

**CONNECTICUT STATE DEPARTMENT OF EDUCATION
SCHOOL IMPROVEMENT PLAN TEMPLATE
2009-10 to 2011-12
COVER PAGE**

School Name: CLOONAN MIDDLE

School District: STAMFORD

Name of Principal: DAVID M. TATE

Current School Year: 2011-2012

Please check all applicable boxes below:

Needs Improvement: Year 1 Year 2 Year 3 Year 4 Year 5 Year 6 Year 7

Whole School: Reading Mathematics Participation

Subgroup Reading: Students with Disabilities English Language Learners Black Hispanic White
 Economically Disadvantaged

Subgroup Writing: Students with Disabilities English Language Learners Black Hispanic White
 Economically Disadvantaged

Subgroup Mathematics: Students with Disabilities English Language Learners Black Hispanic White
 Economically Disadvantaged

Title I: School-wide Program Targeted Assistance

Principal's Signature: David M. Tate

Date: October 31, 2011

Superintendent's signature: _____

Date: _____

School Vision/Mission: Our goal is to positively impact students' enjoyment and attitudes toward learning; empower them to become enthusiastic, passionate, life-long learners; and increase proficiency in Math, Literacy and Achievement Test Scores.

The school data team authored this plan and will be the body ultimately responsible for the implementation and monitoring of the School Improvement Plan. Its members include representatives from the central office, school and community:

School Representatives

Dr. Jane Brooks
Jennifer Chichester
Douglas DeGennaro
Shanna Esposito
Alex Hanna
Barbara Karp
Nancy Louth
Janice Mario
Stephanie Marsh-Olive
Laureen Mody
Barbara Remondino
Michelle Scott
David Tate

Community Representatives

Ximena Iparraguirre

Central Office Representatives

Carrie Chiapetta
Heather Corrente
Amy DeNicola
Natalie Elder

CMT Targets for 2011-12 School Improvement Plan

I. Math

	Percent at/above Proficient			Target 2012	Increase from 2011
	2009	2010	2011		
Whole School	77	79	78	89	+11
Asian	93	95	94	99	+5
White	90	93	92	96	+4
Black	53	65	58	71	+13
Hispanic	68	62	69	86	+17

II. Reading

	Percent at/above Proficient			Target 2012	Increase from 2011
	2009	2010	2011		
Whole School	74	81	77	86	+9
Asian	86	93	88	92	+4
White	90	70	91	96	+5
Black	51	63	56	69	+13
Hispanic	61	94	68	79	+11

III. Writing

	Percent at/above Proficient			Target 2012	Increase from 2011
	2009	2010	2011		
Whole School	83	75	76	95	+19
Asian	93	89	89	99	+10
White	94	91	90	100	+10
Black	68	50	58	86	+28
Hispanic	75	62	66	87	+21

CMT Targets for 2011-12 School Improvement Plan (cont.)

IV. Science

	Percent at/above Proficient			Target 2012	Increase from 2011
	2009	2010	2011		
Whole School	62	67	64	74	+10
Asian	67	77	77	73	0
White	83	90	90	89	0
Black	38	41	26	56	+30
Hispanic	52	51	53	70	+17

N.B. Science is not a specific focus of the 2011-2012 improvement plan strategies since it is not reported for NCLB purposes.

LITERACY

Tier 2 Indicators <i>Identify adult actions that will impact student achievement</i>	New and Continuing Strategies for School-wide Achievement <i>Designate each as NEW or CONTINUING</i>	Evidence of Monitoring and Implementation	Additional Skills, Knowledge and Support Needed <i>Provide all staff with professional development in and for:</i>
1) 100% of teachers will incorporate readers' response when analyzing the text.	a) Core and AE/AS teachers will use one of the following strategies (RAVE; RACE; OREO) as a way to respond to the text.	Principal will: <ul style="list-style-type: none"> • Review samples of student work quarterly with PLCs Teachers will: <ul style="list-style-type: none"> • Language Arts, Social Studies and AE/AS teachers will require a formal written reader's response on a quarterly basis. • Math and Science teachers will require informal responses to open-ended questions throughout the quarter. 	<ul style="list-style-type: none"> • Review Scoring Rubric for Open-ended questions • PD to train all teachers in editing, and the writing process
	b) Core and AE/AS teachers will ensure that students use the grade level rubric to construct reader responses	Principal will: <ul style="list-style-type: none"> • Review Lesson Plans & PLC minutes • Review students' work and observe PLC's Teachers will: <ul style="list-style-type: none"> • Review the content notebook on a bi-monthly basis and assess students' progress. • Review student work in PLCs and revise Instructional Plans based on student needs on a quarterly basis • The SDT will chart and track student progress 	<ul style="list-style-type: none"> • PD needed to share standard, grade-level rubric especially with Social Studies and AE/AS teachers • Data system to chart and track student progress and PD in the use of the system

LITERACY

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2) 100% of Teachers will provide support for targeted students	a) Content area teachers will use strategies to teach drawing conclusions and making reader-text connections with targeted populations. Instructional strategies will include, but not be limited to: modeling, think-aloud, guided practice, etc.	Principal will: <ul style="list-style-type: none"> • Implement a standardized walkthrough protocol on a weekly basis to determine where teachers need support Teachers will: <ul style="list-style-type: none"> • Collect data related to effectiveness of strategies, share that data during PLCs and adjust instruction to meet student needs weekly 	<ul style="list-style-type: none"> • PD for teachers in specific reading strategies • PD needed to teach how to collect and effectively use the data in order to improve instruction.
	b) Support teachers (SpEd, TESOL) will implement Read 180 and System 44 on a daily basis	Principal will: <ul style="list-style-type: none"> • Support/Facilitate Intervention Programs • Review student progress data with Read180 Program Facilitator. Teachers will: <ul style="list-style-type: none"> • Monitor student progress and adjust instruction accordingly. 	<ul style="list-style-type: none"> • PD in Read180 and System44

MATH

Tier 2 Indicators <i>Identify adult actions that will impact student achievement</i>	New and Continuing Strategies for School-wide Achievement <i>Designate each as NEW or CONTINUING</i>	Evidence of Monitoring and Implementation	Additional Skills, Knowledge and Support Needed <i>Provide all staff with professional development in and for:</i>
1) 100% of all Math teachers will focus on Numerical and Proportional Reasoning	a) Teachers will implement lesson plans that include Numerical and Proportional Reasoning.	<p>Principal will:</p> <ul style="list-style-type: none"> • Visit classrooms using a standardized walkthrough protocol on a weekly basis to determine where teachers need support <p>Teachers will:</p> <ul style="list-style-type: none"> • Teachers will plan and implement lessons that include the relevant math strands on a weekly (Math) or monthly (ELA, SS, SC) basis 	<ul style="list-style-type: none"> • District PD as scheduled and building based math coach follow-up. • Staff will need meeting time. • PD on Numerical and Proportional Reasoning strands targeted by the SDT
	b) Teachers will utilize questioning techniques to promote school wide mathematical discourse.	<p>Principal will:</p> <ul style="list-style-type: none"> • Review the math question of the week and participate in POTW <p>Teachers will:</p> <ul style="list-style-type: none"> • All teachers will incorporate the math question of the week in lessons as appropriate. 	<ul style="list-style-type: none"> • Math Support Specialist will share questioning techniques and strategies with staff at building PD • Staff will participate in Tuesday Peer Observation Days.

MATH

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2) 100% of Math Teachers will provide support for targeted students	a) Teachers will ensure that students use RAVE as a strategy for answering word problems.	Principal will: <ul style="list-style-type: none"> Implement a standardized walkthrough protocol to determine where teachers need support Teachers will: <ul style="list-style-type: none"> Review student work in PLCs to inform instruction. 	<ul style="list-style-type: none"> Training of Tutors (PD) Walkthrough Protocol shared with all staff.
	b) AVID and AE/AS Teachers will collaborate with College Tutors and volunteers on-site during school 2x/week	Principal will: <ul style="list-style-type: none"> Supervise and observe tutors Support tutorial Teachers will: <ul style="list-style-type: none"> Review student's work and correlate strategies based on individual student needs. 	<ul style="list-style-type: none"> Training in walkthrough protocol Assessment Data.
	c) Teachers will implement After School Programs to target students in need of support and those in need of enrichment. (e.g. Fraction Nation)	Principal will: <ul style="list-style-type: none"> Support/Facilitate After School Programs Teachers will: <ul style="list-style-type: none"> Provide students appropriate school work based on student needs. 	<ul style="list-style-type: none"> PD in Fraction Nation

FAMILY & COMMUNITY ENGAGEMENT

Tier 2 Indicators <i>Identify adult actions that will impact student achievement</i>	New and Continuing Strategies for School-wide Achievement <i>Designate each as NEW or CONTINUING</i>	Evidence of Monitoring and Implementation	Additional Skills, Knowledge and Support Needed <i>Provide all staff with professional development in and for:</i>
<p>Staff will increase the frequency and quality of contact with families.</p>	<p>a) Staff implement 'Parent Link', School Notes, the school website to remind parents of current news re: School closings Report card times CMT's Other Cloonan Functions</p>	<p>Principal will: Update 'Parent Link' with current news Teachers will:</p> <ul style="list-style-type: none"> • Review Parent Link Data at Faculty meetings on a bi-monthly basis • Maintain School Notes or personal webpages on a weekly basis • Maintain the school website on a weekly basis 	<ul style="list-style-type: none"> • Templates e for logging parent contacts. • PD in using the website • PD for using School Notes or creating personal pages
	<p>b) Translation of documents based on demographics of the school.</p>	<p>Principal will:</p> <ul style="list-style-type: none"> • Support/Facilitate translations <p>Teachers will:</p> <ul style="list-style-type: none"> • Suggest number of translations needed 	<ul style="list-style-type: none"> • Data on school demographics
	<p>c) Increase contact between parent liaison and teachers</p>	<p>Principal will:</p> <ul style="list-style-type: none"> • Support Parent Liaison • Review data on contact <p>Teachers will:</p> <ul style="list-style-type: none"> • Make contact with non-English speaking parents through the Liaison • Indicate the number of visits and the parents affected. 	<ul style="list-style-type: none"> • Meet with parent liaison monthly to foster relationships
	<p>d) Staff will plan and implement three Family Activity Nights (Math, Literacy, and Science) with take home guides to support student's academic performance (e.g. AVID strategies, rubrics, rules for measurement, directions for use, etc.)</p>	<p>Principal will:</p> <ul style="list-style-type: none"> • Provide time for planning • Advertise events with PTO <p>Teachers will:</p> <ul style="list-style-type: none"> • Plan and implement activity Nights 	<ul style="list-style-type: none"> • Meeting time to plan take home materials and organize events

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	e) Administration will implement Parent breakfasts three times during the year.	Principal will: <ul style="list-style-type: none"> Plan and implement breakfasts with parents three times during the year. 	