

ROWAYTON SCHOOL
SCHOOL GROWTH PLAN

Rowayton School Growth Plan

Literacy Narrative: For the past three years, there have been several factors that served as a catalyst for our constant improvement:

1. Teachers and staff have worked as a highly motivated professional learning community driven to improve student achievement through reflective and responsive teaching.
2. Our Administrative Team provided the support and vision needed to move our school forward with an increased commitment to our students and our own professional learning.
3. We have been an affiliate school with Columbia Teachers College Reading and Writing Project from 2004-2007.

All of these variables enabled us to strengthen our curriculum and teaching practices. We have created curriculum calendars and literacy lab sites to assist us in observing, analyzing, and reflecting on current teaching practices. Furthermore, we analyze student work samples to help guide our future teaching. Through our partnership with Columbia Teachers College, classroom teaching, the implementation of the Teacher Evaluation plan, and the analysis of our CMT and classroom assessments, we have discovered the following patterns across grades K-5:

- **Our students** - Student text connections are weak. Specifically, students are making literal connections and are not going back to reference the text. As a result, student text connections do not strengthen comprehension, but at times are actually taking the students away from the true meaning of a text, thus weakening comprehension.
- **Our teaching** - In the past, we encouraged students to make text-to-self, text-to-text, and text-to-world connections as outlined by Ellin Keene and Susan Zimmermann in *Mosaic of Thought*. This enabled students to make connections, but it did not always foster meaningful connections.
- **Our plan** - It is our goal to develop children's thinking through student led conversation with effective higher order questioning and appropriate scaffolds at all grade levels. We recognize that the ability to

speaking cogently about a topic precedes the effective writing of those thoughts. Children in all grades will work on a continuum to ensure that comprehension is strengthened through all modalities of thinking and learning. Our students will state/ write their connections and then bring these connections back into the text with actual text references. This will enable the students to assess whether or not their connections improved their comprehension. We will enhance the students' connections utilizing the various strategies stated in our School Growth Plan. The students will be assessed on their progress in this area using a variety of assessments such as: teacher created assessments using specific grade level rubrics, classroom performance, and grade-level probes.

Numeracy Narrative: During the 2006-07 school year K-2 piloted the *Growing With Math* program. During the 2007-2008 school year, Grades 3-5 implemented the *Growing With Math* program. During the implementation of this program, we have noticed many strengths regarding our instruction. For example, students are encouraged to think of multiple ways to solve problems, students need to explain their answers thus enhancing process knowledge, and lastly the students apply their learning to real life situations throughout the program. While this program certainly enhances mathematical thinking and processing, our grade level and school wide data teams have noted the following:

- A continuous misunderstanding in our students' ability to estimate solutions and approximate measures. Our students often try to find the *exact* answer instead of estimating
- In the past, we have addressed this issue through discrete teaching verses real world applications.
- Our plan - As we move forward with our instruction, we intend to address this area of concern by implementing the strategies in our School Growth Plan. Assessment of student success will be determined by a variety of factors such as: *Growing with Math* assessments, classroom work, and grade level rubrics.

Parent / Community Partnership Narrative: For the past three years, as a faculty, we have been actively engaged in creating a professional learning community at Rowayton School. To accomplish this goal, we have engaged in the following:

- Establishment of meeting norms which are reviewed and assessed at the conclusion of all meetings
- *Courageous Conversations* - The staff and the administrative team have been involved in numerous courageous conversations to help advance the productivity of our school climate and culture. Examples of courageous conversations that have occurred include: the implementation of readers' workshop, discussions regarding the teacher evaluation plan, keeping conversations confidential and professional
- *Our plan* - To enhance our school environment we plan to further develop our professional learning community by involving parents within this structure. We plan to engage parents and community members as outlined in our school growth plan.

School Growth Plan

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

School Reading Scores - Percentage at or above Proficiency

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

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

School Math Scores - Percentage at or above Proficiency

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

**Goal 3: Community
Parent Community Partnerships**

Welcoming Atmosphere Checklist	Baseline 08-09 Actual	09-10 School Target	District Goal 2011
A. The Physical Environment (13 elements)	3/13 = 23%	13/13 = 100%	
B. School-Wide Practices and Policies (14 elements)	13/14 = 93%	14/14 = 100%	
C. Welcoming School Staff (8 elements)	7/8 = 88%	8/8 = 100%	
D. Written Materials (14 elements)	12/14 = 86%	14/14 = 100%	
Total Number of Elements Present	35/49 = 71%	49/49 = 100%	Minimum of 46

SCHOOL GROWTH PLAN
ROWAYTON ELEMENTARY SCHOOL
2008-2009

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

Data Analysis:	
<ul style="list-style-type: none"> • Reading Strand 3 Scores have improved in Grades 3 and 5 over the past three years. • Reading Strand 3 Scores have consistently remained the lowest CMT strand scores over the past three years • Our Grade 3 CMT reading scores for our Black students have progressed from 54.5 % below basic in 2006 to 0% below basic in 2008 • Our Grade 4 CMT reading scores for our Black students have progressed from 46.7% below basic in 2006 to 15.4% below basic in 2008 • The majority of our below basic and basic reading scores in Gr. 3-5 are found within the Black and Hispanic subgroups • 26% of our 2nd grade students scored proficient or higher as measured by the 2nd grade pre-assessment on connections • 13 % of our 1st grade students scored proficient or higher as measured by the 1st grade pre-assessment on connections • 7% of our kindergarten students made verbal connections as measured by the kindergarten pre-assessment on connections • 10% of our K-2 self-contained SPED students scored proficient or higher as measured by pre-assessment data • 18% of our Gr. 3-5 self-contained SPED students scored proficient or higher as measured by pre-assessment data 	
<p>Strategies (Each strategy will relate to implementation and academic outcome.)</p> <ol style="list-style-type: none"> 1. Supplemental support in school and at home to all grade 3-5 students using the Study Island web-based program 2. Collaboration between and among ESL, and/or resource room and classroom teachers to focus on pre-teaching strategies based on results from pre-assessments and probes 3. K-5 small group targeted instruction for all students (below basic, basic, proficient, advanced, - Academically Talented) <ul style="list-style-type: none"> ○ CRISS / Marzano strategies of comparison ○ CRISS / Marzano use of advance organizers to activate and apply background knowledge ○ Utilizing highlighters / post-its to extrapolate relevant information from the text 	

Strategies Continued

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

1. 100% of grade 3-5 students will participate in the web-based program Study Island
 - Teachers will analyze Study Island data sheets to drive instruction
2. 100% of support staff and classroom teachers will engage in weekly communication where applicable (resource room, ESL, academically talented, Speech and Language, Early Intervention team)
 - Students will improve their achievement on grade level SMART goals based on assessments and probes
3. 100% of classroom teachers and specialists will implement small group targeted instruction
 - Students will improve their achievement on grade level SMART goals based on assessments and probes
4. Grade 1, and 2 Early Intervention team aides will collect and analyze running records, graphs of book level progress, and Observation Survey assessments
 - Students will advance in reading levels based on DRA assessments and running records
5. 100% of classroom teachers will implement a think-aloud within their reading instruction at least once a week
 - Students will utilize discussion strategies and implement teachers' comprehension strategies to improve comprehension
6. Academically targeted after school instruction will meeting during the following dates:
 - Session 1 – Grade 3 Students October 20 – Dec. 19
 - Session 2 – Grade 3 & 4 & 5 Students Jan 12 – Feb. 27
7. 100% of classroom teachers and certified staff will participate in weekly grade-level data team meetings resulting in data driven instruction
8. 100% of staff will participate in vertical team meetings resulting in an on-going and flexible continuum



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

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

<p>7. Certified staff and the Administrative Team</p>	<p>7. All grade level data teams will meet a minimum of once a week during the 2008-2009 school year</p>	<p>7. Team created agendas, CRISS / Marzano strategies, district video on data teams, data templates, district rubrics, district improvement and accountability plan</p>
<p>8. Certified staff and the Administrative Team</p> <p>** The Administrative Team will monitor all of the above through the teacher evaluation process, drop-in visits, and participation in data team visits</p>	<p>8. Rotating schedule for vertical teams Feb. 2009 - June 2009</p>	<p>8. Brookside School, grade level curriculum, benchmarks, collaboratively designed curriculum calendars</p>

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

Data Analysis:

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

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

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

Implementation and Results Indicators:

1. 100 % of grade 3-5 students will utilize the web based program Study Island
 - Teachers will analyze Study Island data reports to drive instruction
2. The number of K-5 students at proficiency or higher will increase by 10%
 - Teachers will implement focused targeted instruction utilizing the strategies listed above (1-5)
3. 100% of staff will participate in vertical team meetings resulting in an on-going and flexible continuum

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

GOAL 3: Parent Community Partnerships

To create a more welcoming physical environment, establish increased parent / teacher communications while encouraging parental suggestions, and to spotlight our diverse activities in order to ensure a welcoming environment for all.

Data Analysis

- Walk Through Baseline Assessment: A. Physical environment = 23%, B. School-Wide Practices and Policies =93%, C. Welcoming School Staff = 88%, D. Written Materials = 86%
- Connecticut Quality Review : “Partnerships with parents and community” “This area of the school’s work exceeds minimum requirements

Strategies

1. Create signage for Rowayton School utilizing community and in-house resources
2. Teacher will contact all families early on in the school year to make positive reports to parents / guardians utilizing: phone calls, e-mails, written notes home, newsletters, informal and formal conferences
3. Create a suggestion box for all parents, volunteers and visitors to share their thoughts
4. Create a “Spotlight on Families” section of the *Rowayton Reporter* to address our character education program
5. Create a photo board to display our diversified school activities
6. Increase Spanish Translated materials using in-house resources

Implementation and Results Indicators

1. Important welcoming signage will be created for 100% of identified school areas
2. 100% of teachers will contact 100% of Rowayton School families utilizing phone calls, e-mails, written notes home, newsletters
3. Utilization of suggestion box
4. 100% of families will have the opportunity to participate in the “Spotlight on Families” section of the *Rowayton Reporter*
5. Establish the presence of a photo board with photos changed a minimum of bi-monthly
6. Identified students will receive home / school correspondence in Spanish

Persons Responsible	Actions / Timeline	Resources
1. Volunteers, parents, and teachers	1. Solicit volunteers at school and within the community to create signs for important locations within our school. (To be accomplished by June 2009)	1. Teachers, parents, community members, possible grant funding
2. Classroom teachers	2. Teachers will utilize phone calls, e-mails, written notes home, newsletters, informal and formal conferences to provide first positive contact no later than November of the current school year. This communication will continue to be on-going throughout the school year.	2. Classroom teachers
3. Administrative Team	3. Create a suggestions box for all parents and visitors (To be accomplished by December 1, 2008)	3. Art teacher and / or parent volunteer
4. Students, teachers, parents, PTA	4. Students will discuss and/or write how they implement our character education program at	4. <i>Rowayton Reporter</i> , Administrative Team, parent volunteers, teachers, and

Persons Responsible	Actions / Timeline	Resources
<p>5. Parent Volunteers</p>	<p>home. Selected student responses will be published monthly in the <i>Rowayton Reporter</i></p> <p>5. Teachers, staff, and parents will submit photos to a designated PTA mailbox. Parent volunteers will display photos on a bulletin board bi-monthly starting January 2009.</p>	<p>students</p> <p>5. Possible grant to develop photographs</p>
<p>6. Staff and parent volunteers</p> <p>* The administrative team will monitor all of the above through parent / volunteer meetings and teacher / administrator communications</p>	<p>6. Bi-lingual staff and/or volunteers will translate materials into Spanish as necessary</p>	<p>6. Central Office Office</p>