

**WOODBURY MIDDLE SCHOOL**  
**SCHOOL IMPROVEMENT PLAN**  
**2009 – 2010**

**Alice A. Jones**  
**Principal**  
**September 15, 2009**



# Regional School District No. 14 Towns of Bethlehem and Woodbury

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## **Region 14 Norms and Core Beliefs**

1. *Region 14 has the capacity to make major improvements in student achievement.*
2. *Region 14's leadership makes a difference both in schools and school systems.*
3. *Region 14 personnel must be held to a standard of excellence by the administration and are expected to contribute to the successful school experience of every student.*
4. *Every Region 14 student is entitled to highly effective instruction every day.*
5. *Learning must be relevant, engaging and challenging for Region 14 students.*

## **Region 14 Mission Statement**

*We, the educational community of the Region 14 School District, are dedicated to creating a quality, dynamic learning environment so that each individual learner becomes a respected contributing member of the community with values and resources that promote the advancement of society.*

## **Woodbury Middle School Guiding Beliefs**

- *All adolescents have an innate desire to learn and grow. It is our responsibility as a community to nurture that desire.*
- *All adolescents are capable of achieving at high levels.*
- *All adolescents must be respected, safe, and validated for their unique qualities.*
- *Middle School is students' last chance for a deep and rich literacy experience.*
- *The learning community must be centered on the young adolescent.*
- *A culture of collaboration and continuous improvement makes us powerful.*
- *Compassion and kindness must be the fabric of the learning community.*

## **Goal 1 –READING**

All students in grades six, seven, and eight will demonstrate continuous improvement in reading as measured by Connecticut State Standards (CMT), Regional School District 14 Standards, and Woodbury Middle School Standards.

### **Implementation and Monitoring:**

The Woodbury Middle School administrators, literacy specialist, and teachers will collaborate regularly to review and analyze student performance and student work. Informed decisions, based on the data, will be used to design instruction that ensures all students are achieving. The literacy specialist will continue to provide ongoing direction and support in reading instruction using state and district standards, student work, and performance data as the focal point of all conversations. The principal will meet with the literacy specialist and grade level and cross grade level teams regularly to review student work and student data. Administrators will conduct frequent walk-throughs of classes to monitor implementation of all action steps. In line with the District Improvement Plan, we will focus on improving instructional practice in all subject areas.

### **Action Steps**

- 1.1** In August and September, administrators, literacy specialist, and teachers will review CMT, previous grade level performance, and the results of the fall DRP test. In consultation with the literacy specialist, teachers will begin to identify student needs in reading and select students for specific intervention(s).
- 1.2** By the end of September, the intervention team will identify and plan for the first cycle of students needing tier two and tier three interventions to be delivered during academic lab. A member of the intervention team will meet with teachers to review the intervention(s) and schedule. Throughout the school year, assessment instruments such as common formative assessments, running records, WRAP, Fountas and Pennell Benchmarks, and DRA2 will be administered before and at the end of each five week rotation to monitor student progress.
- 1.3** At the end of the second academic lab cycle, the intervention team will collect student achievement data and teacher data to measure the efficacy of the new academic lab (intervention) schedule. They will review the data and make revisions to the academic lab, as appropriate. By June 15<sup>th</sup>, the team will analyze the data and determine revisions, if any, necessary to improve the academic lab for the 2010-2011 school year.
- 1.4** The literacy specialist will meet with all language arts teachers at least one time weekly during their common planning time for the entire school year to support teachers in their delivery of explicit reading instruction. This year all grade levels will focus on *Making Reader/Text Connections*, a CMT strand that all grade levels performed at less than 60% mastery.

- 1.5 By October, teachers, in consultation with the literacy specialist, will create common assessments in *Making Reader/Text Connections*. Teachers will analyze student performance on these assessments to inform their instruction.
- 1.6 In October, the literacy specialist will meet with content area teachers and present results of the fall DRP. Throughout the school year, the literacy specialist will support teachers in matching readers to text, as appropriate. Under her direction, teachers will integrate the comprehension strategy, *Making Reader/Text Connections* into their instruction. Administrators will monitor the integration of this strategy by completing walk-throughs and during informal and formal observations.
- 1.7 The literacy class teacher will monitor the progress of students in each of the forty-five day literacy classes through student logs of number and genres of books read, reading journal responses, and end of term student surveys. The literacy specialist will collect and submit the data to the principal at the end of each term.
- 1.8 Throughout the school year, the administrators will provide professional development in best instructional practice during staff meetings, common planning times, and individual conference sessions. By the end of June, teachers will demonstrate an understanding, through their lessons, of the identified lesson components as it relates to teaching reading.
- 1.9 By June 15<sup>th</sup>, the language arts teachers and literacy specialist will meet to analyze the data from the 2009-2010 school year. The literacy specialist will create a report that includes group and individual results. This will be presented to administrators before June 30<sup>th</sup>. This report will be used to complete an End of Year Report on the SIP. The report will also be used to plan for reading and writing improvement for the 2010-2011 school year at a meeting of the administrators, literacy specialist, and language arts teachers from the leadership team held prior to September 15, 2010.

## **Goal 2 – WRITING**

All students in grades six, seven, and eight will demonstrate continuous improvement in writing as measured by Connecticut State Standards (CMT), Regional School District 14 Standards, and Woodbury Middle School Standards.

### **Implementation and Monitoring:**

The Woodbury Middle School administrators, literacy specialist, and teachers will collaborate regularly to review and analyze student performance data and student work. Informed decisions based on the data will be used to design instruction that ensures all students are achieving. The literacy specialist will continue to provide ongoing direction and support in writing instruction using state and district standards, student work, and performance data as the focal point of all conversations. The principal will meet with the literacy specialist and grade level and cross grade level teams regularly to review student work and student data. Administrators will conduct frequent walk-throughs of classes to monitor implementation of all action steps. In line with the District Improvement Plan, we will focus on improving instructional practice in all subject areas.

## Action Steps

- 2.1 In August, administrators, literacy specialist, and teachers will review CMT and previous grade level performance. In consultation with the literacy specialist, teachers will begin to identify student needs in writing and select students for specific intervention(s).
- 2.2 The literacy specialist and teachers will continue to use a protocol for administering and scoring district writing prompts. They will holistically score and analyze results of each of the three district writing prompts and determine areas of focus for further instruction. Students will revise, edit, and rewrite prompts with attention to identified focus areas. Teachers will submit samples of students' rewritten prompts to the principal. The literacy specialist will report results and plans for instruction to the principal at the end of each prompt scoring session.
- 2.3 Teachers will use reader's notebook for instruction and assessment. With the support of the literacy specialist, they will regularly analyze students' responses to text and use the results to inform their instruction.
- 2.4 This year all grade levels will focus on *Editing and Revising*, a CMT strand that all grade levels performed at less than 80% mastery. In grades six and eight the focus will be on *editing* and in grade seven the focus will be on *composing and revising*. Teachers will provide ongoing explicit instruction and multiple opportunities for students to edit and revise their writing. By June 15<sup>th</sup>, each student will complete at least one published piece with artifacts of the writing process.
- 2.5 The literacy specialist will meet with all content and unified arts teachers twice monthly on how to integrate writing across the curricula. Social studies teachers will create, administer, and analyze the results of a common writing assessment to be given in November and May. Teachers will provide explicit instruction around the results of the first assessment and use formative assessments to inform continued instruction.
- 2.6 Throughout the school year, as directed by Dr. Cronin, all students will write daily in all classes. Language arts teachers will submit student writing and assessments for the writing to the building principal biweekly. In addition, the building principal will conduct regular walk-throughs to ensure that students are writing daily.
- 2.7 By June 15<sup>th</sup>, the language arts teachers and literacy specialist will meet to analyze the data from the 2009-2010 school year. The literacy specialist will create a report that includes group and individual results. This will be presented to administrators before June 30<sup>th</sup>. This report will be used to complete an End of Year Report on the SIP. The report will also be used to plan for reading and writing improvement for the 2010-2011 school year at a meeting of the administrators, literacy specialist, and language arts teachers from the leadership team held prior to September 15, 2010.

### **Goal 3 – MATH**

All students in grades six, seven, and eight will demonstrate continuous improvement in math as measured by Connecticut State Standards (CMT), Regional School District 14 Standards, and Woodbury Middle School Standards.

#### **Implementation and Monitoring:**

The Woodbury Middle School administrators, math coordinators, and teachers will collaborate regularly to review and analyze student performance and student work. Informed decisions, based on the data, will be used to design instruction that ensures all students are achieving. Math coordinators will continue to provide ongoing direction and support in mathematics instruction using state and district standards, student work, and performance data as the focal point of all conversations. The principal will meet with the District coordinators and grade level and cross grade level teams regularly to review student work and student data. Administrators will conduct frequent walk-throughs of classes to monitor implementation of all action steps. In line with the District Improvement Plan, we will focus on improving instructional practice in all subject areas.

#### **Action Steps**

- 3.1 In August and September, administrators, math coordinators, and teachers will review CMT, previous grade level performance, and the results spring benchmarks. In consultation with the math coordinators, teachers will begin to identify student needs in math and select students for specific intervention(s).
- 3.2 By the end of September, the intervention team will identify and plan for the first cycle of students needing tier two and tier three interventions to be delivered during academic lab. A member of the intervention team will meet with teachers to review the intervention(s) and schedule. Throughout the school year, assessment instruments such as common formative assessments and benchmarks will be administered before and at the end of each five week rotation to monitor student progress.
- 3.3 At the end of the second academic lab cycle, the intervention team will collect student achievement data and teacher data to measure the efficacy of the new academic lab (intervention) schedule. They will review the data and make revisions to the academic lab, as appropriate. By June 15<sup>th</sup>, the team will analyze the data and determine revisions, if any, necessary to improve the academic lab for the 2010-2011 school year.
- 3.4 Teachers and math coordinators will create and administer (common) formative assessments and mid/end-of-year aligned to CT State Math Standards and Connected Math Program 2 (CMP2). Teachers, with the support of the math coordinators, will analyze the results and provide appropriate flexible grouping and explicit instruction.

- 3.5 The math coordinators will meet with all math teachers at least one time weekly during their common planning time for the entire school year to support teachers in their delivery of explicit math instruction. This year, based on the results of the CMT, the focus will be:
- Grade 6 – customary and metric measures
  - Grade 7 – computation with whole numbers and decimals / statistics and data analysis
  - Grade 8 – computation with whole numbers and decimals / place value
  - Grade 6, 7, 8 – Solving extended numerical, statistical and spatial problems (mathematical applications)
- 3.6 Math coordinators will assist teachers in planning for instruction and assessment related to interventions; present best practice in math instruction; monitor sequence and time taken for each math investigation; and facilitate grade level review of student work. Teachers will continue this work weekly with their grade level partners. In addition, math coordinators will strengthen teachers' understanding and use of the updated *Connecticut PreK-Grade 8 Mathematics/Curriculum Standards* and *A Model for Mathematics Curriculum Grades PreK-Grade 8*. The principal will participate in these meetings regularly throughout the school year. She will monitor classroom instruction by completing walk-throughs and during informal and formal observations.
- 3.7 The math coordinators will work with new math teachers by supporting daily planning, modeling instruction, and analyzing student work. They will report progress made at biweekly meetings with the building principal and vice-principal.
- 3.8 Throughout the school year, the principal and vice-principal will provide professional development in best instructional practice during staff meetings, common planning times, and individual conference sessions. By the end of June, teachers will demonstrate an understanding, through their lessons, of the identified lesson components as it relates to teaching math.
- 3.9 By June 15<sup>th</sup>, the math teachers and math coordinators will meet to analyze the data from the 2009-2010 school year. The math coordinators will create a report that includes group and individual results. This will be presented to administrators before June 30<sup>th</sup>. This report will be used to complete an End of Year Report on the SIP. The report will also be used to plan for math improvement for the 2010-2011 school year at a meeting of the administrators, math coordinators, and math teachers from the leadership team held prior to September 15, 2010.

## **Goal 4 - SCHOOL CULTURE**

Establish Woodbury Middle School as a learning community that supports young adolescent students intellectually, emotionally, and socially for the purpose of continually moving all students toward high levels of achievement.

### **Implementation and Monitoring:**

Our school culture and climate continue to be defined by what we believe is best for our young adolescent learners. Our Guiding Beliefs are designed to promote learning and achievement for all students in an environment that engenders kindness and respect. Data from last year showed we must continue to work on building a community where all members feel respected, known, and connected. We will administer our school wide climate survey in the spring to assess progress in improving our school climate. We will analyze the results when we plan for the 2010-2011 school year.

### **Feeling Respected**

*All adolescents must be respected, safe, and validated for their unique qualities.  
Compassion and kindness must be the fabric of the learning community.*  
(Woodbury Middle School Guiding Beliefs)

This year we will continue to work to build a community where members are clear about behaviors that show mutual kindness and respect. Members will be held accountable for their behaviors.

### **Action Steps**

- 4.1 The support services department will develop a program designed to foster a community of kindness and compassion. A number of teachers and students will be trained to keep the program alive throughout the year. They will plan school community activities connected to promoting positive school culture.
- 4.2 The school counseling department and administrators will redefine the processes for office referrals related to bullying. The vice-principal will monitor the impact of these changes. In June, administrators and school counselors will meet to analyze the data and make changes as indicated. This process will be shared with district administrators to assure coherence in all schools.
- 4.3 School counselors will deliver a comprehensive school counseling curriculum that emphasizes respect. Assessments for each topic will be administered and analyzed by the school counselors.
- 4.4 The student council will review the 2008-2009 draft of the WMS School Behavior Code with the school community. By December 1<sup>st</sup>, WMS will adopt a final School Behavior Code. This will be presented to parents and posted throughout the school with the expectation that everyone will honor the code.

## **Feeling Known and Connected**

*All adolescents have an innate desire to learn and grow. It is our responsibility as a community to nurture that desire.*

*All adolescents must be respected, safe, and validated for their unique qualities.*

*The learning community must be centered on the young adolescent.*

*A culture of collaboration and continuous improvement makes us powerful.*

(Woodbury Middle School Guiding Beliefs)

This year we will continue our work to build a culture where all members feel they are known, belong, and have a role in our school community.

## **Action Steps**

- 4.5 In its second year, the advisory program will include sixth and seventh graders. Teachers new to the program will facilitate the groups under the direction of the Regional Director of School Counseling. Surveys, pre/post assessments, and/or anecdotal records will be used to assess the understanding gained through participation in this program.
- 4.6 The intervention team will monitor student progress resulting from participation in the new academic lab. This group will keep data that will be analyzed at the end of the school year to determine the academic lab's impact on student achievement.
- 4.7 In order to provide for a seamless transition to WMS, the school counselors and administrators will include Mitchell Elementary fifth graders in a number of WMS activities. They will meet with fifth graders two times after March 30<sup>th</sup> to begin conversations about WMS. School counselors will survey students and parents in the spring and the following fall to determine the impact of these transition opportunities in helping students feel known and connected at WMS.
- 4.8 The leadership team will continue to build its leadership capacity specifically in facilitating focus groups comprised of teachers at large. These groups will work on scheduling, improving student behaviors, celebrating successes, and community building.

## STUDENT PERFORMANCE DATA

### CONNECTICUT MASTERY TEST

#### Percentage of [Grade 6](#) Students At or Above State Goal on the CMT

	2008	2009
Reading	76.5	85.2
Writing	57.6	81.8
Mathematics	66.3	89.9

#### Percentage of [Grade 7](#) Students At or Above State Goal on the CMT

	2008	2009
Reading	81.6	77
Writing	72.7	68.1
Mathematics	67.5	65.2

#### Percentage of [Grade 8](#) Students At or Above State Goal on the CMT

	2008	2009
Reading	76.8	80.8
Writing	68.5	80.1
Mathematics	65.5	73.8

#### Percentage of [Grade 6](#) Students Meeting Reading Comprehension Objectives on the CMT

	2008	2009
Forming a General Understanding	86	95
Developing Interpretation	84	88
Making Reader/Text Connections	37	58
Examining the Content and Structure	90	95

**Percentage of [Grade 7](#) Students Meeting Reading Comprehension Objectives on the CMT**

	<b>2008</b>	<b>2009</b>
<b>Forming a General Understanding</b>	78	75
<b>Developing Interpretation</b>	82	81
<b>Making Reader/Text Connections</b>	64	55
<b>Examining the Content and Structure</b>	82	76

**Percentage of [Grade 8](#) Students Meeting Reading Comprehension Objectives on the CMT**

	<b>2008</b>	<b>2009</b>
<b>Forming a General Understanding</b>	72	76
<b>Developing Interpretation</b>	78	81
<b>Making Reader/Text Connections</b>	61	67
<b>Examining the Content and Structure</b>	82	83

**[Grade 6](#) Average Degree of Reading Power (DRP) Score on the CMT**

	<b>2008</b>	<b>2009</b>
<b>DRP (&gt;60 goal)</b>	69.4	71.6

**[Grade 7](#) Average Degree of Reading Power (DRP) Score on the CMT**

	<b>2008</b>	<b>2009</b>
<b>DRP (&gt;62 goal)</b>	70.9	70.4

**Grade 8 Average Degree of Reading Power (DRP) Score on the CMT**

	<b>2008</b>	<b>2009</b>
<b>DRP (&gt;66 goal)</b>	73.9	73.9

**Percentage of Grade 6 Students Mastering Writing Objective on the CMT**

	<b>2008</b>	<b>2009</b>
<b>Composing/Revising</b>	59	72
<b>Editing</b>	66	80

**Percentage of Grade 7 Students Mastering Writing Objective on the CMT**

	<b>2008</b>	<b>2009</b>
<b>Composing/Revising</b>	65	65
<b>Editing</b>	70	62

**Percentage of Grade 8 Students Mastering Writing Objective on the CMT**

	<b>2008</b>	<b>2009</b>
<b>Composing/Revising</b>	67	67
<b>Editing</b>	56	58

**Grade 6 Average Holistic Score on the Direct Assessment of Writing (DAW) on the CMT**

	<b>2008</b>	<b>2009</b>
<b>DAW score (= or &gt; 8 goal)</b>	7.6	8.3

**Grade 7 Average Holistic Score on the Direct Assessment of Writing (DAW) on the CMT**

	<b>2008</b>	<b>2009</b>
<b>DAW score (= or &gt; 8 goal)</b>	8.5	8.6

**Grade 8 Average Holistic Score**  
**on the Direct Assessment of Writing (DAW) on the CMT**

	2008	2009
<b>DAW score</b> (= or > 8 goal)	8.7	8.9

**Percentage of Grade 8 Students At or Above State Goal on Science CMT**

2008	2009
76.4	83.1

*DISTRICT GRADE LEVEL STANDARDS*

**Percentage of Grade 6 Students At or Above District Goal**  
**on the Degree of Reading Power (DRP)**

	Fall 2008 (>58 goal)	Spring 2009 (>60 goal)	Spring 2010
<b>DRP</b>	41	72	

**Percentage of Grade 7 Students At or Above District Goal**  
**on the Degree of Reading Power (DRP)**

	Fall 2008 (>59 goal)	Spring 2009 (>62 goal)	Spring 2010
<b>DRP</b>	64	66	

**Percentage of Grade 8 Students At or Above District Goal**  
**on the Degree of Reading Power (DRP)**

	Fall 2008 (>64 goal)	Spring 2009 (>65 goal)	Spring 2010
<b>DRP</b>	58	76	

**Percentage of [Grade 6](#) Students At or Above District Goal  
on the Holistic Writing Prompt**

	Fall 2008	Spring 2009	Spring 2010
<b>DAW (= or &gt; 8 goal)</b>	30	68	

**Percentage of [Grade 7](#) Students At or Above District Goal  
on the Holistic Writing Prompt**

	Fall 2008	Spring 2009	Spring 2010
<b>DAW (= or &gt; 8 goal)</b>	28	54	

**Percentage of [Grade 8](#) Students At or Above District Goal  
on the Holistic Writing Prompt**

	Fall 2008	Spring 2009	Spring 2010
<b>DAW (= or &gt; 8 goal)</b>	43	74	

**WOODBURY MIDDLE SCHOOL DATA**

**[Grades 8](#) Student Performance on French Final Examination**

	2009	2010
<b>Percentage of Students Scoring &gt; 80%</b>	82	
<b>Average Score</b>	80	

**Grades 8 Student Performance on Spanish Final Examination**

	<b>2009</b>	<b>2010</b>
<b>Percentage of Students Scoring &gt; 80%</b>	53	
<b>Average Score</b>	79	

*\* Student performance on the listening, speaking, and essay writing portion of the final exam was very high. Their poorer performance on the objective portion may be that the objective items for the exam came from the textbook used at NHS.*

**Percentage of Grade 6 Students Participating in Extracurricular Activities**

	<b>2009</b>	<b>2010</b>
<b>Clubs</b>	43 (17% boys / 26% girls)	
<b>Sports</b>	31 (14% boys / 17% girls)	

**Percentage of Grade 7 Students Participating in Extracurricular Activities**

	<b>2009</b>	<b>2010</b>
<b>Clubs</b>	42 (15% boys / 29% girls)	
<b>Sports</b>	40 (17% boys / 23% girls)	

**Percentage of Grade 8 Students Participating in Extracurricular Activities**

	<b>2009</b>	<b>2010</b>
<b>Clubs</b>	34 (14% boys / 20% girls)	
<b>Sports</b>	44 (20% boys / 24% girls)	

**Number of Grades 6, 7, 8 Students Participating in Afterschool Study Hall**

	<b>2009</b>	<b>2010</b>
<b>One time weekly</b>	5	
<b>More than one time weekly</b>	24	