

Woodstock Public Schools

School Improvement Plan

2009 - 2010 School Year

# Woodstock Public Schools

## Mission Statement

The mission of the Woodstock Public Schools is to educate individuals for today and tomorrow. We will provide a curriculum that develops essential skills, encourages uniqueness and creativity, and offers the opportunity to cultivate diverse talents. We will promote a cooperative spirit and love of learning in an atmosphere based on respect and trust.

The Woodstock Board of Education policy "School District Goals and Objectives" (ADA) indicates that the district's goals and objectives are as follows:

### Cognitive

- To provide basic and higher-order skills (including problem solving)
- To provide "factual" information
- To provide skills for future life activity (including further education and employment)

### Non-Cognitive

- To develop self-esteem and self concept
- To develop interpersonal skills
- To develop good work habits
- To develop self-discipline
- To develop responsible citizenship
- To maintain mental and physical health
- To encourage students to develop ethical values

The Town of Woodstock is located in the Northeast corner of the state of Connecticut. Based upon the October 1, 2009 enrollment data the district is comprised of 917 students in Grades Pre-K – 8, with 500 students housed at the Elementary School (PreK-4) and the remaining 417 students housed at the Middle School (Grades 5-8). The gender distribution is 432 females (47.1%) and 485 males (52.9 %). The ethnic breakdown of the student population is 7(0.1 %) American Indian, 22(2.4 %) Asian American, 10(1.1 %) Black (African American), 850 (92.7 %) White, and 28(3.1 %) Hispanic. The total number of students with IEP's is 76 (8.3 %). The total number of students from low-income families (number of students receiving free or reduced lunch) is 106 (11.6 %). The total number of students for whom English is not the dominant language spoken at home, 16(0.6 %). The total number of students evaluated as limited English proficient 6 (1.1%). In addition there are 132(14.4 %) students, 77 boys (15.8 % of the male population) and 55 girls (12.7 % of the female population) receiving remedial reading services in grades one through eight. Finally, the Woodstock Public Schools tuition 442 students to Woodstock Academy. Woodstock, at 60 square miles, is one of the state's largest school districts. Although large in size, it is very rural, containing only 8,149 residents. The school system is relatively isolated from neighboring school systems and from suburban and urban settings.

After reviewing the testing information from the March 2008 administration of the Connecticut Mastery Test (CMT), Student Performance Goals have been set for English Language Arts, Mathematics and Science.

**Student Performance Goals:**

Student target performance goals on the 2010 administration of the Connecticut Mastery Test for grade 3 students are based upon the results of the grade 3 students on the 2006, 2007, 2008, or 2009 administrations of the Connecticut Mastery Test. Student target performance goals on the 2010 administration of the Connecticut Mastery Test for grades 4,5,6,7, and 8 are based upon the results of the 2009 administration of the Connecticut Mastery Test for the same cohorts.

**Goal #1.** Woodstock Public Schools will increase the number of students in **grade 3** scoring at the **proficiency level** or higher on the Connecticut Master Test (CMT) mathematics assessment by 1% over the spring 2009 CMT assessment results of 96.8%.

In addition the Woodstock Public Schools will increase the number of student in **grade 3** scoring at the **goal level** or higher on the Connecticut Master Test (CMT) mathematics assessment by 2% over the spring 2006 CMT assessment results of 76.4 %.

Woodstock Public Schools will increase the number of students in **grade 4** scoring at the **proficiency level** or higher on the Connecticut Master Test (CMT) mathematics assessment by 1% over their grade 3 spring 2009 CMT assessment results of 96.8%.

In addition the Woodstock Public Schools will increase the number of student in **grade 4** scoring at the **goal level** or higher on the Connecticut Master Test (CMT) mathematics assessment by 2% over their spring 2009 CMT assessment results of 70.2 %.

Woodstock Public Schools will increase the number of students in **grade 5** scoring at the **proficiency level** or higher on the Connecticut Master Test (CMT) mathematics assessment by 1% over their spring 2009 CMT assessment results of 89.3 %.

In addition the Woodstock Public Schools will increase the number of student in **grade 5** scoring at the **goal level** or higher on the Connecticut Master Test (CMT) mathematics assessment by 2% over their spring 2009 CMT assessment results of 63.1 %.

Woodstock Public Schools will increase the number of students in **grade 6** scoring at the **proficiency level** or higher on the Connecticut Master Test (CMT) mathematics assessment by 1% over their spring 2009 CMT assessment results of 94.4 %.

In addition the Woodstock Public Schools will increase the number of student in **grade 6** scoring at the **goal level** or higher on the Connecticut Master Test (CMT) mathematics assessment by 1% over their spring 2009 CMT assessment results of 76.4 %

Woodstock Public Schools will increase the number of students in **grade 7** scoring at the **proficiency level** or higher on the Connecticut Master Test (CMT) mathematics assessment by 1% over their spring 2009 CMT assessment results of 94.5%.

In addition the Woodstock Public Schools will increase the number of student in **grade 7** scoring at the **goal level** or higher on the Connecticut Master Test (CMT) mathematics assessment by 2% over their spring 2009 CMT assessment results of 75.8 %.

Woodstock Public Schools will increase the number of students in **grade 8** scoring at the **proficiency level** or higher on the Connecticut Master Test (CMT) mathematics assessment by 2% over their spring 2008 CMT assessment results of 97.9 %.

In addition the Woodstock Public Schools will increase the number of student in **grades 8** scoring at the **goal level** or higher on the Connecticut Master Test (CMT) mathematics assessment by 2% over their spring 2009 CMT assessment results of 85.6 %.

**Goal #2.** Woodstock Public Schools will increase the number of students in **grade 3** scoring at the **proficiency level** or higher on the Connecticut Master Test (CMT) reading assessment by 2 % over the spring 2007 CMT assessment results of 85 %.

In addition the Woodstock Public Schools will increase the number of student in **grade 3** scoring at the **goal level** or higher on the Connecticut Master Test (CMT) reading assessment by 2% over the spring 2007 CMT assessment results of 75%.

Woodstock Public Schools will increase the number of students in **grade 4** scoring at the **proficiency level** or higher on the Connecticut Master Test (CMT) reading assessment by 2 % over their spring 2009 CMT assessment results of 83.9 %.

In addition the Woodstock Public Schools will increase the number of student in **grade 4** scoring at the **goal level** or higher on the Connecticut Master Test (CMT) reading assessment by 2% over their spring 2009 CMT assessment results of 64.5 %.

Woodstock Public Schools will increase the number of students in **grade 5** scoring at the **proficiency level** or higher on the Connecticut Master Test (CMT) reading assessment by 2 % over their spring 2009 CMT assessment results of 74.4 %.

In addition the Woodstock Public Schools will increase the number of student in **grade 5** scoring at the **goal level** or higher on the Connecticut Master Test (CMT) reading assessment by 2% over their spring 2009 CMT assessment results of 61 %.

Woodstock Public Schools will increase the number of students in **grade 6** scoring at the **proficiency level** or higher on the Connecticut Master Test (CMT) reading assessment by 2 % over their spring 2009 CMT assessment results of 88.8 %.

In addition the Woodstock Public Schools will increase the number of student in **grade 6** scoring at the **goal level** or higher on the Connecticut Master Test (CMT) reading assessment by 2% over their spring 2009 CMT assessment results of 76.4 %.

Woodstock Public Schools will increase the number of students in **grade 7** scoring at the **proficiency level** or higher on the Connecticut Master Test (CMT) reading assessment by 2 % over their spring 2009 CMT assessment results of 93.6 %.

In addition the Woodstock Public Schools will increase the number of student in **grade 7** scoring at the **goal level** or higher on the Connecticut Master Test (CMT) reading assessment by 2% over their spring 2009 CMT assessment results of 84.8 %.

Woodstock Public Schools will increase the number of students in **grade 8** scoring at the **proficiency level** or higher on the Connecticut Master Test (CMT) reading assessment by 2 % over their spring 2009 CMT assessment results of 93.8 %.

In addition the Woodstock Public Schools will increase the number of student in **grade 8** scoring at the **goal level** or higher on the Connecticut Master Test (CMT) reading assessment by 2% over their spring 2009 CMT assessment results of 87.6 %.

**Goal #3.** Woodstock Public Schools will increase the number of students in **grade 3** scoring at the **proficiency level** or higher on the Connecticut Master Test (CMT) writing assessment by 2% over the spring 2006 CMT assessment results of 92.5 %.

In addition the Woodstock Public Schools will increase the number of students in **grade 3** scoring at the **goal level** or higher on the Connecticut Master Test (CMT) writing assessment by 2 % over the spring 2007 CMT assessment results of 74.7 %.

Woodstock Public Schools will increase the number of students in **grade 4** scoring at the **proficiency level** or higher on the Connecticut Master Test (CMT) writing assessment by 2% over their spring 2009 CMT assessment results of 84.4 %.

In addition the Woodstock Public Schools will increase the number of students in **grade 4** scoring at the **goal level** or higher on the Connecticut Master Test (CMT) writing assessment by 2 % over their spring 2009 CMT assessment results of 51.3 %.

Woodstock Public Schools will increase the number of students in **grade 5** scoring at the **proficiency level** or higher on the Connecticut Master Test (CMT) writing assessment by 2% over their spring 2009 CMT assessment results of 82.4 %.

In addition the Woodstock Public Schools will increase the number of students in **grade 5** scoring at the **goal level** or higher on the Connecticut Master Test (CMT) writing assessment by 2 % over their spring 2009 CMT assessment results of 64.7 %.

Woodstock Public Schools will increase the number of students in **grade 6** scoring at the **proficiency level** or higher on the Connecticut Master Test (CMT) writing assessment by 1% over their spring 2009 CMT assessment results of 92.4 %.

In addition the Woodstock Public Schools will increase the number of students in **grade 6** scoring at the **goal level** or higher on the Connecticut Master Test (CMT) writing assessment by 2 % over their spring 2009 CMT assessment results of 67.4 %.

Woodstock Public Schools will increase the number of students in **grade 7** scoring at the **proficiency level** or higher on the Connecticut Master Test (CMT) writing assessment by 1% over their spring 2009 CMT assessment results of 84.4 %.

In addition the Woodstock Public Schools will increase the number of students in **grade 7** scoring at the **goal level** or higher on the Connecticut Master Test (CMT) writing assessment by 2 % over their spring 2009 CMT assessment results of 56.3 %.

Woodstock Public Schools will increase the number of students in **grade 8** scoring at the **proficiency level** or higher on the Connecticut Master Test (CMT) writing assessment by 2% over their spring 2009 CMT assessment results of 91.8 %.

In addition the Woodstock Public Schools will increase the number of students in **grade 8** scoring at the **goal level** or higher on the Connecticut Master Test (CMT) writing assessment by 2 % over their spring 2009 CMT assessment results of 79.4 %.

**Goal #4.** Woodstock Public Schools will increase the number of students in **grade 5** scoring at the **proficiency level** or higher on the Connecticut Master Test (CMT) science assessment by 1% over the spring 2009 CMT assessment results of 98.9 %.

In addition the Woodstock Public Schools will increase the number of students in **grade 5** scoring at the **goal level** or higher on the Connecticut Master Test (CMT) science assessment by 2 % over the spring 2009 CMT assessment results of 82.8 %.

Woodstock Public Schools will increase the number of students in **grade 8** scoring at the **proficiency level** or higher on the Connecticut Master Test (CMT) science assessment by 1% over the spring 2008 CMT assessment results of 94.7%.

In addition the Woodstock Public Schools will increase the number of students in **grade 8** scoring at the **goal level** or higher on the Connecticut Master Test (CMT) science assessment by 2 % over the spring 2008 CMT assessment results of 83.2 %.

## **Goal #5.**

1. Woodstock Public Schools will increase the number of students with disabilities scoring at the **proficiency level** or higher on the Connecticut Master Test (CMT) mathematics assessment by 7.5 % over the spring 2009 CMT adjusted assessment results of 79.1 %.

2. Woodstock Public Schools will increase the number of students with disabilities scoring at the **proficiency level** or higher on the Connecticut Master Test (CMT) reading assessment by 20.8 % over the spring 2009 CMT adjusted assessment results of 64.2 %.
3. Woodstock Public Schools will increase the number of economically disadvantaged students scoring at the **proficiency level** or higher on the Connecticut Master Test (CMT) reading assessment by 4.6 % over the spring 2009 CMT adjusted assessment results of 84.4%.

In order to determine which standards from the Connecticut Mastery Test (CMT) posed difficulty for our students, an item analysis of the CMT was completed and clear patterns emerged indicating which skills were difficult for students. Further examination of the item analysis for subgroups indicated all groups were having difficulty with the same skill sets.

In order to address the areas of concern and to meet our five goals major focus areas in mathematics, reading, writing and science have been identified by grade level and by subgroup for the 2009 - 2010 school year.

The areas of focus by grade level are:

### **Grades K, 1, and 2- Mathematics**

The Primary Grades (K, 1 and 2) will focus on aligning instruction to the Connecticut Mathematics Frameworks with particular attention to insuring that the foundational skills for CMT testing beginning in grade 3, are included in the year's curriculum.

#### **Data Collection:**

1. Scores from Pre-CMT assessments at Grade 2
2. Rubric Scores for Numerical Prompts- Grades 1 and 2
3. Math Framework checklist (adapted from 2005-06 survey) results
4. Spring 2006, Spring 2007, Spring 2008, and Spring 2009 CMT results for Grade 3

#### **Action Steps:**

1. Teachers will use the Connecticut Mathematics Frameworks as a basic guide to math instruction in Grades K, 1, and 2.
2. A checklist, based on the Math Frameworks and the 2005-06 survey will be used as a tool by the math coordinator and teachers in Kindergarten, Grade 1 and 2 to assist the teacher with designing lessons and instruction that are standards based.
3. Grade 2 teachers will administer and score a Pre-CMT assessment during the second half of the school year.
4. Teachers will use results of assessments and check lists to plan instruction, paying particular attention to goal strands.
5. Mathematics coordinator will assist the math teacher with disaggregating and interpreting the data.
6. Teachers will review and familiarize themselves with the question samples from the CMT at the Third Grade level. *These samples have been provided by the CSDE and are contained in the CMT Math Handbook or CMT Math Handbook CD, which has been distributed to all teams and teachers.*
7. During team meetings and professional development the Primary Grade Teachers will collaborate with the mathematics coordinator to review assessments, prompts, and other student work. A review of lesson support, lesson sequence and pacing will also be discussed during team meetings.
8. Each teacher will receive a CD copy of the Connecticut Mathematics Frameworks and a current paper copy for their grade level. They will use this document to plan lessons and reference standards as appropriate.
9. Target Strand #25 will be assessed with numerical prompts that will be scored using the CMT rubric. Prompts will be given throughout the year in conjunction with a time line established by the mathematics coordinator and the primary grade teachers. Students will receive feedback on their scores and ways to strengthen their responses.

10. The spring 2006, Spring 2007, Spring 2008, and Spring 2009 CMT scores will be analyzed. The results will be shared with the Primary Grade Teachers for the purpose of reflecting and developing new goals.

### **Kindergarten - Reading**

**Objective:** To implement comprehension strategy lessons to improve students' future performance on the reading comprehension portion of the Connecticut Mastery Test.

**Desired Student Learning Outcome:**

Using the Early Literacy Survey in September and January and the Star Early Literacy Test in April, 70% of the students will be on grade level in reading by May 2010.

**Action Steps:**

1. Teachers will incorporate explicit comprehension strategy instruction in their reading lessons (predicting, visualizing, making connections, questioning, noticing/monitoring).
2. Teachers will continuously assess students' knowledge and application of the strategies and adjust instruction accordingly.

**Data Collection:**

At the beginning of the year and in January, students will be assessed by the Early Literacy Survey. Teachers will use the results to group and regroup students to provide for the most effective learning. During guided reading or whole class lessons, teachers will anecdotally assess the students' use of the comprehension strategies. The Star Early Literacy Test will be administered to students in the spring. The data will be analyzed by the Language Arts Coordinator to see if the goal has been reached.

### **Kindergarten - Writing**

**Objective:** To continue to implement narrative writing prompts which align with the Connecticut Mastery Test.

**Desired Student Learning Outcome:**

The goal is for 60% of the students to score a proficient score of 6 or higher on the fourth prompt of the year.

**Action Steps:**

1. Students will be administered a prompt during each of the four grading quarters throughout the school year.
2. Teachers will continuously assess students' writing abilities and adjust instruction accordingly.

**Data Collection:**

After giving the prompts, the teachers will score the writing using the rubric and analyze student writing to adjust instruction. The Language Arts Coordinator will meet with the teachers on a regular basis to study the scoring results and to target student weaknesses in writing in order to focus instruction.

### **Kindergarten -- Science**

Kindergarten teachers will continue to teach the topics of Shelters, Properties of Objects, Weather Observations, and Properties of Living Things.

## Grade 1 – Reading

**Objective:** To implement comprehension strategy lessons to improve students' future performance on the Reading Comprehension subtest of the Connecticut Mastery Test.

**Desired Student Learning Outcome:**

Using the Star Literacy Test in September, January, and April, 70% of the students will be on grade level in reading by may 2010

**Action Steps:**

1. Teachers will incorporate explicit comprehension strategy instruction in their reading lessons (predicting, visualizing, making connections, questioning, noticing/monitoring, Question/Answer Relationships or QAR).
2. Teachers will continuously assess students' knowledge and application of the strategies and adjust instruction accordingly.

**Data Collection:**

In September, January, and April, students will be assessed by the Early Literacy Survey. Teachers will use the results to group and regroup students to provide for the most effective learning. During guided reading or whole class lessons, teachers will anecdotally assess the students' use of the comprehension strategies. The Star Early Literacy Test will be administered to students in the spring. The data will be analyzed by the language Arts Coordinator to see if the goal has been reached.

## Grade 1 – Writing

**Objective:** To continue to implement narrative writing prompts which align with the Generation 4 CMT.

**Desired Student Learning Outcome:**

The goal is for 65% of the students to score a proficient score of 6 or higher on the fourth prompt.

**Action Steps:**

1. Students will be administered a prompt during each of the four grading quarters throughout the school year.
2. Teachers will continuously assess students' writing abilities and adjust instruction accordingly.

**Data Collection:**

After giving the prompts, teachers will score the writing using the rubric and analyze student writing to adjust instruction. The Language Arts Coordinator will meet with the teams on a regular basis to study the scoring results and to target student weaknesses in writing in order to focus instruction.

## **Grade 1 -- Science**

Grade 1 teachers will continue to teach the topics of Sun and Shadows, Characteristics of Organisms, Animal Life Cycles, and Measurement.

## **Grade 2 – Reading**

**Objective:** To implement comprehension strategy lessons to improve students' future performance on the Reading Comprehension subtest of the Connecticut Mastery Test.

**Desired Student Learning Outcome:**

Using the Star Early Literacy Test in September and the Star Reading Test in January and April, 75% of the students will be on grade level in reading by May 2010.

**Action Steps:**

1. Teachers will incorporate explicit comprehension strategy instruction in their reading lessons (predicting, visualizing, making connections, questioning, synthesizing, noticing/monitoring, Question/Answer Relationships or QAR).
2. Teachers will continuously assess students' knowledge and application of the reading strategies and adjust instruction accordingly.

**Data Collection:**

The Star tests will be given in September, January, and April. Teachers will use the results to group and regroup students to provide for the most effective learning. During guided reading or whole class lessons, teachers will anecdotally assess the students' use of the comprehension strategies. The data will be analyzed by the language Arts Coordinator to see if the goal has been reached.

## **Grade 2 – Writing**

**Objective:** To continue to implement narrative writing prompts which align with the Connecticut Mastery Test.

**Desired Student Learning Outcome:**

The goal is for 75% of the students to score a proficient score of 6 or higher on the fourth writing prompt.

**Action Steps:**

- 1 Students will be administered a prompt during each of the four grading quarters throughout the school year.
- 2 Teachers will continuously assess students' writing abilities and adjust instruction accordingly.

**Data Collection:**

After giving the prompts, teachers will score the writing using the rubric and analyze student writing to adjust instruction. The Language Arts Coordinator will meet with the teachers on a regular basis to study the scoring results and to target student weaknesses in writing in order to focus instruction.

**Grade 2 -- Science**

Grade 2 teachers will teach the topics of Properties of Soils, Food Sources, Properties of Solids and Liquids, and Plant Life Cycles.

**Grade 3 Mathematics**

In order to meet the Student Performance Goals for the 2010 administration of the Connecticut Mastery Test, as stated in Goal #1, the following strands were identified as “Areas in need of Improvement.” These strands were identified based upon the following criteria:

Mastery level was at 70% or less for the prior year.

The strand was identified as a concern at more than one grade level.

Grade 3 Strands	Grade 3 2009 Achievement Level	Mastery Criteria	Target for 2010 Grade 3 CMT
Strand 11 Estimating Solutions to Problems	71%	3 of 4	76%
Strand 15 Approximating Measures	70%	4 of 6	77%
Strand 25 Mathematical Applications	57%	4 of 6	59%

**Data Collection:**

1. Analysis of the Spring 06, Spring 07, Spring 08 and Spring 09 CMT data to identify Target Strand for Grade 3
2. Benchmark assessment scores that align with designated standards
3. Benchmark midterm CMT like assessment for test preparation fine-tuning.
4. Numerical Prompt Rubric Scores that align with designated standard

**Action Steps:**

1. Teachers will use classroom materials and appropriate supplements for instruction and CMT preparation.
2. Teachers will administer and score the benchmark assessments.
3. Teachers will use results of testing to drive instruction, paying particular attention to Target Strands.
4. Math coordinator will assist the teachers and teams to disaggregate and interpret the data.
5. Teachers will review and familiarize themselves with the question samples for the CMT at both their grade level and the following grade level. During team meetings and professional development the Third Grade Team will collaborate with the mathematics coordinator to review assessments, numerical prompts, and other student work. A review of lesson support, lesson sequence and pacing will also be discussed during team meetings and professional development.
6. Target Strand #25 will be assessed with numerical prompts. Students will receive feedback on scores and ways to strengthen their response.

### **Grade 3 – Reading**

**Objective:** To implement strategy lessons on answering open-ended questions to improve student performance on Strand 3 (Making Reader/Text Connections) of the Reading Comprehension subtest of the Connecticut Mastery Test.

**Desired Student Learning Outcomes:**

Students will achieve 75 % mastery on strand 3. Overall, 77% of students will be at the goal level and 87% will be at the proficient level on the Reading Comprehension subtest of the CMT.

**Action Steps:**

1. Teachers will continue to incorporate explicit comprehension strategy instruction in reading lessons(predicting, visualizing, making connections, questioning, synthesizing, noticing/monitoring, Question/Answer Relationships or QAR)
2. Teachers will incorporate explicit strategy instruction for answering open-ended questions in reading lessons.
3. Teachers will continuously assess students’ knowledge and application of the strategies and adjust instruction accordingly.

**Data Collection:**

The Star Reading Tests will be given to all students in September, January, and April. Teachers will use the results to group and regroup students to provide for the most effective learning. During guided reading, whole class lessons, and literature circle groups, teachers will anecdotally assess the students’ use of the comprehension strategies. Using the scoring rubric from the state and the practice test from the CMT handbook, teachers will assess how well students are able to write answers to open-ended questions. The data will be analyzed by the Language Arts Coordinator to see how well students are progressing and if the goal has been reached.

### **Grade 3 – Writing**

**Objective:** To implement strategy lessons on composing, revising, and editing to improve student performance on strands 1 and 2 of the Editing/Revising subtests of the Connecticut Mastery Test.

**Desired Student Learning Outcome:**

Students will achieve 58% proficiency on Strand 1(Composing/Revising), 92% proficiency on Strand 2 (Editing) and overall 76.7% of students will be at the goal level and 92% will be at the proficient level on the writing subtest of the CMT.

**Action Steps:**

1. Students will continue to take narrative writing prompts throughout the year.
2. Students will practice composing, revising, and editing throughout the year.
3. Teachers will continuously assess students’ writing abilities and adjust instruction accordingly.

**Data Collection:**

After giving the prompts, teachers will score the writing using the state rubric and analyze student writing to adjust instruction. Teachers will assess students' abilities to edit and revise their own writing as well as the writing of others. The Language Arts Coordinator will meet with the teachers on a regular basis to study the scoring results of the writing prompts, to help assess students' editing and revising abilities and to target student weaknesses in writing in order to focus instruction.

**Grade 3 -- Science**

Grade 3 teachers will teach the topics of Organisms and the Environment, Properties of Earth Materials (Rocks and Minerals), Conservation of Earth Materials, and Changes in Matter.

**Grade 4- Mathematics**

In order to meet the Student Performance Goals for the 2010 administration of the Connecticut Mastery Test, as stated in Goal #1, the following strands were identified as "Areas in need of Improvement. These strands were identified based upon the following criteria:

Mastery level was at 70% or less

The strand was identified as a concern at more than one grade level.

<b>Strand: Grade 3 to Grade 4</b>	<b>Grade 3 2009 Achievement level</b>	<b>Mastery Criteria</b>	<b>Target goal for 2010 Grade 4 CMT</b>
<b>Strand 11: Estimating solutions to problems</b>	<b>71%</b>	<b>3 of 4</b>	<b>76%</b>
<b>Strand 15: Approximating measures</b>	<b>70%</b>	<b>4 of 6</b>	<b>77%</b>
<b>Strand 25: Mathematical Applications</b>	<b>57%</b>	<b>4 of 6</b>	<b>59%</b>

**Data Collection:**

1. Analysis of the spring 06, spring 07, spring 08 and spring 2009 CMT data to identify Target Strands for Grade 4
2. Benchmark assessment scores that align with designated standards
3. Benchmark midterm CMT like assessment for test preparation fine-tuning.
4. Numerical Prompt Rubric Scores that align with designated standard 2009 CMT results

**Action Steps:**

1. Teachers will use classroom materials and appropriate supplements for instruction and CMT preparation
2. Teachers will administer and score the benchmark assessments.
3. Teachers will use results of testing to drive instruction, paying particular attention to Target Strands.
4. Mathematics coordinator will assist the teachers and teams to disaggregate and interpret the data.
5. Teachers will review and familiarize themselves with the question samples for the CMT at both their grade level and the following grade level. During team meetings and professional development the fourth grade team will collaborate with the mathematics coordinator to review assessments, numerical prompts, and other student work.
6. Target Strand #25 will be assessed with numerical prompts. Students will receive feedback on scores and ways to strengthen their responses.

## **Grade 4 – Reading**

**Objective:** To implement strategy lessons on answering open-ended questions to improve student performance on strand 3 ( making Reader/Text connections)of the Reading Comprehension subtest of the Connecticut Mastery Test.

### **Desired Student Learning Outcomes:**

Students will achieve 46% mastery on strand 3. Overall, 66 % of students will be at the goal level and 87% will be at the proficient level on the Reading Comprehension subtest of the CMT.

### **Action Steps:**

1. Teachers will continue to incorporate explicit comprehension strategy instruction in reading lessons(predicting, visualizing, making connections, questioning, synthesizing, noticing/monitoring, Question/Answer Relationships or QAR)
2. Teachers will incorporate explicit strategy instruction for answering open-ended questions in reading lessons.
3. Teachers will continuously assess students’ knowledge and application of the strategies and adjust instruction accordingly.

### **Data Collection:**

The Star Reading tests will be given to all students in September, January, and April. Teachers will use the results to group and regroup students to provide for the most effective learning. During guided reading, whole class lessons, and literature circle groups, teachers will anecdotally assess the students’ use of the comprehension strategies. Using the scoring rubric from the state and the practice test from the CMT handbook, teachers will assess how well students are able to write answers to open-ended questions. The data will be analyzed by the Language Arts Coordinator to see how well students are progressing and if the goal has been reached.

## **Grade 4- Writing**

**Objective:** To implement strategy lessons on composing, revising, and editing to improve student performance on strands 1 and 2 of the Editing/Revising subtest of the Connecticut Mastery Test.

### **Desired Student Learning Outcome:**

Students will achieve 69 % proficiency on Strand 1(Composing/Revising), 92% proficiency on Strand 2 (Editing). Overall 68 % of students will be at the goal level and 90% will be at the proficient level on the writing subtest of the CMT.

### **Action Steps:**

1. Students will continue to take writing prompts throughout the year.
2. Students will practice composing, revising, and editing throughout the year.
3. Teachers will continuously assess students’ writing abilities and adjust instruction accordingly.

**Data Collection:**

After giving the prompts, the teachers will score the writing using the state rubric and analyze student writing to adjust instruction. Teachers will assess students' abilities to edit their own writing as well as the writing of others. Using the practice test from the CMT handbook, teachers will assess how well the students are using composing, revising, and editing skills. The Language Arts Coordinator will meet with the teachers on a regular basis to study the scoring results of the writing prompts, to help assess students' editing and revising abilities and to target student weaknesses in writing in order to focus instruction

**Grade 4 -- Science**

Grade 4 teachers will teach the topics of Force and Motion, Habitats (Food Chains and Endangered Species), Land and Water Interactions (Water Cycle, Rivers and Erosion) and Electrical Circuits and Magnets.

**Grade 5- Mathematics**

In order to meet the Student Performance Goals for the 2010 administration of the Connecticut Mastery Test, as stated in Goal #1, the following strands were identified as "Areas in need of Improvement. These strands were identified based upon the following criteria:

Mastery level was at 70% or less

The strand was identified as a concern at more than one grade level.

Strands: grade 4 to grade 5	Grade 4 2009 Achievement level	Mastery Criteria	Target Goal for 2009 Grade 5 CMT
Strand 3 Equivalent Fractions, Decimals, and Percents	51 %	3 of 4	65%
Strand 11 Estimating Solutions to Problems	49 %	3 of 4	60%
Strand 15 Approximating measures	58 %	4 of 6	70%
Strand 17 Geometric shapes and properties	70 %	4 of 6	75%
Strand 25 Mathematical Applications	73 %	4 of 6	78 %

**Data Collection:**

1. Analysis of the spring 06, spring 07, spring 08 and spring 09 CMT data to identify Target Strand for Grade 5
2. Benchmark assessment scores that align with designated standards
3. Benchmark midterm CMT like assessment for test preparation fine-tuning.
4. Numerical Prompt Rubric Scores that align with designated standard 2009 CMT results

**Action Steps:**

1. Teachers will use classroom materials and appropriate supplements for instruction and CMT preparation
2. Teachers will administer and score the benchmark assessments.
3. Teachers will use results of testing to drive instruction, paying particular attention to Target Strands.
4. Mathematics coordinator will assist the teachers and teams to disaggregate and interrupt the data.
5. Teachers will review and familiarize themselves with the question samples for the CMT at both their grade level and the following grade level

6. During team meetings and professional development the fifth grade team will collaborate with the mathematics coordinator to review assessments, numerical prompts, and other student work. A review of lesson support, lesson sequence and pacing will also be discussed during team meetings.

7. Target Strand #25 will be assessed with numerical prompts. Students will receive feedback on scores and ways to strengthen their response.

### **Grade 5 – Reading**

**Objective:** To implement strategy lessons on answering open-ended questions to improve student performance on strand 3 (Making Reader/Text Connections) of the Reading Comprehension subtest of the Connecticut Mastery Test.

#### **Desired Student Learning Outcomes:**

Students will achieve 50 % mastery on strand 3. Overall, 78 % of students will be at the goal level and 90 % will be at the proficient level on the Reading Comprehension subtest of the CMT.

#### **Action Steps:**

1. Teachers will continue to incorporate explicit comprehension strategy instruction in reading lessons (predicting, visualizing, making connections, questioning, synthesizing, noticing/monitoring, Question/Answer Relationships or QAR)
2. Teachers will incorporate explicit strategy instruction for answering open-ended questions in reading lessons.
3. Teachers will continuously assess students' knowledge and application of the strategies and adjust instruction accordingly.

#### **Data Collection:**

The Star Reading tests will be given to all students in September, January, and April. Teachers will use the results to group and regroup students to provide for the most effective learning. During guided reading, whole class lessons, and literature circle groups, teachers will anecdotally assess the students' use of the comprehension strategies. Using the scoring rubric from the state and the practice test from the CMT handbook, teachers will assess how well students are able to write answers to open-ended questions. The data will be analyzed by the Language Arts Coordinator to see how well students are progressing and if the goal has been reached

### **Grade 5 – Writing**

**Objective:** To implement strategy lessons on composing, revising, and editing to improve student performance on strands 1 and 2 of the Editing/Revising subtests of the Connecticut Mastery Test.

#### **Desired Student Learning Outcome:**

Students will achieve 76 % proficiency on Strand 1 (Composing/Revising), 83 % proficiency on Strand 2 (Editing). Overall 72 % of students will be at the goal level and 93 % will be at the proficient level on the writing subtest of the CMT.

#### **Action Steps:**

1. Students will continue to take writing prompts throughout the year.
2. Students will practice composing, revising, and editing throughout the year.

- Teachers will continuously assess students' writing abilities and adjust instruction accordingly.

**Data Collection:**

After giving the prompts, the teachers will score the writing using the state rubric and analyze student writing to adjust instruction. Teachers will assess students' abilities to edit their own writing as well as the writing of others. Using the practice test from the CMT handbook, teachers will assess how well the students are using composing, revising, and editing skills. The Language Arts Coordinator will meet with the teachers on a regular basis to study the scoring results of the writing prompts, to help assess students' editing and revising abilities and to target student weaknesses in writing in order to focus instruction.

**Grade 5 -- Science**

Grade 5 teachers will teach the topics of Human Body, Senses and the Nervous System, Earth, Moon and Sun Interactions, the Microscope, Light and Sound, and Magnifiers and Telescopes.

Grade 5 Content Strands	2009 Achievement Levels Avg. Raw Score/ Max Score	2010 Target Goals Avg. Raw Score / Max Score
Physical Science	10.3 of 14	11 of 14
Earth Science	10.0 of 14	11 of 14
Life Science	11.3 of 14	12 of 14
Content Knowledge	16.8 of 24	18 of 24
Scientific Inquiry, Literacy, Numeracy	14.8 of 18	15 of 18

**Grade 6 - Mathematics**

In order to meet the Student Performance Goals for the 2010 administration of the Connecticut Mastery Test, as stated in Goal #1, the following strands were identified as “Areas in need of Improvement. These strands were identified based upon the following criteria:

Mastery level was at 70% or less  
The strand was identified as a concern at more than one grade level.

Strands grade 5 to grade 6	Grade 5 2009 Achievement level	Mastery Criteria	Target Goal for 2010 grade 6 CMT
Strand 5 Models of Operations	70 %	6 of 8	80%
Strand 11 Estimating solutions to problems	62 %	3 of 4	68%
Strand 15 Approximating measures	73 %	4 of 6	78 %
Strand 16 Customary and metric measures	44 %	4 of 6	56 %
Strand 24 Classification and Logical Reasoning	61 %	4 of 6	64 %
Strand 16 Spatial Relationships	67 %	3 of 4	74%
Strand 25 Mathematical Applications	89 %	4 of 6	93%

**Data Collection:**

1. Analysis of the spring 06, spring 07, spring 08 and spring 09 CMT data to identify Target Strand for Grade 6
2. Benchmark assessment scores that align with designated standards
3. Numerical Prompt Rubric Scores that align with designated standard

**Action Steps:**

1. Teachers will use classroom materials and appropriate supplements for instruction and CMT preparation
2. Teachers will administer and score benchmark assessments.
3. Teachers will use results of testing to drive instruction, paying particular attention to Target Strands.
4. Mathematics coordinator will assist the teachers and teams to disaggregate and interpret the data.
5. Teachers will review and familiarize themselves with the question samples for the CMT at both their grade level and the following grade level. During team meetings and professional development the sixth grade team will collaborate with the mathematics coordinator to review assessments, numerical prompts, and other student work. A review of lesson support, lesson sequence and pacing will also be discussed during team meetings.

### **Grade 6 – Reading**

**Objective:** To implement strategy lessons on answering open-ended questions to improve student performance on strand 3 (Making Reader/Text connections) of the Reading Comprehension subtest of the Connecticut Mastery Test.

**Desired Student Learning Outcomes:**

Students will achieve 47 % mastery on strand 3. Overall, 86 % of students will be at the goal level and 895 % will be at the proficient level on the Reading Comprehension subtest of the CMT.

**Action Steps:**

1. Teachers will continue to incorporate explicit comprehension strategy instruction in lessons (predicting, visualizing, making connections, questioning, synthesizing, noticing/monitoring, Question/Answer Relationships or QAR).
2. Teachers will incorporate explicit strategy instruction for answering open-ended questions in reading lessons.
3. Teachers will continuously assess students' knowledge and application of the strategies and adjust instruction accordingly.

**Data Collection:**

The Star Reading tests will be given to all students in September, January, and April. Teachers will use the results to group and regroup students to provide for the most effective learning. During guided reading, whole class lessons, and literature circle groups, teachers will anecdotally assess the students' use of the comprehension strategies. Using the scoring rubric from the state and the practice test from the CMT handbook, teachers will assess how well students are able to write answers to open-ended questions. The data will be analyzed by the Language Arts Coordinator to see how well students are progressing and if the goal has been reached

### **Grade 6 – Writing**

**Objective:** To implement strategy lessons on composing, revising, and editing to improve student performance on strands 1 and 2 of the Editing/Revising subtest of the Connecticut Mastery Test.

**Desired Student Learning Outcome:**

Students will achieve 77 % proficiency on Strand 1(Composing/Revising), 83 % proficiency on Strand 2 (Editing). Overall 77.5 % of students will be at the goal level and 92.8 % will be at the proficient level on the writing subtest of the CMT.

**Action Steps:**

1. Students will continue to take writing prompts throughout the year.
2. Students will practice composing, revising, and editing throughout the year.
3. Teachers will continuously assess students' writing abilities and adjust instruction

**Data Collection:**

After giving the prompts, the teachers will score the writing using the state rubric and analyze student writing to adjust instruction. Teachers will assess students' abilities to edit their own writing as well as the writing of others. Using the practice test from the CMT handbook, teachers will assess how well the students are using composing, revising, and editing skills. The Language Arts Coordinator will meet with the teachers on a regular basis to study the scoring results of the writing prompts, to help assess students' editing and revising abilities and to target student weaknesses in writing in order to focus instruction.

**Grade 6 -- Science**

Grade 6 teachers will teach the topics of Water Quality (Surface and Ground Water Pollution and Weather Systems and Storms.

**Grade 7 – Mathematics**

In order to meet the Student Performance Goals for the 2009 administration of the Connecticut Mastery Test, as stated in Goal #1, the following strands were identified as “Areas in need of Improvement. These strands were identified based upon the following criteria:

Mastery level was at 70% or less

The strand was identified as a concern at more than one grade level.

Strands grade 6 to grade 7	Grade 6 2009 Achievement level	Mastery Criteria	Target goal for 2010 Grade 7 CMT
Strand 6: Computation with Whole Numbers and Decimals	63%	4 of 6	63%
Strand 9: Solve Word problems	70%	6 of 8	78%
Strand 11: Estimating Solutions to Problems	59%	7 of 10	70%
Strand 16: Customary and Metric Measures	38%	6 of 8	70%
Strand 7 Computation with fractions and integers	48%	4 of 6	60%
Strand 11 Ratios and proportions	70%	3 of 4	80%
Strand 25: Mathematical Applications	59%	4 of 6	64%
Strand 15 Geometric shapes and properties	65 %	6 of 8	75%

### Data Collection:

1. Analysis of the spring 06, spring 07, spring 08 and spring 09 CMT data to identify Target Strand for Grade 7
2. Benchmark assessment for Target Strands
3. Numerical Prompt Rubric Scores

### Action Steps:

1. Teachers will use the Connecticut Mathematics Frameworks and the Pacing Calendar developed by the mathematics coordinator as a basic guide to mathematics instruction for Grade 7.
2. Math teachers will administer and score benchmark assessments that relate to Target Strands.
3. The mathematics teacher and the mathematics coordinator will collaboratively develop the assessment tools and agree on the data to be extracted from the assessment.
4. The mathematics will use results of testing to drive instruction, paying particular attention to Target Strands.
5. Mathematics coordinator will assist the mathematics teacher with disaggregating and interpreting the data.
6. During team meetings and professional development the Seventh Grade Mathematics Teacher will collaborate with the mathematics coordinator to review assessments, numerical prompts, and other student work. A review of lesson support, lesson sequence and pacing will also be discussed during team meetings.
7. Target Strand #25 will be assessed with numerical prompts that will be scored using the CMT rubric. Prompts will be given throughout the year in conjunction with a time line established by the mathematics coordinator and the 7<sup>th</sup> grade mathematics teacher. Students will receive feedback on their scores and ways to strengthen their responses.

### **Grade 7 – Reading**

**Objective:** To implement strategy lessons on answering open-ended questions to improve student performance on strand 3 (Making Reader/Text Connections) of the Reading Comprehension subtest of the Connecticut Mastery Test.

#### **Desire Student Learning Outcomes:**

Students will achieve 75 % mastery on Strand 3. Overall 89% of the students will be at the goal level and 95 % will be at the proficient level on the Reading comprehension subtest of the CMT.

#### **Action Steps:**

1. Teachers will continue to incorporate explicit comprehension strategy instruction in lessons (predicting, visualizing, making connections, questioning, synthesizing, noticing/monitoring, Question/Answer Relationships or QAR).
2. Teachers will incorporate explicit strategy instruction for answering open-ended questions in reading lessons.
3. Teachers will continuously assess students' knowledge and application of the strategies and adjust instruction accordingly.

#### **Data Collection:**

The Star Reading tests will be given to all students in September, January, and April. Teachers will use the results to group and regroup students to provide for the most effective learning. During guided reading, whole class lessons, and literature circle groups, teachers will anecdotally assess the students' use of the comprehension strategies. Using the scoring rubric from the state and the practice test from the CMT handbook, teachers will assess how well students are able to write answers to open-ended questions. The data will be analyzed by the Language Arts Coordinator to see how well students are progressing and if the goal has been reached.

### **Grade 7 – Writing**

**Objective:** To implement strategy lessons on composing, revising, and editing to improve student performance on strands 1 and 2 of the Editing/Revising subtests of the Connecticut Mastery Test.

#### **Desired Student Learning Outcome:**

Students will achieve 78 % proficiency on Strand 1(Composing/Revising), 87 % proficiency on Strand 2 (Editing).Overall 80 % % of students will be at the goal level and 93% % will be at the proficient level on the writing subtest of the CMT.

#### **Action Steps:**

1. Students will continue to take writing prompts throughout the year.
2. Students will practice composing, revising, and editing throughout the year.
3. Teachers will continuously assess students' writing abilities and adjust instruction accordingly.

## Data Collection:

After giving the prompts, the teachers will score the writing using the state rubric and analyze student writing to adjust instruction. Teachers will assess students' abilities to edit their own writing as well as the writing of others. Using the practice test from the CMT handbook, teachers will assess how well the students are using composing, revising, and editing skills. The Language Arts Coordinator will meet with the teachers on a regular basis to study the scoring results of the writing prompts, to help assess students' editing and revising abilities and to target student weaknesses in writing in order to focus instruction.

### Grade 7 -- Science

The grade 7 science teacher will teach the topics of Structure and Function in Human Body Systems, Nutritional Needs, Energy and Work, and The Changing Earth: Earthquakes, Volcanoes.

### Grade 8 - Mathematics

In order to meet the Student Performance Goals for the 2010 administration of the Connecticut Mastery Test, as stated in Goal #1, the following strands were identified as "Areas in need of Improvement. These strands were identified based upon the following criteria:

Mastery level was at 70% or less

The strand was identified as a concern at more than one grade level.

Strands Grade 7 to Grade 8	Grade 7 2009 Achievement level	Mastery Criteria	Target Goal for 2010 Grade 8 CMT
Strand 11 Estimating Solutions to Problems	67%	7 of 10	72%
Strand 13 Computation with Percents	71%	3 of 4	75%
Strand 16 Customary and Metric Measures	59%	6 of 8	65%
Strand 23 Algebraic Concepts	71%	6 of 8	76%
Strand 25 Mathematical Applications	61%	4 of 6	70%

### Data Collection:

1. Analysis spring 2006, spring 2007, spring 2008, and spring 2009 CMT data to identify Target Strand for Grade 8
2. Benchmark assessment for Target Strands
3. Numerical Prompt Rubric Scores.

### Action Steps:

1. The eighth grade mathematics teacher will use the Connecticut Mathematics Frameworks and the Pacing Calendar developed by the mathematics coordinator as a basic guide to math instruction for Grade 8.
2. The eighth grade mathematics teacher will administer and score benchmark assessments that relate to Target Strands.
3. The eighth grade mathematics teacher and the mathematics coordinator will collaboratively develop the assessment tools and agree on the data to be extracted from the assessment.
4. The eighth grade mathematics teacher will use results of testing to drive instruction, paying particular attention to Target Strands.
5. Mathematics coordinator will assist the eighth grade mathematics teacher with disaggregating and interpreting the data .
6. The eighth grade mathematics teacher will review and familiarize herself/himself with the question samples for the CMT at both her/his grade level and the previous grade level. During team meetings and professional

development the eighth grade mathematics teacher will collaborate with the mathematics coordinator to review assessments, numerical prompts, and other student work. A review of lesson support, lesson sequence and pacing will also be discussed during team meetings.

### **Grade 8 – Reading**

**Objective:** To implement strategy lessons on answering open-ended questions to improve student performance on strand 3( Making Reader/Text connections) of the Reading Comprehension subtest of the Connecticut Mastery Test.

**Desired Student Learning Outcomes:**

Students will achieve 63% mastery on Strand 3. Overall 90% of the students will be at the goal level and 95 % will be at the proficient level on the Reading Comprehension subtest of the CMT.

**Action Steps:**

1. Teachers will continue to incorporate explicit comprehension strategy instruction in lessons (predicting, visualizing, making connections, questioning, synthesizing, noticing/monitoring, Question/Answer Relationship or QAR).
2. Teachers will incorporate explicit strategy instruction for answering open-ended questions in reading lessons.
3. Teachers will continuously assess students’ knowledge and application of the strategies and adjust instruction accordingly.

**Data Collection:**

The Star Reading tests will be given to all students in September, January, and April. Teachers will use the results to group and regroup students to provide for the most effective learning. During guided reading, whole class lessons, and literature circle groups, teachers will anecdotally assess the students’ use of the comprehension strategies. Using the scoring rubric from the state and the practice test from the CMT handbook, teachers will assess how well students are able to write answers to open-ended questions. The data will be analyzed by the Language Arts Coordinator to see how well students are progressing and if the goal has been reached.

### **Grade 8 – Writing**

**Objective:** To implement strategy lessons on composing, revising, and editing to improve students performance on strands 1 and 2 of the Editing/Revising subtest of the Connecticut Mastery Test.

**Desired Student Learning Outcome:**

Students will achieve 81 % proficiency on Strand 1(Composing/Revising), 75 % proficiency on Strand 2 (Editing). Overall 80 % of students will be at the goal level and 95 % will be at the proficient level on the writing subtest of the CMT.

**Action Steps:**

1. Students will continue to take writing prompts throughout the year.
2. Students will practice composing, revising, and editing throughout the year.
3. Teachers will continuously assess students’ writing abilities and adjust instruction accordingly.

**Data Collection:**

After giving the prompts, the teachers will score the writing using the state rubric and analyze student writing to adjust instruction. Teachers will assess students' abilities to edit their own writing as well as the writing of others. Using the practice test from the CMT handbook, teachers will assess how well the students are using composing, revising, and editing skills. The Language Arts Coordinator will meet with the teachers on a regular basis to study the scoring results of the writing prompts, to help assess students' editing and revising abilities and to target student weaknesses in writing in order to focus instruction.

**Grade 8-- Science**

The Grade 8 science teacher will teach the topics of the Solar System, Forces and Motion, Reproduction and Heredity, and Technology of Bridges.

Grade 8 Content Strands	2009 Achievement Levels Avg. Raw Score / Max Score	2010 Target Goals Avg. Raw Score / Max Score
Physical Science	11.8 of 17	14 of 17
Earth Science	12.0 of 17	13 of 17
Life Science	12.5 of 17	13 of 17
Content Knowledge	21.8 of 30	23 of 30
Scientific Inquiry, Literacy, Numeracy	14.5 of 21	16 of 21

**Classroom Time and School Climate**

During the 2006 – 2007 school year Woodstock Public School students (K-8) lost a total of 58.25 school days due to both out-of-school and in-school suspensions. During the 2007 – 2008 school year Woodstock Public School students (K-8) lost a total of 52.8 school days due to both out-of-school and in-school suspensions. The drop of 5.45 day from the 2006-2007 to the 2007 – 2008 school although not significant was encouraging. During the 2008 – 2009 school year Woodstock Public School students (K-8) lost a total of 35.5 school days due to both out-of-school and in-school suspensions. This drop of 17.3 days is both significant and encouraging. These data do not include time out of the classroom for classroom disruptions, which were managed by a school administrator and did not involve the imposition of a suspension from school. Recognizing that any time out of class cannot be retrieved, the staff and administration of the Woodstock Public Schools has embarked on a series of steps to improve overall school climate in an effort to reduce the amount of classroom time students lose due to inappropriate behavior.

The Woodstock Middle School will continue to develop and implement, over the course of the 2009 – 2010 school year, the following initiatives as part of the district wide focus on enhanced character development and improved classroom behavior:

- Use of the program Character Counts and the Six Pillars of Character (Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship) as a unified school-wide program.
- Communications to Parents through letters and newsletters
- Grade level activities focusing on the pillars
- School wide activities focusing on the pillars
- Camp Woodstock programs to reinforce the pillars
- Hyde School interactive programs to reinforce the pillars
- Detention Referral and Reflection Forms to reflect on and reinforce the pillars
- Detentions for behavior separate from homework detentions
- After school homework club to increase student confidence and overall success

The staff and administration of the Woodstock Elementary School has also explored and developed a yearlong character education initiative. Working with the middle school team, the elementary administration and staff has selected as its initiative the traditional Six Pillar model (Respect, Responsibility, Caring, Trustworthiness, Fairness and Citizenship). The elementary school has a set of seven large banners displayed throughout the building that address each pillar. Lesson resources have been identified on the *Goodcharacter.com* website. A calendar has been developed for each of the six virtues. Each grade level will be responsible to present a brief assembly on its character virtue. There will be two assemblies each month, one for the primary grades and one for the upper grades. Each classroom will also nominate a student for each virtue, and pictures will be displayed in the lobby for that entire month. Students will then receive a certificate, along with their picture at each assembly.

During the summer of 2009 six staff members from The Woodstock Elementary School attended a weeklong training on the Responsive Classroom model. These teachers are implementing the major tenets of the Responsive Classroom practices in their classrooms. In addition they are sharing the concepts of the Responsive Classroom model with their grade level colleagues. The goal will be to seek funding for continued study and continue to send teams of teachers, hopefully a grade level at a time, to attend introductory workshops throughout the school year. Teams will then share their impressions and experiences during staff meetings throughout the school year.

Data related to time lost out of the classroom due to inappropriate behavior will continue to be collected throughout the 2009 – 2010 school year in order to assist the administrations and staffs at both the elementary school and the middle school in better focusing their efforts to improve classroom behavior and reduce lost classroom time.

In the spring of 2009 a Student School Climate Survey was administered to students in grades 4-8. The responses to the survey were collated by grade level and presented to the entire staff at the first day professional development activity of the 2009 – 2010 school year. There were 20 questions on the survey along with an opportunity for students to offer comments and

opinions. The questions asked the students to respond based upon a five point Likert scale ranging from strongly agree to strongly disagree. For each question the average score was calculated using strongly agree as a score of 5 and strongly disagree as a score of 1. In order to accommodate for the possibility that some students may have interpreted the mid range response as truly indicative that they had no opinion an average score was also calculated using strongly agree as a score of 4 and strongly disagree as a score of 1. Regardless of the Likert score range used the area of student bullying was highlighted as a concern by the results of the survey.

Question 12. Students at my school treat one another with respect on the 5 point Likert scale the scores ranged from 2.87 to 3.20 while on the 4 point Likert scale the scores ranged from 2.34 to 2.64.

Question 15. I have been bullied by other students at school on the 5 point Likert scale the scores ranged from 2.44 to 3.36 while on the 4 point Likert scale the scores ranged from 2.00 to 2.74.

Question 16. Students spread rumors about other students at school on the 5 point Likert scale the scores ranged from 3.44 to 4.34 while on the 4 point Likert scale the scores ranged from 2.84 to 3.48.

Question 22. Other students tease one another about how they look or sound on the 5 point Likert scale the scores ranged from 2.80 to 3.72 while on the 4 point Likert scale the scores ranged from 2.27 to 3.14

In addition, in the comments and opinions section students made 52 different references to bullying, lack of respect, and how students treat one another.

Each grade level PreK-8 was asked to take the results of the survey and as a grade level team discuss and implement strategies within their specific grade level and across each school to combat and reduce the incidents of bullying in the schools. During the spring of the 2009 – 2010 school year another Student School Climate Survey will be constructed and administered to measure the success of the various strategies implemented to improve school climate.