

# Second Hill Lane Elementary School

## 2008 - 2009



### School Improvement Plan

DRAFT

**James D. Noga, Principal**  
**Jamie Palladino, Assistant Principal**



**Stratford Public Schools  
School/Program Improvement Plan to Promote Student Achievement**

**Administrator: James D. Noga  
School: Second Hill Lane**

**Position: Principal  
Evaluator: Jeanne D'Angelo, Assistant Superintendent**

**Section I: Developing the School/Program Improvement Plan**

**District Goals 2008/2009**

1. The Stratford Public Schools shall improve the academic achievement of every student in our diverse, evolving community.
2. The Stratford Public Schools shall create an academic environment based on the Six Pillars of Character.
3. The Stratford Public Schools shall develop an ongoing partnership with the community.
4. The Stratford Public Schools shall prioritize resources to support academic goals of the district.

**READING**

**The CSDE goal was 68% at or above proficient in 2007**

**The CSDE goal was 79% at or above proficient in 2008**

**Unadjusted CMT Reading Percentages- All Grade Levels**

<b>Grade</b>	<b>Year</b>	<b># Tested</b>	<b>% Within Goal Range</b>	<b>% At/Above Proficient Level</b>	<b>District Average</b>
3	2007	90	36.7	57.8	64.1
3	2008	72	43.1	65.3	66.8
4	2007	74	41.9	63.5	71.1
4	2008	85	48.2	67.1	67.3
5	2007	78	60.3	75.6	71
5	2008	78	56.4	74.4	75.1
6	2007	76	69.7	81.6	79.4
6	2008	75	64	77.3	80.5

## Raw Score CMT Reading Percentages- Cohorts

Cohort	Year	# Tested	% Within Goal Range	% At/Above Proficient Level	District Average
Whole School	2007	318	52.2	70.9	71.4
Whole School	2008	310	52.9	70.8	72.4
Black	2007	40	41	67.7	55.4
Black	2008	43	48.7	69.8	59.3
Hispanic	2007	86	42.9	66.2	64
Hispanic	2008	87	44.4	59.8	63.6
White	2007	182	60.4	74.6	80.3
White	2008	168	60.2	77.5	80.3
English Learning Learners	2007	64	17.6	43.9	54.3
English Learning Learners	2008	58	16.4	36.2	29.9
Economically Disadvantaged	2007	117	40.3	62.4	55.8
Economically Disadvantaged	2008	135	45.6	57.3	57

### Data Analysis and Needs Assessment

From 2007 to 2008:

- The Whole School, Hispanic, English Language Learner, and Economically Disadvantaged cohorts did not make enough progress to make AYP;
- Grades that increased the percentage of students reaching proficient or better were grade three (+7.5%) and grade four (+3.6%);
- Grades that did not demonstrate an increase in the percentage of students reaching the proficient or better were grades five (-1.2%) and six (-4.3%);
- Cohorts that showed an increase in the percentage of students reaching proficient or better were the Black Cohort (+2.1%) and the White Cohort (+2.9%);
- The cohorts that declined in the percentage of students reaching proficient or better were the Whole School (-0.1%), the Hispanic Cohort (- 6.47%), the English Language Learner Cohort (-7.7%), and the Economically Disadvantaged Cohort (-5.1%).

- ❖ Continue efforts to in implementing the new reading curriculum and the Rigby “Literacy By Design” program;
- ❖ Intensify whole school reading instruction;
- ❖ Provide intervention for “at-risk” children;
- ❖ Concentrate efforts on the Hispanic, English Language Learner and Economically Disadvantaged cohorts.

**Goal I:** Second Hill Lane School will attain high academic achievement for ALL students in literacy with emphasis placed on struggling and at risk students.

**Objective 1:** All students will increase reading comprehension skills and stamina in reading, which will increase the percentage of all students who are reading at or above proficiency by 5% or higher .

**Goal II:** Second Hill Lane School will support the Stratford Public Schools in efforts to attain high academic achievement for all students in literacy with emphasis placed on cohort groups that did not meet proficiency on the 2008 CMT.

**Objective 2:** Students in cohort groups that did not meet proficiency on the 2008 CMT reading sections will increase reading comprehension skills, increase stamina in reading, and increase the percentage of cohort students who are reading at or above proficiency by 5% on the CMT.

**Objective 1:** All students will increase reading comprehension skills and stamina in reading which will increase the percentage of all students who are reading at or above proficiency by 5% or higher.

Strategies	Code	Person Responsible	Who must be kept informed?	Timeline	Evidence of Accomplishment
1. Continue transition plans for exiting preschoolers who are “at-risk”	ON	<ul style="list-style-type: none"> <li>• Pre-K Teachers</li> <li>• PPS Team</li> <li>• K Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Kindergarten Teachers</li> <li>• PPS</li> </ul>	Ongoing – Jan 09-June 2009	<ul style="list-style-type: none"> <li>• Transition plans</li> <li>• End of year IEPs</li> <li>• Success in Kindergarten</li> </ul>
2. Establish horizontal and vertical data teams	REV	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• ELL Team</li> <li>• Literacy Team</li> <li>• PPS Team</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> </ul>	September 08	<ul style="list-style-type: none"> <li>• Vertical Data Teams</li> <li>• Grade Level Data Teams</li> </ul>

<p>3. Revise success plans for students scoring below the proficiency level, assess students and update plans monthly</p>	REV	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• ELL Team</li> <li>• Literacy Team</li> <li>• PPS Team</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> </ul>	Ongoing – Sept. 08 -June 2009	<ul style="list-style-type: none"> <li>• Monthly student progress reports using data from CMT, Rigby Reads, and district assessments</li> <li>• Monthly report to administration</li> </ul>
<p>4. Continue to implement individual and small group instruction</p>	ON	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• ELL Team</li> <li>• Literacy Team</li> <li>• PPS Team</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> </ul>	Ongoing – August 2008-June 2009	<ul style="list-style-type: none"> <li>• Teacher, ESL , PPS, Reading consultants and tutor records and plans</li> </ul>
<p>5. Create a flexible school master schedule that allows for data teaming and collaboration</p>	NEW	<ul style="list-style-type: none"> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Assistant Principal</li> <li>• Faculty</li> </ul>	August 08	<ul style="list-style-type: none"> <li>• Master schedule</li> <li>• Meeting schedules</li> </ul>
<p>6. Implement Haskins Reading Initiative in grade one</p>	NEW	<ul style="list-style-type: none"> <li>• Grade one teachers</li> <li>• Haskins team</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• K-6 Coordinator</li> <li>• PPS staff</li> <li>• Literacy team</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing Sept. 2008-June 2009</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development by Haskins</li> <li>• Team and school meetings</li> <li>• Implementation of methods</li> </ul>
<p>7. Continue to implement all components of <i>Stratford's Comprehensive Literacy Program</i> including a Word Study component with the support of the literacy staff</p>	ON	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Literacy Team</li> <li>• PPS Team</li> <li>• ELL Team</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing August 2008-June 2009</li> </ul>	<ul style="list-style-type: none"> <li>• Increased percentage of students at or above proficient on CMT strands in reading in grades three to six by an average of 5%</li> <li>• Increased reading levels on reading assessments in grades K to three by an average of one grade level</li> <li>• Improved performance on classroom and district assessments</li> <li>• Monthly walk-throughs and observations</li> <li>• Monthly report to administration</li> <li>• Data Walls will reflect progress.</li> </ul>

<p>8. Teach test taking strategies at all grade levels.</p>	<p>ON</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Literacy Team</li> <li>• PPS Team</li> <li>• ELL Team</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Data Teams</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing August 2008-June 2009</li> </ul>	<ul style="list-style-type: none"> <li>• Increased percentage of students at or above proficient on CMT strands in reading in grades three to six by an average of 5%</li> <li>• Increased reading levels on reading assessments in grades K to three by an average of one grade level</li> <li>• Improved performance on classroom and district assessments</li> <li>• Monthly walk-throughs and observations</li> <li>• Monthly report to administration</li> <li>• Data Walls will reflect progress.</li> </ul>
<p>9. Continue implementation of the <i>Rigby</i> reading program and connect to the new reading curriculum</p>	<p>ON</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Teachers</li> <li>• Literacy Team</li> <li>• PPS Team</li> <li>• ELL Team</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Data Teams</li> <li>• K-6 Curriculum Coordinator</li> <li>• Asst. Superintendent</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing August 2008-June 2009</li> </ul>	<ul style="list-style-type: none"> <li>• Increased percentage of students at or above proficient on CMT strands in reading in grades three to six by an average of 5%</li> <li>• Increased reading levels on reading assessments in grades K to three by an average of one grade level</li> <li>• Improved performance on classroom and district assessments</li> <li>• Monthly walk-throughs and observations</li> <li>• Monthly report to administration</li> <li>• Data Walls will reflect progress.</li> </ul>
<p>10. Continue to update multi-level libraries in each K-6 classroom</p>	<p>ON</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Principal</li> <li>• Media</li> <li>• PTA</li> <li>• Literacy Team</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Data Team</li> <li>• K-6 Curriculum Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing August 2008-June 2009</li> </ul>	<ul style="list-style-type: none"> <li>• Increased materials for classroom libraries</li> </ul>
<p>11. Promote explicit teaching of CMT</p>	<p>ON</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing August</li> </ul>	<ul style="list-style-type: none"> <li>• Increased percentage of students at or above proficient on CMT strands in</li> </ul>

<p>reading strands through fiction and non-fiction texts in content areas of math, science, and social studies.</p> <p>12. Create a data wall to display student successes</p>	<p>ON</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teachers</li> <li>• Literacy Team</li> <li>• PPS Team</li> <li>• ELL Team</li> <li>• PTA</li> </ul> <ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Teachers</li> <li>• Literacy Team</li> <li>• ELL Team</li> <li>• PPS Team</li> </ul>	<ul style="list-style-type: none"> <li>• Data Team</li> <li>• K-6 Curriculum Coordinator</li> </ul> <ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Data Team</li> <li>• K-6 Curriculum Coordinator</li> </ul>	<p>2008-June 2009</p> <ul style="list-style-type: none"> <li>• Ongoing August 2008-June 2009</li> </ul>	<p>reading in grades three to six by an average of 5%</p> <ul style="list-style-type: none"> <li>• Increased reading levels on reading assessments in grades K to three by an average of one grade level</li> <li>• Improved performance on classroom and district assessments</li> </ul> <ul style="list-style-type: none"> <li>• Improved performance on classroom and district assessments</li> <li>• Observable common language and common practices witnessed in observations and walk-throughs by the Principal, Assistant Principal,</li> <li>• Monthly success plan updates for at-risk students</li> </ul>
<p>13. Plan professional development in effective teaching strategies through the “CALI” training and the EX-CELL initiative</p>	<p>NEW</p>	<ul style="list-style-type: none"> <li>• Literacy Team</li> <li>• Teachers</li> <li>• PPS Staff</li> <li>• ELL Team</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• ELL Coordinator</li> <li>• K-6 Curriculum Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• August 2008-June 2009</li> </ul>	<ul style="list-style-type: none"> <li>• Increased percentage of students at or above proficient on CMT strands in reading in grades three to six by an average of 5%</li> <li>• Increased reading levels on reading assessments in grades K to three by an average of one grade level</li> <li>• Improved performance on classroom and district assessments</li> <li>• Observable common language and common practices witnessed in observations and walk-throughs by the Principal, Assistant Principal,</li> <li>• Monthly success plan updates for at-risk students</li> </ul>

15. Weekly meetings with literacy team, the ELL team, and the PPS team	REV	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Literacy Team</li> <li>ELL Team</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Data Team</li> </ul>	<ul style="list-style-type: none"> <li>August 2008-June 2009</li> </ul>	<ul style="list-style-type: none"> <li>Observable common language and common practices witnessed in observations and walk-throughs by the Principal, Assistant Principal.</li> <li>Monthly Reports to the administration</li> </ul>
15. Provide opportunities for professional development to all elementary staff in new district reading curriculum (Rigby).	ON	<ul style="list-style-type: none"> <li>K-6 Curr. Coordinator</li> <li>Asst. Super.</li> <li>Literacy Team</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>K-6 Curriculum Coordinator</li> </ul>	As available	<ul style="list-style-type: none"> <li>Monthly progress reports will be sent to the Superintendent and Assistant Superintendent.</li> </ul>
16. Conduct and support parent education programs such as a CMT Awareness Program, family literacy night, and literacy workshop	ON	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Teachers</li> <li>Literacy Team</li> <li>ELL Team</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>PTA</li> <li>Parents</li> </ul>	<ul style="list-style-type: none"> <li>August 2008-June 2009</li> </ul>	<ul style="list-style-type: none"> <li>Increase independent reading at home by children as evidenced by monthly reading incentive calendars.</li> <li>Monthly report to administration</li> </ul>
17. Continue parent volunteer programs of reading aloud to classes, small groups, and individual students.	ON	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Teachers</li> <li>Literacy Team</li> <li>PPS Team</li> <li>ELL Team</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>PTA</li> <li>Parents</li> </ul>	<ul style="list-style-type: none"> <li>August 2008-June 2009</li> </ul>	<ul style="list-style-type: none"> <li>Increase in volunteers that visit the classrooms at SHL</li> </ul>
18. Provide opportunities for at-risk children to participate in after school homework clubs and tutoring	ON	<ul style="list-style-type: none"> <li>Principal</li> <li>ELL Staff</li> <li>Literacy Staff</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Parents</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>August 2008-June 2009</li> </ul>	<ul style="list-style-type: none"> <li>Increased percentage of students at or above proficient on CMT strands in reading in grades three to six by an average of 5%</li> <li>Improved performance on classroom and district assessments</li> </ul>

19. Connect CMT strategies to the areas of visual art, music and physical education	ON	<ul style="list-style-type: none"> <li>Principal</li> <li>Multi-grade</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>August 2008-June 2009</li> </ul>	<ul style="list-style-type: none"> <li>Participation by children</li> <li>Improved performance on classroom and district assessments</li> <li>Lessons firmly based in CMT concepts</li> </ul>
20. Create after-school incentive programs for successful readers	NEW	<ul style="list-style-type: none"> <li>Asst. Principal</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>August 2008-June 2009</li> </ul>	<ul style="list-style-type: none"> <li>Improved reading scores</li> <li>Student participation</li> </ul>

**Objective 2:** Students in cohort groups that did not meet Proficiency on the 2008 CMT reading sections will increase reading comprehension skills, increase stamina in reading, and increase percentage of cohort students who are reading at or above proficiency by 5% on the CMT.

Strategies	Code	Person Responsible	Who Must Be Kept Informed	Time Line	Evidence of Accomplishment
1. Develop individual success plans for students in the ELL, Hispanic, F/R Lunch cohorts who are struggling or at risk	REV	<ul style="list-style-type: none"> <li>Teachers</li> <li>Literacy Team</li> <li>ELL Team</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Literacy Team</li> <li>ELL Team</li> <li>Data Teams</li> </ul>	Develop in September of each school year and revise monthly.	<ul style="list-style-type: none"> <li>Success plans will be reviewed each month by the building data team and teachers to determine individualized instruction.</li> <li>Data teams will examine building-based and district-wide common assessments.</li> <li>Monthly progress reports will be sent to the Superintendent and Assistant Superintendent.</li> </ul>
2. Implement small group, guided reading lessons focused on identified reading strategies including intervention instruction for grades one, two, and five.	REV	<ul style="list-style-type: none"> <li>Teachers</li> <li>Literacy Team</li> <li>ELL Team</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Literacy Team</li> <li>ELL Team</li> </ul>	Small group strategy lessons will take place 2 or 3X's per week.	<ul style="list-style-type: none"> <li>Students will increase repertoire of reading strategies that will be evidenced in their independent reading and monthly benchmark reading assessments. Lessons will be designed according to student need.</li> </ul>

Strategies	Code	Person Responsible	Who Must Be Kept Informed	Time Line	Evidence of Accomplishment
3. Provide support during the school day for students that focuses on <i>CMT test-taking strategies</i> including whole-school weekly initiatives	REV	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• ELL Team</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Literacy Team</li> <li>• ELL Team</li> </ul>	September 2008 through March 2009	<ul style="list-style-type: none"> <li>• Tutor and CIA schedule, student achievement data, and anecdotal records.</li> <li>• Review individual student achievement monthly with data team. Revise as necessary to meet student needs.</li> </ul>
4. Parents will participate in developing School Improvement Plans	ON	<ul style="list-style-type: none"> <li>• Principal</li> <li>• PTA</li> <li>• Parents</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• PTA</li> <li>• Parents</li> </ul>	Fall	<ul style="list-style-type: none"> <li>• Coordinated lessons across grades</li> <li>• Parent participation</li> </ul>
5. Provide ELL professional development for teachers who work with ELL students.	ON	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• ELL Coord.</li> </ul>	<ul style="list-style-type: none"> <li>• Principals</li> <li>• Assistant Principal</li> <li>• Literacy Team</li> <li>• ELL Team/Coord.</li> </ul>	September 2008-May 2009	<ul style="list-style-type: none"> <li>• Study group agendas and samples of student work from transfer of information to instructional practice.</li> </ul>
6. Offer extended year services to ELL children	NEW	<ul style="list-style-type: none"> <li>• ELL Coord.</li> <li>• ELL Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• ELL Coordinator</li> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Parents</li> </ul>	Summer 2009	<ul style="list-style-type: none"> <li>• Attendance during summer programs</li> </ul>
7. Develop a family literacy program for ELL children and their parents	NEW	<ul style="list-style-type: none"> <li>• ELL Coord.</li> <li>• ELL Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• ELL Coordinator</li> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Parents</li> <li>• Adult Ed. Coordinator</li> </ul>	October 2008-June 2009	<ul style="list-style-type: none"> <li>• Implementation of “Family Literacy Nights for ELL”</li> <li>• Attendance by ELL families</li> <li>• Participation of families in TESOL and Adult Ed opportunities</li> </ul>
8. Design school activities to motivate children to succeed in reading	NEW	<ul style="list-style-type: none"> <li>• Assistant Principal</li> <li>• Teachers</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Teachers</li> <li>• Parents</li> <li>• Children</li> </ul>	September 2008-June 2009	<ul style="list-style-type: none"> <li>• Participation by children in extra-curricular activities</li> <li>• Success rates of participating children</li> <li>• “Before 9 Club” participation</li> </ul>

<b>Resources and Needed</b>	<b>Resources Available</b>
<p><u>Resources needed</u></p> <ul style="list-style-type: none"> <li>• Multi-leveled books for classroom libraries and guided reading sets of books (especially nonfiction text)</li> <li>• Instructional supplies to support program</li> <li>• Rigby materials</li> <li>• PTA support</li> <li>• ELL Department Support</li> <li>• Money for after-school programming/tutoring</li> <li>• Reading materials to teach test prep</li> </ul> <p><u>Professional Development needed</u></p> <ul style="list-style-type: none"> <li>• Professional development workshops to stay current with Columbia, Rigby, math, and science units</li> <li>• Book clubs based on the “SIOP” model of instruction for ELL children.</li> <li>• Maintain professional library with current professional resources</li> <li>• Professional development in “CALI” techniques</li> <li>• Professional development from the UCLA EX-CELL cohort/team</li> </ul>	<ul style="list-style-type: none"> <li>• Staff commitment</li> <li>• Computers and software</li> <li>• Literacy coaching by our 3 literacy coaches</li> <li>• Literacy coaching by the ELL staff and UCLA instructors</li> <li>• Previously purchased books and teacher resources</li> <li>• Support from Central Office</li> </ul>

<b>Possible Constraints</b>	<b>Contingency Plan in View of Constraints</b>
<ul style="list-style-type: none"> <li>• Lack of funds</li> <li>• Insufficient personnel</li> <li>• Getting parents involved due to language barriers</li> <li>• Substitute teacher availability</li> <li>• Limited PD time during the school year</li> <li>• Collaboration time</li> <li>• Limited materials</li> </ul>	<ul style="list-style-type: none"> <li>• Seek grants from grant writer as funding sources</li> <li>• Grant money from the ELL Coordinator</li> <li>• PTA mini-grants available to teachers</li> <li>• Parent Outreach Committee</li> <li>• Use of building subs to get teachers release time to collaborate whenever possible</li> </ul>

**Stratford Public Schools**

**School/Program Improvement Plan to Promote Student Achievement**

**Administrator: James D. Noga**  
**School: Second Hill Lane**

**Position: Principal**  
**Evaluator: Jeanne D'Angelo, Assistant Superintendent**

**Section I: Developing the School/Program Improvement Plan**

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- 2. The Stratford Public Schools shall create an academic environment based on the Six Pillars of Character.**
- 3. The Stratford Public Schools shall develop an ongoing partnership with the community.**
- 4. The Stratford Public Schools shall prioritize resources to support academic goals of the district.**

**WRITING**

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3	2008	72	51.4	80.5	84.2
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4	2008	85	55.3	78.7	83.2
5	2007	78	71.8	84.6	86.8
5	2008	78	66.7	92.3	88.9
6	2007	76	67.1	85.5	88
6	2008	75	53.3	78.7	86

### Raw Score CMT Writing Percentages- Cohorts

Cohort	Year	# Tested	% Within Goal Range	% At/Above Proficient Level	District Average
Whole School	2007	317	62	82.1	86
Whole School	2008	310	56.7	83.2	85.6
Black	2007	46	64.7	82.8	80.7
Black	2008	43	54	88.2	79.3
Hispanic	2007	86	45.9	75.4	84.8
Hispanic	2008	87	52.4	75.4	82
White	2007	181	70.8	85.8	88.6
White	2008	168	61	87.2	89
English Learning Learners	2007	64	31.1	61.7	69.3
English Learning Learners	2008	58	23.1	55.9	66.5
Economically Disadvantaged	2007	117	49.2	81.4	80.2
Economically Disadvantaged	2008	135	46.9	79.3	78.4

#### Data Analysis and Needs Assessment

##### From 2007 to 2008:

- All grades made enough progress to meet the required level for AYP;
- Writing scores were up in grades three (+1.6%) and five (+7.7%);
- Writing scores went down in grades four (-0.8%) and six (-6.8%);
- The average school performance in writing was approximately 3.5% below the district average in writing;
- Cohort groups that demonstrated growth were the Whole School (+1.1%), the Black Cohort (+5.4%), and the White Cohort (+1.4%);
- The Hispanic Cohort score was the same from 2007 to 2008;
- Cohort groups that showed a decline in scores were the English Language Learner Cohort (-5.8%), and the Economically Disadvantaged cohort (-2.1%);
- All cohorts demonstrated enough progress (with the State confidence figures) to meet the requirements for AYP.

- ❖ Continue to emphasize writing for all grades and cohorts to continue to make progress;
- ❖ Concentrate writing efforts on the English Language Learner and Economically Disadvantaged cohorts in writing;
- ❖ Develop writing strategies to increase writing scores for the English Language Learner and Economically Disadvantaged cohorts.

**Goal I: Second Hill Lane School will attain high academic achievement for ALL students in literacy with emphasis placed on struggling and at risk students.**

**Objective:**

**All students will increase percentage of writing achievement and increase stamina in writing at or above proficiency on the CMT. Increase percentage of all students who are writing at or above proficiency by 5% or higher.**

Strategies	Code	Person Responsible	Who must be kept informed?	Timeline	Evidence of Accomplishment
1. Develop success plans for at-risk students	REV	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• ELL Team</li> <li>• Literacy Team</li> <li>• PPS Team</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• K-6 Curriculum Coordinator</li> <li>• Lead Teachers</li> <li>• Data Teams</li> </ul>	<ul style="list-style-type: none"> <li>• August 2008-June 2009</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly student progress reports using data from district writing prompt, CMT data, and writing notebooks/folders</li> <li>• Monthly report to administration</li> </ul>
2. Continue Writer's Workshop in grades Kindergarten through six.	ON	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Literacy Team</li> <li>• ELL Team</li> <li>• PPS Team</li> <li>• Columbia consultants</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• K-6 Curriculum Coordinator</li> <li>• Lead Teachers</li> <li>• Data Team</li> </ul>	<ul style="list-style-type: none"> <li>• August 2008-June 2009</li> </ul>	<ul style="list-style-type: none"> <li>• Increased holistic scores of student writing by an average of 2 points as indicated on district writing assessments, CMT scores, and published work using Unit of Study Rubrics and CMT rubrics</li> <li>• Observation and walk-throughs by building Principal/Assistant Principal, Assistant Superintendent, K-6 Curriculum Coordinator to focus on Columbia strategies</li> <li>• Monthly report to administration</li> </ul>

3. Develop an “in-house” support team for Columbia writing	NEW	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Literacy Team</li> <li>• Principal</li> <li>• Assistant Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• K-6 Curriculum Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• August 2008-June 2009</li> </ul>	<ul style="list-style-type: none"> <li>• Increased holistic scores of student writing by an average of 2 points as indicated on district writing assessments, CMT scores, and published work using Unit of Study Rubrics and CMT rubrics</li> <li>• Observation and walk-throughs by building Principal/Assistant Principal, Assistant Superintendent, K-6 Curriculum Coordinator to focus on Columbia strategies</li> <li>• Teacher participation in before and after school workshops</li> </ul>
4. Provide collaboration time for the professional staff to plan mini-lessons, review student work, and share data	ON	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Literacy Team</li> <li>• ELL Team</li> <li>• PPS Team</li> <li>• Principal</li> <li>• Assistant Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• K-6 Curriculum Coordinator</li> <li>• Teachers</li> <li>• Data Teams</li> </ul>	<ul style="list-style-type: none"> <li>• August 2008-June 2009</li> </ul>	<ul style="list-style-type: none"> <li>• Increased holistic scores of student writing by an average of 2 points as indicated on district writing assessments, CMT scores, and published work using Unit of Study Rubrics and CMT rubrics</li> <li>• Observation and walk-throughs by building Principal/Assistant Principal, Assistant Superintendent, K-6 Curriculum Coordinator to focus on Columbia strategies</li> </ul>
5. Develop interactive word walls in each classroom to enhance vocabulary.	ON	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Literacy Team</li> <li>• ELL Team</li> <li>• PPS Team</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• K-6 Curriculum Coordinator</li> <li>• Data Teams</li> </ul>	<ul style="list-style-type: none"> <li>• August 2008-June 2009</li> </ul>	<ul style="list-style-type: none"> <li>• Increased holistic scores of student writing by an average of 2 points as indicated on district writing assessments, CMT scores, and published work using Unit of Study Rubrics and CMT rubrics</li> <li>• Observation and walk-throughs by building Principal/Assistant Principal, Assistant Superintendent, K-6 Curriculum Coordinator to focus on Columbia strategies</li> </ul>

<p>6. Utilize CMT materials to familiarize students with test vocabulary, test format, and to build test taking stamina.</p>	<p>ON</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Literacy Team</li> <li>• ESL Team</li> <li>• PPS Team</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• K-6 Curriculum Coordinator</li> <li>• Data Team</li> </ul>	<ul style="list-style-type: none"> <li>• August 2008-June 2009</li> </ul>	<ul style="list-style-type: none"> <li>• Increased holistic scores of student writing by an average of 2 points as indicated on district writing assessments, CMT scores, and published work using Unit of Study Rubrics and CMT rubrics</li> <li>• Observation and walk-throughs</li> <li>• Monthly reports to the administration</li> </ul>
<p>7. Provide explicit instruction on editing, composing, and revision.</p>	<p>ON</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Literacy Team</li> <li>• ESL Team</li> <li>• PPS Team</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• K-6 Curriculum Coordinator</li> <li>• Data Team</li> </ul>	<ul style="list-style-type: none"> <li>• August 2008-June 2009</li> </ul>	<ul style="list-style-type: none"> <li>• Increased scores on District editing and revising assessments and higher scores on CMT's</li> <li>• Observation and walk-throughs</li> <li>• Monthly reports to the administration</li> <li>• Information on Data Wall</li> </ul>

<p align="center"><b>Resources and Professional Development Needed</b></p> <p><b><u>Professional Development Needed</u></b></p> <ul style="list-style-type: none"> <li>• Professional Development in <i>CTC Writing Workshop</i></li> <li>• Training for ESL and Special Education teachers and building tutors</li> </ul> <p><b><u>Resources Needed</u></b></p> <ul style="list-style-type: none"> <li>• Substitutes to cover classes during collaboration with Columbia <i>Writing Workshop</i> consultants</li> <li>• Additional meeting and planning sessions for teachers at Second Hill Lane.</li> <li>• Collaborative time for teachers to look at student work</li> <li>• After school tutoring</li> <li>• Writing materials to teach CMT test prep</li> </ul>	<p align="center"><b>Resources Available</b></p> <ul style="list-style-type: none"> <li>• Staff that attended Columbia Institutes and Saturday Reunions</li> <li>• Reading coaches</li> <li>• Tutors</li> <li>• Outline of curricular calendar</li> <li>• <u>Guiding Readers and Writers</u>: Grades 3-6 (Fountas and Pinnell)</li> <li>• PTA Partnership</li> <li>• Haskins personnel</li> </ul>
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<p align="center"><b>Possible Constraints</b></p> <ul style="list-style-type: none"> <li>• Funding</li> <li>• Time</li> <li>• Lack of substitute teachers</li> </ul>	<p align="center"><b>Contingency Plan in View of Constraints</b></p> <ul style="list-style-type: none"> <li>• Seek grants from grant writer as funding sources</li> <li>• Seek funding from PTA</li> <li>• Volunteer services from parents and teachers as available</li> </ul>
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**Stratford Public Schools  
School/Program Improvement Plan to Promote Student Achievement**

**Administrator: James D. Noga**  
**School: Second Hill Lane**

**Position: Principal**  
**Evaluator: Jeanne D'Angelo, Assistant Superintendent**

**Section I: Developing the School/Program Improvement Plan**

**District Goals 2008/2009**

- The Stratford Public Schools shall improve the academic achievement of every student in our diverse, evolving community.**
- The Stratford Public Schools shall create an academic environment based on the Six Pillars of Character.**
- The Stratford Public Schools shall develop an ongoing partnership with the community.**
- The Stratford Public Schools shall prioritize resources to support academic goals of the district.**

**MATHEMATICS**

**The CSDE goal was 79% at/above proficient in 2007**  
**The CSDE goal was 82% at/above proficient in 2008**

**Unadjusted CMT Math Percentages- All Grade Levels**

<b>Grade</b>	<b>Year</b>	<b># Tested</b>	<b>% Within Goal Range</b>	<b>% At/Above Proficient Level</b>	<b>District Average</b>
3	2007	90	45.6	72.2	79.9
3	2008	72	50	83.3	83.1
4	2007	74	55.4	79.7	83.8
4	2008	84	56	84.5	79.9
5	2007	78	70.5	85.9	84.5
5	2008	78	69.2	87.2	85.5
6	2007	76	72.4	92.1	85.9
6	2008	75	50.7	78.7	88.7

### Raw Score CMT Math Percentages- Cohorts

Cohort	Year	# Tested	% Within Goal Range	% At/Above Proficient Level	District Average
Whole School	2007	328	61	83.8	83.6
Whole School	2008	309	56.5	83.2	84.3
Black	2007	41	39.8	N/A	70.7
Black	2008	43	37.1	81.4	74.6
Hispanic	2007	92	51.8	83.1	81.9
Hispanic	2008	86	57.2	84	80.5
White	2007	185	71.4	87.6	89.2
White	2008	168	62	84	89
English Learning Learners	2007	72	28.3	68.2	61.7
English Learning Learners	2008	57	28.2	70.6	69.4
Economically Disadvantaged	2007	124	46.6	77.1	72.4
Economically Disadvantaged	2008	134	41.9	76.2	74

#### Data Analysis and Needs Assessment

##### From 2007 to 2008:

- Second Hill Lane made AYP in the area of mathematics;
- Grades that showed an increase in students making proficient or better were grade three (+11.1%), grade four (+4.8%), and grade five (+1.3%);
- Grade six declined in the percentage of students reaching proficient or better by 13.4%;
- SHL scored higher than the district average in math in grade three (+0.2%), grade four (+4.6%), and grade five (+2.3%);
- The Whole School and White Cohort and Economically Disadvantaged proficiency rates were down slightly (-0.6%, -3.6%, and -0.9% respectively), yet still scored high enough to make AYP;
- The cohorts that demonstrated higher percentage of proficient or higher students were the Hispanic (+0.9) and the English Language Learner (+2.4%).

- ❖ Continue to emphasize mathematics for all grades and cohorts to continue to make progress;
- ❖ Concentrate on math instruction for the Economically Disadvantaged cohort;

**Goal:**

**The Stratford Public Schools will attain high academic achievement for ALL students in numeracy with emphasis placed on struggling and at risk students.**

**Objectives:**

**Increase percentage of all students' proficiency in math section of the CMT by 5% or higher**

Strategies	Code	Person Responsible	Who must be kept informed?	Timeline	Evidence of Accomplishment
1. Develop success plans for at-risk students.	REV	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• ELL Team</li> <li>• Literacy Team</li> <li>• PPS Team</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Math Lead Teacher</li> <li>• Data Teams</li> </ul>	August 2008-June 2009	<ul style="list-style-type: none"> <li>• Monthly student progress reports using data from district and math program assessments; math journals scored with CMT rubric</li> <li>• Monthly report to administration</li> </ul>
2. Continue to implement Scott Foresman/ Addison Wesley Math Series (grades 1-6) and the Scott Foresman/Addison Wesley Math Investigations (grade K)	ON	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Literacy Team</li> <li>• PPS Team</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Math Lead Teacher</li> <li>• Data Team</li> </ul>	<ul style="list-style-type: none"> <li>• August 2008-June 2009</li> </ul>	<ul style="list-style-type: none"> <li>• Increase percentage of students meeting proficient or above on CMT by an average of 5%</li> <li>• Math journals for guided math scored by CMT-4 rubric</li> <li>• Diagnostic Assessments/unit tests (<i>Scott Foresman/Addison Wesley</i>)</li> <li>• District assured math assessments (2 times/year for grades 3-6 and 3 times/year for grades 1-2)</li> <li>• Monthly walk throughs and/or observations by building principal/assistant principal</li> </ul>

<p>3. Utilize <i>Scott Foresman/Addison Wesley</i> with a focus on mathematical applications, approximating measures, estimating solutions to problems, equivalent fractions and decimals, geometry and test-taking strategies.</p>	<p>ON</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Resource teachers</li> <li>• Tutors</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Math Lead Teacher</li> <li>• Data Team</li> </ul>	<ul style="list-style-type: none"> <li>• August 2008-June 2009</li> </ul>	<p>with a specific focus on instructional techniques and differentiation</p> <ul style="list-style-type: none"> <li>• Monthly report to administration</li> <li>• Increase percentage of students meeting proficient or above on CMT by an average of 5%</li> <li>• Math journals for guided math scored by CMT-4 rubric</li> <li>• Diagnostic Assessments/unit tests (<i>Scott Foresman/Addison Wesley</i>)</li> <li>• District assured math assessments (2 times/year for grades 3-6 and 3 times/year for grades 1-2)</li> <li>• Monthly walk throughs and/or observations by building principal/assistant principal with a specific focus on instructional techniques and differentiation</li> <li>• Monthly report to administration</li> </ul>
<p>4. Continue to use “Technology Resources for Students” including <i>Take it to the NET</i> and <i>etools</i> (<i>Scott Foresman/Addison Wesley</i>)</p>	<p>ON</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Math Lead Teacher</li> <li>• District Technology Facilitator</li> </ul>	<ul style="list-style-type: none"> <li>• August 2008-June 2009</li> </ul>	<ul style="list-style-type: none"> <li>• Student logs and a record of on-line usage for individual students at their learning level.</li> </ul>
<p>5. Continue collaborative math instruction</p>	<p>ON</p>	<ul style="list-style-type: none"> <li>• Math Lead Teacher</li> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• K-6 Curriculum Coordinator</li> <li>• Math Lead Teacher</li> </ul>	<p>Sept. 2008-June 2009</p>	<ul style="list-style-type: none"> <li>• Monthly classroom walk-throughs by the Principal, Assistant Principal and Math Lead Teacher to focus on workshop model and its implementation</li> <li>• Monthly report to Administration</li> </ul>

6. Begin teaming for math instruction in grades 3-6	NEW	<ul style="list-style-type: none"> <li>• Math Lead Teacher</li> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• K-6 Curriculum Coordinator</li> <li>• Math Lead Teacher</li> </ul>	Sept. 2008-June 2009	<ul style="list-style-type: none"> <li>• Monthly classroom walk-throughs by the Principal, Assistant Principal and Math Lead Teacher to focus on workshop model and its implementation</li> <li>• Monthly report to Administration</li> </ul>
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<p style="text-align: center;"><b>Resources and Professional Development Needed</b></p> <p><b><u>Professional Development Needed</u></b></p> <ul style="list-style-type: none"> <li>• Additional professional develop in implementing math program: <i>Scott Foresman/Addison Wesley</i> and <i>Scott Foresman/Addison Wesley Investigations (kindergarten)</i></li> <li>• Instruction and modeling from the math lead teacher</li> </ul> <p><b><u>Resources Needed</u></b></p> <ul style="list-style-type: none"> <li>• Collaborative time for planning and sharing of strategies</li> <li>• After school tutoring</li> <li>• Consumable materials for grades one and two</li> <li>• Math materials to teach test prep</li> <li>• Math manipulatives and materials for all grades</li> </ul>	<p style="text-align: center;"><b>Resources Available</b></p> <ul style="list-style-type: none"> <li>• <i>Scott Foresman/Addison Wesley</i> math series (1-6)</li> <li>• <i>Scott Foresman/Addison Wesley Investigations (kindergarten)</i></li> <li>• Support from Elementary Education Office – Math Lead Teacher</li> <li>• Computers – online services</li> <li>• Building-based substitute</li> </ul>
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<p style="text-align: center;"><b>Possible Constraints</b></p> <ul style="list-style-type: none"> <li>• Funding</li> <li>• Time</li> <li>• Availability of building substitute</li> </ul>	<p style="text-align: center;"><b>Contingency Plan in View of Constraints</b></p> <ul style="list-style-type: none"> <li>• Seek grants from grant writer as funding sources</li> <li>• PD at faculty meetings</li> <li>• Create study groups on a volunteer basis</li> </ul>
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