Stratford Academy

Johnson House

School Improvement Plan

2012- 2013

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Stratford Board of Education
District Goals

Goal 1. The Stratford Public Schools shall improve the academic achievement of every student in its diverse, evolving community by:

- Establishing early intervention programs including pre-kindergarten, maintaining universal all-day kindergarten;
- Preparing parents for their supporting role in the education system;
- Standardizing curriculum to challenge all students;
- Maximizing the effective use of technology;
- Providing a highly qualified professional staff.

Goal 2. The Stratford Public Schools shall create an educational environment based on the *Six Pillars of Character* (citizenship, caring, fairness, respect, trustworthy, responsibility) by:

- Maintaining high standards of behavior for all students, staff, and parents;
- Requiring appropriate attire for all students and staff;
- Providing a safe and orderly environment for students and staff.

Goal 3. The Stratford Public Schools shall develop an ongoing partnership with the community by:

- Strengthening existing school/business collaboratives and actively pursuing new collaboratives;
- Maintaining positive relationships with the elected officials, other town entities, and organizations;
- Expanding community outreach to encourage greater involvement in the school system.

Goal 4. The Stratford Public Schools shall prioritize its resources to support the academic goals of the district by:

- Continuing our efforts to contain costs and maximize our resources.

Approved by the Board of Education, May 27, 2008

Stratford Board of Education Mission

The mission of the Stratford Public Schools is to develop a community of learners in which ALL students acquire the knowledge, skills and confidence to meet the challenges of a changing and increasingly diverse 21st century society.

"Tantum eruditi sunt liberi"
Only the Educated are Free

School Improvement Plan Goals 2012-2013

Goal 1. Stratford Academy Johnson House will attain high academic achievement for all students in literacy, numeracy, and science with emphasis placed on all students within cohort groups that did not meet Goal on the 2012 CMT

Objective 1: Stratford Academy Johnson House will attain high academic achievement for all students by increasing the CMT School Performance Target for Reading from 82.0 to 82.5

Objective 2: Stratford Academy Johnson House will attain high academic achievement for all students by maintaining the CMT School Performance Target for Writing at 88.1.

Objective 3: Stratford Academy Johnson House will attain high academic achievement for all students by increasing the CMT School Performance Target for Math from 87.1 to 87.2

Objective 4: Stratford Academy Johnson House will attain high academic achievement for all students by increasing the CMT School Performance Target for Science from 85.5 to 85.7

In addition, the following Stratford Academy School Performance Targets will also be met for the following subgroups:

	Baseline School Performance Index	School Performance Targets
▪ Students with Disabilities	45.8	48.8
▪ Eligible for Free or Reduced Lunch	73.3	74.5
▪ Black	74.0	75.2
▪ Hispanic	80.9	81.5
▪ English Language Learners	84.1	84.5

Objective 5: The Stratford Public Schools will promote positive school climate throughout the district.

Goal 2. Stratford Academy Johnson House will attain high academic achievement for all students in literacy with emphasis placed on struggling and at risk students.*
*At risk students are defined as those who are at below basic, basic, and the proficiency band of achievement.

Objective 1: All students will increase their reading comprehension and fluency skills, and thereby advance all students from below basic to basic, basic to proficient, and proficient to goal or advanced.

Objective 2: All students will increase their ability to communicate in writing and effectively apply editing and revising sills, and thereby advance all students from below basic to basic, basic to proficient, and proficient to goal or advanced.

Goal 3. Stratford Academy Johnson House will attain high academic achievement for all students in numeracy and science with emphasis placed on struggling and at risk students*
*At risk students are defined as those who are at below basic, basic, the proficiency band of achievement.
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Objective 1: All students will increase mathematic and reasoning skills, and thereby advance all students from below basic to basic, basic to proficient, and proficient to goal or advanced on the CMT.

Objective 2: : All students will increase their knowledge of science and scientific inquiry methods, and thereby advance all students from below basic to basic, basic to proficient, and proficient to goal or advanced on the CMT.

Goal 4. Stratford Academy Johnson House will ensure that parents are actively engaged in the educational process

2012 Unadjusted CMT Results for Reading at Stratford Academy Johnson House
(Grades 3-6)

Cohort Group	Percent Meeting Proficiency	Percent Meeting Goal
Whole School	83.88	72.83
Black	73.98	53.24
Hispanic	63.48	60.36
White	90.24	82.5
FRL	67.36	52.6
ELL	44.4	33.3

Reading

Needs Assessment: (Identify student learning and reference sources of data).

The goals and objectives outlined in the Stratford Academy Improvement Plan for **Reading** are based on the analysis of performance by students in grades 3-6 on the reading portion of the 2012 CMT.

Third Grade:
Data from the reading portion of the 2012 CMT indicates that 69.4 % of students performed at the proficient or above range, while 73.7% percent of third grade students in the district performed within the same range. 56.9% of Johnson's third grade students scored at or above goal while 60.3% of the district's third grade students performed within the same range.

Fourth Grade:

Data from the reading portion of the 2012 CMT indicates that 83.2% of students performed at the proficient or above range, while 79.6% of fourth grade students in the district performed within the same range. 71.6% of Johnson's fourth grade students scored at or above goal while 62.8% of the district's third grade students performed within the same range.

Fifth Grade:

Data from the reading portion of the 2012 CMT indicates that 86.4% percent of fifth grade students performed at the proficient or above range, while 81.1% percent of fifth grade students in the district performed within the same range. 74.5% of Johnson's fifth grade students scored at or above goal while 67.1% of the district's fifth grade students performed within the same range.

Goal 1

Reading Stratford Academy-Johnson House

Goal 1. Stratford Academy Johnson House will attain high academic achievement for all students in literacy, numeracy, and science with emphasis placed on all students within cohort groups that did not meet Goal on the 2012 CMT

Objective 1: Stratford Academy Johnson House will attain high academic achievement for all students by increasing the CMT School Performance Target for **Reading** from 82.0 to 82.5

Identified Need	Code	Strategies	Person Responsible	Time Line	Evidence
Stratford Academy's baseline School Performance Index (SPI) for CMT Reading has been set	**ON**	Tier I: Create and support data teams to collect, analyze and report instructional changes based on assessment data.	- Teachers - Reading Consultants - Principals - PPS staff	Develop in September of each school year; revise as appropriate.	Agendas from Data Team meetings and plans for student achievement. Data Teams will examine building based and district

at 82.0 with an SPI target of 82.5 by the end of the 2012-2013 school year.		Progress monitoring plans will be developed for all students performing below GOAL on the CMT.			wide common assessments. Students who are struggling or at risk will have student success plans which will be monitored closely by building administrators, faculty and PPS staff. Monthly progress reports will be developed by building data team and submitted to the Superintendent and Assistant Superintendent each month.
	ON	Tier I: Maintain a daily 160-minute literacy block for students in grades 3 – 6. Literacy block will include writing and reading instruction based on curricula.	- Elementary Curriculum Coordinator - Principal - Teachers - Reading Consultants	Annually	Building grade level instructional schedules.
	ON	Tier 1: Progress Monitoring in Reading	-Tutors - Principal - Teachers - Reading Consultants	Bi-weekly	Scientific Data will be collected from progress monitoring assessments.
	ON	Tier I Intervention: Sopris West Reading Program: grades 4, 5 and 6.	-Teachers -Special Education Teachers -Reading Specialists -Tutors	Annually	Comprehension skills will be measured by common formative assessments, student work that includes written and oral retellings, proficiency on DRP, and responses to mastery-like questions covered in the Sopris West reading curriculum. Monthly progress reports will be developed by building data teams.

	ON	Tier II: Provide scientific research-based interventions in reading to students identified as achieving below grade level and develop a system of coordinated services to	- Teachers - Reading Consultants - Special Education - Tutors - CIAs	Annually	Trajectory goals to achieve grade level mastery established within student success plans will be monitored frequently.

		accelerate learning.	- Principals - Elementary Curriculum Coordinator		Reports will be reviewed every two weeks for all Tier III students and every six weeks for all Tier II students. Monthly progress reports will be developed by building data team.
	ON	Tier II: Increase reading fluency by assessing and providing a scientific research-based intervention for fluency – Read Naturally – to all students who need practice in grades 3-6.	- Teachers - Reading Consultants - Tutors - Principals	Annually	Progress monitoring of fluency data including DIBELS benchmarks.
	ON	Tier II: Increase reading comprehension skills through daily implementation of reading curriculum enhanced by scientific research-based interventions that increase vocabulary, the understanding of narrative and expository text structures, and the development of content knowledge.	- Teachers - Reading Consultants - Tutors	Annually	Comprehension skills will be measured by common formative assessments, student work that includes written and oral retellings, proficiency on DRP, and responses to mastery-like questions covered in the reading curriculum. Monthly progress reports will be developed by building data teams.
	ON	Tier II: Incorporate read-alouds, turn and talk, and think-alouds by Library Media Specialist to increase comprehension.	- Library Media Specialist	Each class will visit library one time a week for a read aloud.	Library Media lesson plans, weekly walkthroughs by building administrators
	ON	Tier I and II: Purchase books for Library Media Center and for the grade six library that correlate with reading units of study to foster comprehension.	- Library Media Coordinator - Principals	Book purchases annually.	Books purchased and used including mentor texts that align with Nancy Boyle's methods of teaching reading and writing. Non-fiction texts
	ON	Tier II: Promote explicit teaching of CMT reading strands in content areas of math, science, and social studies.	- Math and Science Lead Teachers - Teachers	September through June each school year	Lesson plans reviewed by principals. Monthly progress reports will be developed by building data team.

	ON	Tier II: Continue to integrate reading comprehension skills in fiction and non-fiction content areas.	- Teachers - Reading Consultants	September through June each school year	Students will increase fiction and non-fiction reading strategies as evidenced by an increase in the number of students reading at grade level by approximately 5% annually to achieve 99% by 2013.
	ON	TIER II: Develop vocabulary by selecting Tier II words from Rigby read alouds, classroom literature, and leveled readers. Implement an explicit approach to measure vocabulary growth, i.e., Marzano or Beck and McKeown.	- Teachers - Reading Consultants	September through June each school year	Students will increase vocabulary and comprehension as evidenced on benchmark and district assessments.
	ON	Tier II: Continue to train all instructional tutors in small group instruction techniques to work with struggling and at risk students.	- Reading Consultants - Teachers - Elementary Curriculum Coordinator	Annually	Professional development provided by internal and external facilitators.
	ON	Tier I and II: Create Flex groups to meet the targeted needs of student – not mastered skills.	- Teachers - Reading Consultant - Tutors - Special Ed. Staff - Principals	Annually	Small group instruction plans, schedules, Student Success Plans
	ON	Tier II: After school tutorial program and Saturday Academy for targeted students	- Staff - Parents - Tutors - Principal	Annually	Attendance logs, student portfolios, pre and post data.
	ON	Tier I and II: Continue a staff study group around reading strategies (SRBI, Best Instructional Practices, TBD)	- Principals monitor - Tutors -Teachers - Reading Consultant	Annually	Attendance logs, evidence of learning in lessons
	ON	Tier I and II: Honeyspot and Johnson – 2nd/3rd grade teachers to continue data discussion to bridge student achievement between the two grade levels/buildings	- Principals, - Reading Consultant - Teachers	3X a year Fall, Winter, Spring	Agenda, minutes and action plan
	ON	Tier II: Provide learning environments for reading that focus on real life experiences with an	- Teachers - Principal - Elementary Curriculum	Annually	Lesson and unit plans that incorporate technology, such as SMART Boards,

		emphasis on 21st century skills for students in grades 3-6.	Coordinator - Assistant Superintendent		internet, and district technology programs.
Educate all stakeholders on how the newly adopted Common core State Standards affect teaching and learning	**New**	Educate all teachers on how to instruct using the new standards. Educate parents and the school community on the new Common Core State Standards	-Principal -District Literacy Coordinator	2012-2013	District Professional development days, faculty meetings, grade level meetings and department meetings PTA meetings, Parent communication, school website

2012 Unadjusted CMT Results for Writing at Stratford Academy Johnson House
(Grades 3-6)

Cohort Group	Percent Meeting Proficiency	Percent Meeting Goal
Whole School	91.1	73.1
Black	82.5	55.6
Hispanic	83.1	62
White	95.8	81.4
FRL	80.2	51
ELL	50	50

Writing Stratford Academy-Johnson House

Needs Assessment: (Identify student learning and reference sources of data).

The goals and objectives outlined in the Johnson House School Improvement Plan in writing were developed after analyzing the 2012 CMT student performance in writing. Total writing scores are developed by calculating performance on the Direct Assessment of Writing, which counts for sixty percent of the total writing score along with performance on two strands (composing/revising, and editing), which account for forty percent of the total writing score. Proficiency is determined by students reaching the basic level or above.

Third Grade:
Data from the writing portion of the 2012 CMT indicates that 87.4 % of students performed at the proficient or above range, while 87.2 % of third grade students in the district performed within the same range. 64.4% of Johnson's third grade students scored at or above goal while 66.6 % of the district's third grade student performed within the same range.

Fourth Grade:
Data from the writing portion of the 2012 CMT indicates that 89.7% of students performed at the proficient or above range, while 86.0 percent of fourth grade students in the district performed within the same range. 69.2% of Johnson's fourth grade students scored at or above goal while 62.7 percent the district's fourth grade student performed within the same range.

Fifth Grade:
Data from the writing portion of the 2012 CMT indicates that 96.4% of fifth grade students performed at the proficient or above range, while 92.1 percent of fifth grade students in the district performed within the same range. 78.4% of Johnson's fifth grade students scored at or above goal while 69.2 percent of the district's fifth grade student performed within the same range.

Goal 1. Stratford Academy Johnson House will attain high academic achievement for all students in literacy, numeracy, and science with emphasis placed on all students within cohort groups that did not meet Goal on the 2012 CMT

Objective 2: All students will increase their ability to communicate in **Writing** and effectively apply editing and revising sills, and thereby advance all students from below basic to basic, basic to proficient, and proficient to goal or advanced.

Identified Need	Code	Strategies	Person Responsible	Time Line	Evidence
Stratford Academy's baseline School Performance Index (SPI) for CMT **Writing** has been set at 88.1 with an SPI target of **maintaining** that number.	**ON**	Tier I: Continue to implement, with fidelity, the Writing curriculum with an emphasis on Writers' Workshop and deliver 50 minutes of writing instruction to all students in Grades 3-6.	- Teachers - Writing Leaders - Principals - Elementary Curriculum Coordinator - Assistant Superintendent - Reading Consultants	Annually	Pacing Guides, lesson plans, and the results of district writing assessments. Weekly walkthroughs by Building Principals.
	ON	Tier II: Daily writing conferences with students during writing workshop to differentiate writing instruction and log students' goals and plans for writing.	- Teachers	Daily during Writer's Workshop	Conference notebooks will be reviewed by Building Principals during walkthroughs.
	ON	Tier I and II: Teach daily writing strategies utilizing Units of Study for Teaching Writing Grades 3-6 which are developed each month.	- Teachers - Reading Consultants - Elementary Curriculum	Annually	Lesson plans with Writing Workshop Units of Study; weekly walkthroughs with Building Principals

			Coordinator - Principal - Assistant Superintendent		
	ON	Tier II: Increase student writing stamina to 45 minutes per day in school and at home increasing weekly by 5 minute intervals.	- Teachers - Reading Consultants - Principals	Annually	Quality of student work reflected in writing scores on district prompts and reports to principal from teachers.
	ON	Tier II: Develop interactive word walls in each classroom to develop and enhance vocabulary.	- Teachers -Specialists	Update Word Walls routinely to align with units of study across the curriculum.	Vocabulary from word wall incorporated into student writing, writing rubrics to include evidence of new vocabulary.
	ON	Tier II: Utilize CMT materials to familiarize students with test vocabulary, test format, and to build test taking stamina.	- Teachers - Reading Consultants - Principals	Begin weekly lessons in January and increase in time just before CMT tests in March	Building Principals will review lesson plans.
	ON	Tier II: Implement Editing and Revising Curriculum (supplement to existing Writing Curriculum) in small groups based on need to give students explicit instruction on editing, composing, and revising.	- Teacher - Reading Consultants - Tutors - Principals	Begin weekly lessons in September 2012 using new curriculum.	Building Principals will review lesson plans. Writer's notebook, Writing samples, writing notebooks, and rubrics.
	ON	Tier I: Create and support data team to collect, analyze and report instructional changes based on assessment data.	- Teachers - Reading Consultants - Principals	Annually	Agendas from Data Team meetings and plans for student achievement. Data Teams will identify students who are struggling or at risk and develop student success plans for each. Monthly progress reports will be developed by building data team.
Educate all stakeholders on how the newly adopted Common Core State Standards affect	**New**	Educate all teachers how to instruct using the new standards for writing.	– Assistant Superintendent – Secondary Coordinator – District Literacy Coordinator	2012-2013	District professional development days, faculty meetings, grade level meetings, and department meetings.

teaching and learning.		Educate parents, and the community on the new Common Cores State Standards.	–Department Heads		Principal learning communities, PTA meetings,

2012 Unadjusted CMT Results for Math at Stratford Academy Johnson House
(Grades 3-6)

Cohort Group	Percent Meeting Proficiency	Percent Meeting Goal
Whole School	90.41	85.23
Black	76.2	53.45
Hispanic	86.6	47.23
White	96.45	83.31
FRL	53.31	36.59
ELL	34.02	34.02

Math Stratford Academy-Johnson House

Needs Assessment: (Identify student learning and reference sources of data).

The goals and objectives outlined in the Stratford Academy Mathematics School Improvement Plan are based on analysis of the 2012 CMT mathematics performance data for students in grades three through five.

Third Grade:

2012 CMT data indicates that 85.2% of Stratford Academy's third grade students performed at or above proficiency, while 87.2 percent of the district's third grade students performed at the same level. 67.0% of Johnson's third grade students performed at or above goal while 67.0% of district students performed at or above goal range.

Third grade students demonstrated strength in the following strands:

- Strand #1 Numerical and Proportional Reasoning
- Strand #2 Pictorial Representations of Numbers
- Strand #4 Order Magnitude and Rounding of Numbers
- Strand #6 Place Value
- Strand #7 Computation with Whole Numbers and Decimals
- Strand #9 Solve Word Problems
- Strand #10 Numerical Estimation Strategies
- Strand #14 Time

- Strand #17 Geometric Shapes and Properties
- Strand #19 Tables, Graphs, & Charts
- Strand #21 Probability
- Strand #22 Patterns
- Strand #24 Classification and Logical Reasoning

The CMT highlighted several areas in need of improvement. They are as follows:

- Strand #11-Estimating Solutions to Problems
- Strand #15-Approximating Measures
- Strand #25-Mathematical Applications

Fourth Grade:

2012 CMT data indicates that 94.7% of Stratford Academy's fourth grade students performed at or above proficiency while 88.5 percent of the district's fourth grade students performed at the same level. 77.2% of Johnson's fourth grade students performed at or above goal while 68.4 of district students performed at or above goal range.

Fourth grade students demonstrated strength in the following strands:

- Strand #1 Place Value
- Strand #2 Pictorial Representation of Numbers
- Strand #4 Order, Magnitude and rounding of Numbers
- Strand #5 Models of Operation
- Strand #6 Basic Facts
- Strand #7 Computation with whole numbers and decimals
- Strand #10 Numerical Estimation Strategies
- Strand #21 Probability

The CMT highlights the following strands in need of improvement:

- Strand #11-Estimating Solutions to Problems
- Strand #14-Time (problem solving-conversions and elapsed time)
- Strand #15-Approximating Measures
- Strand #25-Mathematical Applications

Fifth Grade:

2012 CMT data indicates that 90.1% percent of Stratford Academy's students performed at or above the proficient range, while 85.5 percent of the district's fifth grade students performed at the same level. 66.7% of Johnson's fifth grade students performed at or above goal while 64.9 of district students performed at or above goal range.

Fifth grade students demonstrated strength in the following strands:

- Strand #1-Place Value
- Strand #6 Basic Facts
- Strand #8-Computation with Fractions and Integers
- Strand #10-Numerical Estimation Strategies
- Strand #17 Geometry and Measurement
- Strand #19 Tables, Graphs, & Charts

The strands in need of improvement are as follows:

- Strand #7-Comp. W/ Whole Numbers & Decimals
- Strand #11-Estimating Solutions to Problems
- Strand #14-Time
- Strand #15-Approximating Measures
- Strand #16-Customary and Metric Measurement

Goal 1. Stratford Academy Johnson House will attain high academic achievement for all students in literacy, numeracy, and science with emphasis placed on all students within cohort groups that did not meet Goal on the 2012 CMT

Objective 3: Stratford Academy Johnson House will attain high academic achievement for all students by increasing the CMT School Performance Target for **Math** from 87.1 to 87.2

Identified Need	Code	Strategies	Person Responsible	Time Line	Evidence
Stratford Academy's baseline School Performance Index (SPI) for CMT **Math** has been set at 87.1 with an SPI target of 87.5 by the end of the 2012-2013 school year.	**ON**	Tier I: Continue to implement, with fidelity, the math curriculum for grades 3-6 and deliver 60 minutes of math instruction to all students in Grades 3-6.	- Teachers - Math Lead Teacher - Principal - Math/Science Curriculum Coordinator K-8 -Math Lead Teacher - Assistant Superintendent	Annually	Pacing Guides, lesson plans, and the results of district math assessments. Weekly walkthroughs by Building Principals.
	NEW	Tier I Intervention: Voyager Math Program; Grades 5, and 6.	- Teachers - Math Lead Teacher - Principal - Math/Science Curriculum Coordinator K-8 -Math Lead Teacher	Annually	Trajectory goals to achieve grade level mastery established within student success plans will be monitored frequently. Reports will be reviewed every two weeks for all students Monthly progress reports will be developed

					by building data team.
	ON	Tier II: Provide scientific research-based interventions in math to students identified as achieving below grade level and develop a system of coordinated services to accelerate learning.	- Teachers - Math Lead Teacher - Special Education - Tutors - CIAs - Principals - Math/Science Curriculum Coordinator K-8	Annually	Trajectory goals to achieve grade level mastery established within student success plans will be monitored frequently. Reports will be reviewed every two weeks for all Tier III students and every six weeks for all Tier II students. Monthly progress reports will be developed by building data team.
	ON	Tier II: Differentiate math instruction and math homework for all students in Grades 3-6. Lessons will address specific math strands in need of improvement.	- Teachers - Principal - Math Lead Teacher	Daily	Differentiated lesson based on math curriculum, walkthroughs by Building Principal and Math Lead Teacher. Monthly focus walkthroughs determined by unit of study and teacher implementation.
	ON	Tier II: Develop math word walls to enhance math vocabulary	- Teachers	Annually	All grades 3-6 teachers will have math word walls in classrooms that articulate with math unit of study.
	ON	Tier II: Utilize CMT practice materials to familiarize students with testing content and structure, and provide students with frequent problem solving practice that emulate CMT math problems.	- Teacher	Daily	Increase in math CMT scores as outlined by the State of Ct.
	ON	Tier II: Provide small group instruction and maximize direct instruction time for those students achieving below grade level in math.	- Teachers - Tutors - CIAs	Daily	Schedule of coordinated services by grade level that reflects an increase of direct instruction by flexible groupings. Increase in math achievement on CMTs by yearly increment of 5% and on district math assessments and benchmarks.

	ON	Tier II: Individual student success plans for students who are in need of improvement in math.	- Teachers	Monthly	Monthly progress reports will be developed by building data teams and reviewed by principal.
	ON	Create Flex groups to meet the targeted needs of all students – differentiated instruction	- Tutors - Reading Consultant - Teachers - Principals monitor	Annually	Increase in math achievement on CMT's by yearly increments of 5% and on district math assessments and benchmarks.
	ON	Tier II: Provide learning environments for math that focus on real life experiences with an emphasis on 21st century skills for students in grades 3-6.	- Teachers - Principal - Math/Science Curriculum Coordinator K-8 -Math Lead Teacher - Assistant Superintendent	Annually	Lesson and unit plans that incorporate technology, such as SMART Boards, internet, and district technology programs (Study Island).
Educate all stakeholders on how the newly adopted Common Core State Standards affect teaching and learning.	**New**	Educate all teachers how to instruct using the new standards for writing. Educate parents, and the community on the new Common Cores State Standards.	– Assistant Superintendent - Math/Science Curriculum Coordinator K-8 -Math Lead Teacher		District professional development days, faculty meetings, grade level meetings, and department meetings. Principal learning communities, PTA meetings

Science Stratford Academy-Johnson House

2012 Unadjusted CMT Results for Science at Stratford Academy Johnson House

Cohort Group	Percent Meeting Proficiency	Percent Meeting Goal
Grade Five	93.7	36
Black	81.64	49.5
Hispanic	88.9	66.6
White	99.9	81.3
FRL	89.9	61.6

Goal 1. Stratford Academy Johnson House will attain high academic achievement for all students in literacy, numeracy, and science with emphasis placed on all students within cohort groups that did not meet Goal on the 2012 CMT

Objective 4: Stratford Academy Johnson House will attain high academic achievement for all students by increasing the CMT School Performance Target for **Science** from 85.5 to 85.7 by 2013. **NEW**

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Identified Need	Code	Strategies	Person Responsible	Time Line	Evidence of Accomplishment
The baseline School Performance Index (SPI) for CMT **Science** has been set at 85.5 with an SPI target of 85.7 by the end of the 2012-13 school year.	**ON**	Develop progress monitoring plans for all students who are performing below GOAL on the CMT. Plans will include interventions to increase the ability to apply scientific inquiry methods and to increase content knowledge of science. All students with IEPs should include measurable short- and long-term targets and goals. An oversight plan for all service providers, as related to meeting the targets and goals, will be monitored closely by the building administrator. Faculty, Pupil Personnel Services (PPS) staff and the building administrator are responsible for monitoring numeracy progress for students with disabilities.	– Principals – Teachers – Special Education Teachers – PPS staff	Develop in September of each school year and revise as needed.	Progress monitoring plans will be reviewed each month by the building data team and teachers to determine individualized instruction. Data teams will examine building-based and district-wide common assessments. Monthly progress reports will be sent to the Superintendent and Assistant Superintendent.
In order to improve academic achievement for all students, tiered instructional interventions (SRBI) will be provided based on student need.	**ON**	Continue to provide professional development (push-in and identified days), train staff to diagnose students' area (s) of deficiency in science and provide systematic tiered interventions to meet those needs.	– Math/Science Coordinator K-8 – Special Education Administrators – Assistant Superintendent – All staff including designated tutors	2012-2013	Assessment data collected by school data teams and reported in monthly reports; data collected and reported by external and internal facilitators will be used at the class, building and district levels.

Identified Need	Code	Strategies	Person Responsible	Time Line	Evidence of Accomplishment
Improve all cohort indicators for CMT	**ON**	Analyze the data from common formative and benchmark assessments to determine what instructional, curricular and assessment changes may be necessary to increase student achievement by cohort.	– Math/Science Coordinator K-8 – Principal – Teachers	Monthly	Meet SPI targets for all cohorts by reviewing and reporting monthly to reduce the number of students not at GOAL.
Educate all stakeholders on how the newly adopted Common Core State Standards affect teaching and learning.	**NEW**	Educate all teachers of science, how to instruct using the new standards for science. Educate parents, and the community on the new Common Cores State Standards.	– Assistant Superintendent – Math/Science Coordinator K-8	2012-13	District professional development days, faculty meetings, grade level meetings, and department meetings. Principal learning communities, PTA meetings
Increase rigor of science instruction for all learners and provide additional challenges for students identified as advanced and gifted.	**ON**	Increase differentiation within the general education classroom and advanced classes adjusting, as needed, content, process, and product in relation to teaching and learning in science.	– Teachers – Principals – ALP Committee – Math/Science Coordinator K-8 – Assistant Superintendent	2010-2013	Annual identification of advanced learners, honor students, ALP students.

School Climate Stratford Academy-Johnson House

Goal 1. Stratford Academy Johnson House will attain high academic achievement for all students in literacy, numeracy, and science with emphasis placed on all students within cohort groups that did not meet Goal on the 2012 CMT

Objective 5: Stratford Academy Johnson House will promote **Positive School Climate**

Identified Need	Code	Strategies	Person Responsible	Time Line	Evidence of Accomplishment
Reduce number of days students are suspended out of school (OSS) by 10% annually	**ON**	Implement School Climate initiatives to improve literacy district-wide. Implement the Bobcat Plan; a positive intervention and	– All staff	2010-2013	Fewer out of school suspensions resulting in more classroom instructional time will improve CMT scores for at-risk students.

Identified Need	Code	Strategies	Person Responsible	Time Line	Evidence of Accomplishment
		behavioral support			
	ON	Create building-based School Climate Data Teams, including a School Climate Specialist. The School Climate Data Team will follow the same process as the academic data teams. Data will be collected in all areas that relate to climate and provide scientific research-based interventions for Tier I, II, and III students. A school bullying plan shall be the task of the administrator, the faculty, and the School Climate Data Team. State School Climate Surveys must be administered annually and results must drive the building-based and District's School Climate Plan.	– All staff	2011-2013	A School Climate Coordinator will be appointed to start by July 1, 2012. District Bullying Policy included on school handbook and posted on website. Data including, but not limited to, the following will be collected and analyzed at the data team meetings: – Absences – Tardies – Office referrals – Bus referrals – In-school/out-of school suspensions Student Success Plans for students who need tier two or tier three behavior intervention or supports will be under the direction of the data team.
	ON	Work with support services, department heads, coordinators and guidance staff to design, implement, and evaluate strategies and practices to assist students, either individually or in small groups, who are in jeopardy of failing required courses or who are exhibiting significant	– Principal – Assistant Principal – Math Department Heads – Math/Science Coordinator K-8 – Pupil Personnel Staff	2012-2013	Service records Meeting minutes Teacher evaluations Observation of activities during walkthroughs Discipline referral and suspension records.

Identified Need	Code	Strategies	Person Responsible	Time Line	Evidence of Accomplishment
		disciplinary problems.			

GOAL 2

<u>Goal 2.</u> Stratford Academy Johnson House will attain high academic achievement for all students in literacy with emphasis placed on struggling and at risk students.*

*At risk students are defined as those who are at below basic, basic, and the proficiency band of achievement.

<u>Objective 1</u>: All students will increase their **<u>Reading Comprehension and Fluency Skills,</u>** and thereby advance all students from below basic to basic, basic to proficient, and proficient to goal or advanced.

READING

Identified Need	Code	Strategies	Person Responsible	Time Line	Evidence of Accomplishment
The baseline School Performance Index (SPI) for Reading has been set at 82.0 with an SPI target of 82.5 by the end of the 2012-2013 school year.	**ON**	Create and support instructional and building data teams in every elementary school to collect, analyze, and report instructional changes based on assessment data.	– Principals – Reading Consultants – District Literacy Coordinator	Annually	Agendas from Data Team meetings and plans for student achievement. Data Teams will identify students who are struggling or at risk and develop student success plans for each. Monthly progress reports will be developed by building data team and examined by the Building Principal
	ON	Monitor implementation of reading curriculum, whole group, and small group instruction.	– Principals – District Literacy Coordinator Reading Consultants – Teachers	Annually	Walkthroughs and formal observations by building and district administrators.
	ON	Maintain a daily 160-minute literacy block for students in grades 3-6. Literacy block will include writing and reading instruction based on the curricula.	– District Literacy Coordinator – -Teachers – Special Education Staff	Annually	Building grade level instructional schedules.

Identified Need	Code	Strategies	Person Responsible	Time Line	Evidence of Accomplishment
	ON	Provide scientific research-based interventions in reading to students identified as achieving below grade level and develop a system of coordinated services to accelerate learning.	– Teachers – Reading Consultants – District Literacy Coordinator – Special Education Staff – Tutors – CIAs – Principals	Annually	Trajectory goals to achieve grade level mastery established within student success plans will be monitored frequently. Reports will be reviewed every two weeks for all Tier III students and every six weeks for all Tier II students. Monthly progress reports will be developed by building data teams and examined by the Building Principal, Superintendent, and Assistant Superintendent
	ON	Increase reading fluency by assessing and providing a scientific research-based intervention for fluency – Read Naturally- to all students who need practice in grades 3-6.	– Teachers – District Literacy Coordinator – Reading Consultants – Principals	Annually	Progress monitoring of fluency data including DIBELS benchmarks.
	ON	Increase reading comprehension skills through daily implementation of the reading curriculum enhanced by scientific research-based interventions that increase vocabulary, the understanding of narrative and expository text structures, and the development of content knowledge.	– Teachers – Reading Consultants – District Literacy Coordinator	Annually	Comprehension skills will be measured by common formative assessments, student work that includes written and oral retellings, proficiency on DRP, and responses to mastery-like questions covered in the reading curriculum. Monthly progress reports will be developed by building data teams and examined by the Building Principal, Superintendent, and Assistant Superintendent

Identified Need	Code	Strategies	Person Responsible	Time Line	Evidence of Accomplishment
	ON	Incorporate read alouds, turn and talk, and "think alouds" by Library Media Specialist to increase comprehension.	– Library Media Specialists – Reading Consultants – Library Media Coordinator	Each class will visit library one time a week for read aloud.	Library Media lesson plans, weekly walkthroughs by Building Principal; monthly walkthroughs by Library Media Coordinator, Principal, and Reading Teacher.
	ON	Promote explicit teaching of CMT reading strands in content areas of math, science, and social studies.	– Math and Science Lead Teachers – Coordinator of Math and Science K-8 – Teachers – Principals – District Literacy Coordinator	September through June each school year	Review lesson plans by Building Principals. Monthly progress reports will be developed by building data team and examined Monthly progress reports will be developed by building data team and examined by the Building Principal, Assistant Superintendent, and Superintendent.
	ON	Continue to integrate reading comprehension skills in fiction and non-fiction in content areas.	– Teachers – Principals – District Literacy Coordinator –	September through June each school year	Students will increase fiction and non-fiction reading strategies as evidenced by an increase in the number of students reading at GOAL.
	ON	Develop vocabulary by selecting Tier II words from Rigby read alouds, classroom literature, and leveled readers. Implement an explicit approach to measure vocabulary growth, i.e., Marzano or Beck and McKeown.	– Teachers	September through June each school year	Students will increase vocabulary and comprehension as evidenced on benchmark and district assessments
	ON	Provide learning environments for reading that focus on real life experiences with an emphasis on 21st century skills for students in 3-6.	– Teachers – Principals – District Literacy Coordinator –	Annually	Curricula that addresses: – Critical Thinking and Problem Solving Skills – Communication Skills – Creativity and Innovation Skills

Identified Need	Code	Strategies	Person Responsible	Time Line	Evidence of Accomplishment
					– Collaboration Skills – Information and Media Literacy Skills – Contextual Learning Skills – Life Skills – 21st Century Content: Global Awareness, Financial, Economic, Business, and Entrepreneurial Literacy, Civic Literacy, and Health and Wellness Awareness
	ON	Implementation of technology information and literacy integration components within relevant units of the reading, social studies, and science curricula. Technology literacy skills should include accessing, investigating, evaluating, managing, applying, and communicating information.	– Teachers – Library/Media Specialists – Director of Integrated Technology – Principals	Annually	Qualitative and quantitative benchmarks for technology skills by grade level, lesson plans, and unit projects.

WRITING

Goal 2. Stratford Academy Johnson House will attain high academic achievement for all students in literacy with emphasis placed on struggling and at risk students.*

*At risk students are defined as those who are at below basic, basic, and the proficiency band of achievement.

Objective 2: All students will increase their ability to communicate in **Writing** and effectively apply editing and revising sills, and thereby advance all students from below basic to basic, basic to proficient and proficient to goal or advanced on the CMT

Identified Need	Code	Strategies	Person Responsible	Time Line	Evidence of Accomplishment
The baseline School Performance Index (SPI) for **Writing** has been set at 88.1 with an SPI target of 88.1 or **MAINTAIN** by the end of the 2012-2013 school year.	**ON**	Continue to implement, with fidelity, the Writing Curriculum with an emphasis on Writers' Workshop and deliver 60 minutes of writing instruction to all students in Grades 3-6.	– Elementary Curriculum Coordinator – Teachers – Principals – Assistant Superintendent	Annually	Pacing Guides, lesson plans, and the results of district writing assessments. Weekly walkthroughs by Building Principals; monthly walkthroughs by Superintendent, Assistant Superintendent with Building Principals.
	ON	Daily writing conferences with students during writing workshop to differentiate writing instruction and log students' goals and plans for writing.	– Teachers	Daily during writing workshops	Conference notebooks will be reviewed by Building Principals during walkthroughs.
	ON	Teach daily writing strategies utilizing Units of Study for Primary Writing and Units of Study for Teaching Writing Grades 3-6 which are developed each month.	– Teachers – Reading Consultants – Principals	Annually	Lesson plans with Writing Workshop Units of Study; weekly walkthroughs by Building Principals; monthly walkthroughs by Assistant Superintendent and Superintendent with Building Principals and Reading Consultants.
	ON	Increase student writing stamina to 45 minutes per day in school and at home increasing weekly by 5 minute intervals.	– Teachers – Reading Consultants – Principal	Annually	Quality of student work reflected in writing scores on district prompts and reports to principal from teachers.
	ON	Develop interactive word walls in each classroom to develop and enhance vocabulary.	– Teachers	Update word walls weekly to align with units of study across the curriculum.	Vocabulary from word wall incorporated into student writing, writing rubrics to include evidence of new vocabulary.

Identified Need	Code	Strategies	Person Responsible	Time Line	Evidence of Accomplishment
	ON	Utilize CMT materials to familiarize students with test vocabulary, test format, and to build test taking stamina. Students will increase CMT test taking strategies and increase CMT writing scores.	– Teachers – Reading Consultants – Principals	Begin weekly lessons in January 2012 and increase in time just before CMT tests in March.	Building Principals will review lesson plans and District assessments results.
	ON	Continue to implement Editing and Revising Curriculum (supplement to existing Writing Curriculum) to give students explicit instruction on editing, composing, and revising. Students will increase CMT test taking strategies and increase CMT writing scores..	– Teacher – Reading Consultants – Principals	Weekly lessons	Building Principals will review lesson plans. Monthly progress reports will be developed by building data team and examined by the Building Principal, Assistant Superintendent, and Superintendent.

Goal 3

Goal 3. Stratford Academy Johnson House will attain high academic achievement for all students in numeracy and science with emphasis placed on struggling and at risk students*

*At risk students are defined as those who are at below basic, basic, the proficiency band of achievement.

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Objective 1: All students will increase **Mathematic and Reasoning Skills**, and thereby advance all students from below basic to basic, basic to proficient, and proficient to goal or advanced on the CMT

MATH

Identified Need	Code	Strategies	Person Responsible	Time Line	Evidence of Accomplishment
The baseline School Performance Index (SPI) for **Math** has been set at 87.1 with an SPI target of 87.2 by the end of the 2012-2013 school year.	**ON**	Continue to implement math curriculum with fidelity for Grades 3-6 and deliver 60 minutes of math instruction to all students in Grades 3-6.	– Coordinator of Math/Science K-8 – Teachers – Assistant Superintendent	Annually	Pacing Guides, lesson plans, and the results of district math assessments. Weekly walkthroughs by Building Principals; monthly walkthroughs by Superintendent, Assistant Superintendent with Building Principals.
	ON	Provide scientific research-based interventions in math to students identified as achieving below grade level and develop a system of coordinated services to accelerate learning.	– Teachers – Special Education – Tutors – CIAs – Principals – Coordinator of Math/Science K-8	Annually	Trajectory goals to achieve grade level mastery established within student success plans should be monitored frequently. Reports should be reviewed every two weeks for all Tier III students and every six weeks for all Tier II students. Monthly progress reports will be developed by building data teams and examined by the Building Principal, Superintendent, and Assistant Superintendent.
	ON	Differentiate math instruction for all students in Grades 3-6. Lessons will address specific math strands in need of improvement.	– Teachers – Principals – Coordinator of Math/Science K-8	Daily	Differentiated lessons based on math curriculum, walkthroughs by Building Principal, and Coordinator of Math 3-8. Monthly focused walkthroughs determined by unit of study and teacher implementation.
	ON	Develop math word walls to enhance math vocabulary.	– Teachers	Annually	100% of 3-6 teachers will have math word walls in classrooms that articulate with math unit of study.
	ON	Utilize CMT practice materials to familiarize students with testing content and structure, and provide students with frequent problem	– Teachers	Daily	Demonstrated growth on district math assessments and benchmarks and CMT.

Identified Need	Code	Strategies	Person Responsible	Time Line	Evidence of Accomplishment
		solving practice that emulate CMT math problems.			
	ON	Provide small group instruction and maximize direct instruction time for those students achieving below GOAL in math.	– Teachers – Tutors – CIAs	Daily	Schedule of coordinated services by grade level that reflects an increase of direct instruction by flexible groupings.
	ON	Create individual student progress monitoring plans for students who are in need of improvement in math.	– Teachers	Monthly	Monthly progress reports will be developed by building data teams and examined by Principal.
	ON	Provide learning environments for math instruction that focus on real life experiences with an emphasis on 21st century skills for students in 3-6.	– Teachers – Director of Integrated Technology – Principals – Department Heads – Coordinator of Math K-8 – Assistant Superintendent	Annually	Curricula that addresses: – Critical Thinking and Problem Solving Skills – Communication Skills – Creativity and Innovation Skills – Collaboration Skills – Information and Media Literacy Skills – Contextual Learning Skills – Life Skills – 21st Century Content: Global Awareness, Financial, Economic, Business, and Entrepreneurial Literacy, Civic Literacy, and Health and Wellness Awareness
	ON	Implementation of technology information and literacy integration components within math instruction. Technology literacy skills should include accessing, investigating,	– Teachers – Library/Media Specialists – Director of Integrated Technology – Principals – Department Heads – Coordinator of Math K-	Annually	Qualitative and quantitative benchmarks for technology skills by grade level, lesson plans, and unit projects.

Identified Need	Code	Strategies	Person Responsible	Time Line	Evidence of Accomplishment
		evaluating, managing, applying, and communicating information.	8 – Assistant Superintendent		

<u>Goal 3</u>. Stratford Academy Johnson House will attain high academic achievement for all students in numeracy and science with emphasis placed on struggling and at risk students*

*At risk students are defined as those who are at below basic, basic, the proficiency band of achievement.

<u>Objective 2</u>: All students will increase their knowledge of **<u>Science</u>** and scientific inquiry methods, and thereby advance all students from below basic to basic, basic to proficient, and proficient to goal or advanced on the CMT

SCIENCE

Identified Need	Code	Strategies	Person Responsible	Time Line	Evidence of Accomplishment
The baseline School Performance Index (SPI) for **Science** has been set at 85.5 with an SPI target of 85.7 by the end of the 2012-2013 school year.	**ON**	Continue to implement science curriculum with fidelity for Grades 3-6 and deliver 60 minutes of science instruction to all students in Grades K-6.	– Coordinator of Math/Science K-8 – Teachers – Assistant Superintendent	Annually	Pacing Guides, lesson plans, and the results of district math assessments. Weekly walkthroughs by Building Principals; monthly walkthroughs by Superintendent, Assistant Superintendent with Building Principals.

Identified Need	Code	Strategies	Person Responsible	Time Line	Evidence of Accomplishment
	ON	Provide scientific research-based interventions in science to students identified as achieving below GOAL and develop a system of coordinated services to accelerate learning.	– Teachers – Special Education – Tutors – CIAs – Principals – Coordinator of Math/Science K-8	Annually	Trajectory goals to achieve grade level mastery established within student plans should be monitored frequently. Reports should be reviewed every two weeks for all Tier III students and every six weeks for all Tier II students. Monthly progress reports will be developed by building data teams and examined by the Building Principal, Superintendent, and Assistant Superintendent.
	ON	Differentiate science instruction for all students in Grades 3--6. Lessons will address specific science strands in need of improvement.	– Teachers – Principals – Coordinator of Math/Science K-8	Daily	Differentiated lessons based on science curriculum, walkthroughs by Building Principal, and Coordinator of Math K-8. Monthly focused walkthroughs determined by unit of study and teacher implementation.
	ON	Utilize CMT practice materials to familiarize students with testing content and structure, and provide students with scientific inquiry practice that emulate CMT science problems.	– Teachers	Daily	Meet CMT district and cohort performance targets annually.
	ON	Provide small group instruction and maximize direct instruction time for those students achieving below GOAL in science.	– Teachers – Tutors – CIAs	Daily	Schedule of coordinated services by grade level that reflects an increase of direct instruction by flexible groupings.
	ON	Create individual student progress monitoring plans for students who are in need of improvement in science.	– Teachers	Monthly	Monthly progress reports will be developed by building data teams and examined by Principal.

Identified Need	Code	Strategies	Person Responsible	Time Line	Evidence of Accomplishment
	ON	Provide learning environments for science instruction that focus on real life experiences with an emphasis on 21st century skills for students 3-6.	– Teachers – Director of Integrated Technology – Principals – Department Heads – Coordinator of Math K-8 – Assistant Superintendent	Annually	Curricula that addresses: – Critical Thinking and Problem Solving Skills – Communication Skills – Creativity and Innovation Skills – Collaboration Skills – Information and Media Literacy Skills – Contextual Learning Skills – Life Skills – 21st Century Content: Global Awareness, Financial, Economic, Business, and Entrepreneurial Literacy, Civic Literacy, and Health and Wellness Awareness
	ON	Implementation of technology information and literacy integration components within science instruction. Technology literacy skills should include accessing, investigating, evaluating, managing, applying, and communicating information.	– Teachers – Library/Media Specialists – Director of Integrated Technology – Principals – Department Heads – Coordinator of Math K-8 – Assistant Superintendent	Annually	Qualitative and quantitative benchmarks for technology skills by grade level, lesson plans, and unit projects.

SCHOOL COUNSELING

Identified Need	Code	Strategies	Person Responsible	Time Line	Evidence of Accomplishment
Create Student Success Plans for all grade 6-12 students to attain career and college readiness	**ON**	Utilize Career Cruising software to create goal oriented success plans that address academic pathways, social development, and career aspirations. Provide school counseling for all grade 6 students.	-School Counselors	July, 2012	Career Cruising purchased for 2012-13 school year. All counselors trained to use success plan component. New counselor hired Summer, 2012.

Goal 4

Goal 4: Stratford Academy Johnson House will ensure that parents are actively engaged in the educational process.

Parent/Guardian Involvement	Code	Time Line
Increase the number of parents who use the parent portal for parental access for attendance, grades and other important information. 29.6% of registered families currently access the portal. We look to increase that percentage to 60%. Encourage registration and access to the portal at Open House, Parent Conferences and PTSA Meetings.	**ON**	Annually
Expand literacy workshops, celebrations, family literacy nights, and PTA meetings to increase parent participation and support education program annually by 10%.	**ON**	Fall and Spring; CMT Night in late February, early March
Continue parent volunteer programs of reading aloud to classes, reading with small groups, and reading with individual students.	**ON**	September through June
Encourage home/school connections through take home reading book programs.	**ON**	Annually
Provide on-line resources for parents to help their children at home with reading, curriculum documents, reading logs, and web sites.	**ON**	Annually

Conduct and support parent education programs Transition Breakfast, CMT Awareness Program, PTA meetings, PTA Council.	**ON**	Annually
Encourage families, who have students with disabilities, to join the Special Education Parent Teacher Association (SEPTA) and participate and network with other families to learn about resources and services for their children.	**ON**	Meetings are held monthly on the second Wednesday of the month from September through June at Second Hill Lane Elementary School.
Provide parents with information about curriculum, assessment, and student achievement.	**ON**	Each elementary and secondary building will post information including SIP on school web site. District will post curriculum and DIP on district web site. Data walls will be posted in each school and in District office. Monthly reports at Board of Education meetings.
Parents will participate on Building School Improvement Plans (SIPs)	**ON**	Parent meetings will take place 2x a year to review data and make plans for school improvement
Provide parents who are participating on SIPs and DIP with professional development on "Looking at Student Work", "Data-Driven Decision Making", "Understanding by Design", and "Making Standards Work"	**ON**	Professional development will take place at building data team meetings and at Curriculum Committee Meetings at the District Level.