

School: Capital Prep Magnet  
Revised August 1, 2006

Principal: Stephen D. Perry

SIP Years: 2006 - 2008

HARTFORD PUBLIC SCHOOLS  
CAPACITY BUILDING FOR SCHOOL IMPROVEMENT

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*School Improvement Planning Forms*  
*The Capital Preparatory Magnet School*

2006-2008

**Revised August 1, 2006**

### Cover Sheet

**NCLB AYP identification:**

- None     AYP1     AYP2     Year 1 Needs Improvement     Year 2 Needs Improvement  
 Year 3 Corrective Action     Year 4 2<sup>nd</sup> Year of Corrective Action     Year 5 Alternative Governance

**Cited Areas:**

- Whole School:     Mathematics     Reading  
Subgroup Math:     ELL     Students w/Disabilities     Economically Disadvantaged     White     Black     Hispanic  
Subgroup Reading:     ELL     Students w/Disabilities     Economically Disadvantaged     White     Black     Hispanic

**School Mission and Expectations: Prepare students for matriculation in a four-year college upon graduation through early access to college courses, rigor, support and the pursuit of social justice.**

**School Improvement Committee:**

Administrators: Stephen D. Perry, Richard Beganski  
Teachers: Scott Wojnarowicz, Alyce Roberts, Joshua Greenberg, Sadiq Ali, Monica Brase, Jose Berrios, Christopher Fulton  
Support Services: Arlene Monroe, Anne Ford  
Parents: Doris Smith  
Students: Ashley Caceras, Martika Woodruf, Kristina Bolton  
Community Partner: CB Richard Ellis, Boys and Girls Club

**School Data Team:** (names and titles)

Scott Wojnarowicz, Math Teacher  
Kristen Mullady, Physical Education Teacher  
Luis Perez, Spanish Teacher  
Tom Bossard, Art Teacher  
Jeffrey Hoberman, Social Studies Teacher  
Sinthia Sone, Spanish Teacher

## Plan Summary

**School's Literacy Objective 1: By broadening students' general knowledge while building their reading skills, vocabulary and root words recognition, 60% of students will reach proficiency or above on CMT/CAPT assessments by May 2008. Subgroups, such as Black and Latino males, will reach proficiency or above on CMT/CAPT assessments at a rate of 60% as well within this timeframe.**

### **Instructional Strategies To Meet Student Learning Objective 1:**

- 1. Improve students' capacity to effectively write essays by focusing on utilizing expository, persuasive, compare/contrast, extended definition, interpretive with planned frequency and emphasis on developing research skills as measured by a minimum increase of one grade level by year's end as measured on the Stanford Test.**
- 2. Increase the frequency of opportunities for students to exhibit their response to literature by offering them additional instruction during enrichments and seminar periods as well as supplemental in-class assignments, as measured by the students' acquisition of skills such as understanding, interpreting, connecting and evaluating with planned frequency as determined by 80% of students achieving proficiency on CMT/CAPT.**
- 3. Expand students' knowledge of literary elements and genres through the use of multicultural, classic and contemporary literature as measured by an increase of the percentage of students who receive credit for English to 100%.**

### **Professional Development Needs To Implement Objective 1:**

- 1. Develop school-wide strategies to teach and assess essay writing utilizing expository, persuasive, compare/contrast, extended definition, interpretive with planned frequency and emphasis on developing research skills.**
- 2. Developing methods to more effectively utilize seminar and enrichment to develop students' capacity to respond to literature.**
- 3. Devise and or discover techniques that will assist us in increasing students' knowledge of literary elements and genres through the use of multicultural, classic and contemporary literature.**

**School's Numeracy Objective 2: By Improving students' (1) ability to gather, present, explain and create conclusions from data, (2) efficacy for the utilization of mathematical techniques 70% will reach proficiency or above on CMT/CAPT assessments by May 2008. Subgroups, such as Black and Latino males, will reach proficiency or above on CMT/CAPT assessments at a rate of 60% as well within this timeframe.**

### **Instructional Strategies To Meet Student Learning Objective 2:**

- 1. Students will improve their fact-based writing by one level as measured by the pre/post assessments that we create.**
- 2. Implement school-wide rubric to integrate deductive support of conclusions. Success will be measured by 80% of the students scoring a B or higher on classroom assignments that focus on problem-solving or performing experiments using deductive support.**
- 3. Implement strategies that include data accumulation and interpretation to support positions in problem-solving. Use "Do Now" activities that require "Mathematical Application" to increase student problem solving proficiency as measured by the HMSA and classroom assessments developed by the math department.**

### **Professional Development Needs To Implement Objective 2:**

1. **Development of a pre/post test that will measure specific skills of deficit as identified by HMSA/PCPAL and classroom assessments**
2. **Training on methods of reading data and drawing conclusions**
3. **Create a writing rubric that can be used across disciplines that uses numeric skills to support student**

**School's Culture and Climate Objective 3: All students will increase adherence to the school's five learner expectations (skilled information processor, collaborative learner, empathetic citizen, problem solver, knowledgeable person) as measured by a 20% decrease in office referrals/suspensions, 97% of students arriving on-time daily, 80% of students completing homework daily, 100% daily uniform compliance, and 100% college acceptance rate for seniors.**

**Instructional Strategies To Meet Student Learning Objective 3:**

1. Students will be provided with clear expectations and receive timely feedback on academic work and their progress on the school's five learner expectations.
2. Middle school students and parents will participate in developmental guidance program that will improve their knowledge of the college preparation process.
3. Students will engage in a rigorous curriculum rooted in the theme of social justice, including the completion of a senior social justice project, SSJP.

**Professional Development Needs to Implement Objective 3:**

1. **Training for staff on HIPSTA and SASI to track chronic attendance/tardiness issues.**
2. **Training for staff in de-escalating student behaviors in a non-confrontational way.**
3. **Working with college admissions personnel to learn key attributes of successful college candidates.**
4. **Training on/support, coaching, resources for incorporating social justice into all subject areas.**