

Silvermine Elementary

School Growth Plan

2008-2009

SCHOOL GROWTH PLAN
Silvermine Elementary

Goal: Literacy						
CMT* Reading	05-06 Actual	06-07 Actual	07-08 Actual	08-09 School Target	09-10 School Target	District Goal 2011
Grade 3	48.3	49.3	55.4	60	65	72
Grade 4	49.4	46.4	56.7	60	65	68
Grade 5	56	53.1	57.4	62	68	74

Goal: Numeracy						
CMT* Math	05-06 Actual	06-07 Actual	07-08 Actual	08-09 School Target	09-10 School Target	District Goal 2011
Grade 3	63.3	65.2	81.5	83	85	86
Grade 4	57	68.4	63.3	70	78	84
Grade 5	68	54.3	70.5	75	80	84

Goal:						
CMT* Science	05-06 Actual	06-07 Actual	07-08 Actual	08-09 School Target	09-10 School Target	School Goal 2011
Grade 5			70.5			

Goal:						
Parent/ Community				08-09 School Baseline	09-10 School Target	District Goal 2011
Welcoming Atmosphere Checklist				NA		

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

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Background: Silvermine is a school that provides students the opportunity to become proficient in two languages, English and Spanish. Students who participate in the school's Mano a Mano program learn to become proficient readers first in their own language and then in the second language. The current participants in the program are native Spanish speakers or students who are native English speakers. The premise of the program is that when students' academic skills are at a proficient level in their native language that they can then transfer those skills to another language. Successful participation in the program further gives students an advantage in the world of business later in their lives.

Each grade has at least one mainstream class where all lessons are provided in English. Students who choose not to participate in the Mano a Mano program participate in the mainstream class. All students follow the district curriculum and the state standards.

The school population of 349 students is comprised of 51 percent Hispanic, 26 percent White, 20 percent African American and 3 percent Asian American students. Thirty percent of the children participate in bilingual education and English as a second language programs. Over 50 percent of the families do not speak English at home.

The school provides a free or reduced price lunch for 47 percent of its population. Compensatory education is provided for 24 percent of its students with block scheduling for the teaching of literacy while special education programs and services are provided for 6 percent of its students.

Attendance rate is 97 percent.

The school provides a gifted and talented program for 8 percent of the student population. Although some of the students come from the immediate neighborhood, the majority of them are transported from other areas within the city of Norwalk.

For the 2008-2009 Silvermine continues in its second year as a Demonstration School. Under this status, the staff continues to work with a data facilitator and the administration is provided an executive coach to assist in the continuous monitoring of student progress.

This support includes, but is not limited to, advice for professional development, feedback to teachers through classroom visits and support during data team meetings.

Silvermine is in its third year as a school in need of improvement. This school year there is a new administrative team. Teachers continue the process they began last year of using data to guide instruction. The school began to see progress in test scores last year and the staff continues to dedicate itself to the goal of further progress in order to achieve Safe Harbor. The parents are in full support of the staff and have themselves reorganized and begun to work with the school more in unison to improve the academic program and to further develop parent involvement in the school.

This year, in addition to participating in the districtwide professional development activities, teachers are participating in workshops at the site level that are specific to the needs of the school. These workshops include Writer's Workshop and Effective Teaching Strategies.

The school is highly involved in the state's CALI model for accountability. It is at the forefront of the other schools having had training in Data Teams and SRBI last school year.

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GOAL: Numeracy: To increase the number of students, in all subgroups, performing at or above proficiency by 3 to 5 percentage points on the CMT in all strands by analyzing data during data team meetings and by using effective strategies to help move students from one level to the next. Throughout the school year data from Voyages pre and post assessment results, common formative assessments and District Assessments will be used to measure student progress and to guide instruction.

Data Analysis:

- According to the 2008 CMT results for Math Grade 3, students showed a significant need for improvement in two areas: Estimating Solutions to Problems (52% at or above proficiency) and Mathematical Applications (57% at or above proficiency)
- According to the 2008 CMT results for Math Grade 4, students showed a significant need for improvement in the following areas: Equivalent Fractions, Decimals and Percents (27% at or above proficiency); Word Problems (52% at or above proficiency); Estimating Solutions to Problems (30% at or above proficiency); Time (52% at or above proficiency); Algebraic Concepts (53% at or above proficiency) and Mathematical Applications (48% at or above proficiency)
- According to the 2008 CMT results for Math Grade 5, students showed a significant need for improvement in the following areas: Equivalent Fractions, Decimals and Percents (43% at or above proficiency); Models for Operations (51% at or above proficiency); Computation with Whole Numbers and Decimals (49% at or above proficiency); Estimating Solutions to Problems (39% at or above proficiency); Time (49% at or above proficiency); Approximating Measures (54% at or above proficiency); Classification and Logical Reasoning (41% at or above proficiency)

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

1. Voyages pre and post assessment tests will be administered according to the pacing guide, results will be discussed at data team meetings for review.
2. Math Intervention strategies will be aligned to the results of post assessment results and teacher created common formative assessments.
3. Math vocabulary building will be an area of concentration specifically for ELL students and Dual Language students.
4. Supplemental support will be provided to all students who are economically disadvantaged through math tutoring services provided by the district.
5. In Jan. and Feb., students will be provided special instruction using test prep materials to help them become familiar with the format of the CMT test.

Results Indicators:

- All staff will participate in continuous professional development throughout the school year specific to Voyages.
- Parents will participate in a math workshop to be held this school year that will provide them with strategies they may use at home with students.
- At data team meetings teachers will determine next steps for topic/subtopic areas, alignment to areas of need according to CMT results will also be reviewed.

Implementation Indicators

- 72% of students, at minimum, in grades 3-5 will perform at or above proficiency on the CMT
- 100% of classroom teachers will meet in data teams on a six day cycle to analyze data from Voyages post assessments and other common formative assessments
- 100% of classroom teachers will participate in professional development for Voyages
- 50% of students in the economically disadvantaged group will participate in at least one of the tutorial offerings at the school
- In the area of math all subgroups will maintain Safe Harbor status

Persons Responsible	Actions/Timeline	Resources
<p>1. Teachers, Specialists and Paraprofessionals</p> <p>2. Numeracy Coach</p> <p>3. Special Education/ESL Teachers</p> <p>4. EIP Team, Administration, Teachers</p> <p>5. Grade Level Data Teams/Administration/Numeracy Coach</p> <p>6. Tchrs/Administration/PTO Exec. Board/Parents</p>	<p>1. Administer pre and post assessments for Voyages, District Assessments, teacher created common formative assessments and Kindergarten Screening, analyze results during data team meetings, identify students for intervention support and work with Project Excel/Tutoring Co. to identify specific areas of need for identified students – September/On going</p> <p>2. Work with teachers during data teams to analyze assessment results, assist with pacing of instruction, model lessons as needed, participate in effective strategies discussion at data team meetings/grade level meetings - Daily</p> <p>3. Meet regularly with classroom teachers to collaborate instructional support for students and to insure that IEP/ESL goals are being followed as written regarding any modifications or special instruction needed</p> <p>4. Meet on a regular basis to monitor student progress for those students identified for early interventions, 3 to 4 times this school year</p> <p>5. Meet on a 6 day cycle to analyze assessments results, share effective teaching strategies, adjust/review pacing guides, create/share common assessments.</p> <p>6. Workshop will be held to provide parents with strategies for home support</p>	<p>1. Voyages Teacher Guide Pre and Post Assessment Guide K Screening Project Excel Aides Princeton Review/Academix Staff Teacher made Common Formative Assessments</p> <p>2. Voyages materials Data Team Training Effective Strategies training</p> <p>3. IEP/ESL goals</p> <p>4. Assessment results, progress reports, ISP plans, EIP Priority Lists</p> <p>5. Data Team Facilitator – Barbara Rogo CMT Coach materials Ct. State Dept. of Ed. Website – Blueprints, Released test items</p> <p>6. Voyages Resource Guide, Teacher Made Materials</p>

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GOAL: Literacy: To increase student performance on the DRA/Rigby tests administered this school year and on the CMT by 3 to 5 percentage points in all strands, in particular the following subgroups: Hispanic, ELL and Free and Reduced lunch. For students participating in the Dual Language program an increase in the first and second language according to the DRA score will occur this school year in the area of reading.

Data Analysis:

- According to the CMT results for grade 3 in Reading, the following areas are in need of significant improvement: Making Reader/Text Connections (55% at or above proficiency) and Examining the Content and Structure
- According to the CMT results for grade 4 in Reading, the following areas are in need of significant improvement: Making Reader/Text Connections (48% at or above proficiency) and Examining the Content and Structure
- According to the CMT results for grade 5 in Reading, the following areas are in need of significant improvement: Forming a General Understanding and Developing Interpretation (both had 57% at or above proficiency) Making Reader/Text Connections (51% at or above proficiency)
- CMT results indicate the students in the subgroups of Hispanic, ELL and F/R did not meet Safe Harbor requirements

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

1. DRA2 assessments will be given in Sept/Feb/Apr to all K-3 students. Students in the Dual Language program will be assessed in English and in Spanish. Students in grades 4-5 will be given the Rigby PM during the same time frame. All students are also given district made assessments to measure reading comprehension. They are also given a writing prompt. These too are administered during the same time frame.
2. Students who score below grade level will be placed in the Early Intervention Process List as either a Tier 2 student or a Tier 3 student.
3. Students from economically disadvantaged backgrounds will be offered tutoring services for support in literacy skills.
4. Parent workshops will be held throughout the school year to provide parents with strategies for support at home for students.
5. An after school program will be provided by Title I for students in grades 1-3 who perform below grade level on the DRA2 and for students recommended to attend by the classroom teacher.

Results Indicators:

- LAS test scores will be reviewed by the classroom teacher and the ESL teacher to insure proper support for students who qualify for ESL services
- The Literacy Coach and the classroom teachers will review test data from the DRAs to group and provide support to students through the Literacy Lab or Project Excel Aide time.
- All staff will participate in citywide professional development, effective strategies training and Writer's Workshop this school year.

Implementation Indicators

- 60% of students in grades 3-5 will perform at or above proficiency on the CMT
- 100% of classroom teachers will meet in data teams on a six day cycle to analyze data from DRA assessments
- 100% of classroom teachers will participate in on going professional development for Literacy
- 50% of students in the economically disadvantaged group will participate in at least one of the tutorial offerings at the school
- 100% of students in the Dual Language program will show an increase in the spring DRA in the first and second language

Persons Responsible	Actions/Timeline	Resources
<p>1. Teachers/Literacy Specialist/ESL Teacher</p> <p>2. EIP Team/Administrators, Special Education Teachers</p> <p>3. ESL Teacher/Teachers</p> <p>4. Literacy Coach/Teachers/Teacher Aides</p>	<p>1. Administer DRA/LAS Links Test-September/February Kindergarten Screening - September Common Formative Assessments will be reviewed throughout the school year in Data Team meetings</p> <p>2. EIP leads will meet on a regular basis with classroom teachers, 2 times per month, to review student progress of students who have been identified to be Tier 2 or Tier 3 students to determine next step for intervention and for continuous monitoring of student progress</p> <p>3. The ESL teacher will meet with classroom teachers in September to review LAS scores and pull out services for students who qualify for ESL support</p> <p>4. The Literacy Coach will meet with teachers in September to provide support with administration of DRAs. Throughout the school year, the Lit. Coach will attend data team meetings to review student progress on subsequent inventories/assessments to monitor and adjust student support. The Literacy Coach will also be responsible for making schedules for the Project Excel aides that allow them to give support to students in grades 2, 3, 4 through services in the classroom or on a pull out basis. The Literacy Coach will also act as a coach to</p>	<p>1. DRA Kits/LAS Links Materials</p> <p>2. ISP plans, student progress reports, teacher anecdotal notes</p> <p>3. LAS test results</p> <p>4. DRA Kits Leveled Readers from the Lit. Lab</p>

<p>5. Administration</p> <p>6. Teachers, Administration</p> <p>7. Dual Language Teachers, Administration and ESL Department</p> <p>8. Teachers/PTO Executive Board/Administration</p>	<p>teachers as needed. She may provide model lessons in the classroom.</p> <p>5. In November, the administration will be responsible for recruiting students from economically disadvantaged homes to participate in tutoring programs after school or on Saturday that will help them build literacy skills.</p> <p>6. Beginning in September teachers will participate in Writer’s Workshop training, in January they will participate in Effective Teaching Strategies training, additionally, they will participate in district planned citywide professional development throughout the school year.</p> <p>7. Will review effectiveness of the Dual Language Program for monitoring and adjusting. January to April</p> <p>8. Workshop will be held to provide parents with strategies for home support – Dec./Jan./April/May</p>	<p>5. Princeton Review Academix Title I Grant Office</p> <p>6. Connecticut Writing Project Curriculum and Instruction Dept. Title I</p> <p>7. Consultant provided by the ESL department/visit to another Dual Language site</p> <p>8. Materials to be supplied by presenters with help from the PTO</p>
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Goal 3: Community: To build a positive relationship with parents and to prepare for participation in the Welcoming Atmosphere Program in the final cohort.			
Parent Community Partnerships			
<i>Welcoming Atmosphere Checklist*</i>	Baseline 08-09 Actual	09-10 School Target	District Goal 2011
A. The Physical Environment (13 elements)	NA		
B. School-Wide Practices and Policies (14 elements)	NA		
C. Welcoming School Staff (8 elements)	NA		
D. Written materials (14 elements)	NA		
Total Number of Elements Present			Minimum of 46

* In each category, A-D, schools will indicate the number of checklist criteria they met.
Total number of checklist items: 49.