

**WATERBURY PUBLIC SCHOOLS  
SCHOOL IMPROVEMENT PLAN  
2017 – 2018**

School Name: **M. M. Generali School**

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School District: Waterbury

Name of Principal:

**Kathy Stamp**

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Current School Year: 2017– 2018

Name of SVP: **Kristen Gaudiosi**

**School Vision/Mission**

***OUR MISSION STATEMENT: Generali School’s mission is to provide opportunities for all students, in partnership with families, to maximize their skills and talents in a positive atmosphere where teaching and learning flourish under the belief that all students can be exemplary students, while becoming respectful, responsible, productive citizens who will be vital to our community.***

**Our Vision Statement Our students and staff will employ the mindfulness technique to make positive personal decisions enabling us to mentor responsible citizens.**

The school data team authored this plan and will be the body ultimately responsible for the implementation and monitoring of the School Improvement Plan.

SIP Development Team Members :

Kathy Samp, Principal  
Kristen Gaudiosi, SVP  
Wendy Rhinesmith\_Literacy  
Rosann Pelletier, Reading  
Amy Boisvert, Title I  
Jaimie Butkevich, Math  
Rosemarie Moffo, P/Liaison  
Stacy Kozlowski, Sped  
Fatima Fernandes, MSW  
Stefanie Rock, Teacher

Principal's Signature: \_\_\_\_\_

Date: October 20, 2017

**ACADEMIC GOAL I:** To design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels

**OBJECTIVE 1a:** To Improve reading proficiency in the areas of phonemic awareness, fluency, and comprehension.

-75% of Grades 3-5 students will be meeting/exceeding CCS as measured by SB assessments

-75% of K-5 students will grow a category or remain at benchmark/above benchmark as measured by mCLASS PSF (K) and DORF fluency (1-5)

<b>Identified Needs:</b> <i>What evidence suggests the need for this goal</i>	<b>Adult Action Indicators</b> <i>Identify adult actions that will impact student achievement</i>	<b>How will we monitor and provide evidence of implementation</b>	<b>Professional Learning and Support Needed:</b>
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<p><b><u>Overall SB Data-Literacy</u></b></p> <p><b><u>2014-2015</u></b> 33.5% meeting exceeding</p> <p><b><u>2015-2016-</u></b> 37.3% meeting/exceeding</p> <p><b><u>2016-2017</u></b> 32.2% meeting/exceeding</p> <p><b><u>MCLASS Data</u></b></p> <p><b><u>2015-2016-</u></b> 72% of K-5 students grew a category or remained at benchmark/above benchmark (PSF and DORF)</p> <p><b><u>2016-2017</u></b> 69% of K-5 students grew a category or remained at benchmark/above benchmark (PSF and DORF)</p> <p><b><u>CSDE REading Survey</u></b></p> <p>48.86% teachers met objective on state reading survey.</p>	<p>-PA segmenting and blending routines (CCT 3B)</p> <p>-Implement appropriate small group content that matches the instructional focus (CCT 3B)</p> <p>-Implement vocabulary routines (CCT 3B)</p> <p>-Implement close reading (CCT 3B)</p> <p>*****Seven teachers were reported as taking the test, but we had 11 teachers take the survey.</p>	<p><b>School Data Team will:</b></p> <p><b>Monitor PSF and DORF meet monthly to analyze data brainstorm strategies implement change in SIP provide feedback</b></p> <p><b>Administrators will:</b></p> <p><b>-Attend IDT</b></p> <p><b>-Review workbooks (instructional focus)</b></p> <p><b>-collect walk-through data specific to evidence of strategy application</b></p> <p><b>Teachers will:</b></p> <p><b>-Implement segmenting and blending routines for students in need</b></p> <p><b>-Implement small group content specific to the instructional focus</b></p> <p><b>-Implement vocabulary routines</b></p> <p><b>-implement close reading</b></p>	
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**OBJECTIVE 1b: Students in grades K-5 will increase math proficiency by demonstrating a variety of computational fluency strategies and productive dispositions outlined in the Standards for Mathematical Practices.**

<b>Identified Needs:</b> <i>What evidence suggests the need for this goal</i>	<b>Adult Action Indicators</b> <i>Identify adult actions that will impact student achievement</i>	<b>How will we monitor and provide evidence of implementation</b>	<b>Professional Learning and Support Needed:</b>
<p><b><u>Smarter Balanced data</u></b>  <b>2014-2015</b> 19.3% meeting or exceeding  <b>2015-2016</b> 22.2% meeting or exceeding  <b>2016-2015</b> 24.5% meeting or exceeding</p> <p><b><u>K-1 Fluency data</u></b>  <b>2016-2017</b> 89% of students were proficient or above in math.</p> <p><b><u>Grades 2-5 i-Ready Diagnostic data</u></b>  <b>2015-2016</b> 30% of students were proficient or above in math.  <b>2016-2017</b> 54% of students were proficient or above in math.</p>	<p>Teachers will implement Number Talks to develop students' mental math strategies in order to develop efficient, flexible computational strategies with accuracy 3B.</p> <p>Teachers will utilize i_ready Instructional Grouping Profile report to provide differentiated instruction at the students instructional level. 3A</p> <p>Teachers will incorporate the Standards for Mathematical Practices in daily instruction to build productive disposition and foster habits of mind. 3B</p>	<p><b>School Data will:</b>            -Review i-Ready diagnostic data and K, 1 fluency data BOY, MOY, EOY.</p> <p><b>Administrators will:</b>            -Attend IDTs            -Conduct walkthroughs to gather            -Number Talks data            -Review lesson plans for small - group (or Number Talks)</p> <p><b>Teachers will:</b>            -Collaborate during IDT meetings to review and analyze math data and student work.            -Use data to plan instruction            -Monitor class and student profile instructional data (i-Ready)            Engage in coaching cycles with the math coach to develop number talks throughout the year.</p>	<p>Teachers/Administrators will participate in district Number Talks PD throughout the year.</p> <p>Teachers will participate in continued embedded PD utilizing the math coach as a resource in their classrooms as well as at IDT meetings.</p>



**GOAL II:** To foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process

**OBJECTIVE :**Creating a positive learning environment that is responsive to and respectful of the learning needs of all students 1A

<p><b>Identified Needs:</b> <i>discipline data and suspension data</i></p>	<p><b>Adult Action Indicators</b> <i>Identify adult actions that will impact student achievement</i></p> <p><b><u>Rapport and positive social interactions</u></b> - <i>Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.</i></p> <p><b><u>Respect for student diversity-</u></b> <i>Maintains a learning environment that is consistently respectful of all students' cultural, social and/ or developmental differences.</i></p> <p><b><u>Environment supportive of intellectual risk-taking-</u></b> <i>Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.</i></p> <p><b><u>High expectations for student learning -</u></b> <i>Establishes and consistently reinforces high expectations for learning for all students.</i></p>	<p><b>How will we monitor and provide evidence of implementation</b></p> <p>walk throughs EdReflect teacher evaluation system parent feedback survey</p>	<p><b>Professional Learning and Support Needed:</b></p> <p>Mindfulness training Mindfulness workshops</p>
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		<p><b>-School Data will:</b></p> <ul style="list-style-type: none"> <li>-show positive results in parent survey</li> <li>-Power school will show improvement in discipline data</li> <li>-EdReflect will show positive proficient and exemplary teaching on domain 1 teacher evaluation system</li> </ul> <p><b>Administrators will:</b></p> <ul style="list-style-type: none"> <li>-Encourage mindfulness with breathing exercise daily</li> <li>-staff mindfulness training</li> <li>-student mindfulness assembly</li> <li>-PBIS assembly in September of 2017</li> <li>-add color to current behavior calendar</li> <li>-</li> </ul> <p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>-provide differentiated instruction</li> <li>-promote higher level thinking</li> <li>-review expectations daily</li> <li>-positive reinforcement for effort</li> <li>-staff and modeling by literacy facilitator and math coach</li> <li>-staff and students modeling expected behavior</li> <li>-maintain a positive learning environment</li> <li>-Teacher encourages students positive comments to peers</li> <li>-end of day interaction</li> </ul>	<p>of students were proficient or above in math.</p>
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		<ul style="list-style-type: none"><li>-positive feedback starting the the am as they enter the class</li><li>monthly cultural activities for classroom</li><li>-integration pictograph of family heritage</li><li>-celebrating students' diversity and family traditions</li><li>-OCR committee Winter Family Night</li><li>-Implement of "Number Talk", choice to sharing and journal writing</li><li>Class Dojo for participation</li><li>-teacher states am picking someone whose hand isn't up</li><li>-Brain GYM Training (ACES)</li><li>-No Opt out/Cold Call</li><li>wedolisten.org</li><li>gonoddle.com</li><li>-use yoga and mindfulness cards</li></ul>	
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**GOAL III:** To create systems and processes that promote organizational efficiency and effectiveness

**OBJECTIVE:** Create a positive efficient school environment

<b>Identified Needs:</b> <i>What evidence suggests the need for this goal</i>	<b>Adult Action Indicators</b> <i>Identify adult actions that will impact student achievement</i>	<b>How will we monitor and provide evidence of implementation</b>	<b>Professional Learning and Support Needed:</b>
<p><b>PAC (Principal Advisory Council) notes and meetings</b></p> <p><b>Teacher Survey data</b></p>	<ul style="list-style-type: none"> <li>-Staff will focus on quality services</li> <li>-Parent and staff surveys will be sent out and analyzed</li> <li>-Parent liaison will plan meetings, forums, and workshops for parents that will benefit them and be of interest to them and their families</li> <li>-Administrators require active participation in the decision-making processes. Administrators ask staff for advice about improving the student performance and the school environment.</li> <li>-IDTs - to analyze data and come up with focus for improvement</li> <li>-ILT - weekly meeting with Literacy Facilitator and math coach to analyze data, bring in departmental updates, come up with action plans</li> <li>-Use I-Ready data, mCLASS data, and Lexia data to analyze and assess student needs and come up with an action plan</li> <li>-Each certified staff member must volunteer to be on a committee that meets once a month and reports to the administration</li> <li>-Be present and mindful in one's self - modelling mindfulness for children so they can be self regulating and responsible for their own actions</li> </ul>	<p><b>School Data will:</b></p> <ul style="list-style-type: none"> <li>-show us what staff and parents expect from the school</li> <li>-surveys will be analyzed</li> <li>-PAC suggestions will be documented and discussed</li> <li>-Improve test score data in the future</li> </ul> <p><b>Administrators will:</b></p> <ul style="list-style-type: none"> <li>-analyze data</li> <li>-create improvement plans</li> <li>-evaluate staff</li> <li>-address Principal Advisory Council concerns.</li> <li>-provide Mindfulness training to staff</li> </ul>	<ul style="list-style-type: none"> <li>- Mindfulness training</li> <li>- IDTs</li> <li>- ILTs</li> <li>-</li> </ul>

		<p><b>Teachers will:</b></p> <ul style="list-style-type: none"><li>-bring concerns to PAC</li><li>-attend and participate in weekly IDTs</li><li>- come prepared to weekly IDTs</li><li>- attend parent/teacher night</li><li>- attend parent teacher conferences</li><li>- Mindfulness training</li></ul>	
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