering	Teacher Lesson Plans Posted Lists Walk Through Notes SDT Meeting minutes
4. Mainstream teachers and English teachers for the MAM Program will use the Steck Vaughn vocabulary kits daily throughout the school year.	Mainstream teachers, English teachers for MAM Program, administrators Ellis and Wachowski	Steck Vaughn Vocabulary Kits	Walk Through Notes Lesson Plans IDT Minutes SDT Minutes
5. All classroom teachers will continue to use standard guidelines for implementing the conferring, independent reading and guided reading portions of Reader's Workshop.	Classroom teachers, literacy specialist, Jennifer Cannon-Axtell and Administrators, Ellis and Wachowski	Standards for conferring and guided reading portions of Reader's Workshop	Conferring Notes Walk Through Notes Lesson Plans IDT Minutes SDT Minutes
6. Mano a Mano teachers will use strategies learned in TWIOP training in their lessons daily.	All Mano a Mano	TWIOP Materials provided at professional development	Walk Through Notes Lesson Plans

	teachers, administrators, Ellis and Wachowski		
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SMART GOAL #2 Numeracy:

The percentage of grade 3 Silvermine students scoring at goal or higher in math will increase from 84% to 86% by the end of the school year as measured by the CMT administered in March 2012.

The percentage of grade 4 Silvermine students scoring at goal or higher in math will increase from 87% to 88% by the end of the school year as measured by the CMT administered in March 2012.

The percentage of grade 5 Silvermine students scoring at goal or higher in math will increase from 82% to 84% by the end of the school year as measured by the CMT administered in March 2012.

Data Analysis:

- According to the 2011 CMT results for math, grades 4-5 students showed a significant need for improvement in equivalent fractions, decimals and per cents, time and patterns.
- According to the 2011 CMT results for math, grades 3-5 showed a need for improvement in place value, estimating solutions to problems and approximating measures.
- According to the 2011 CMT results for math, grades 3-5 students showed a slight improvement in the area of mathematical applications. There is still a need for continued focus.
(See CMT results trend charts below)

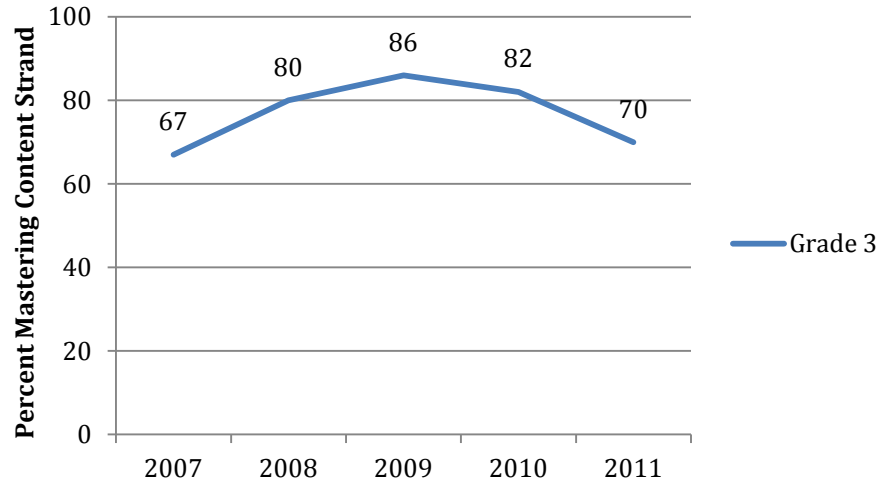
Implementation Indicators – describe with an “If/Then” statements that defines the adult actions to be implemented that will support the school goals. This is stated in terms of a percentage of staff that is expected to implement the action. The “then” part of the statement is the evidence that the adult 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 all classroom teachers, special education teachers and teacher assistants attend the professional development sessions for the new Go Math series, then they will be able to implement the lessons using then new materials and activities specific to the areas of need.
2. If 100% of classroom teachers and special education teachers continue to use the strategies taught in last year’s professional development specific to addressing mathematical application, then they will be able to create lessons.

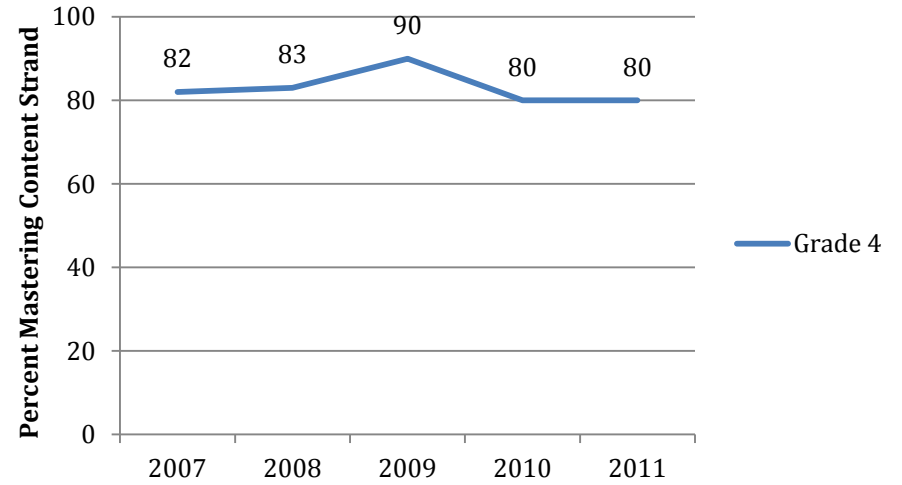
Results Indicators – describe with an “If/Then” statement that defines student action and the expected student results that will support the school goals. (i.e. If all students are trained in CRISS Strategies, then reading comprehension will improve as measured by pre/post CFA results)

1. If 100% of students receive instruction from the new Go Math series in the areas of need, then they will strengthen their understanding and mastery of those concepts as measured by CFAs, Rally, CBAS and CMT.
2. If 100% of students apply the strategies related to mathematical applications, then student achievement will continue to increase in strand 25 (mathematical application) as measured by CFAs, Rally and the CMT.

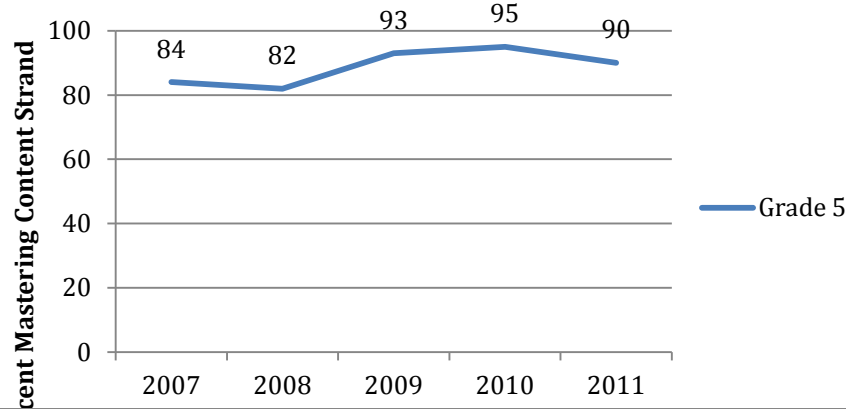
Percentage of Grade 3 Students Mastering Content Strand #1 (Place Value)



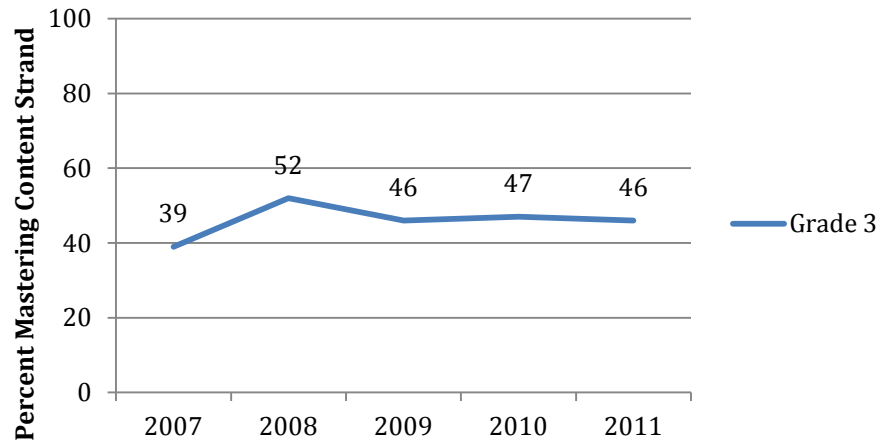
Percentage of Grade 4 Students Mastering Content Strand #1 (Place Value)



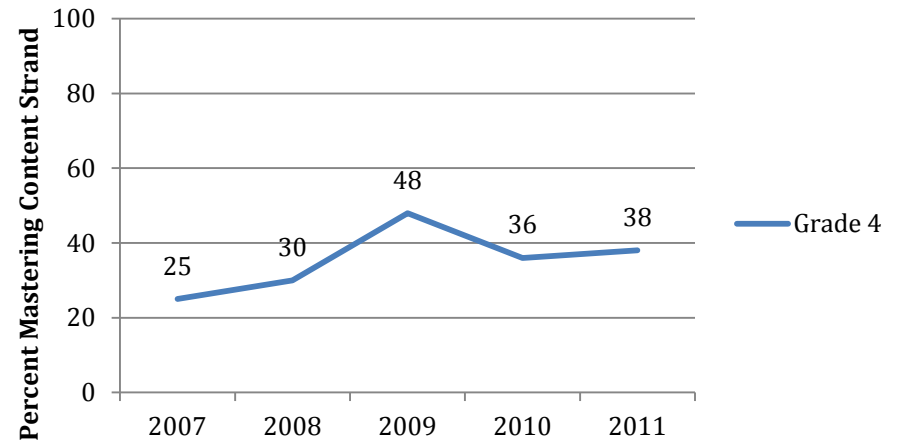
Percentage of Grade 5 Students Mastering Content Strand #1 (Place Value)



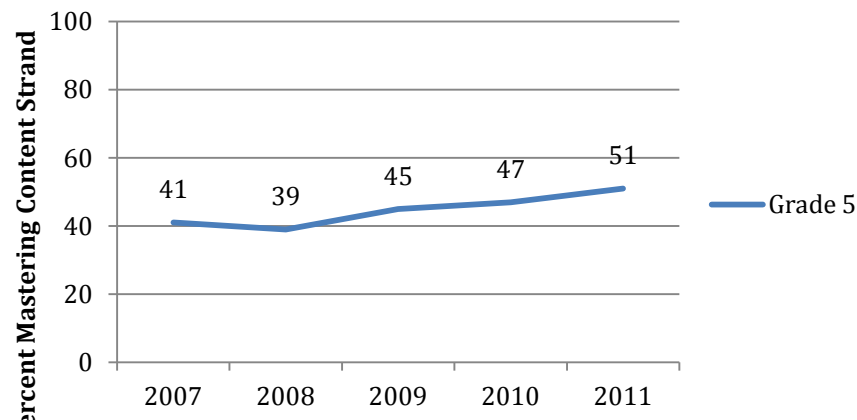
Percentage of Grade 3 Students Mastering Content Strand #11 (Estimating Solutions to Problems)



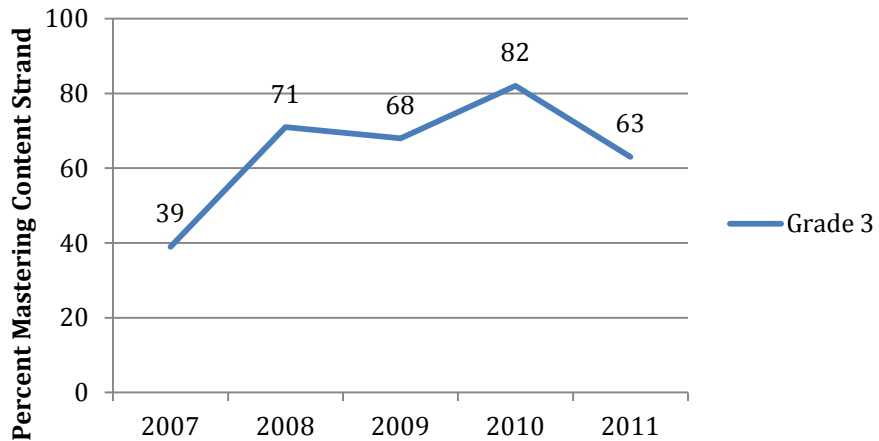
Percentage of Grade 4 Students Mastering Content Strand #11 (Estimating Solutions to Problems)



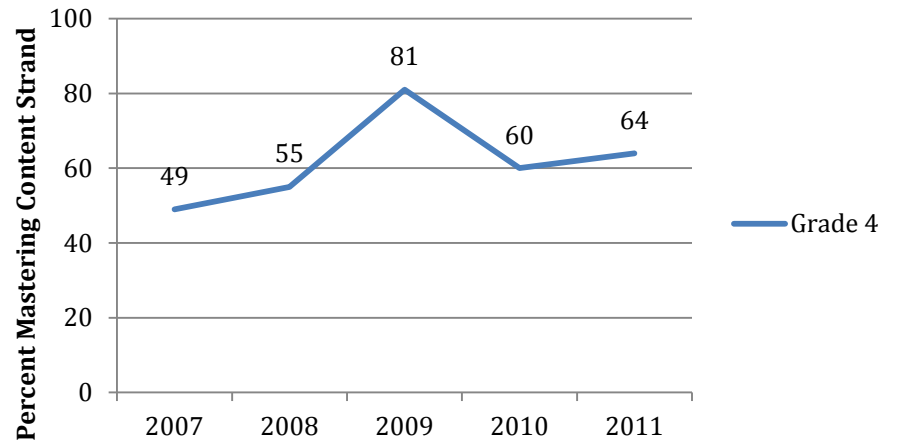
Percentage of Grade 5 Students Mastering Content Strand #11 (Estimating Solutions to Problems)



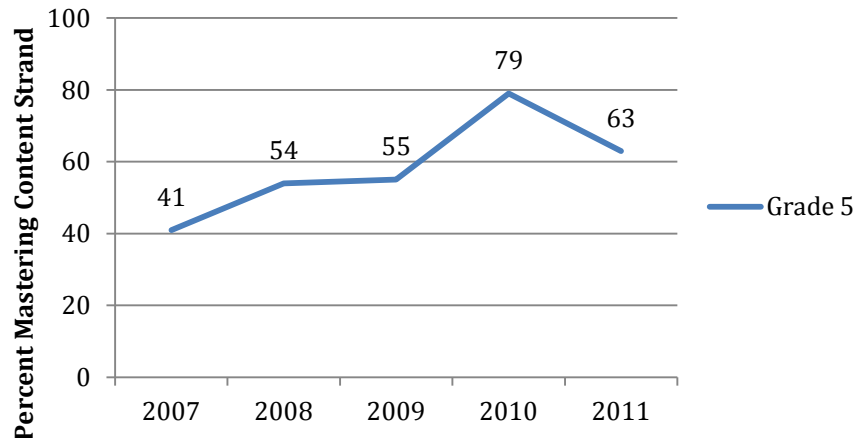
Percentage of Grade 3 Students Mastering Content Strand #15 (Approximating Measures)



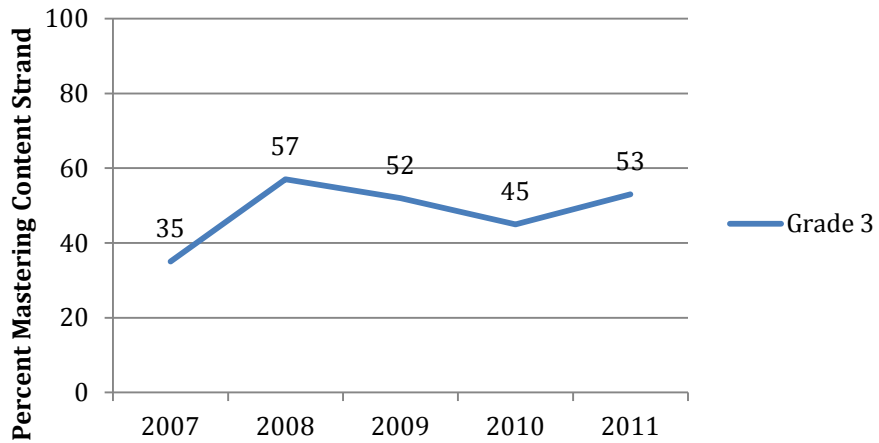
Percentage of Grade 4 Students Mastering Content Strand #15 (Approximating Measures)



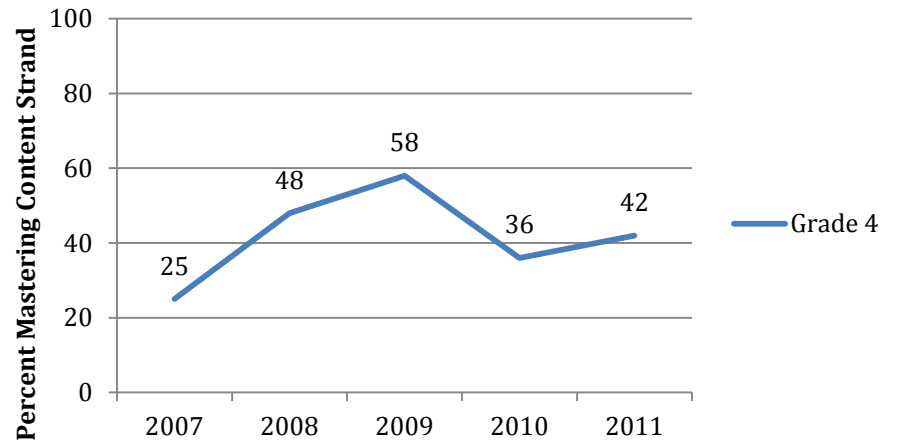
Percentage of Grade 5 Students Mastering Content Strand #15 (Approximating Measures)



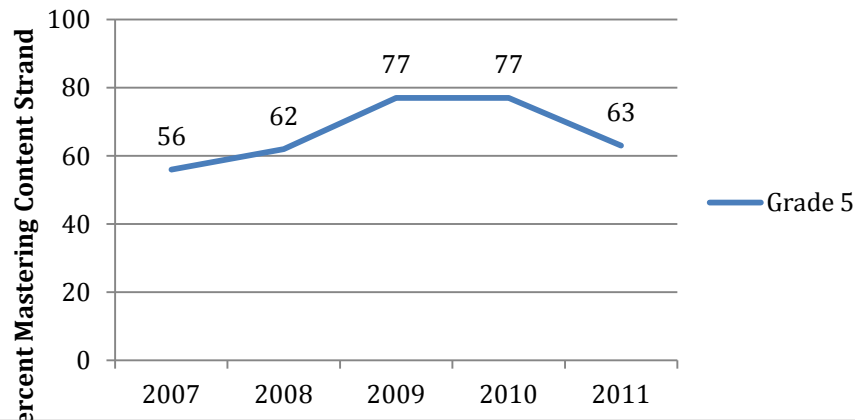
Percentage of Grade 3 Students Mastering Content Strand #25 (Mathematical Applications)



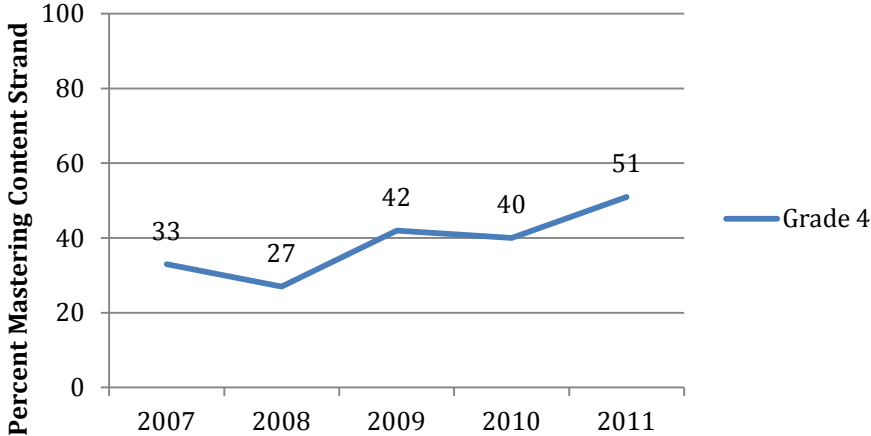
Percentage of Grade 4 Students Mastering Content Strand #25 (Mathematical Applications)



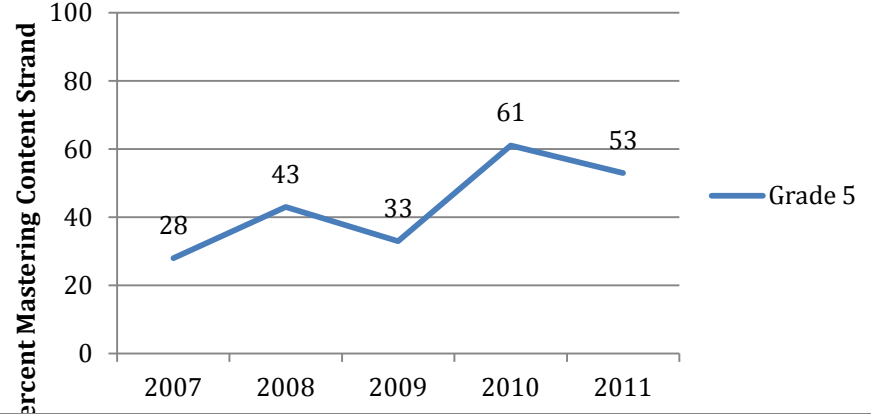
Percentage of Grade 5 Students Mastering Content Strand #25 (Mathematical Applications)



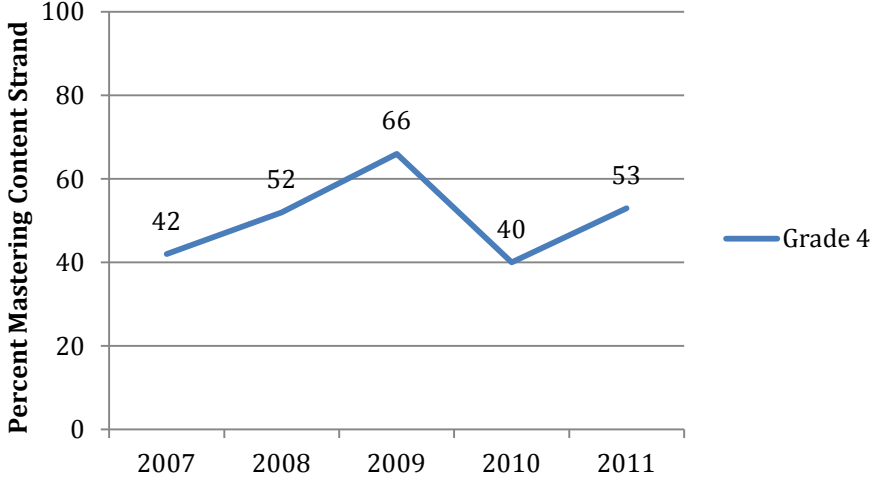
Percentage of Grade 4 Students Mastering Content Strand #3 (Equivalent Fractions, Decimals, and Percents)



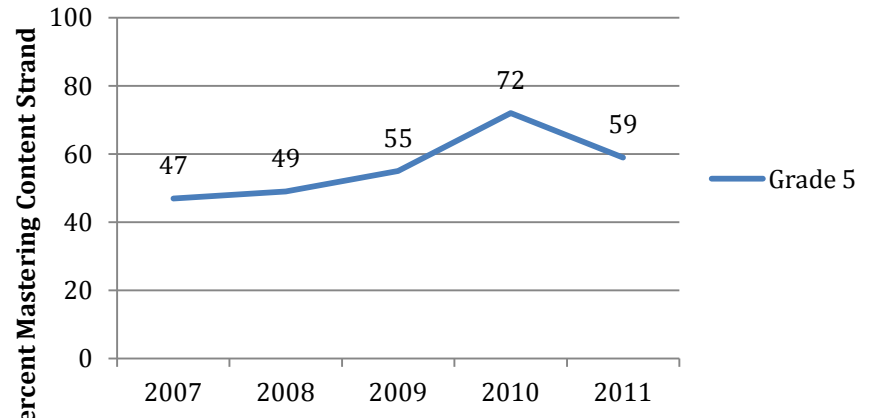
Percentage of Grade 5 Students Mastering Content Strand #3 (Equivalent Fractions, Decimals, and Percents)



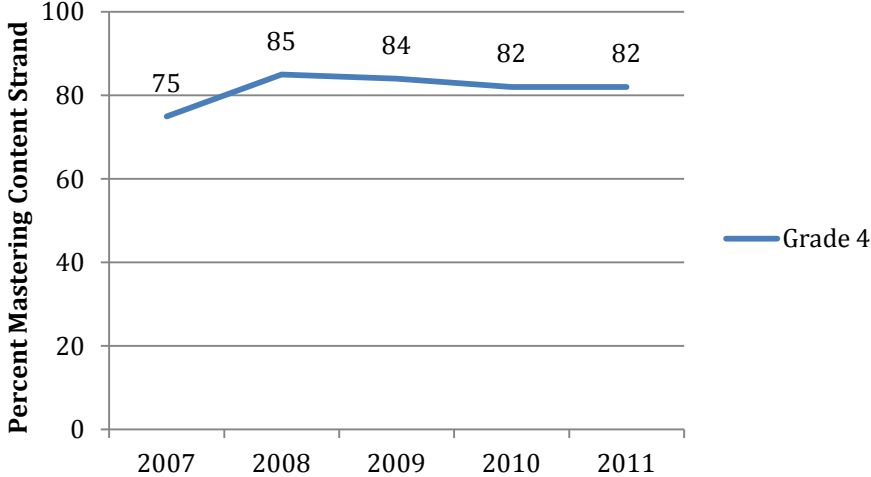
Percentage of Grade 4 Students Mastering Content Strand #14 (Time)



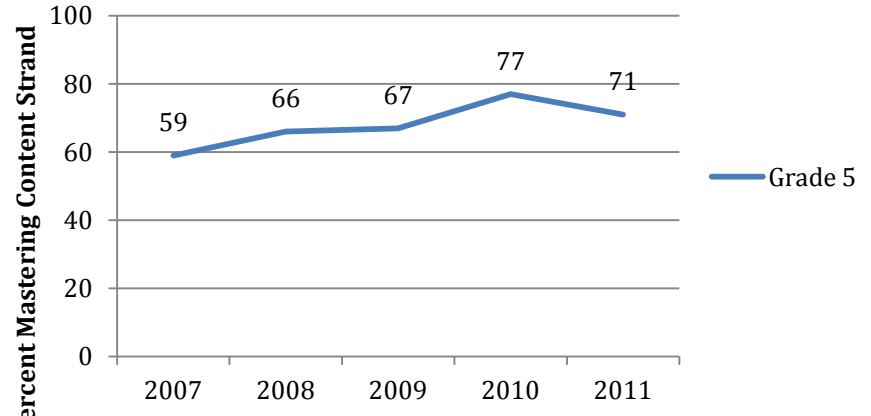
Percentage of Grade 5 Students Mastering Content Strand #14 (Time)



Percentage of Grade 4 Students Mastering Content Strand #22 (Patterns)



Percentage of Grade 5 Students Mastering Content Strand #22 (Patterns)



School Growth Plan - Implementation Timeline

Adult Action– are the steps necessary to complete the implementation indicator for each goal

Person Responsible – specifically names the person(s) responsible for the completion of the Adult Action

Resources – materials needed to complete the Adult Action

Evidence of Completion (Replaces: Monitor Notes/Implementation Indicators on Chart)

- Did the adults do what they said they would do?
- What evidence will you use to document that adult behaviors changed as a result of your actions?
- What evidence will you use to document that student outcome(s) is/are improving?

Implementation Timeline

Adult Actions (Specify Completion Date)	Person Responsible	Resources	Evidence of Completion
1. Staff will participate in professional development specific to GO Math in the fall and monthly thereafter for implementation of this pilot math series.	Admin, Ellis and Wachowski All Classrm. Teachers Numeracy Coach, Leeann Glick and Instructional Specialist Craig Creller Special Education Teachers – Erstling, Kelly Teacher assistants	Go Math Materials Grade Level Expectations Presenter Handouts	Training session sign in sheets Lesson plans Assessment results Walk Through Notes
2. All teachers will continue to use the strategies from last year’s professional development specific to mathematical application. This is ongoing.	Administrators All teachers including special area teachers Numeracy coach, Leeann Glick	Materials from workshop	Lesson Plans Walk Through Notes SDT/IDT Meeting Minutes

<p>3. In light of participation in the district's Pilot of Go Math, teachers will administer all assessments over the course of the school year for continuous monitoring of student progress. Assessment results and effective teaching strategies will be discussed/selected at the instructional and schoolwide data team meetings throughout the school year.</p>	<p>All classroom teachers Numeracy Coach, Leeann Glick Special education teachers – Erstling, Kelly Administrators – Ellis and Wachowski</p>	<p>Common Formative Assessments CBAS Rally</p>	<p>Lesson Plans Walk Through Notes SDT/IDT Meeting Minutes</p>
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School Compliance Activities for 2011-2014

- All schools will have Instructional/Grade - Level Data teams (IDTs) and a School Data Team (SDT) operating at an Exemplary level, as measured by the CSDE rubric.
- School Growth Plans for 2011-2014 will be reviewed and rated at a minimum expected rating of Proficient by the DDDMT, as measured by a rating rubric designed for this purpose, by November 2011.
- Classroom Walkthroughs will be conducted at all schools in order to provide evidence that adult actions are focusing on the school and district goals.
- Family and Community engagement will use the District adopted survey to focus on improving school communication to support student learning.

Improve Individual School Communication with Families and Community	
Year 1: 2011-2012 School year	Conduct a School Communication needs assessment and review outcome
Year 2: 2012-2013 School year	Develop and Implement Plan to Improve School Communication
Year 3: 2013-2014 School year	Revise and Implement Plan to Improve School Communication

*****School Growth Plans will provide evidence that Compliance Activities are being addressed**