

School : Richard J. Kinsella Magnet School of the Arts Principal: Pamela Totten-Alvarado SIP Years: 2006-2008
Revised August 1, 2006

HARTFORD PUBLIC SCHOOLS
CAPACITY BUILDING FOR SCHOOL IMPROVEMENT

School Improvement Planning Forms
Kinsella Magnet School of the Arts

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 2nd 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:

Mission: At Richard J. Kinsella Magnet School of the Arts, we view each child as a competent and resourceful problem solver. Our mission is to provide each child with an enriched educational environment, which fosters artistic, independent and critical thinking through Arts integrated instruction. We are committed to celebrating student, staff and community diversity while promoting life long learning, love of the Arts and developing persons of commendable character.

Expectations:

We expect:

1. The students and staff to be active, inquisitive learners.
2. The students and staff to demonstrate commendable moral character.
3. The staff to creatively implement curriculum to use research-based instruction for each child.
4. The community businesses and parents so support and contribute to the growth and success of our students and our school by investing their time, energy, and resources.

School Improvement Committee:

Administrators: Pamela Totten-Alvarado, Brian Sitler
 Teachers: Elise Butson, Christina Stamos, Carolyn Opton, Lisa Kozlowski
 Support Services: Gwen Fenton, Brunilda Figueroa-Richmond, Tayarisha Stone, Tracy Saperstein, Barbara Berns, Hannah Jackson, Marie Thibodeau, Kathleen Chao
 Parents: Vanessa Rivera, Elika Cruz, Irina Vassat, Deborah Walsh
 Students: Yamil Burgos, Jonathon Reyes
 Community Partner: Beth Bye, Lyn Vasquez, Theresa Hopkins-Staten

School Data Team: (names and titles)

Heather Dinnald- 6/7 Grade Science
 Carolyn Opton- 2nd Grade Teacher
 Elise Butson- 5th Grade Teacher
 Lisa Kozlowski- 4th grade teacher
 Pamela Totten-Alvarado- Principal
 Marie Thibodeau- Literacy Facilitator
 Kathleen Chao- Math Facilitator
 Tayarisha Stone-Turnaround Specialist

Plan Summary

School's Literacy Objective 1: Literacy: 50% or more of students in Literacy will be on grade level as measured by the Scholastic Reading Inventory and Roots Assessment.

Instructional Strategies To Meet Student Learning Objective 1:

1. Students will engage in arts-infused literacy instruction based on best practices as identified by the core literacy team.
2. Students will engage in arts-infused vocabulary lessons presented in a variety of modalities in order to improve ability to summarize and retell what they have read.
3. Students will be engaged in small group and tiered instruction during content literacy blocks.

Professional Development Needs To Implement Objective 1:

Staff will receive training on the following:

- Professional book club for literacy members to study research-based practices
- Arts Consultant will provide professional development for the literacy team in the areas of: modeling and developing lessons, vocabulary enrichment, and coaching strategies for the literacy team
- Research data bases to develop an instructional pamphlet
- Analyze the effectiveness of strategies and refine as needed
- Training on instructional pamphlet
- Development on current literacy best practices
- Development of culminating presentations
- Curriculum mapping for art infusion process and content literacy
- Infusing the arts into the Portfolio process
- Seamless integration of technology to support and enhance expressive and receptive vocabulary development
- RESC module- Vocabulary and phonics
- Incorporating arts infusion lessons
- Implementation of Principles of Learning for Accountable Talk, Academic Rigor and Clear Expectations
- Early Intervention processes (STARR, SAT)
- Rubric use
- Use of Running Records
- Technology Training included by not limited to: SMARTboard, websites and webquests, Kidspiration, Inspiration, Hyperstudio, Microsoft Office

School's Student Learning Objective 2: 50% or more of students in grades two through eight, will be at or above proficiency in Math as measured by HMSA, CMT, and quarterly assessments.

Instructional Strategies To Meet Student Learning Objective 2:

1. Expose teachers to a variety of instructional strategies using the Everyday Math and middle school math curriculum.
2. Students will engage in arts-infused instruction based on best practices as identified by the core math team.
3. To use research-based reading vocabulary strategies to increase student academic performance in mathematics.

Professional Development Needs To Implement Objective 2:

Staff will receive training on the following:

- Infusion of the Arts as it relates to estimation and approximation
- Everyday Math and Scott Foresman Middle School Math
- Arts Infusion into district student math portfolios
- Data Analysis
- Seamless integration of technology to support and enhance math strands
- Infusion of the Arts as it relates to measurement
- Infusion of the Arts as it relates to probability and statistics
- Training on Data Driven Decision Making
- IFL training on academic rigor, accountable talk, and clear expectations

School's Culture and Climate Objective 3: School Culture and Climate will improve as a result of building collaborative relationships between the school and community thereby resulting in:

- 20% reduction in mobility
- 15% reduction in suspensions
- Increased parent and community participation in school wide events
- Increased participation in after school activities

Instructional Strategies To Meet Student Learning Objective 3:

1. Utilize Kinsella school-wide Guiding Principles (based on Reggio Emilia)
2. Refine usage of school wide discipline program (Girls Town /Boys Town) thereby reducing the suspension rate
3. Utilize corporate and community partnerships to help decrease racial, ethnic, and socio-economic isolation

Professional Development Needs To Implement Objective 3:

Staff will receive training on the following:

- Review of Guiding Principles

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- Implementation and execution of documentation panels
- Refresher on Girls Town Boys Town Model
- Review of Girls Town Boys Town Skills month by month as needed
- Press release writing as well as media presentation
- Effective recruiting plans