

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 mathematics.

IDENTIFIED NEED(S)	ACTION STEPS			ADDITIONAL SKILLS, KNOWLEDGE AND SUPPORT NEEDED (PD)	EXPECTED OUTCOMES
	HOW	WHEN	BY WHOM		
John Lyman teachers need to implement the Common Core State Standards in Mathematics in accordance with the district plan.	Teachers will identify current fourth grade students at the proficient level in mathematics 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 Mathematics teacher		The percentage of current fourth grade students achieving goal level in mathematics 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 in grades K-2 will implement the district's Common Core State Standards aligned mathematics curriculum.	Ongoing throughout the year	K-2 teachers	Ongoing training and support with the CCSS implementation	100% of K-2 teachers will implement the revised mathematics curriculum this year.

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It is important to focus efforts on strengthening mathematics instruction at John Lyman School.	Teachers in grades K-2 will integrate the Pearson enVision math materials into their regular instruction.	Ongoing throughout the year	K-2 teachers	Ongoing training and support with the use of Pearson enVision math materials	100% of K-2 teachers will integrate Pearson enVision materials into their regular instruction.
	Classroom teachers will implement the district's math fact fluency program.	Ongoing throughout the year	Grades K-4 teachers; Remedial Mathematics teacher; other certified staff as appropriate	Training on the district's math fact fluency program by Dr. Linda Berry during a faculty meeting	Improved fluency and accuracy with math facts

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	Grades 3-4 teachers will begin planning and implementing aspects of the district's Common Core State Standards aligned mathematics curriculum in preparation for next year's full implementation in grades three and four.	Ongoing throughout the year	Grades 3-4 teachers	Ongoing training and support with the CCSS implementation	100% of grades 3-4 teachers will plan for next year's implementation of the revised math curriculum and implement aspects of that curriculum as appropriate.

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	The principal will engage in Learning Walks or Classroom Walk-throughs (or similar) to gather data about aspects of instructional practice in mathematics with a specific focus on Common Core implementation and the use of Pearson enVision materials (K-2).	Ongoing throughout the year	Principal	Professional development through ACES consultant for walk-through procedures	Principal will observe and document evidence of mathematics curriculum implementation and the usage of Pearson enVision math materials. Feedback will be shared with teachers as appropriate.
	The principal will meet regularly with K-4 teachers during Team Meetings and Data Team meetings to gather feedback and to support teachers' mathematics curriculum implementation efforts.	Ongoing throughout the year	Principal; K-4 teachers; Other certified staff members as appropriate		Principal will attend Team Meetings and Data Team meetings on a regular basis.

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	Teachers will continue to develop Common Formative Assessments (CFAs) in mathematics and analyze those results as appropriate through the Data Team process.	Ongoing throughout the year	K-4 teachers; Other certified staff members as appropriate		At least one CFA cycle will be devoted to mathematics and the results will be analyzed for instructional implications.