

**Tolland Public School
School Improvement Plan
2009-2010**

School/Program		Tolland Intermediate School 2009-2010		
Improvement Goal		To Improve Student Achievement in Numeracy and Literacy		
Measurable Objective	Strategies	Measures	Baseline	Goal
<p>1.) The percent of students in grades 3, 4 & 5 scoring goal or higher on the 2009 CMT will increase from: Grade 3 – 59.6% to 65% Grade 4 –72.4% to 75% Grade 5 - 78.6% to 80%</p>	<p>1. Develop a Response to Intervention (RTI) action plan 2. Develop a math action plan aimed at CMT improvement addressing the following: ●PLC Teams will collaborate during planning to maintain consistent implementation Everyday Mathematics program and the use of best instructional strategies ●PLC teams will analyze benchmark to identify priority strands for each student and form flexible groups Mathematics based on student performance All students will complete weekly CMT review problems aligned with strands <u>Administrators, math coordinator and math specialist will:</u> ● monitor and facilitate professional dialogue regarding curriculum, instruction and student learning at PLC meetings Update teachers on EDM program teaching strategies ●Teachers will use data to plan and/or provide additional instructional interventions for those students scoring in the below basic/basic range as identified on the CMT ●PLC teams will reinforce weak CMT strands with at-risk students ●Special Education teachers will implement CMT strategies and using small group instruction with the school's special education population</p>	CMT	Grade 3-59.6% Grade 4-72.4% Grade 5-78.6%	Grade 3 - 80% Grade 4 - 80% Grade 5 - 80%

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2.) PLC teams will analyze student data from 100% of all required benchmarks.	<ul style="list-style-type: none"> Teachers will administer all grade level benchmarks and follow pacing guides PLC teams will meet regularly to: enter all benchmark scores in Mastery Manager use benchmark data to analyze student progress to pace and guide instruction Identify and implement effective teaching strategies and differentiate instruction to accommodate diverse learning styles Institute flexible grouping arrangements based upon analyzed benchmark data Grade 4 & 5 teachers will successfully implement the new Houghton Mifflin reading series 	CMT	Grade 3-59.6% Grade 4-72.4% Grade 5-78.6%	Grade 3 - 80% Grade 4 - 80% Grade 5 - 80%

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3.)Enhance our school-wide inclusion model to ensure that learners are placed and appropriately supported in the least restrictive environment. Special Education student performance will increase in the percentage of students scoring in the proficient range on the 2010 CMT	<p>Special Education Inclusion</p> <ul style="list-style-type: none"> • An Inclusion Inquiry Group will identify successful practices currently in use at TIS. • Improved communication and consultation between special educators and general education teachers through a revised schedule. • More effective and consistent implementation of classroom accommodations. • Professional Development on enhancement of role of the paraprofessional in the classroom setting • Special education teachers will continue to create a library of modified materials to be accessed by grade levels • Utilize Professional Learning Communities for the development of modified units, peer observations, and implementation of best practices. • Develop system through Mastery Manager to determine how to track academic growth of special education students across the year, looking for growth across time 	CMT	<p>Percentage of students scoring in the proficient range:</p> <p>Grade 3 Math –28.6% Reading 12% Writing 34%</p> <p>Grade 4 Math – 74% Reading 53.% Writing 70%%</p> <p>Grade 5 Math – 67.9% Reading 65.% Writing 71%%</p>	Show a 5% increase in performance on CMT