

Scotland School Plan Review
Paul S. Blackstone, Superintendent
Presented to Scotland Board of Education on August 16, 2011
Updated: 9/21/11

I. A Review and Comparison of 2010-2011 CMT's

This year marked the sixth administration of the Fourth Generation CMT, which was first administered in March 2006. This year the number of students at goal in third, fourth, and fifth grade in math decreased while sixth grade increased from 83% to over 89%. In reading the percent of students at goal decreased in fourth grade with scores increasing in third, fifth and sixth grades. This year in sixth grade scores for all subjects increased. From third to sixth grade in math and reading students at or above the state goal ranged from 44.4% to 89.5% as compared to a range of 47.1% to 90.5% last year. In writing the number of students that reached goal increased from 53.5% to 89.5% compared to 41.2% to 71.4% last year. In science the fifth grade percentage of students at proficiency or higher was 88.9%, which is above the state average of 82.4%. Fifth and sixth grade Scotland scores were all above the state averages except for writing in fifth grade, which was 66.7% compared to 66.8% at or above goal for the state. Table 1 shows specific proficiency and goal scores.

In 2008, the CSDE started using a vertical scale for math and reading for the fourth Generation CMT for 3rd through 8th grade. The vertical scale permits districts a way to measure changes in student growth from grade to grade. The vertical scales provide information on matched cohorts of students that took the CMT for two or more years. Table 2 shows the reading and math average vertical scores for matched groups of 3rd through 6th grade cohorts of Scotland students from a two to a four-year period from (2007-2010). The average scale score is provided for the last grade in each graded span. The growth score is the difference between the average scale score in the first and last years of each grade span. For example, for students who were in Grade 3 in 2008 and Grade 6 in 2011, the average vertical score in math was 563 compared to 551 in 2010 with an average growth of 106 points and compared to the state score of 550 and a growth rate of 96 points. Table 2 shows that math gains from third through sixth grade were evident. From 2009 to 2011 third through fifth grade showed a vertical gain of 105 points compared to 89 points in 2010 and compared to the state score of 531 with a growth of 75 points. The average vertical scale growth from 3rd to 4th grade last year was 36 points in just one year compared to the state growth rate of 43 points.

In reading the district growth rate was 107 points for 3rd through 6th grade from 2008 to 2011 with a score of 533, compared to the state score of 509 and a growth of 82 points. From 2009 to 2011 from 3rd to 5th grade the vertical score in reading was 500 with a growth of 70 points as compared to the state score of 479 with a growth of 51 points. Third to fourth grade showed a modest gain of 34 points compared to the state average of 29 points.

Table 1 Percent of Students Scoring At/Above Prof/Goal CMT's 2006-2011

Grade Year	Math		Reading		Writing		Science	
	% Goal	% Proficiency	% Goal	% Proficiency	% Goal	% Proficiency	% Goal	% Proficiency
3 2006	37.0	77.8	40.0	55.6	74.0	85.2		
3 2007	37.0	68.6	40.0	60.0	34.0	77.1		
3 2008	60.0	85.0	35.0	70.0	80.0	95.0		
3 2009	36.0	68.0	48.0	68.0	65.4	92.3		
3 2010	47.1	82.4	47.1	64.7	41.2	76.5		
3 2011	46.7	66.7	50	71.4	53.3	86.7		
3 State	63.3	84.3	58.4	74	61.1	81.1		
4 2006	30.0	65.0	40.0	60.0	40.0	95.0		
4 2007	37.0	74.1	37.0	59.3	52.0	77.8		
4 2008	60.0	72.7	33.0	63.3	55.0	87.9		
4 2009	36.0	100.0	70.6	94.1	65.0	100.0		
4 2010	52.6	94.7	57.9	73.7	57.1	90.5		
4 2011	44.4	77.8	47.1	82.4	72.2	88.9		
4 State	67.3	85.2	62.5	74.7	65.5	85.4		
5 2006	63.0	89.5	84.0	84.2	68.0	89.5		
5 2007	65.0	95.0	75.0	90.0	60.0	85.0		
5 2008	55.0	89.7	63.0	83.3	68.0	90.0	53.3	86.7
5 2009	80.0	88.6	66.7	75.8	74.3	88.6	74.3	91.4
5 2010	90.5	95.2	75.0	90.0	71.4	100.0	76.2	90.5
5 2011	87.5	100	87.5	93.8	66.7	100	66.7	88.9
5 State	72.7	87.6	61.4	75.1	66.8	88	60.2	82.4
6 2006	60.0	90.0	40.0	50.0	50.0	60.0		
6 2007	71.0	85.7	80.0	90.0	71.0	90.5		
6 2008	50.0	90.9	55.0	81.8	32.0	77.3		
6 2009	75.0	89.3	74.1	92.6	69.0	89.7		
6 2010	83.3	93.3	86.7	90.0	60.0	90.0		
6 2011	89.5	100-	88.9	94.4	89.5	100		
6 State	71.6	88.5	76	86.5	65.3	86.1		

Table 2 CMT Vertical Scale and Achievement Growth Results 2008-2011

Math	2008	2009	2010	2011	Growth
3, 4, 5, 6	451	496	540	563	106
3, 4, 5		435	497	550	105
3, 4			445	482	36
Reading	2008	2009	2010	2011	Growth
3, 4, 5, 6	419	464	496	533	107
3, 4, 5		427	456	500	70
3, 4			419	459	34

Tables 3, 4 and 5 represent cohort comparisons of the five CMT levels for 3 to 6th grade from 2008-2011. Table 3 compares students from 3rd to 4th grade from 2009-2011. From third to fourth grade one student moved up from below basic to basic in math and one student regressed to below basic. In reading two students moved to the advanced level and in writing the number of students at goal and advanced improved dramatically.

Table 3 Cohort Comparison Percent Results for Third Through Fourth Grade

Grade	Year	Below Basic	Basic	Proficiency Goal	Advanced
Math					
3	2009	5.3	26.3	26.3	10.5
4	2010	5.3	0	42.1	21.1
3	2010	11.8	5.9	35.3	11.8
4	2011	5.9	17.6	29.4	11.8
Reading					
3	2009	10.5	21.1	15.8	10.5
4	2010	10.5	15.8	15.8	15.8
3	2010	6.3	25	18.8	6.34
4	2011	0	18.8	31.3	18.8
Writing					
3	2009	0	0	30	10
4	2010	5	0	35	10
3	2010	5.9	17.6	35.3	5.9
4	2011	0	11.8	17.6	11.8

Table 4 shows the 3-5th grade cohort comparison from 2009 to 2011. There was continued growth from third to fifth grade. From 3rd to 5th grade the number of students at or above goal in math showed steady growth up to 87.5% by fifth grade. In reading scores improved from 55% to 87.5% at or above goal. In writing students at goal and above ranged from 87.5% in third grade to 70.6% in fifth grade.

Table 4 Cohort Comparison Percent Results for Third Through Fifth Grade

Grade	Year	Below			Proficiency Goal	Advanced
		Basic	Basic			
Math						
3	2009	6.3	12.5	31.3	37.5	12.5
4	2010	6.3	0	37.5	31.3	25
5	2011	0	0	12.5	37.5	50
Reading						
3	2009	12.5	18.8	12.5	43.8	12.5
4	2010	12.5	12.5	18.8	37.5	18.8
5	2011	6.3	0	6.3	50	37.5
Writing						
3	2009	0	0	23.5	64.7	11.8
4	2010	5.9	0	29.4	52.9	11.8
5	2011	0	0	29.4	47.1	23.5

Table 5 shows results from 3-6th grade from 2008 to 2011. In math the percent of students that moved to goal or above increased from 73% in third grade to as high as 93% by fifth and sixth grade. In reading, the number of students at or above goal increased from 53% to 99% by sixth grade, which represents an increase of 7 students moving up at least one level. Writing significantly increased by fifth and sixth grade.

Table 5 Cohort Comparison Percent Results for Third Through Sixth Grade

Grade	Year	Below			Proficiency Goal	Advanced
		Basic	Basic			
Math						
3	2008	0	6.7	20	66.7	6.7
4	2009	0	0	33.3	53.3	13.3
5	2010	0	0	6.7	40	53.3
6	2011	0	0	6.7	40	53.3
Reading						
3	2008	0	15.4	30.8	38.5	15.4
4	2009	7.7	0	23.1	46.2	23.1
5	2010	0	0	7.7	53.8	38.5
6	2011	0	0	0	38.5	61.5
Writing						
3	2008	0	6.7	13.3	53.3	26.7

4	2009	0	0	33.3	53.3	13.3
5	2010	0	0	26.7	26.7	46.7
6	2011	0	0	6.7	40	53.3

II. CMT Strengths and Weaknesses. Based on 2010 and 2011 CMT Data

Based on results from this year and last year more attention must be given to making reader/text connections in third and fourth grade. The average DRP score ranged from 50 in third grade to over 69.4 in sixth grade. In reading both fifth and sixth grade showed good growth in developing reader/ text connections and developing content/ structure improvements. The average writing holistic score ranged from 8.1 in third grade to 9.5 in sixth grade. All grades need to work on Composing and Revising in writing. Based on the 2011 CMT math results Basic Facts and Tables, Graphs and Charts were mastered by all grade levels from 3-6th grade. All asterisked (*) items represent the same results on the 2010 CMT's. In fifth grade strand customary/metric showed good gains and in sixth grade strands statistical and Data Analysis and Ratio's and Proportions showed good improvement as well. See Tables 6 and 7 for specific strength and weaknesses in third through 6th grade.

Table 6 Third and Fourth Grade Strengths & Weaknesses

<p style="text-align: center;"><u>Grade 3</u> Reading <u>Strengths:</u> Forming a general understanding Developing interpretations</p> <p style="text-align: center;"><u>Weaknesses: (Not Mastered)</u> Reader/Text Connections Examining Content & Structure</p> <p style="text-align: center;">Writing <u>Strengths:</u> Direct Assessment of Writing</p> <p style="text-align: center;"><u>Weaknesses:</u> Revise & Edit</p> <p style="text-align: center;">Math <u>Strengths:</u> Pictorial representation Order/Rounding</p>	<p style="text-align: center;"><u>Grade 4</u> Reading <u>Strengths:</u> Forming a General Understanding</p> <p style="text-align: center;"><u>Weaknesses:</u> Making Reader/Text Connections Developing Interpretations Content/ Structure</p> <p style="text-align: center;">Writing <u>Strengths:</u> Editing DAW</p> <p style="text-align: center;"><u>Weaknesses:</u> Composing & Revising</p> <p style="text-align: center;">Math <u>Strengths:</u> Basic Facts</p>
---	--

Computation
 Whole/decimals
 Time
 Logical Reasoning
 Probability
 Tables, Graphs & Charts
 Geometric Shapes/ Properties
 Word Problems

Weaknesses:

Estimating Solutions to Problems

Approximating Measures
 Mathematical Applications

Model Operations
 Pictorial Representations of Numbers
 Computation with Fractions
 Tables, Graphs, & Charts
 Word Problem
 Estimation strategies

Weaknesses:

Approximating Measures
 Estimating Solutions to Problems
 Mathematical Application
 Equivalent Fractions, decimals and
 percents

Table 7 Fifth and Sixth Grade Strengths and Weaknesses

Grade 5

Reading

Strengths:

Forming a general understanding
 Examining the content and structure

Writing

Weaknesses:

Editing

Math

Strengths:

Place Value
 Pictorial Representations of numbers
 Computation with fractions/ whole #
 Solving word problems
 Geometry
 Spatial relationships
 Tables, graphs & charts
 Probability
 Patterns
 Math applications
 Estimation Strategies

Weaknesses:

Grade 6

Reading

Strengths:

Content & Structure

Writing

Strengths:

DAW
 Compose/ Revise

Math

Strengths:

Place Value
 Pictorial Representations
 Equivalent fractions
 Basic factors
 Word Problems
 Estimation Strategies
 Spatial Relationships
 Tables/ Graphs/ Charts
 Algebraic Concepts

Weaknesses:

Computations with fractions and Integers
 Statistical And Data Analysis

Approximating Measures
Customary/ Metric

Estimating solutions
Ratios/ Proportions
Customary/ Metric

III. Scantron Results.

Another tool used for measuring student growth at Scotland School from 2nd to 6th grade involves the Scantron Test, which is given to students in September and June annually. This Universal Common Formative Assessment (CFA) measures yearly academic growth in reading and math based on a pool of skills for his or her grade level. For example, as shown in Table 8, the average number of second grade students that correctly answered questions in Fall 2010 in reading was 66%, which increased to 82% in June 2011. For the last five years across all grade levels students have made improvements in reading from fall to spring. Areas that are tested on the Scantron reading section include vocabulary, fiction, nonfiction and long passages. In math the results for 2010-2011 showed continued growth across grade levels with a 18% increase in second grade. Areas tested include numbers and operations, algebra, geometry, measurement, and Data Analysis and Probability. Both math and reading scores indicate a similar trend over the past five years.

Table 8 Scantron Standard Item Pool % Results in Reading and Math 2007-2011

Grade	2	3	4	5	6
Subject					
Reading					
Fall 2007	63%	78%	79%	72%	76%
Spring 2008	83%	86%	84%	81%	78%
Fall 2008	54%	68%	79%	73%	75%
Spring 2009	81%	84%	87%	80%	83%
Fall 2009	60%	75%	77%	79%	82%
Spring 2010	80%	84%	85%	87%	84%
Fall 2010	66%	79%	77%	77%	81%
Spring 2011	82%	84%	84%	79%	87%
Math					
Fall 2007	46%	57%	50%	46%	44%
Spring 2008	66%	65%	59%	57%	52%
Fall 2008	43%	54%	49%	52%	44%
Spring 2009	61%	68%	61%	63%	53%
Fall 2009	39%	57%	53%	53%	50%
Spring 2010	60%	65%	65%	67%	59%
Fall 2010	45%	53%	51%	55%	53%
Spring 2011	63%	64%	60%	65%	63%

Table 9 represents the National Percentile Ranking (NPR), which compared each student's performance between fall and spring to a norm sample group at their grade level. For example, at second grade in math an average of 72% of the students scored above their peers in the norm referenced group in Fall 2010, as compared to 63% in June 2011. In Fall 2010 in math 63% of the second grade students scored above the norm referenced group compared to 61% in Spring 2011. In comparing Fall 2010 to Spring 2011 scores showed a downward trend in reading and math, except for sixth grade, which showed an increase from 63% to 72% in reading and a constant rate of 65% in math.

Table 9 Scantron National Percentile Rankings in Reading and Math 2007-2011

Grade	2	3	4	5	6
Reading					
Fall 2007	70%	69%	55%	50%	52%
Spring 2008	68%	64%	57%	49%	45%
Fall 2008	62%	56%	64%	52%	50%
Spring 2009	61%	57%	69%	57%	57%
Fall 2009	67%	65%	60%	61%	65%
Spring 2010	58%	57%	60%	68%	61%
Fall 2010	72%	70%	60%	58%	63%
Spring 2011	63%	58%	57%	49%	72%
Math					
Fall 2007	67%	68%	55%	38%	44%
June 2008	70%	55%	48%	40%	39%
Fall 2008	59%	59%	54%	54%	45%
Spring 2009	60%	57%	55%	56%	42%
Fall 2009	50%	68%	65%	58%	59%
Spring 2010	51%	48%	66%	64%	53%
Fall 2010	63%	56%	59%	65%	65%
Spring 2011	61%	46%	53%	61%	65%

IV. Professional Development and Ongoing Collaborative Work.

This year teachers continued to receive Professional Development (PD) on Data-Driven Decision-making, Scantron, Success-maker, and IEP Direct Programs. In addition to PD, specific CMT materials were used in grades 1-6th grade throughout the year in math, reading and writing to increase student learning. This included after school CMT preparation classes for 3-6th grade from November 2010 to March 2011 and the SRBI Program. (These programs continue in 2011-2012.)

For the fourth year in a row teachers were given student results on the CMT's and they worked in teams to identify areas that needed additional classroom instruction. This was further accomplished by implementing the Scantron assessment for all students in grades 2-6th grade. This information has allowed teachers the ability to adjust instruction to meet the needs of all students along with study guides on specific skills. Teachers will continue to use success-maker but the Scantron Performance Series may be replaced by CBAS in 2011-12. For 2010-2011 Early Release days were identified so teachers will have dedicated time to collaborate with their Data Teams using the DDDM Process, to assess student growth and adjust instruction to increase each student's academic performance in reading, math and writing. During these early release days teachers will work in their Data Team configurations using the 5-step formal Data Team Process. This included examining expectations, developing common pre and post-assessments, setting and revising goals, selecting instructional strategies, analyzing data and determining indicators. There are several forms that will be utilized during this process to include completing meeting minutes each month, which should be shared with administration, Short/Long Term Unit Planning Forms, and Before and After Instruction Collaboration Forms. (These forms are provided for teachers to use in the DDDM Handbook.) Additionally, we will continue to measure student growth using the new reading series. We will use remedial reading materials in all grades to provide students with needed scaffolding and strategic intervention for the reading program as appropriate to include using My Sidewalk materials associated with our current reading program titled, Reading Street.

For 2010-2011 Curriculum Maps and benchmarks for each grade level continued to be established. Each teacher has their own account so they can access the maps to make monthly updates. Additionally, the curriculum maps are connected to the standards-based report card, the priority standards and the Connecticut Frameworks for each content area. Last year the old report card was revamped and transitioned over to Power-school. For 2010-2011, the new updated program was introduced and report card quirks from last year were addressed. Additionally, we implemented the parent-teacher interaction features provided by Power-school along with the current school website. This enhanced communication between home and school. Preschool also put their report on-line as well.

The Connecticut State Department of Education (CSDE) has developed and implemented the Connecticut Accountability for Learning Initiative (CALI) to accelerate the learning of all students in Connecticut. This is based in part by research done by Dr. Reeves, Dr. Schmoker, Dr. Marzano and Dr. Elmore. It includes using DDDM to improve student achievement, Data Teams that work to analyze student data from common formative assessments and the use of effective teaching strategies, and nonfiction writing to develop lesson plans that meet each students needs. All adults must be held accountable for student achievement. (During 2011-2012 the introduction of the new Teacher/Student Accountability Model will further that initiative.) We have had training on using these components, but work on developing common formative assessments across all grades

and content area curriculums must be a priority. This will become even more critical as we start working on developing new curriculum and curriculum maps based on the new common core standards. This starts with the common core standards, developing essential questions and identifying priority standards while creating new curriculum maps for each subject. Teachers must consider these components while developing their weekly lesson plans to include the use of DI. We had two teachers attend the Effective Teaching Strategies (ETS) workshop last year and they provided PD to our teachers for the 2010-2011 school year. Improvements in learning and instruction in the classroom must revolve around the teacher, student and content. We must look at what teachers and students are doing and saying and focus on the major learning tasks necessary to accelerate large-scale, systematic instructional improvement in each classroom. Systematic change can only be accomplished by increasing the depth of the content and the level of student activity, not to mention increasing the skills and knowledge all teachers must possess in each content area. This will be further supported by the use of technology described in the new Technology Plan for 2009-2012. (This year we purchased 9 new computers and 6 Alpha Smarts.) Our preschool and kindergarten programs received re-accreditation from the National Association for the Education of Young Children during 2009.

V. Cultural Diversity, Multiculturalism and Enrichment Experiences.

Scotland Elementary School provides students with opportunities to interact with students from diverse backgrounds through a Sister School Program with Manchester for 4-6th grade students in a grant through the Discovery Center. The sister school program with Manchester continued in 2010-2011 to include school visits and pen-pal letters. There was a Parent Night Meeting in Sept. and an Open House for parents at Camp Woodstock. Camp counselors visited students. Teachers got together for a Leadership Workshop before attending camp. We had sixth grade students attend Nature's Classroom, too. The PTO also sponsored several cultural events throughout the year. We also had Enrichment Clusters during May 2011. These programs will continue during the 2011-12 school-year.

VI. Communication and Cohesiveness

The Scotland Elementary School staff continues to improve communication and create a positive working relationship with all constituencies focused on improved student academic achievement. This includes updating teacher websites on a weekly basis. The Scotland Elementary Action Team will continue to develop activities to increase connections with the home and community throughout the year. Each year letters are sent to parents explaining the CMT's and the various programs we are implementing to help their child. This will also be discussed at the Open House to include the School Wellness Policy, Parent-School Compact and PBS. We also sent home information on Scantron and a progress report on how their students were performing in math and reading on the computer tutorial program called Success-maker. This year special events will be aired on Cable TV. Teachers also use the Power-school program to post homework, activities

and information for parents. We have a staff member that works hand in hand with teachers to update their school websites on a regular basis. The school uses Alert Now to notify parents of closings and upcoming events. This year SAT (Scotland Action Team) sponsored several activities to bring the community and school closer together to include a community conversation. The school readiness preschool program provided many activities for parents during the year to include visits and activities through the local library and several field trips. During the First Day back to school celebration parents will be asked to sign-up for the PTO and to be volunteers. SAT will sponsor the yearly Volunteer Dinner in May, which recognizes volunteers for their contributions to the school. Our PTO is very involved in the school and they sponsor many fundraisers and activities such as No TV. Week, and the CMT breakfast club during CMT's. These efforts are in addition to having an Open House on September 22, 2011 and parent-teacher conferences twice per year as prescribed by the Parent Involvement Policy. Parents are also on the School Safety Team, the Superintendent SAT Committee and the Indoor Air Quality Team. We also established a student counsel to work on suggestions made last year about improving school climate. Additionally, SAT under the direction of the Scotland Board implemented the first year of the Positive Behavior Support Program.

VII. Plans for Sustained Improvement in Student Accomplishments

For 2010-2011 Professional Development (PD) focused on Effective Teaching Strategies to improve student learning, the Data-Driven Decision Making (DDDM) Process and DI, and development of high quality rigorous instructional units and teacher instruction in the classroom. From third to sixth grade we focused on students at proficiency and made an effort to have them reach goal or above. Paraprofessionals attended many Professional Development workshops this year. We also had workshops during monthly Para meetings. This year we will have to start working on the new common core standards and make sure they are aligned with curriculum maps, teacher lesson plans and the standards-based report. This will be a three-year process leading up to 2014-15. Teachers will on a monthly basis update curriculum maps. Designated staff meetings and early release days will be used to collect and analyze student data in an effort to adjust instruction in the classroom and improve student learning. We will offer Literacy/Math Nights for parents. We will continue our after school programs and the Scientific Research-Based Intervention (SRBI) Model Program, which provides Tier II and III support. (The Homework Program was restructured three years ago to complement the SRBI Model.)

VIII. School District Improvement Plans and Activities

Our preschool and kindergarten programs received re-accreditation from the National Association for the Education of Young Children three years ago. There has been a focus on student achievement in the content areas and student performance has been tracked to identify possible trends and or student problem areas. During the last three years we have had a special after school program for first-sixth grade students connected to the Response To Intervention Model known as SRBI. Teachers will continue to use DRA's,

running records, and SRI to evaluate students reading performance in an effort to improve teacher instructional strategies in reading and create common formative assessments to use as benchmarks. Consideration will be given to using the CT. Based Assessment System (CBAS) this year.

We will continue the special after school program called Academic Excellence Club (AEC) for first-sixth grade students. This is connected to the Scientific Research Based Intervention (SRBI) Model and Tier II and III support. We will use CMT's, DRA's, Running Records, SRI and Success-maker to evaluate and monitor student reading and math performance during DDDM Team meetings in an effort to improve instructional practices. (A new DDDM Team Handbook has been created to assist teachers in this process.) We also give students in second grade a practice CMT. Also, three years ago we implemented a new research-based reading program. In looking at Special Education we will continue to focus on improving the use of IEP Direct and revising the special education manual. Additionally, a new SRBI Guide has been developed to help teachers with implementing the SRBI Process. Teachers will continue to receive Diversity Training and Mandated Reporter Training at the monthly staff meetings this year.

IX. Recommendations:

Provide teacher collaboration for Data-Teams during nine early release days.

Monitor implementation of the School-wide Positive Behavioral Intervention Program.

(This will be our second year of training.)

Refine the standards-based report card system and monitor Power-School parent-teacher module for homework and progress reports, etc...

Continue Power-School for PSIS and Lunch Program Accountability

Provide continued training for reading program to include intervention and on-line materials.

Implement Health and Nutrition Curriculum and instruction.

Superintendent/SAT Committee will continue to work on ways to increase communication between community, staff and administration.

Teachers will provide homework and classroom information through the website using Power-school and the Pearson Rd. Software.

Continue Success-maker and replace Scantron with CBAS.

Continue to implement the Scientific Research Based Intervention Model and use SRBI Guide.

Continue PD on Effective Teaching Strategies (ETS), DDDM, Data Teams, and Data Walls. Utilize DDDM Handbook and forms and the Collins Writing Program.

Provide PD on Curriculum Mapping Technology focused on new Common standards

Use revised Writing Guide and review Empowering Writers processes and receive PD on Collins Writing Program.

Continue Nature's Classroom and Discovery Program.

Start to have teachers work on new curriculum and curriculum maps based on new common core standards. This must be in place by 2014-2015.

Work should start on revising the current Teacher Evaluation Model.

Start to utilize the new Teacher/Student Accountability Test Matrix

X. Action Plan for 2011-2012:

During the 2011-2012 school-year teachers will finish PD workshops on Effective Teaching Strategies (ETS). During the year on early release days Data Teams will continue to meet to collect, review and analyze student work and adjust instruction as needed to include behavioral PBIS data and use of the School Data Team Progress Report. Designated Teachers and staff and coaches on the SAT will attend year two SERC training during 2011-12. Additional PD opportunities will include curriculum mapping, coaching and writing workshops. This must as already mentioned also include a look at preparing for the new common core standards that must be implemented by the year 2014-2015. At this time preliminary plans will focus on creating new curriculum maps for Language Arts and writing for 2011-12. During the 2012-13 school year teachers will work on updating curriculum maps for math and science with all remaining subjects being done in 2013-14. At the same time teachers will continue to teach the current standards. In 2013-14 the standards-based report card will be transitioned over to the new standards and reflect the new curriculum maps as well.

Teachers will turn-in student writing folders during December and April and Writing Prompts throughout the year. Teachers will receive feedback on implementing the writing program. This year a review of the John Collins Writing Program to include the use of Focus Correction Areas and the use of Narrative and Expository writing will be addressed during PD. Two years ago the writing handbook was revised to include updated Focus Correction Areas (FCA's). Monthly staff meetings and early release days will continue to target overall student progress and plans to assist low performing students, to include Special Education teacher input, as well.

Common teacher evaluation goals have allowed teachers the opportunity to share research and classroom activities. Teachers must continue to make a strong connection between their evaluation goals and student improvement based on student performance data. This has allowed teachers more time to mentor/coach and model their instructional strategies in reading and other subjects to improve student achievement. This year the reading remediation teacher will work with teachers that want to form a collaborative coaching partnership.

The new Teacher Education and Mentoring (TEAM) Program was successfully implemented this year. This included positive feedback from the state on the District Support Plan.

The superintendent will meet with all teachers and para's individually during the year to review their goals, one of which should be related to the CMT's and increased student performance.

The Student Teacher Assessment Team and Early Intervention Team will assess student academic progress this year and focus more on maintaining and improving the SRBI Model and process. This goes hand and hand with monitoring student's special education needs through PPT's. This year everyone will work on ensuring better communication between the SRBI Team and staff in supporting students receiving services at Tier II and Tier III.

For 2011-2012 SAT will continue training for year two from SERC on overseeing the implementation of PBS at Scotland School. Additionally work will continue with the students on improving the school climate based on suggestions made last year by students in 3-6th grade through the Student Council.

XI. Strengths:

Continue to develop the John Collins and Empowering Writers Writing Curriculums. Provide enriching experiences for students in school and on field trips to include Nature's Classroom, and the Discovery Center.

Adoption of reading, math, and Social Studies programs and new updated science materials in 4-6th grades

State of the Art computer lab

Continue to increase Parental Involvement and maintain the Superintendent/Scotland Elementary Action Team (SEAT) and activities.

Continue School and Parent Compact and School Wellness Policy implementation.

Conduct Curriculum Nights.

Continue to implement the School Readiness Grant in preschool.

Maintain a clear focus on learning. Teachers will use CMT results and classroom work to adjust instruction to meet the needs of all children at SES using Data Teams and DDDM Process.

Continue after School Programs.

Continue to stress technology (Technology Plan), and schedule students for reading and math tutorial services using success-maker in the Computer Lab.

Implement the new Positive Behavior System (second year).

Continue to implement and collect data on the reading program in all grades.

Continue teacher's use of DRAs and running records. Look at using Dibels when appropriate.

Continued Scholastic Reading Inventory Program to track student reading levels.

Continue CMT Preparation classes and use of CMT materials during the year and after school.

Increase student math performance and achievement by using the identified Focus Area's for each grade level based on last years CMT's and benchmarking materials. Improve

report card format, and grade-book and performance standards. Continue link for parents to access their child's information through the website using Power-school.
Continue use of success-maker program to include science for 3-6th grade.
Identify students in K-4th grades that need support in reading and have a remedial/Intervention teacher provide Tier II and Tier III services.
Use Reading Program Spelling Program from K-6th grade.
Continue to develop the K-6th grade science program and focus on using and organizing the science lab.
Continue the Science Fair.
Continue to stress our shared vision and mission for Scotland Elementary School in an effort to create a true community of learner's.
Conduct Summer School in 2012.
Implement the Talented and gifted Program to include Enrichment Clusters.
Continue Nature's Classroom and the Discovery Program.

XII. Weaknesses:

Continue time for teaching and instruction and collaboration and Data Teams and DDDM
Expand paraprofessional Training and provide specific orientation.
Revise Report Card and curriculum to reflect new standards (Common Core).
Improve parent-school communication to include PBS orientation.
Monitor implementation of content area subjects, reading and math programs.
Improve CMT performance in specified areas.

Scotland Elementary School Goals for 2011-2012

1. All students at Scotland Elementary School (SES) will achieve to their fullest academic potential across the curriculum. On the Connecticut Mastery Test (CMT) at SES 100% of all students will be at proficiency or higher with at least 80% at goal or above with a student participation rate of 95%.
2. Scotland Elementary School will utilize Data-Driven Decision-Making (DDDM) focused on changing classroom instruction to improve student outcomes. Additionally, student achievement will be tracked in all content areas during the school year to identify possible trends and or problem areas. This will be discussed at Monthly Data team meetings on early release days.
3. The Board of Education will monitor the implementation of the second year of the Positive Behavior Support Program.

4. Scotland Elementary School will continue to work on providing students with opportunities to interact with students from diverse backgrounds. This will include sending students to Discovery Camp and Nature's Classroom.

5. The Scotland Elementary School staff will continue to improve communication and create a positive working relationship with all constituencies focused on improved student academic achievement. This will include updating teacher websites and conducting workshops on various topics to include Positive Behavior Support (PBS).