

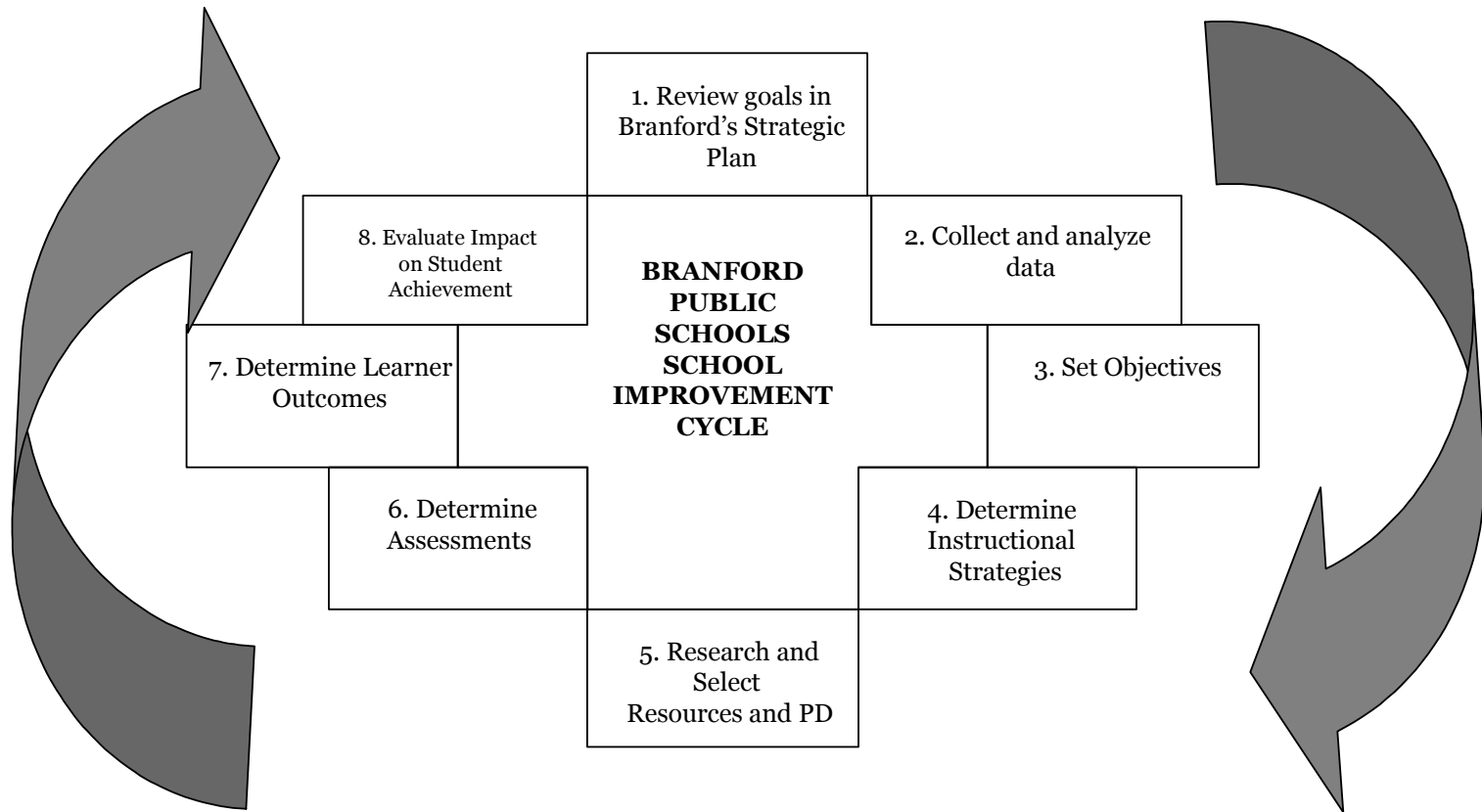


**Branford Public Schools
School Improvement Plan
2009-10**

John B. Sliney School



School Improvement Planning Process Stages



Continuous Improvement



School Improvement Planning Process Stages

1. **REVIEW GOALS IN BRANFORD'S STRATEGIC PLAN:** Goals set in the Strategies Plan need to be reviewed and correlated to each school's improvement plan.
2. **COLLECT AND ANALYZE DATA:** Using data gleaned from the indicators, identify your school's needs.
3. **SET OBJECTIVES:** Based on the needs identified from data analysis, set your school's objectives.
4. **DETERMINE INSTRUCTIONAL STRATEGIES:** Instructional strategies are essential to improving student achievement. Determine what research based strategies correlate to your objectives.
5. **RESEARCH AND SELECT RESOURCES AND PD:** Determine what resources and/ or professional development opportunities are needed to enable you to reach the objectives listed in your plan.
6. **DETERMINE ASSESSMENTS:** What assessments will you be using that will determine if your objectives are being met.
7. **DETERMINE LEARNER OUTCOMES:** Define, set and delineate what will be the student outcomes(what are you looking for as a benchmark for student achievement as a result of your initiatives.
8. **EVALUATE IMPACT ON STUDENT ACHIEVEMENT:** How will you evaluate if your efforts have made a significant impact on student achievement in your school.



Indicators

The school administrators and teachers review and analyze data as part of the school needs assessment process. The data is gleaned from state and district level results as well as school based formative assessments. The following indicators will be analyzed:

- ✓ CMT and CAPT results and participation rate
- ✓ SAT results and participation rate
- ✓ ACT results and participation rate
- ✓ Advanced Placement (AP) information
- ✓ Graduation rates
- ✓ Promotion and retention data
- ✓ PSAT participation
- ✓ Strategic School Profile (SSP) information
- ✓ Student and staff demographic data
- ✓ School accreditation data
- ✓ Total volunteer hours by parent and community members
- ✓ Discipline (ED166)
- ✓ Performance graduation requirements (PGR)
- ✓ Professional development for teachers, parents and staff
- ✓ Perception surveys by teachers, parents and staff
- ✓ Formative assessments



BPS 2006-2009 Strategic Plan Goals

Goal One: 21st Century Skills

Branford Public School students will demonstrate proficiency in the 21st Century skills needed to be successful in an information-based, technology driven, global society.

This first goal was driven by the overwhelming evidence of a changed world. The trends were unmistakable, from the skills needed to succeed, the tools for learning that are being employed, the importance of building a love of life-long learning, and the world market and economy. The work-force of the future will need to be equipped with skills that match the demands of the future. This reality requires those responsible for public schools to constantly rethink how these skills are identified, incorporated into curriculum, taught and assessed.

Goal Two: Consistent & Coherent Processes

Branford Public Schools will ensure that all students are successful by building consistent and coherent Pre-K to 12 processes for curriculum development and implementation, assessment of student learning, uniform data collection and analysis, and program and personnel evaluation.

Related to the first goal, this goal is based on the assumption that in order to respond to changes and needs, a public school system needs to be able to respond systemically to challenges and changes when they are needed. While the data suggests that Branford has been a successful public school district, the rate and degree of change over the last decade and in the future will test all of Branford's existing systems to their limits and beyond. This goal calls for a comprehensive review of the four most important support systems for instruction (professional development, assessment, evaluation, and curriculum) to ensure that they are up to the challenge.

Goal Three: Communication

Branford Public Schools will continuously improve communication through interaction, involvement, and engagement with all key stakeholders in order to enhance the success of every student.

The data collection showed that without the support of the community, a public school system will have difficulty reaching its goals. It is for this reason that Branford will rededicate itself to finding new ways to communicate and engage with all of its constituencies.



BPS: John B. Sliney

Goal #1 21st Century Skills: Branford Public School students will demonstrate proficiency in the 21st Century skills needed to be successful in an information-based, technology driven, global society.
 School Goal: K-4 students will increase their reading proficiency, as demonstrated by the CMT and DRA-2. Students will increase their math proficiency, as demonstrated by the CMT and formative assessments.

Objective	Indicators (data used)	Instructional Strategies	Resources & Professional Development	Assessment Tools	Learner Outcomes
<p>Reading:</p> <p>*Increase the % of students in Grades 3 & 4 at or above goal for the total reading and writing scores on the March 2010 CMT.</p> <p>*Increase the % of students in Grades K-2 at benchmark on the DRA-2 in May 2010</p>	<p>*55% of students in Grade 3 and 52% of students in Grade 4 met goal for “making reader text connections” on the March 2009 CMT.</p> <p>*54% of students in Grade 3 students and 68% of students in Grade 4 met goal for “content/structure” on the March 2009 CMT.</p> <p>*87% of kindergarten students; 78% of Grade 1 students; 74% of Grade 2 students met grade level benchmarks on the DRA-2 in May 2009.</p>	<ul style="list-style-type: none"> • Analyze and discuss student data during grade level meetings to design strategies and interventions for instruction. • Continue implementation of guided reading with focus on shared reading; independent reading; read-aloud (second year of three year literacy plan). • Continue using CT State Grade Level Expectations as a guide for instruction. • Utilize district formative assessments to drive instruction. • Focus on teaching to explicit learning objectives. • Provide meaningful/relevant learning tasks. • Engage students in active learning. • Develop common scoring of student work in collaboration with literacy coaches • Phonics and spelling-Fountas & Pinnell (K-2); Spelling for Writers and word study (3-4). • Model comprehension strategies and process for responding to questions about text. • Design classroom environment to support literacy (i.e. classroom libraries) • Develop rubrics for student self 	<p>Provide:</p> <ul style="list-style-type: none"> • ongoing consistent PD in literacy provided by Lauren Benjamin (consultant) K-4 (job-embedded and during 10 hours after school and release days). • Instruction in phonics, word study & spelling using Fountas & Pinnell texts & guides; Spelling for Writers. • Time to work as grade level teams to analyze student work and plan instruction. • Continued training for all teachers in data analysis. • Ongoing workshops on using technology to help analyze and track student data. • Reading teachers work as coaches to support classroom teachers in all areas of literacy instruction. • Provide common planning time for teachers to analyze student data, share instructional strategies, and 	<ul style="list-style-type: none"> • Common district formative assessments (i.e. written responses to text) • DRA-2 • CMT • School-based formative assessments • Running records • Ongoing analysis of student work 	<ul style="list-style-type: none"> • 80% of the students in Grades 3 & 4 will perform at or above Goal for the total reading and writing scores on the March 2010 CMT. • 80% of the students in Grades K-3 will perform at or above benchmark on the DRA-2 in May 2010. • All students will show continuous progress in learning.



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		<p>assessment in writing and literature responses.</p> <ul style="list-style-type: none"> • Provide “family reading nights” • Continue learning walks 	<p>plan for instruction</p> <ul style="list-style-type: none"> • Purchase more texts to support reading program (on-going) • Book study groups-led by reading coaches: <ul style="list-style-type: none"> K-1: <u>Read it Again!</u> 2-3: <u>On Solid Ground</u> 4: <u>Text Savvy ; Moving Forward with Literature Circles</u> • <i>Update parents at PTA meetings regarding the progress of the plan/solicit parent feedback.</i> 		



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<p>Math:</p> <p>*Increase the % of students in Grades 3 & 4 at or above goal for the total math score on the March 2010 CMT.</p>	<p>*Grade 3: **Numerical Estimation Strategies (55% at goal) **Mathematical Applications (55% at goal) **Customary & Metric Measures (64% at goal)</p> <p>*Grade 4: **Estimating Solutions to Problems (53% at goal) **Approximating Measures (62 % at goal) **Decimals & Percent (45% at goal)</p>	<ul style="list-style-type: none"> Continue to analyze and discuss student work during grade level meetings. Identify and implement teaching strategies and materials that address the targeted areas of need. <i>Use supplemental materials, when necessary.</i> Improve fluency in problem solving strategies. Utilize district formative assessments to drive instruction. Develop rubrics for student self assessment for math applications. Utilize <i>Investigations</i> computer program, enabling students to practice skills at home and school. Compile websites and make them available to parents. Investigations Program. Sample math applications (in-house and district). 	<p>Provide:</p> <ul style="list-style-type: none"> Professional development in <i>Investigations Math Program</i>. Training for all teachers in data analysis. Time to work with grade level colleagues to analyze student work. Ongoing workshops in Infinite Campus to help analyze and track student data. Professional development provided by math coach (grade level specific). Math coach Math professional development (release days). <i>Discuss/organize/purchase supplemental materials (ongoing).</i> <i>Update parents at PTA meetings regarding the progress of the plan/solicit parent feedback.</i> 	<ul style="list-style-type: none"> Common district formative assessments (K-4) Math application assessments (2-4) CMT <i>Investigations</i> assessments Ongoing analysis of student work 	<p>*80% of the students in Grade 3 & 4 will perform at or above goal for the total math score on the March 2010 CMT.</p> <p>*All students will show continuous progress in learning.</p>



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Objective	Indicators (data used)	Instructional Strategies	Resources & Professional Development	Assessment Tools	Learner Outcomes



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Objective	Indicators (data used)	Instructional Strategies	Resources & Professional Development	Assessment Tools	Learner Outcomes



BPS: Name of School

Goal #2 21st Consistent and Coherent Processes: The Branford Public Schools will ensure that all students are successful by building consistent and coherent Pre-K to 12 processes for curriculum development and implementation, assessment of student learning, uniform data collection and analysis and program and personnel evaluation.

Objective	Indicators (data used)	Instructional Strategies	Resources & Professional Development	Assessment Tools	Learner Outcomes
✓	✓			✓	✓



BPS: John B. Sliney School

Goal #3 Communications: The Branford Public Schools will continuously improve communication through interaction, involvement, engagement with all key stake holders in order to enhance the success of every student.
School Goal: 100 % of teachers at John B. Sliney School will participate in the professional learning communities and increase communication with the greater community using technology.

Objective	Indicators (data used)	Instructional Strategies	Resources & Professional Development	Assessment Tools	Learner Outcomes
•			•	•	•



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Objective	Indicators (data used)	Instructional Strategies	Resources & Professional Development	Assessment Tools	Learner Outcomes
•		•	•	•	•