

REGION 13 SCHOOL IMPROVEMENT PLAN

2012-2013

NAME: Thomas Ford

SCHOOL: John Lyman

DATE: SY 2012-2013

☐ CONNECTION TO STRATEGY
 ☐ STUDENT CONNECTIONS
 ☐ BENCHMARK ACHIEVEMENT
 ☐ COMMUNICATION
 ☒ STUDENT PROGRESS
 ☐ TECHNOLOGY

GOAL: John Lyman teachers will focus on instructional practices and curriculum delivery in order to improve student performance in literacy.

IDENTIFIED NEED(S)	ACTION STEPS			ADDITIONAL SKILLS, KNOWLEDGE AND SUPPORT NEEDED (PD)	EXPECTED OUTCOMES
	HOW	WHEN	BY WHOM		
John Lyman teachers need to plan for the implementation of the Common Core State Standards in English Language Arts in accordance with the district plan.	Teachers will identify current fourth grade students who scored at the proficient level in reading on last year's Connecticut Mastery Test and develop plans for helping those students achieve goal level this year.	By October 2012	Classroom teachers; Remedial Reading teachers; Literacy Tutor		The percentage of current fourth grade students achieving goal level in reading on the 2013 Connecticut Mastery Test will increase by 5% from the previous year.
There is a need for continuous improvement on all components of the Connecticut Mastery Test.	Teachers will identify current fourth grade students who scored at the proficient level in writing on last year's Connecticut Mastery Test and develop plans for helping those students achieve goal level this year.	By October 2012	Classroom teachers; Remedial Reading teachers; Literacy Tutor		The percentage of current fourth grade students achieving goal level in writing on the 2013 Connecticut Mastery Test will increase by 5% from the previous year.

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It is important to focus efforts on strengthening literacy instruction at John Lyman School.	The Fountas and Pinnell Benchmark assessments will be administered to all students following district guidelines and teachers will use that data to inform instruction.	Varies by grade level	Classroom teachers; Remedial Reading teachers; Literacy Tutor	In-house professional development as needed	80% of students will reach Instructional Level benchmarks on the spring administration of the Fountas and Pinnell Benchmark assessment.
	The principal will engage in Learning Walks or Classroom Walk-throughs (or similar) to gather data about aspects of instructional practice in literacy (including evidence of Reader's and Writer's Workshop being utilized, differentiation during Literacy Blocks, and consistent curriculum delivery).	Ongoing throughout the year	Principal	Professional development through ACES consultant for walk-through procedures	Principal will observe and document evidence of appropriate literacy instruction in all classrooms. Feedback will be shared with teachers as appropriate.

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	Teachers will continue to develop and administer Common Formative Assessments (CFAs) in literacy and analyze those results through the Data Team process.	Ongoing throughout the year	Classroom teachers; Remedial Reading teachers; Literacy Tutor		At least two CFA cycles will be devoted to literacy and the results will be analyzed for instructional implications.
	Grades 2-4 teachers will administer writing prompts following district guidelines in order to assess student performance in writing.	Varies by grade level	Classroom teachers; Remedial Reading teachers; Literacy Tutor		Grades 2-4 teachers will analyze prompt results to plan instruction and to target individual student needs in writing.

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	All students will be administered the DIBELS three times during the school year (or until benchmark is exceeded) and the results will be used to assess student progress and to inform reading instruction as appropriate.	Fall, winter, and spring 2012	Certified teachers and other trained staff as appropriate		80% of students at each grade level will meet or exceed benchmark on the spring administration of the DIBELS.
	Continued professional development (delayed opening days, faculty meetings, etc.) will be offered to teachers to facilitate greater understanding of the English Language Arts Common Core State Standards in preparation for implementation.	Ongoing throughout the year	Certified teachers	Professional development offerings as appropriate	An appropriate number of professional development offerings will be provided to certified teachers regarding the ELA Common Core State Standards.

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	The principal will meet regularly with K-4 teachers during Team Meetings and Data Team meetings to gather feedback and to support teachers' literacy instruction.	Ongoing throughout the year	Certified teachers; Principal		Principal will attend Team Meetings and Data Team meetings on a regular basis.