



HARTFORD PUBLIC SCHOOLS CAPACITY BUILDING FOR SCHOOL IMPROVEMENT

School Improvement Planning Wish Elementary 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 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:

The mission of Fred D. Wish Elementary School is to lead, our students to learn, explore, achieve, and discover their dreams and goals. They will learn to be critical thinkers, creative problem solvers, and independent and collaborative learners; Explore the world by exposure to museum-related activities; Achieve positive results through hard work and persistence; and ultimately discover their dreams and goals.

School Improvement Committee:

Administrators:

- Lynne L. Lanier, Principal
- Evelyn R. Marrero, A. P.

Teachers:

- Laverne Pennycooke
- Carmen Batchelder
- Milagros Garcia
- Amy Hankard
- Markita Greene
- Sherie Ziplow
- Louis Kuester

Support Services:

- Robett Fletting- Math Facilitator

- Linda Pandolfe- Literacy Facilitator
- Betty Carrillo Family Resource Aide

Parents:

- Sharon Johnson
- Jeffrey Forte
- Gabriel Johnson
- Cassandra Nichols
- Lourdes Fonseca
- Stephanie Joseph
- Wendy Colon

Community Partner:

Dean Jones- Hartford AmeriCorps

School Data Team: (names and titles)

- Robett Fletting- Math Facilitator
- Linda Pandolfe- Literacy Facilitator
- Linda Bornsstein- Haskins Consultlant
- Lora Donar- Media Specialist
- Corine Renker- Teacher
- Ivette Amadeo-Early Literacy Facilitator
- Lewis Kuester- Teacher
- Martha McMahan- Writing Coach
- Lynne L. Lanier- Principal
- Evelyn R. Marrero- Assistant Principal

Plan Summary

School's Literacy Objective 1:

ELL students in grades 1-3, will make a 10% increase in meeting the proficiency goal in the area of reading comprehension as measured by the DRA. ELL students in grade 3-6, will make a 10% increase in meeting the proficiency goal in the area of reading comprehension as measured by the CMT.

Instructional Strategies To Meet Student Learning Objective 1:

1. Staff will plan their instruction taking into account the developmental stages of language acquisition.
2. Differentiated instruction at all levels to meet the needs of the ELL, and SWD in the inclusion program.
3. Develop Writing skills as a way to improve comprehension

Professional Development Needs To Implement Objective 1:

1. Provide staff with professional development on the developmental stages of language acquisition.
2. Professional Development in inclusion planning and differentiating instruction.
3. Professional Development for writing teachers working with the ELL and SWD.

School's Student Learning Objective 2:

Ninety percent of all students in grades 1-3 (including ELL, and SWD) will meet proficiency or goal in math as measured by the quarterly math assessments. All students in grades 3-6 (including ELL, and SWD) will meet proficiency in math as measured by the CMT.

Instructional Strategies To Meet Student Learning Objective 2:

1. Daily computations at the appropriate level and use of mathematical concepts and skills to make and justify decisions and predictions.
2. Use of manipulative materials, calculators, and computer programs appropriate for the grade, to tabulate, chart, graph, and transform data and images.
3. Solve mathematical problems by using inductive and deductive reasoning.

Professional Development Needs To Implement Objective 2:

1. In-service teachers on the new math series that will be implemented during the year.
2. Professional Development for aligning the CMT strands with the new math series.
3. Professional Development to analyze data gathered by grade level on the classroom assessments.

School's Culture and Climate Objective 3:

To build a positive learning environment that supports a collaborative school culture and decreases school-wide suspensions by 10% through the use of current character education and school-wide discipline model that is integrated in the literacy curriculum imbedded in literacy planner, the Comprehensive Student Intervention Center, and fostered through parental involvement.

Instructional Strategies To Meet Student Learning Objective 3:

1. Refresher training for Girls/Boys Town Social Skills model.
2. School-wide support for Girls/Boys Town Social Skills model by all Wish stakeholders.
3. Review discipline referrals monthly to identify student's social needs.

Professional Development Needs To Implement Objective 3:

1. Girls and Boys Town training for new members of the staff/
2. Commonsense Parenting training for PTO Officers and parents.
3. Training for staff on the CSI center initiative.