



# School Growth Plan 2008 – 2009

Designed by: The School Wide Data Team

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## SCHOOL GROWTH PLAN NARRATIVE

Columbus Magnet School is a K – 5 intra-district Elementary Magnet school serving 340 Norwalk students of diverse socio-economic and cultural backgrounds. Founded in 1980, Columbus employs the Bank Street Model of teaching and learning which focuses on an integrated Social Studies based approach to curriculum. Through hands-on cooperative projects and the creation of “real life experiences” we focus on developing the whole child. We pride ourselves in the depth of knowledge and understanding our students gain from their studies, as well as their ability to see themselves as productive, interdependent members of our Norwalk community. Nine years ago, in recognition of the heavy role the Arts play in our school community, Columbus became a part of the H.O.T. Schools Network through the Connecticut Commission of Culture and Tourism. Emphasizing arts integration, strong arts, and the democratic process, HOTs gives us a framework for many of the enrichment and community activities, such as our All School Meeting, Editorial Board, School Beautification Committee, Connections, and ECHOES, which are a part of our school culture and community. Additionally being a HOT School continues to be a lens through which we teach targeting the various learning styles of all of our students.

At the beginning of this school year, upon the arrival of new school leadership and with the development of our new School-wide Data Team, as per the CALI model, we have added another facet to our approach to teaching students – that of regular data analysis to drive instruction. An analysis of the recent historical performance data of third, fourth, and fifth grade students on the CMT Assessments, both in Literacy and Mathematics, revealed the absence of a clear pattern or trend in terms of overall grade level, or school wide performance in either subject area. Comparison of same student group performance from year to year showed both rises and falls in both academic areas. Additionally, apart from three strands in Mathematics during this past year, there was no clear strength or weakness in our students or our teaching according the strands and standards as set by the State of Connecticut. Abundantly evident, however, was the vast achievement gap present between our White students and Black students, as well as between our overall student body and our students of Low Socio-Economic status. Therefore, as defined in the details of the School Growth Plan to follow, our work this year will be in closing the achievement gap in both Literacy and Mathematics in order to meet our Adequate Yearly Progress Targets for the 2008 – 2009 school year. As we already meet our NCLB goals, our targets were based upon our goal of making AYP. We first examined the overall school AYP goal and then selected targets for each grade that would average out at above the AYP. To determine our results indicators we took our target numbers, subtracted the confidence interval, (which had remained relatively stable in the past two years), and then added an additional 1 or 2 % for a safety net. Through the implementation of our School Wide Data Team, Instructional Level Data Teams, and targeted professional development, our work this year will focus on individualization to meet each student at their present levels of performance and push them forward to the edge of their learning. By combining our original integrated studies methods with individual student appropriate materials, teachers and

assistants will target needs and thus work to raise achievement of our lowest achieving students while maintaining and moving forward those who are already scoring at or above proficiency.

In the area of parental and community involvement, Columbus is known for the large presence of parents in our day to day school operations. Upon review of the Welcoming Atmosphere Walk Through Criteria however, it became clear that while we may have many parents who regularly come in to volunteer, there are quite a few things we can do to make our school more welcoming to those who haven't always been a part. Thus, our work this year in this area will involve making our school more inviting to parents and community members outside of our traditional pool and making it more comfortable for them to be here. Our school wide data team is interested in looking at the connections which may or may not exist between enhancing our school atmosphere to make it more inviting to all and the effect that may have on student achievement.

**COLUMBUS MAGNET SCHOOL - SCHOOL GROWTH PLAN**

<b>Goal: AYP Target 79% in 2008/2009 and incrementally increasing to 91% through 2011.</b>						
<b>CMT* Reading</b>	<b>05-06 Actual</b>	<b>06-07 Actual</b>	<b>07-08 Actual</b>	<b>08-09 School Target</b>	<b>09-10 School Target</b>	<b>District Goal 2011</b>
<b>Grade 3</b>	72.1	68.9	77.8	83	86	72
<b>Grade 4</b>	73.3	75	60	85	86	68
<b>Grade 5</b>	78.7	72.9	77.4	74	86	74

<b>Goal: AYP Target 82% in 2008/2009 and incrementally increasing to 92% through 2011.</b>						
<b>CMT* Math</b>	<b>05-06 Actual</b>	<b>06-07 Actual</b>	<b>07-08 Actual</b>	<b>08-09 School Target</b>	<b>09-10 School Target</b>	<b>District Goal 2011</b>
<b>Grade 3</b>	70.5	73.8	79.4	84	88	86
<b>Grade 4</b>	83.1	86.3	78.5	84	88	84
<b>Grade 5</b>	90.2	71.2	79	84	88	84

<b>Goal: Target 24 items on the checklist in 2008/2009 and increasing to 46 through 2011.</b>						
<b>Parent/ Community</b>				<b>08-09 School Baseline</b>	<b>09-10 School Target</b>	<b>District Goal 2011</b>
<b>Welcoming Atmosphere Checklist</b>				24	34	46

\*Target and Actual Scores reflect the % of students At or Above Proficiency

## SCHOOL GROWTH PLAN

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**GOAL:** We will meet our AYP Target of 79% at or above proficiency in Literacy by beginning to close the achievement gap which exists between our subgroups.

### Data Analysis:

- 92.7% of White students scored at or above proficiency in Literacy on the CMT as compared to 63.2% of Black students.
- 80% of all students scored at or above proficiency in Literacy on the CMT as compared to 50% of Economically Disadvantaged students.

### Strategies:

1. Beginning September 2008 Instructional Data Teams on each grade level will meet twice monthly to review student data from both formal and informal assessments and plan for instruction.
2. Student work will be examined on a monthly basis both on a class by class and Instructional team basis to continue to reflect and revise teaching and learning practices.
3. The Readers Workshop model will be implemented at each grade level to instruct each student based upon their individual needs.
4. Literacy Coach and Principal will model, co-teach, and coach teachers in implementing small group instruction based upon areas of need for students.

### Results Indicators:

- 82% of Black Students will score at or above proficiency on the Literacy CMT.
- 85% of Economically Disadvantaged students will score at or above proficiency on the Literacy CMT.
- 93% of White students will score at or above proficiency on the Literacy CMT.

### Implementation Indicators

- 100% of Instructional Teams will meet twice monthly for discussion and planning based upon student data.
- 100% of Instructional Teams will review student work monthly.

(Implementation Indicators cont.)

- 100% of classrooms will have classroom libraries with levelled texts available for students for independent and instructional reading.
- 100% of classrooms will have begun implementation of units of study in both readers and writers workshop.

<b>Persons Responsible</b>	<b>Actions/Timeline</b>	<b>Resources</b>
1.All School Staff	1. Implementation of Instructional Data Teams over the course of the school year – beginning September	1.CALI Resources, Formal and Informal Assessment Data, Binders
2. Grade level and department representatives, Literacy Coach, Assistant Principal, & Principal	2. Implementation of School Wide Data Team over the course of the school year – beginning September	2. CALI Resources, Formal and Informal Assessment Data, Binders
3.Classroom Teachers	3. Implementation of school wide assessment calendar including literacy assessment five times/year	3.DRA-2 kits, scholastic levelled texts and running record forms, Teacher’s College levelled text running records
4. School Administration, Literacy Coach, Outside Consultants	4. Professional Development provided for staff members including but not limited to the following topics: Data Driven Instruction, Assessment Using the DRA-2, Differentiated Literacy Instruction, Teaching Reading Using Levelled Texts, Differentiation within Integrated Units of Study over the course of the year	4. CALI Resources, DRA-2 Observation and Teachers Guide, Staff intra-district visits to NPS Elementary Schools, Inter-visitiation to Bank St. School in NYC (6 staff members for 1 day = \$600 for coverage) Professional Texts including but not limited to: <u>Teaching for Comprehension and Fluency</u> , <u>Mosaic of Thought</u> , <u>Matching Books To Readers For Effective Teaching</u>
5. Teachers and Teaching Assistants	5. Differentiated instruction for students via the workshop model, individual conferences, small group strategy instruction, and guided reading groups	5. Student literature at their appropriate instructional and independent levels (Classroom levelled libraries starter kits = \$2000/grade level) Professional texts

	over the course of the school year.	including but not limited to: <u>Teaching for Comprehension and Fluency</u> , <u>Mosaic of Thought</u> , <u>Matching Books To Readers For Effective Teaching</u>
6. Teachers and Teaching Assistants	6. Collaborative literacy planning during the grade level common planning period twice monthly.	6. Common planning time and professional resources as detailed in items 4 & 5.
7. Teachers, Teaching Assistants and Out of Classroom Staff Members	7. Daily use of Classroom Data Binders to memorialize all instruction and noteworthy information about individual students	7. Classroom Data Binders, Student Information
8. Priority School Aides and Literacy Coach	8. Pull out small group instruction weekly over the course of the school year.	8. Literacy Wings Program
9. Priority School Aides and Literacy Coach	9. Push in small group instruction weekly over the course of the school year.	9. Classroom reading materials (see item 5)
10. Music Teacher	10. HOT Readers whole class instruction weekly per each class on the first grade.	10. Children's Literature, music, & instruments
11. Music Teacher	11. HOT Readers small group instruction weekly per small group from each class on the first grade.	11. Children's Literature, music, & instruments

## SCHOOL GROWTH PLAN

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**GOAL:** We will meet our AYP Target of 82% at or above proficiency in Numeracy by beginning to close the achievement gap which exists between our subgroups.

### Data Analysis:

- 85.8% of all students scored at or above proficiency in Math on the CMT as compared to 60.8% of Economically Disadvantaged students.
- 98.6% of White students scored at or above proficiency in Math on the CMT as compared to 69.9% of Black students.
- All students scored lower in the areas of Estimation, Measuring, and Mathematical Application on the CMT – (strands 10, 11, & 25)

### Strategies:

1. Implementation of the Growing with Mathematics Program in Grades K – 5.
2. Focus on differentiation based upon the needs of students within the framework of the Growing with Mathematics Program.
3. Instructional Data Teams on each grade level will meet twice monthly to review student data from both formal and informal assessments and plan for instruction.
4. Teachers on each grade level will work with the District Numeracy Coach to reflect on and enhance implementation.

### Results Indicators:

- 85% of Black Students will score at or above proficiency on the Mathematics CMT.
- 85% of Economically Disadvantaged students will score at or above proficiency on the Mathematics CMT.
- 99% of White students will score at or above proficiency on the Mathematics CMT.

### Implementation Indicators:

- 100 % of classes will implement the Growing with Mathematics Program.
- 100 % of teachers and assistants will work with students in small groups and individually during GWM to address their individual needs.
- 100 % of Instructional Teams will meet twice monthly for discussion and planning based upon student data.
- 100 % of Instructional Teams will review student work monthly.

<b>Persons Responsible</b>	<b>Actions/Timeline</b>	<b>Resources</b>
1. All School Staff	1. Implementation of Instructional Data Teams over the course of the school year – beginning September	1. CALI Resources, Formal and Informal Assessments, Binders
2. All School Staff	2. Implementation of School Wide Data Teams over the course of the school year beginning September	2. CALI Resources, Formal and Informal Assessment Data, Binders
3. Classroom Teachers	3. Topic assessments administered consistently throughout the curriculum – ongoing over the course of the school year	3. Growing with Math Assessments – (both topic and lesson based)
4. Numeracy Coach, Instructional Team Members, Administrators	4. Utilize the Numeracy Coach to facilitate Instructional Team discussions, lab sites, and reflection on Math Instruction – Beginning in November meeting on a bi-monthly basis	4. Common planning time, Numeracy Coach, Professional Resources including but not limited to: Growing with Mathematics Teaching Guide & Norwalk Public Schools District Resource Guide
5. Teachers and Teaching Assistants	5. Flexible instructional grouping strategies employed to differentiate instruction based upon students’ individual needs – ongoing over the course of the year	5. Growing with Mathematics Teachers Guide, Manipulatives, Assessment Data, Professional Resources including but not limited to: Growing with Mathematics Teaching Guide & Norwalk Public Schools District Resource Guide
6. Teachers and Teaching Assistants	6. Collaborative Mathematics planning during the grade level common planning period – twice monthly	6. Common planning time and professional resources as detailed in items 4 & 5

<p>7. Teachers, Teaching Assistants, and Out of Classroom Staff Members</p>	<p>7. Daily use of classroom Data Binders to memorialize all instruction and noteworthy information about individual students</p>	<p>7. Classroom Data Binders, Student Information</p>
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## SCHOOL GROWTH PLAN

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**GOAL:** Enhance our welcoming atmosphere to be inclusive of all parents and visitors as measured by our Welcome Atmosphere Walk Through results.

### Data Analysis:

- Welcoming Atmosphere Walkthrough criteria specify items different than our school's regular parental involvement culture.
- Directional and informational signs are not available in all locations.
- School publications are not available in languages other than English.
- Visitors to school do not always display identification identifying their purpose.

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

1. Conduct the Welcoming Atmosphere Walk Through.
2. Display directional and informational signage in a prominent and appealing manner.
3. Produce school publications in languages other than English.
4. Collaborate as a staff to enforce our visitor identification procedures.

Results Indicators: Increase in the number of demonstrated elements of proficiency based upon the Welcoming Atmosphere Walk Through to be conducted in Fall 2009 as compared to Spring 2009.

### Implementation Indicators

- 75 % of directional and informational signage will be completed and posted by March 2009.
- 25 % of new school webpage will be available in Spanish by March 2009.
- 100 % of staff members will participate in enforcing proper identification procedures of visitors and volunteers.

<b>Persons Responsible</b>	<b>Actions/Timeline</b>	<b>Resources</b>
<p>1. Principal, Assistant Principal, Parent Coordinator, Trained Teacher Representatives, Trained Parent Representatives</p> <p>2. Principal, Technology Committee, Parent coordinator, School Community Translators</p> <p>3. Administrators, Custodial Staff, Parent Coordinator, Parents</p> <p>4. All Staff Members</p>	<p>1. Welcoming Atmosphere Walk Through completed by March 2009</p> <p>2. Translate main portions of our School Webpage by March 2009</p> <p>3. Create and post prominent and visible signs by March 2009</p> <p>4. Address un-identified visitors in a polite yet firm manner by Spring 2009</p>	<p>1. Walk Through Training</p> <p>2. Web-based translation programs, proofreading services through parents and staff members.</p> <p>3. Signage Materials, Adhesive or Hardware</p> <p>4. Visitor, Parent, &amp; Volunteer Badges</p>

<b>Goal 3: Community</b>			
<b>Parent Community Partnerships</b>			
<i>Welcoming Atmosphere Checklist*</i>	<b>Baseline 08-09 Projected</b>	<b>09-10 School Target</b>	<b>District Goal 2011</b>
A. The Physical Environment (13 elements)	<b>5</b>	<b>8</b>	<b>12</b>
B. School-Wide Practices and Policies (14 elements)	<b>9</b>	<b>9</b>	<b>12</b>
C. Welcoming School Staff (8 elements)	<b>4</b>	<b>8</b>	<b>8</b>
D. Written materials (14 elements)	<b>6</b>	<b>9</b>	<b>11</b>
<b>Total Number of Elements Present</b>	<b>24</b>	<b>34</b>	<b>Minimum of 46</b>

## 2008 CMT Results - Black Subgroup

<b>READING</b>	<b>LEVEL 1 Below Basic</b>		<b>LEVEL 2 Basic</b>		<b>LEVEL 3 Proficient</b>		<b>LEVEL 4 Goal</b>		<b>LEVEL 5 Advanced</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>grade 3</b>	3	23.1	4	30.8	5	38.5	1	7.7	0	0
<b>grade 4</b>	6	37.5	3	18.8	2	12.5	5	31.3	0	0
<b>grade 5</b>	5	35.7	3	21.4	4	28.6	2	14.3	0	0
<b>MATH</b>	<b>Below Basic</b>		<b>Basic</b>		<b>Proficient</b>		<b>Goal</b>		<b>Advanced</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>grade 3</b>	5	38.5	3	23.1	2	15.4	3	23.1	0	0
<b>grade 4</b>	2	12.5	3	18.8	3	18.8	3	37.5	2	12.5
<b>grade 5</b>	4	28.6	3	21.4	4	28.6	3	21.4	0	0

## 2008 CMT Results Hispanic Subgroup

<b>READING</b>	<b>LEVEL 1 Below Basic</b>		<b>LEVEL 2 Basic</b>		<b>LEVEL 3 Proficient</b>		<b>LEVEL 4 Goal</b>		<b>LEVEL 5 Advanced</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>grade 3</b>	1	12.5	0	0	2	25	4	50	1	12.5
<b>grade 4</b>	5	38.5	1	7.7	2	15.4	5	38.5	0	0
<b>grade 5</b>	4	40	1	10	0	0	4	40	1	10
<b>MATH</b>	<b>Below Basic</b>		<b>Basic</b>		<b>Proficient</b>		<b>Goal</b>		<b>Advanced</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>grade 3</b>	1	12.5	0	0	1	12.5	3	37.5	3	37.5
<b>grade 4</b>	3	23.1	1	7.7	4	30.8	5	38.5	0	0
<b>grade 5</b>	2	20	3	30	3	30	2	20	0	0

### 2008 CMT Results - White Subgroup

<b>READING</b>	<b>LEVEL 1 Below Basic</b>		<b>LEVEL 2 Basic</b>		<b>LEVEL 3 Proficient</b>		<b>LEVEL 4 Goal</b>		<b>LEVEL 5 Advanced</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>grade 3</b>	3	8.6	2	5.7	7	20	14	40	9	25.7
<b>grade 4</b>	5	17.9	5	17.9	2	7.1	10	35.7	6	21.4
<b>grade 5</b>	0	0	1	3	3	9.1	17	51.5	12	36.4
<b>MATH</b>	<b>Below Basic</b>		<b>Basic</b>		<b>Proficient</b>		<b>Goal</b>		<b>Advanced</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>grade 3</b>	1	2.9	2	5.7	8	22.9	16	45.7	8	22.9
<b>grade 4</b>	3	10.7	1	3.6	8	28.6	9	32.1	7	25
<b>grade 5</b>	0	0	1	3	8	24.2	16	48.5	8	24.2

## 2008 CMT Results - Asian Subgroup

<b>READING</b>	<b>LEVEL 1 Below Basic</b>		<b>LEVEL 2 Basic</b>		<b>LEVEL 3 Proficient</b>		<b>LEVEL 4 Goal</b>		<b>LEVEL 5 Advanced</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>grade 3</b>	1	14.3	0	0	0		5	71.4	1	14.3
<b>grade 4</b>	1	12.5	0	0	12.5		5	62.5	1	12.5
<b>grade 5</b>	0	0	0	0	0		4	100	0	0
<b>MATH</b>	<b>Below Basic</b>		<b>Basic</b>		<b>Proficient</b>		<b>Goal</b>		<b>Advanced</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>grade 3</b>	0	0	1	14.3	0	0	4	57.1	2	28.6
<b>grade 4</b>	1	12.5	0	0	2	25	4	50	1	12.5
<b>grade 5</b>	0	0	0	0	1	25	1	25	2	50

## 2008 CMT Results – F/R Lunch Subgroup

<b>READING</b>	<b>LEVEL 1 Below Basic</b>		<b>LEVEL 2 Basic</b>		<b>LEVEL 3 Proficient</b>		<b>LEVEL 4 Goal</b>		<b>LEVEL 5 Advanced</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>grade 3</b>	4	33.3	3	25	5	41.7	0	0	0	0
<b>grade 4</b>	8	57.1	2	14.3	1	7.1	3	21.4	0	0
<b>grade 5</b>	7	53.8	3	23.1	1	7.7	2	15.4	0	0
<b>MATH</b>	<b>Below Basic</b>		<b>Basic</b>		<b>Proficient</b>		<b>Goal</b>		<b>Advanced</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>grade 3</b>	5	41.7	3	25	1	8.3	3	25	0	0
<b>grade 4</b>	2	14.3	4	28.6	3	21.4	4	28.6	1	7.1
<b>grade 5</b>	3	23.1	5	38.5	3	23.1	2	15.4	0	0

## 2008 CMT Results - SPED Subgroup

<b>READING</b>	<b>LEVEL 1 Below Basic</b>		<b>LEVEL 2 Basic</b>		<b>LEVEL 3 Proficient</b>		<b>LEVEL 4 Goal</b>		<b>LEVEL 5 Advanced</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>grade 3</b>	1	50	0	0	1	50	0	0	0	0
<b>grade 4</b>	8	88.9	0	0	0	0	1	11.1	0	0
<b>grade 5</b>	3	50	1	16.7	0	0	2	33.3	0	0
<b>MATH</b>	<b>Below Basic</b>		<b>Basic</b>		<b>Proficient</b>		<b>Goal</b>		<b>Advanced</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>grade 3</b>	1	50	1	50	0	0	0	0	0	0
<b>grade 4</b>	5	55.6	1	11.1	2	22.2	1	11.1	0	0
<b>grade 5</b>	3	50	1	16.7	1	16.7	1	16.7	0	0

