

FAIRFIELD PUBLIC SCHOOLS

SCHOOL IMPROVEMENT PLAN

2013-2016

School Holland Hill Elementary School
Principal/Headmaster Laura Cretella
Date September 24, 2013

Team Members

Principal- Laura Cretella, **Kindergarten**-Sarah Black, Maureen Mocker, Lisa Santiana **First Grade**-, Nancy Farrell, Kayla McKnight, Sharon Szabo **Second Grade**-Harry Bartlett, Kim Battista, Laura Ehrenkranz, Stacey Moore, **Third Grade**- Amanda Kemp, Stephanie Rosado, Pat Tyler, **Fourth Grade**-Michelle Correll, Jackie DePierro, Dennis Pryor, **Fifth Grade**-Kristy Macoy, Mark Rudolph, Marie Sacco,

ELL-Joyce Bultman, Veronica Misiewicz, **Gifted and Talented**- Sheila Ferrara, **IIT**-Karli Smith, **LAS**-Amy Martin, Cheryl Smith, **LMS**-Clare Stafstrom, **MST**-Mary Tapia, **Special Education**-Jill Jarvis, Sarah Lessler, Patti Morrow, Cindy Pierce, Brianne Roberts, **Specialists**-Helen Cihl, Jen Ficks, Kathryn Klaassens, Jon Noyes, Suzanne Sugrue

1. Narrative Analysis of Student Data [Student Data in Appendix]

Celebrations (2012-2013 School Year)

- Kindergarten-88% of students were at goal or above in Reading
- First Grade-88% of students were at goal or above in Reading
- Second Grade-89% of students were at goal or above in Reading
- Third Grade-88% of students were at goal or above in Reading
- Fourth Grade-92 % of students were at goal or above in Reading
- Fifth Grade-75% of students were at goal or above in Reading

Challenges (identify needs and next steps)

- Small group instruction was inconsistent from grade level to grade level.
 - Next Steps: Building Language Arts Specialists and Building Math Science Teachers to coach teachers
 - Next Steps: District Language Arts Specialist to support grade level teams

Hypothesize cause of these results

- Each grade level team had new members during the 2012-2013 school year, including new members to the leadership team.

2. By level student achievement targets for June 2014

By level student achievement targets for **June 2014**

Reading

90% of all kindergarten students will meet end of year benchmark as measured by the DRA2

81% of all Grade 1 students will meet end of year benchmark as measured by the DRA2

72% of all Grade 2 students will meet end of year benchmark as measured by the DRA2

88% of our students in Grades 3 will meet end of year benchmark as measured by the F & P Benchmark.

80% of our students in Grades 4 will meet end of year benchmark as measured by the F & P Benchmark.

85% of our students in Grades 5 will meet end of year benchmark as measured by the F & P Benchmark.

Math

A 10 point gain will be demonstrated by kindergarten students in oral counting, quantity discrimination and missing number as measured by the AIMSweb Fall compared to Spring Assessments.

A 10 point gain will be demonstrated by first grade students on all mathematics subtests on AIMSweb Fall compared to Spring Assessments

A 5 point gain will be demonstrated by second grade students on all mathematics subtests on AIMSweb Fall compared to Spring Assessments

A 10 point gain will be demonstrated by third grade students as measured by Blue Ribbon Fall compared to Spring Assessments.

A 15 point gain will be demonstrated by fourth grade students as measured by Blue Ribbon Fall compared to Spring Assessments.

A 15 point gain will be demonstrated by fifth grade students as measured by Blue Ribbon Fall compared to Spring Assessments.

3. School achievement targets for June 2015:

School achievement targets for June 2015:

Reading

___% of all kindergarten students will meet end of year benchmark as measured by the DRA2

___% of all Grade 1 students will meet end of year benchmark as measured by the DRA2

___% of all Grade 2 students will meet end of year benchmark as measured by the DRA2

___% of our students in Grades 3 will meet end of year benchmark as measured by the F & P Benchmark.

___% of our students in Grades 4 will meet end of year benchmark as measured by the F & P Benchmark.

___% of our students in Grades 5 will meet end of year benchmark as measured by the F & P Benchmark.

Math

A 10 point gain will be demonstrated by kindergarten students in oral counting, quantity discrimination and missing number as measured by the AIMSweb Fall compared to Spring Assessments.

A 10 point gain will be demonstrated by first grade students on all mathematics subtests on AIMSweb Fall compared to Spring Assessments

A 10 point gain will be demonstrated by second grade students on all mathematics subtests on AIMSweb Fall compared to Spring Assessments

A 15 point gain will be demonstrated by third grade students as measured by Blue Ribbon Fall compared to Spring Assessments.

A 15 point gain will be demonstrated by fourth grade students as measured by Blue Ribbon Fall compared to Spring Assessments.

A 15 point gain will be demonstrated by fifth grade students as measured by Blue Ribbon Fall compared to Spring Assessments.

4. School achievement targets for June 2016:

School achievement targets for June 2016:

Reading

___% of all kindergarten students will meet end of year benchmark as measured by the DRA2

___% of all Grade 1 students will meet end of year benchmark as measured by the DRA2

___% of all Grade 2 students will meet end of year benchmark as measured by the DRA2

___% of our students in Grades 3 will meet end of year benchmark as measured by the F & P Benchmark.

___% of our students in Grades 4 will meet end of year benchmark as measured by the F & P Benchmark.

___% of our students in Grades 5 will meet end of year benchmark as measured by the F & P Benchmark.

Math

A 10 point gain will be demonstrated by kindergarten students in oral counting, quantity discrimination and missing number as measured by the AIMSweb Fall compared to Spring Assessments.

A 10 point gain will be demonstrated by first grade students on all mathematics subtests on AIMSweb Fall compared to Spring Assessments

A 10 point gain will be demonstrated by second grade students on all mathematics subtests on AIMSweb Fall compared to Spring Assessments

A 15 point gain will be demonstrated by third grade students as measured by Blue Ribbon Fall compared to Spring Assessments.

A 15 point gain will be demonstrated by fourth grade students as measured by Blue Ribbon Fall compared to Spring Assessments.

A 15 point gain will be demonstrated by fifth grade students as measured by Blue Ribbon Fall compared to Spring Assessments.

1. Theory of Action Underlying This Plan

Problem of Practice

Through grade level goals setting, individual goal setting, classroom observations, school walk throughs, and review of all assessment data, we have determined our areas of focus as questioning during small group in reading and math.

Theory of Action: Holland Hill

If we provide professional development and follow up support structuring questions to increase rigor and deepen thinking across all subject areas, teachers will demonstrate an increased ability to differentiate instruction, then an increase in student learning will result.

HOLLAND HILL SCHOOL-WIDE STRATEGIES *School Climate*

If we implement Responsive Classroom strategies. Then we will foster a school environment where all members are valued and respected and will provide a safe, secure learning environment for Holland Hill School.

<p>ADULT ACTIONS (Include persons responsible and the timeline.)</p>	<p>ACCOUNTABILITY MEASURES TO ENSURE IMPLEMENTATION (Include specific actions taken to monitor the adult actions for implementation)</p>	<p>EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)</p>	<p>SPECIFIC SUPPORT NEEDED</p>
<p>Grade Levels will communicate with families through Newsletters</p>	<p>Grade Levels will hand in newsletters to Principal.</p>	<p>Newsletters will be sent home at a minimum of once per month.</p>	<p>n/a</p>
<p>Staff will present at Parent Universities throughout the year TOPICS: Homework Reading Math Gifted Fitness</p>	<p>The Holland Hill Leadership Team will work with the Holland Hill PTA on creating a calendar for Parent Universities through regularly scheduled PTA meetings.</p>	<p>Parents will be in attendance at Parent Universities.</p>	<p>n/a</p>
<p>Classroom teachers and support staff revisiting CARES (cooperation, assertion, respect, empathy, self-control) on a monthly basis with students.</p>	<p>Instructional Improvement Teacher will provide monthly reminders.</p>	<p>Students will be able to exhibit the characteristics of CARES in all areas of their school day (i.e. classrooms, playground, etc.)</p>	<p>n/a</p>
<p>Responsive Classroom Training (delivered by trained Holland Hill Staff) to all new staff members and all paraprofessionals</p>	<p>Principal will identify dates throughout the year for training.</p>	<p>Students will participate in components of Morning Meeting and teachers/staff will use positive language as modeled in the Responsive Classroom Teacher Language.</p>	<p>RC training “kits”-shared between elementary schools.</p>

GRADE LEVEL OR DEPARTMENT STRATEGIES

FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage):

If every Pre-K-5 teacher asks higher order thinking questions and creates consistent opportunities for students to respond orally and in writing, then there will be an increase in student achievement on state and district assessments.

<p>Adult Action: What are we going to do? (Include persons responsible and the timeline.)</p>	<p>Implementation Measure: How are we doing this work? What have we put in place to observe our work? (Include specific actions taken to monitor the adult actions for implementation)</p>	<p>Evidence of successful implementation: How is our work impacting student learning: How do we know? (identify student achievement measures and timeline)</p>	<p>Support Needed: What resources do we need to make it happen?</p>
<p>The team will work collaboratively with colleagues within our respective departments in order to create higher order thinking questions/tasks</p>	<p>Visitations, walk-through, and observation conducted by departmental leaders and colleagues will provide constructive feedback to specialist teachers.</p>	<p>We will each use data (pre/post data) from our respected content area that will show evidence of successful implementation.</p>	<p>Common planning time within each department.</p>
<p>The team will develop strategies to implement DQ 1 - 3 in the Marzano model</p>	<p>The team will look at specific assessments in our content areas to refine instructional practices.</p>		<p>PD on developing higher order questioning skills.</p>

<p>The team, with the help of our department coordinators, will create rubrics that assess higher order verbal, written, visual or kinesthetic responses.</p>	<p>Specialists will observe colleagues within their specific content area during unit instructions to determine how higher order thinking/tasks have been implemented.</p>		<p>Release time to observe colleagues within our individual departments</p>
<p>Physical Education</p>		<p>Standardized - PE – 60 % of all 4th graders will increase their mile run score by 10 seconds as measured by the pre/post assessment Non-standardized –60% of all 5th graders will exhibit responsible personal and social behavior in a physical activity setting, will increase by at least one point on the Standard 5 Rubric as measured by the responsible personal and social behavior rubric on _____ (e.g Nov. and March)</p>	
<p>Art</p>		<p>80% of one 5th grade class will be able to define and draw perspective in a 2-D composition. 80% of one 5th grader class will be able to define and draw value in a 2 – D composition</p>	

<p><u>General Music</u></p>		<p>In 4C (class of 22 students), there were approx. 15 (68%) who demonstrated proficiency in four of the five criteria for recorder executive skills. This group will demonstrate proficiency in all five criteria by May 2014.</p> <p>In 4C (class of 22 students), there were approx. 20 (90%) who demonstrated proficiency in two or three of the five criteria for recorder executive skills. This group will demonstrate proficiency in four criteria by May 2014.</p> <p>In 4C (class of 22 students), there were approx. 14 (63%) who demonstrated proficiency in three of the four criteria for recorder performance skills. This group will demonstrate proficiency in all four criteria by May 2014.</p> <p>In 4C (class of 22 students), there were approx. 18 (81%) who demonstrated proficiency in one or two of the four criteria for recorder performance skills. This group will demonstrate proficiency in three criteria by May 2014.</p>	
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<p>Strings</p>		<p>80% of two Fourth Grade String Classes will meet or exceed performing a D Major Scale with correct notes and fingerings. I will use data from assessments to inform my instruction.</p>	
<p>World Languages Throughout the year, I will use the FPS Elementary World Language Curriculum to present vocabulary and language structures which will allow students to ask and answer questions, and engage in conversation. Tiered questioning will be implemented to allow for higher order thinking and responses.</p>	<p>I will look at specific assessment results to refine instructional practices.</p>	<p>Seventy-five percent of students will meet goal on district common assessments where they engage in conversation and provide information. The mean score on the Grade 5 District Common Benchmark will increase by two points.</p>	<p>Time is needed to meet with department colleagues. Materials are needed to provide for all learners.</p>

HOLLAND HILL GRADE LEVEL/TEAM STRATEGIES

TEAM: KINDERGARTEN

If teachers implement effective questioning strategies during instruction (reader’s workshop and math instruction) then student achievement will improve as measured by district benchmarks.

<p>ADULT ACTIONS (Include persons responsible and the timeline.)</p>	<p>ACCOUNTABILITY MEASURES TO ENSURE IMPLEMENTATION (Include specific actions taken to monitor the adult actions for implementation)</p>	<p>EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)</p>	<p>SPECIFIC SUPPORT NEEDED</p>
<p>Kindergarten Teachers: Plan and teach close reading lessons.</p>	<p>Use system of strategic actions grid</p>	<p>Anecdotal notes responding orally at first, then written response</p>	<p>Materials/P.D.</p>
<p>Kindergarten Teachers: Confer daily using responding to reading questions and math focus questions.</p>	<p>Analyze and reflect on notes</p>	<p>DRA</p>	<p>Time with notes</p>
<p>Kindergarten Teachers: Meet with small groups daily.</p>	<p>Analyze and reflect on anecdotal notes and running records</p>	<p>DRA’s Aims Web</p>	<p>Materials/time with notes</p>
<p>Kindergarten Teachers: Use the 2 part reading workshop to increase engagement and deepen thinking.</p>	<p>Team collaboration and reflection</p>	<p>DRA</p>	<p>Grade Level Time</p>

HOLLAND HILL GRADE LEVEL/TEAM STRATEGIES

TEAM: GRADE 1

If teachers implement effective questioning strategies during instruction (reader’s workshop and math instruction) then student achievement will improve as measured by district benchmarks.

<p>ADULT ACTIONS (Include persons responsible and the timeline.)</p>	<p>ACCOUNTABILITY MEASURES TO ENSURE IMPLEMENTATION (Include specific actions taken to monitor the adult actions for implementation)</p>	<p>EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)</p>	<p>SPECIFIC SUPPORT NEEDED</p>
<p>First Grade Teachers: In small groups we will include questioning that requires students to think within, beyond and about the text to adjust our questioning to student level of understanding.</p>	<p>Keep small group lesson notes.</p>	<p>81% of all Grade 1 students will meet end of the year benchmark as measured by the DRA2 assessment.</p>	<p>Paraprofessional and teacher record keeping of student responses LAS to help plan small groups</p>
<p>First Grade Teachers: In close reading we will include questioning that requires students to think within, beyond and about the text to increase rigor of interactive read aloud and comprehension.</p>	<p>Keep lesson plan and notes to collaborate with team and improve questioning technique.</p>	<p>One focus question per close reading to measure comprehension and higher level response will be assessed</p>	<p>LAS support to create close reading First grade “team time”</p>

HOLLAND HILL GRADE LEVEL/TEAM STRATEGIES

TEAM: GRADE 2

If teachers implement effective questioning strategies during instruction (reader’s workshop and math instruction) then student achievement will improve as measured by district benchmarks.

<p>ADULT ACTIONS (Include persons responsible and the timeline.)</p>	<p>ACCOUNTABILITY MEASURES TO ENSURE IMPLEMENTATION (Include specific actions taken to monitor the adult actions for implementation)</p>	<p>EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)</p>	<p>SPECIFIC SUPPORT NEEDED</p>
<p>Second Grade Teachers: Close reading lessons/questioning to deepen comprehension.</p>	<p>Data/anecdotal notes</p>	<p>72% of all grade two students will meet end of year benchmark as measured by the DRA2</p>	<p>Modeling (LAS) Books for leveled library District wide PD-close reading List of close reading questions for reading on rings</p>
<p>Second Grade Teachers: Daily small group work</p>	<p>Data/anecdotal notes</p>	<p>Running Records Anecdotal Records</p>	<p>Books for leveled library</p>
<p>Second Grade Teachers: Confering with students daily</p>	<p>Data/anecdotal notes</p>	<p>Anecdotal Records</p>	

HOLLAND HILL GRADE LEVEL/TEAM STRATEGIES

TEAM: GRADE 3

If teachers implement effective questioning strategies during instruction (reader’s workshop and math instruction) then student achievement will improve as measured by district benchmarks.

<p>ADULT ACTIONS (Include persons responsible and the timeline.)</p>	<p>ACCOUNTABILITY MEASURES TO ENSURE IMPLEMENTATION (Include specific actions taken to monitor the adult actions for implementation)</p>	<p>EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)</p>	<p>SPECIFIC SUPPORT NEEDED</p>
<p>Third Grade Teachers: Address strand 25 higher level math questions.</p> <p>Baseline strand (October 2013)/Blue Ribbon Small group instruction (October 2013-December 2013)</p>	<p>Re-administer baseline strand 25 (December 2013)</p> <p>Results of Blue Ribbon (Spring 2014)</p>	<p>Student will gain 10 points as measured on the spring Blue Ribbon assessment.</p>	
<p>Third Grade Teachers: Small groups in math for fluency and application (schedule of rotating mathematicians)</p>	<p>Conferring schedule Small group planning sheets Flexible schedules Bloom’s Taxonomy to guide questions Use thinking within the text wheel</p>	<p>Student will gain 10 points as measured on the spring Blue Ribbon assessment.</p>	

HOLLAND HILL GRADE LEVEL/TEAM STRATEGIES

TEAM: GRADE 4

If teachers implement effective questioning strategies during instruction (reader’s workshop and math instruction) then student achievement will improve as measured by district benchmarks.

<p>ADULT ACTIONS (Include persons responsible and the timeline.)</p>	<p>ACCOUNTABILITY MEASURES TO ENSURE IMPLEMENTATION (Include specific actions taken to monitor the adult actions for implementation)</p>	<p>EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)</p>	<p>SPECIFIC SUPPORT NEEDED</p>
<p>Fourth Grade Teachers: Small groups Reading(4-5 times a week) Blooms Level I: Knowledge of Text Benchmark: within the text</p>	<p>Conferring notes Nancy Boyles story frame Boxes and Bullets</p>	<p>By June, 80% of students will reach goal in Benchmark-“within the text”</p>	<p>LAS Materials like the K-2 Pawprints</p>
<p>Fourth Grade Teachers: Whole class lesson/close reading “synthesizing” (Fall, Winter, Spring)</p>	<p>Conferring notes</p>	<p>By June, 82% of students will be able to identify 2 pieces of text evidence (with minimal support) to support their understanding</p>	<p>LAS Short text samples at varied levels for small group</p>
<p>Fourth Grade Teachers: Small groups Math(3-4 times a week) Blooms Level V: Synthesis</p>	<p>Conferring notes Student work samples</p>	<p>By June, 82% of students will answer problem solving questions in complete sentences.</p>	<p>MST</p>
<p>Fourth Grade Teachers: Whole class lesson-clearly explain multiple strategies in problem solving (Fall, Winter, Spring)</p>	<p>Conferring notes Student work samples</p>	<p>By June, 82% of students will show 2 different strategies to solve a problem.</p>	<p>MST</p>

HOLLAND HILL GRADE LEVEL/TEAM STRATEGIES

TEAM: GRADE 5

If teachers implement effective questioning strategies during instruction (reader’s workshop and math instruction) then student achievement will improve as measured by district benchmarks.

<p>ADULT ACTIONS (Include persons responsible and the timeline.)</p>	<p>ACCOUNTABILITY MEASURES TO ENSURE IMPLEMENTATION (Include specific actions taken to monitor the adult actions for implementation)</p>	<p>EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)</p>	<p>SPECIFIC SUPPORT NEEDED</p>
<p>Fifth Grade Teachers: In small groups we will formulate questions from the appropriate Fountas and Pinnell Level pulling from “beyond” and “about” sections of the Guided Reading pages.</p>	<p>Having properly scripted questions developed during planning.</p>	<p>85% of the grade five students will meet the end of year Fairfield standard as measured by the F & P assesment.</p>	<p>District Language Arts Specialist/Building Language Arts Specialist</p>
<p>Fifth Grade Teachers: Consistently use vocabulary at a rigorous level as opposed to lower level synonyms (i.e. categorize vs. put in groups)</p>	<p>Create visuals for the classroom and refer to while meeting with students.</p>	<p>Students will use “new” vocabulary verbally and in written responses.</p>	<p>District Language Arts Specialist/Building Language Arts Specialist</p>
<p>Fifth Grade Teachers: Questions will move through Bloom’s Taxonomy from knowledge to evaluation.</p>	<p>Having properly scripted questions during planning.</p>	<p>Through Reader’s Notebook Student responses in their Reader’s Notebook will show will growth in their ability to answer higher level questions.</p>	<p>District Language Arts Specialist/Building Language Arts Specialist</p>

HOLLAND HILL SCHOOL-WIDE STRATEGIES

Principal

If teachers implement effective questioning strategies during instruction (reader’s workshop and math instruction) then student achievement will improve as measured by district benchmarks.

<p>ADULT ACTIONS (Include persons responsible and the timeline.)</p>	<p>ACCOUNTABILITY MEASURES TO ENSURE IMPLEMENTATION (Include specific actions taken to monitor the adult actions for implementation)</p>	<p>EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)</p>	<p>SPECIFIC SUPPORT NEEDED</p>
<p>Build on data PD’s after universal screening tools are administered so teachers can work with support staff and immediately plan for differentiation of instruction.</p>		<p>Holland Hill meets level student achievement targets for June 2014 and School Achievement targets for June 2014.</p>	<p>Data Days and blocks of time scheduled for data purposes.</p>
<p>Expand on teacher use of data to enable further differentiation and understanding of student needs.</p>		<p>Students should meet or exceed academic standards in reading, writing and math.</p>	<p>Blocks of time scheduled for collaboration-planning between support and classroom staff.</p>
<p>Help all (Grades Kg-5 staff) to understand the math Universal Screening tools/assessments. Help all to truly know the assessments and their impact on student mathematical understandings. (See it as the valid and reliable data that it is.)-connect it with other mathematical assessment tools-i.e. First Steps.</p>		<p>Lists of students in need of intervention at Tier 2 and 3 levels in Literacy and Math as well as identification of students in need of enrichment in these curricula areas. Timeline: on-going throughout the year</p>	<p>Release time for Teacher Professional Development Research time and professional development. Additional materials and supplies to support small group instruction.</p>

<p>Establish common planning times and use of Tuesday afterschool meeting times. Communicate this to all staff via weekly memo communications to staff.</p> <p>Provide professional development release time for grade levels to expand expertise related to differentiated instruction.</p>		<p>Identification of staff needs and development of an action plans to meet them. Timeline: on-going throughout the year</p> <p>Examples of informal formative assessment tools and practices provided to staff. Timeline: on-going throughout the year</p> <p>Professional Development presentations will be scheduled for staff-held at Tuesday after school and monthly Grade Level meetings. Timeline: on-going throughout the year.</p>	
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