



ABRAHAM PIERSON SCHOOL

**A
PROFESSIONAL LEARNING
COMMUNITY**

2009-2010

**SCHOOL IMPROVEMENT
GOALS**

THE CLINTON PUBLIC SCHOOLS CLINTON, CONNECTICUT

DISTRICT MISSION STATEMENT

The mission of the Clinton Public Schools is to educate our students. A learning environment will be provided which will support and encourage students to acquire knowledge and develop the skills necessary to become productive, contributing and respectful members of a diverse society. Participation in the Clinton Public Schools will enable students to become lifelong learners with an understanding that their futures can hold opportunities which are infinite.



MEANS TO ACCOMPLISH OUR MISSION

This mission is accomplished through:

- ❖ High student and staff expectations;
- ❖ Positive school climate;
- ❖ Safe and orderly school environment;
- ❖ Frequent monitoring of student progress;
- ❖ Positive school/community interactions;
- ❖ Promotion of physical and emotional well-being;
- ❖ Development of problem solving, critical, and creative thinking skills;
- ❖ Effective parental involvement;
- ❖ Adequate financial support; and
- ❖ Emphasis on the values of respect and responsibility.

APPROVED BY THE CLINTON Board of Education

July 10, 2000

2009 - 2010 District Goals

PRIMARY GOALS:

1. To increase student learning and achievement, and improve instruction.
2. To encourage greater parental and community involvement.
3. To reduce personal and group isolation and create safer, more nurturing schools.
4. To provide a safe environment and facility that supports the district's educational programs.

FOCUS: Modeling and Developing High-Performing Collaborative Teams Focused on Improving Learning. OBJECTIVES: 2009-2010

Curriculum, Instruction and Assessment

- § To complete the documentation of the Mathematics, English/Language Arts, and Social Studies curricula and prepare for piloting and implementation.
- § To re-establish a K-5 report card design and development committee to review and refine existing standards-based report card.
- § To develop and implement a systematic plan for reducing the disparity in performance of students in sub-group populations.
- § To pilot, evaluate, and revise the system-wide Scientifically Research-Based Intervention (SRBI) model.
- § To complete preparations for high school accreditation.
- § To revise the curriculum revision process to include a plan for documentation, implementation, and evaluation.

Professional Development

- § To strengthen and extend the use of collaborative inquiry and action (Professional Learning Community model) as a construct for professional learning throughout the Clinton Learning Community.
- § To continue to develop and implement professional development that focuses on improving student learning.
- § To develop a common understanding and ability to develop assessments, interpret results and analyze the implications for improving student learning.
- § To research and redesign the district's teacher evaluation and professional development plan.

Resources

- § To continue to develop and support early intervention programming and models at all levels
- § To evaluate and redesign as necessary support programming for all students.
- § To monitor and evaluate the implementation of service of the new transportation company during the transition.
- § To advance "Wellness" and "Healthy Foods" initiatives

Community

- § To increase and reinforce opportunities for parents and community members to support the ongoing improvement of our schools and education of our children.
- § To establish a council to review and evaluate the district's mission and vision, and provide a stronger link between the school community and the community at large

Clinton Public Schools

School Improvement SMART Goals	Abraham Pierson School 2009-2010	<p style="text-align: right;"><u>Facilitators:</u></p> <p>Principal: Angela Guarascio School Leadership Team: David Olson, Jill Davidson, Melissa McIntyre, Kathy St. Germain, Donna Duley Parent Representatives: Friends of Pierson Executive Board: Paula Schmidt, Andrea Dunn, Lisa Bernier, Lori Granfield</p>
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<p>District Goal: [check appropriate goal(s)]</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increase student learning and achievement, and improve instruction <input type="checkbox"/> Encourage greater parental and community involvement <input type="checkbox"/> Reduce personal and group isolation and create safer, more nurturing schools <input type="checkbox"/> Provide a safe environment and facility that supports the district's educational programs. 	<p>District Objectives: [check appropriate goal(s)]</p> <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum, Instruction, & Assessment <input type="checkbox"/> Professional Development <input type="checkbox"/> Resources <input type="checkbox"/> Community
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<p>School Goals:</p> <ul style="list-style-type: none"> A. To function effectively as a Professional Learning Community with the express purpose of improving student learning To meet and/or exceed student performance in reading and math as per state assessment benchmarks B. To pilot and revise the Response to Intervention Process C. To continue professional participation in the curriculum renewal process D. To increase community participation in the decision making process and creation of school documents

Team/Department SMART Goal

Targets (What is the specific target for improvement?)	Action Steps (Activities, Strategies, & Resources)	Ownership	Evidence of Success (How will growth be measured?) (How will success be evident?)	Timeframe
<p>To improve student performance in reading to 85% or greater at proficiency level on the 2010 CMT reading assessment.</p> <p>To improve student performance in mathematics to 89% or greater at proficiency level on the 2010 CMT assessment.</p> <p><i>09-10 indicators of student learning:</i> Grade 4 students will increase from 54% at "Low Risk" to in Sept. 09 to 100% at "Low Risk" in May 2010 on the Dibels Oral Reading Fluency Assessment.</p> <p>Grade 4 students will increase from 16 % at Level 8 or above on the District Writing Assessment in Sept. 09 to 100 % at Level 8 or above on the May 2010.</p> <p>Grade 4 students will increase to proficiency level, defined as 100 facts in 5 minutes with 100% accuracy, from Sept. 09 to May 2010 on District Math Facts Assessment.</p> <ul style="list-style-type: none"> • Addition: From 78% to 95% • Subtraction: From 59% to 95% • Multiplication: From 14% to 95% • Division: From 6% to 95% <p>Grade 4 students will increase from 34% at proficiency level on the Tier 1 social skills universal screen pretest in October 09 to 80% or more at proficiency level on the Tier 1 social skills universal screen posttest in Dec. 09</p> <p>Grade 5 students will increase from 72% at "Low Risk" to in Sept. 09 to 100% at "Low Risk" in May 2010 on the Dibels Oral Reading Fluency Assessment.</p> <p>Grade 5 students will increase from 45 % at goal on the District Writing Assessment in Sept. 09 to 100 % at goal in May 2010.</p>	<p>A. The Abraham Pierson Faculty will collaborate as a Professional Learning Community to analyze state, district and school assessments and use the information to develop differentiated instructional plans.</p> <ol style="list-style-type: none"> 1. Team meetings scheduled once a week will be utilized for the primary purpose of reviewing data, aligning instruction and articulating effective instructional practices leading to increased student learning 2. Faculty meetings and professional development days scheduled two times a month will be utilized for the primary focus on effective research practices leading to increased student learning 3. Common planning time is provided for each team four times a week for the primary purpose of reflecting upon and collaborating about student learning 4. The following data sources will be scheduled for review on a regular and priority basis during team meetings and data dialogues: <ul style="list-style-type: none"> ➤ summative assessments: CMT data from spring 09, used to focus school wide, grade level and student instructional priorities ➤ universal screens: Dibels Oral Reading Fluency Assessment, District Math Fact Assessments, District Math Problem Solving Task Assessment, Direct Assessment of Writing, Social Skills Work Habits 	<p>A. All staff including:</p> <p>Classroom teachers</p> <p>Special education teachers</p> <p>Pupil service providers</p> <p>Literacy consultants</p> <p>Content specialists</p> <p>Para-professionals</p> <p>Grade Level Teams</p> <p>School Leadership Team</p> <p>School Data Team</p> <p>School based RTI committee</p> <p>Pierson Student Assistance Team</p>	<p>A.</p> <p>Development of team and school Data Dialogue calendars</p> <p>Use of Data dialogue organizers, language arts and math data templates for data analysis.</p> <p>Team generated rosters and schedules for Core and Encore flexible groups.</p> <p>Attendance at conference and workshops about professional learning communities, data analysis and research based teaching strategies</p> <p>Inclusion of professional development topics on agendas for team meetings, staff meetings and professional development days.</p>	<p>October 2009- June 2010</p>

Targets (What is the specific target for improvement?)	Action Steps (Activities, Strategies, & Resources)	Ownership	Evidence of Success (How will growth be measured?) (How will success be evident?)	Timeframe
<p>continued Grade 5 students will increase to the level of proficiency, defined as 100 facts in 5 minutes with 100% accuracy, from Sept. 09 to May 2010 on District Math Facts Assessment.</p> <ul style="list-style-type: none"> • Addition: From 91% to 95% • Subtraction: From 80% to 95% • Multiplication: From 59% to 95% • Division: From 55% to 95% <p>Grade 5 students will increase from 29% at proficiency level on the Tier 1 social skills universal screen pretest in October 09 to 80% or more at proficiency level on the Tier 1 social skills universal screen posttest in Dec. 09</p>	<p>continued</p> <ul style="list-style-type: none"> ➤ common formative assessments: Gates, CARS, grade level literacy and math assessments 			

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<p>To improve student performance in reading to 85% or greater at proficiency level on the 2010 CMT reading assessment.</p> <p>To improve student performance in mathematics to 89% or greater at proficiency level on the 2010 CMT assessment.</p> <p><i>09-10 indicators of student learning:</i> Grade 4 students will increase from 54% at "Low Risk" to in Sept. 09 to 100% at "Low Risk" in May 2010 on the Dibels Oral Reading Fluency Assessment.</p> <p>Grade 4 students will increase from 15 % at Level 8 or above on the District Writing Assessment in Sept. 09 to 100 % at Level 8 or above on the May 2010.</p> <p>Grade 4 students will increase to proficiency level, defined as 100 facts in 5 minutes with 100% accuracy, from Sept. 09 to May 2010 on District Math Facts Assessment.</p> <ul style="list-style-type: none"> • Addition: From 78% to 95% • Subtraction: From 59% to 95% • Multiplication: From 14% to 95% • Division: From 6% to 95% <p>Grade 4 students will increase from 34% at proficiency level on the Tier 1 social skills universal screen pretest in October 09 to 80% or more on the Tier 1 social skills universal screen posttest in Dec. 09</p> <p>Grade 5 students will increase from 72% at "Low Risk" to in Sept. 09 to 100% at "Low Risk" in May 2010 on the Dibels Oral Reading Fluency Assessment.</p> <p>Grade 5 students will increase from 45 % at Level 8 or higher on the District Writing Assessment in Sept. 09 to 100 % at Level 8 or higher in May 2010.</p>	<p>B. The Abraham Pierson Faculty will pilot the Pierson Response to Intervention Process:</p> <ol style="list-style-type: none"> 1. Pilot and analyze use of School based Data Team and Team Data Dialogues 2. Develop, pilot and analyze entrance and exit criteria at Tier 1, Tier 2 and Tier 3 instructional levels 3. Develop and pilot use of parent communication letters regarding inclusion in the RTI process 4. Continue to develop effective CORE literacy instruction using research based instructional strategies 5. Develop and pilot effective intervention during ENCORE period for decoding, fluency, reading comprehension, written responses, etc. 6. Explore intervention resources, materials and assessment options 7. Develop and pilot enrichment lessons during ENCORE period for students at Level 5 on CMT's and/or identified as Talented and Gifted 8. Pilot use of Student Assistance Team progress monitoring data collection sheets 9. Pilot use and effectiveness of school wide behavior expectations 	<p>B. All staff including:</p> <p>Classroom teachers</p> <p>Special education teachers</p> <p>Pupil service providers</p> <p>Literacy consultants</p> <p>Content specialists</p> <p>Para-professionals</p> <p>School Leadership Team</p> <p>School Data Team School based RTI committee,</p> <p>K-5 and K-12 RTI committees</p> <p>Pierson Student Assistance Team</p> <p>Master Schedule Task Force</p> <p>Parent representatives</p>	<p>B.</p> <p>Development of an RTI criteria for inclusion into tiered intervention groups</p> <p>Development of a battery of assessments aligned with student needs</p> <p>Development of parent letters explaining student placement into tiered intervention</p> <p>Creation of Encore and Core flexible group rosters</p> <p>Creation of revised PSAT monitoring sheet</p> <p>Schedule of Tier 1 social skills lessons and Tier 2 and 3 sessions</p> <p>Posted school based behavior expectations throughout the school and shared with staff, parents and students</p> <p>Revised Pyramid of Intervention Revised master schedule if needed</p> <p>Updated Response to Intervention Plan</p>	<p>October 2009- June 2010</p>

Targets (What is the specific target for improvement?)	Action Steps (Activities, Strategies, & Resources)	Ownership	Evidence of Success (How will growth be measured?) (How will success be evident?)	Timeframe
<p>Continued</p> <p>Grade 5 students will increase to the level of proficiency, defined as 100 facts in 5 minutes with 100% accuracy, from Sept. 09 to May 2010 on District Math Facts Assessment.</p> <ul style="list-style-type: none"> • Addition: From 91% to 95% • Subtraction: From 80% to 95% • Multiplication: From 59% to 95% • Division: From 55% to 95% <p>Grade 5 students will increase from 29% at proficiency level on the Tier 1 social skills universal screen pretest in October 09 to 80% or more at proficiency level on the Tier 1 social skills universal screen posttest in Dec. 09</p>	<p>Continued</p> <ol style="list-style-type: none"> 10. Pilot and analyze the effectiveness of Tier 1, Tier 2 and Tier 3 Social Skills Program 11. Update and revise the Pierson Pyramid of Intervention 12. Update and revise the Abraham Pierson Response to Intervention plan 13. Pilot and revise new master schedule with designated CORE and ENCORE instructional periods, team meetings, and common planning time 14. Continue representation on district, K-5 and school based RTI committees 			

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<p>To improve student performance in reading to 85% or greater at proficiency level on the 2010 CMT reading assessment.</p> <p>To improve student performance in mathematics to 89% or greater at proficiency level on the 2010 CMT assessment.</p>	<p>C. The Abraham Pierson Faculty will continue professional collaboration at a district wide level on Curriculum Renewal Teams:</p> <ul style="list-style-type: none"> • Continue representation on all content related Curriculum Renewal Teams • Complete documentation of the Language Arts, Math and Social Studies Curricula to identify essential learnings and grade level benchmarks • Develop grade level pacing guides in language arts and math • Develop grade level common formative assessments for language arts and math • Identify research based instructional strategies to be used in every content area • Revise progress reports and report cards to reflect current benchmarks at each grade level via the Report Card revision committee • Develop a long term professional development plan via participation on district Teacher Evaluation and Professional Development Committees 	<p>C. Representatives to:</p> <p>Curriculum Renewal Teams</p> <p>School Leadership Team</p> <p>Teacher Evaluation Committee rep</p> <p>Report card revision rep-to be established</p> <p>All staff: Classroom teachers</p> <p>Special education teachers</p> <p>Pupil service providers</p> <p>Literacy consultants</p> <p>Content specialists</p>	<p>Schedule of CRT's indicating Pierson representatives</p> <p>Completed and documented Language Arts and Math curricula</p> <p>Pacing guides for language arts and math</p> <p>Common formative assessments developed at each grade level</p> <p>Continued research into effective instructional practices</p> <p>Revised progress reports</p> <p>Revised report cards</p> <p>Long term professional development plan generated and shared with staff</p> <p>Vertical articulation between schools regarding curriculum</p>	<p>October 2009- June 2010</p>

Targets (What is the specific target for improvement?)	Action Steps (Activities, Strategies, & Resources)	Ownership	Evidence of Success (How will growth be measured?) (How will success be evident?)	Timeframe
<p>D.To increase parent/guardian and community members in the decision making process and the creation of school documents during the 09-10 school year at Abraham Pierson School</p>	<p>D. The Abraham Pierson Faculty will examine current practices of inclusion of parents/guardians in decision making processes and develop recommendations for increased parent/guardian opportunities.</p> <ul style="list-style-type: none"> • Gather and review data regarding current parent involvement opportunities at Abraham Pierson School • Share data with parents, elicit feedback and recommendations from parents • Revise Pierson School Handbook with parent/guardian input • Review School Improvement Plan with parent/guardians, elicit input • Update School Safety Plan with parent/guardian and community member input 	<p>D. School Representatives to:</p> <p>School Leadership Team</p> <p>FOP faculty representative</p> <p>School Handbook Committee -to be established</p> <p>School Safety Committee- to reconvene</p> <p>Parent representatives</p> <p>Classroom teachers</p> <p>Special education teachers</p> <p>Pupil service providers</p> <p>Literacy consultants</p> <p>Content specialists</p>	<p>D.</p> <p>Generate a list of parent participation opportunities by school staff and FOP representatives</p> <p>Revise Pierson School Handbook with parental input</p> <p>Update School Safety Plan with parental input</p> <p>Generate the School Improvement Plan with parental input</p>	<p>October 2009- June 2010</p>

Results (Summarize the student performance results based on stated Evidence of Success indicators. Results will be monitored quarterly.)