

School: West Middle
Revised August 1, 2006

Principal: Michael Emmett SIP Years: 2006 - 2008

HARTFORD PUBLIC SCHOOLS
CAPACITY BUILDING FOR SCHOOL IMPROVEMENT

School Improvement Planning Forms
West Middle Elementary School

2006-2008

Revised August 1, 2006

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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: West Middle Elementary School is a multicultural environment that dynamically educates children by fostering high expectations through a joint collaboration of school, home and community. Our school expectations follow: The Overall School Academic Index will increase annually. All students will be responsible for their behavior. All students will be responsible for their learning. All students will demonstrate good citizenship. Parents will actively participate in their child's education. The Asylum Hill Community will be an essential component in the leadership of the school. Technology will be integrated into the curriculum. The school will be safe and secure. The school will be child-centered. Parents and staff will be provided with the necessary resources to accomplish our expectations.

School Improvement Committee:

Administrators: Michael Emmett, Donna Wellins, Sara Legister
Teachers: Kathryn Canepari, Janet Leombruni, Donna Barbati
Support Services: Maryann Sullivan
Parents: Sabrina Flintroy, Cureen Blake, Isaac Samuels
Students: TBD
Community Partners: Marnie Goodman, The Hartford, Barbara Bard, CT Reads, Alonda Simmons, Boys and Girls Club, Myron Congdon, Asylum Hill Congregational Church and Ricardo Herrera, ConnectiKids Tutoring

School Data Team: (names and titles)

Vertical Grade Level Team Leaders:
Grade K: Deirdre Byrne Grade 4: Kate Canepari
Grade 1: Mary Cavallo Grade 5: Michael Santee
Grade 2: Linda Fay Grade 6: Diane Harrison
Grade 3: Spiridoula Sanchez Grade 7: TBD

Plan Summary

School's Literacy Objective 1: **Students will show 15% growth in literacy achievement as measured by the SRI, Foresight, Writing Prompt, DRA, DRP, Fast Track Phonics, Curriculum Assessments, and the Connecticut Mastery Test by the end of the 2006-2007 and another 15% at the end of 2007-2008.**

Instructional Strategies To Meet Student Learning Objective 1:

1. Effective implementation of Marzano's highly Effective Research-Based Strategies for Increased Student Achievement during literacy instruction.
2. Effective implementation of focus Principles of Learning' i.e., Clear Expectations, Recognition of Accomplishments, Academic Rigor, and Accountable Talk.
3. Effective differentiation in instruction to meet the needs of all subgroups in the area of literacy.

Professional Development Needs To Implement Objective 1:

Continued implementation of Principles of Learning within all facets of classroom instruction
NAESP joined using Title I funds to establish a professional library for staff
Implementation of Marzano's Highly Effective Research based Strategies for Increasing Student Achievement
Providing conference opportunities for staff members
Providing staff with targeted differentiation strategies to reach all subgroups. ELL strategies necessary for our diverse population
Providing staff with training in professional protocol and effective collaboration strategies around student achievement in literacy

School's Student Learning Objective 2: **Students will show 15% growth in math achievement as measured by Math Chapter/Unit Assessment, Hartford Math Strand Assessment, and the Connecticut Mastery Test by the end of each school year.**

Instructional Strategies To Meet Student Learning Objective 2:

1. Effective implementation of Marzano's highly Effective Research-Based Strategies for Increased Student Achievement during literacy instruction.
2. Effective implementation of focus Principles of Learning' i.e., Clear Expectations, Recognition of Accomplishments, Academic Rigor, and Accountable Talk.
3. Effective differentiation in instruction to meet the needs of all subgroups in the area of literacy.

Professional Development Needs To Implement Objective 2:

NCTM Membership provided under Title I for staff
Support refinement of focus Principles of Learning
NAESP joined using Title I funds to establish a professional library for staff
Continued training and implementation of Learning Walks
Implementation of Marzano's Highly Effective Research based Strategies for Increasing Student Achievement
Providing conference opportunities for staff members
Providing staff with ELL strategies necessary for our diverse population
Providing staff with training in professional protocol and effective collaboration strategies around student achievement
Providing training for staff in differentiated instruction

School's Culture and Climate Objective 3: Staff, students, and parents will work collaboratively to improve good citizenship and respect of differences with a focus on students' self monitoring of behavior and learning. A 15% reduction in office referrals and suspensions will occur in all grade levels by the end of each school year.

Instructional Strategies To Meet Student Learning Objective 3:

1. Peacemakers to be implemented by Americorps workers
2. SFA Getting Along Together Curriculum effectively implemented by all staff
3. Intentional implementation of Class Counsel Meetings
4. High expectations, Academic rigor, Recognition of Accomplishments, Accountable talk will be effectively implemented by all staff
5. Incorporate cultural differences into curriculum throughout the year
6. Staff will intentionally model character traits that encourage kindness and respect towards everyone
7. Use of the Character Education component in the Premier Agendas provided to students

Professional Development Needs To Implement Objective 3:

- SFA Getting Along Together retraining
- Further training in Comprehensive Intervention Classroom
- Potential Girls Town and Boys Town training
- Potential training in Peacemakers through Americorps volunteers