

Laurel Elementary School School Accountability Plan 2017-2018

Bloomfield Public Schools Theory of Action

The Bloomfield Public Schools will successfully implement a comprehensive and collaborative accountability system characterized by data-supported planning and decision-making practices at every level, leading to strengthened adult work throughout the district. As a result, learning for all students substantially improves, and is sustained over time.

Bloomfield Public Schools Vision

The Bloomfield Public Schools will be a high-performing district
with a positive climate of inclusion,
an expectation of competitive academic achievement and
a culture of meaningful parent and community engagement.

Laurel Elementary School Theory of Action

Laurel Elementary School seeks to create a challenging learning environment that encourages high expectations for success through development-appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community members actively involved in our students' learning.

Laurel Elementary School Vision

The road to success begins in Kindergarten at Laurel Elementary School. Early intervention for basic literacy skills plays a key role in student success. Children follow a general pattern of development, and we must meet them where they are to move them forward emotionally, socially and academically. All children can learn in a safe and encouraging school environment. Utilizing research-based practices improves student learning. Active partnerships between home and school promote academic growth.

Holistic Accountability	<i>Laurel Elementary School will work collaboratively across all three data teams levels to analyze data, engage in rich discourse around monitoring progress towards achieving district and school accountability goals, and develop high leverage strategies that lead to changes in adult practices, which result in increased student achievement.</i>
Rigorous Curriculum, Instruction and Assessment	<i>Laurel Elementary School will implement a standards-based literacy and numeracy curriculum, research-based instructional practices, and a rigorous and relevant assessment program across all content areas.</i>
Positive School Climate	<i>Laurel Elementary School will create a supportive community that demonstrates enthusiasm for learning and respect toward all students and staff.</i>
Family and Community Engagement	<i>Laurel Elementary School will have thriving home-school partnerships that value and utilize the knowledge and skills of families and community stakeholders to enhance overall student achievement.</i>

Laurel Elementary School, School-wide Data Team

Paul Guzzo, Principal

Rose Rose, [Literacy Coach Priority 1-2]

Irene Glassman, [Kindergarten Priority 1-2]

Susan Sumberg, [Grade One Priority 1-2]

Shannon Buzzell, [Grade Two-Priority 1-2]

Sally Etienne, [Special Education- Priority 1-2]

Gloria Tardif, [PBS-Priority 3]

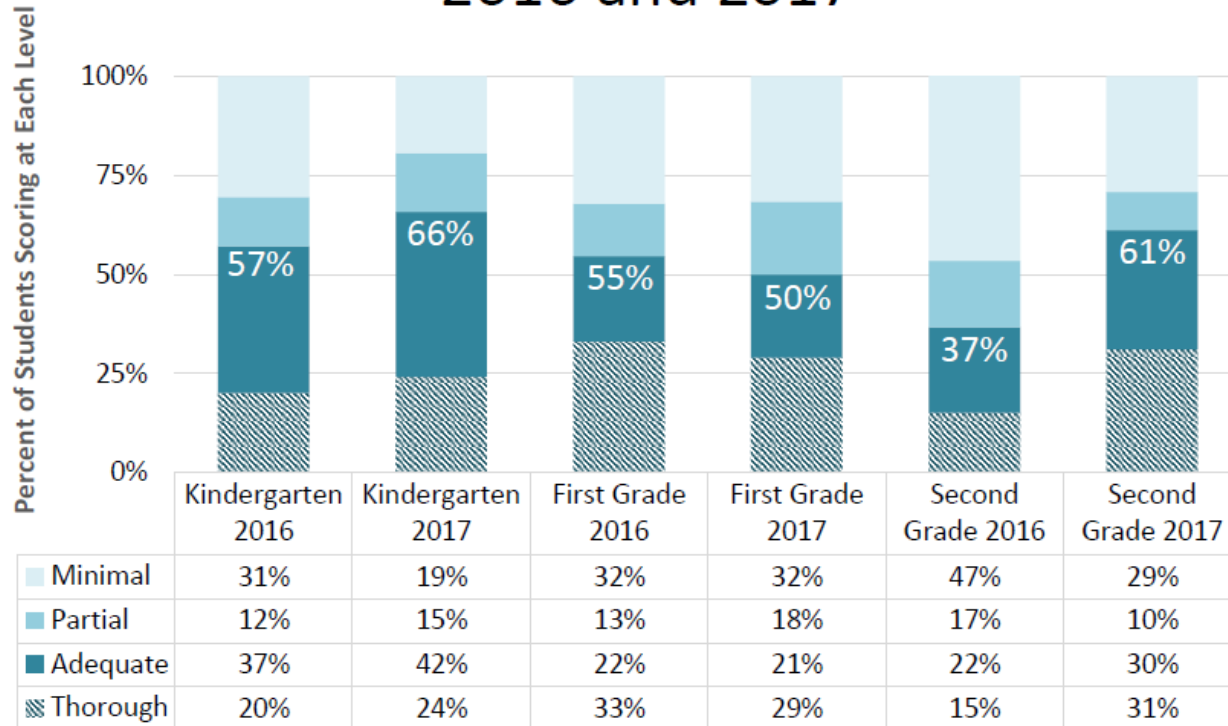
Rita Wood, [Family Involvement Priority 4]

DRAFT

No:	Indicator	Index/ Rate	Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate	Distance to State Target	Annual Change to meet State Target in 3 Years	BPS Target	Distance to Bloomfield Target	Annual Change to meet Bloomfield Target in 3 Years
1a.	ELA Performance Index – All Students	N/A	75				67.7			80		
1b.	ELA Performance Index – High Needs Students	N/A	75				56.7			80		
1c.	Math Performance Index – All Students	N/A	75				61.4			80		
1d.	Math Performance Index – High Needs Students	N/A	75				49.9			80		
1e.	Science Performance Index – All Students	N/A	75				57.5			80		
1f.	Science Performance Index – High Needs Students	N/A	75				47.0			80		
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	N/A	100%				63.8%			100%		
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	N/A	100%				58.3%			100%		
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	N/A	100%				65.0%			100%		
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	N/A	100%				57.4%			100%		
4a.	Chronic Absenteeism – All Students	9.6%	<=5%	40.9	50	81.7%	9.6%	-4.7%	-1.6%	4.9%	-4.7%	-1.6%
4b.	Chronic Absenteeism – High Needs Students	12.8%	<=5%	34.3	50	68.6%	15.6%	-7.9%	-2.6%	4.9%	-7.9%	-2.6%
5	Preparation for CCR – % taking courses	N/A	75%				67.6%			100%		
6	Preparation for CCR – % passing exams	N/A	75%				40.7%			100%		
7	On-track to High School Graduation	N/A	94%				85.1%			100%		
8	4-year Graduation All Students (2015 Cohort)	N/A	94%				87.2%			100%		
9	6-year Graduation - High Needs Students (2013 Cohort)	N/A	94%				78.6%			100%		
10	Postsecondary Entrance (Class of 2015)	N/A	75%				71.9%			95%		
11	Physical Fitness (estimated part rate) and (fitness rate)	N/A	N/A	75%			89.2%	50.5%		95%		
12	Arts Access	N/A	60%				47.5%			100%		
Accountability Index				75.2	100	75.2%		24.8	8.3			

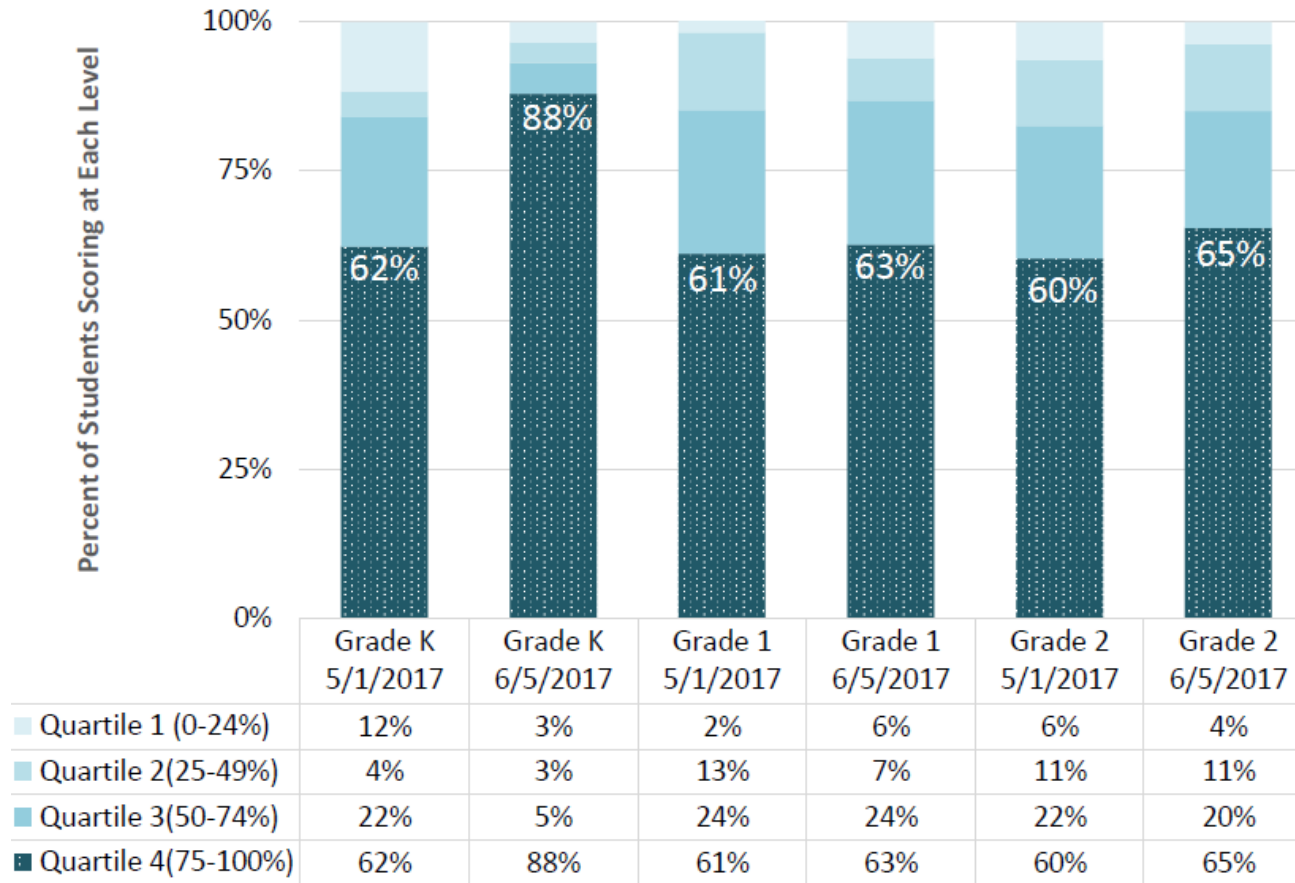
M = Met

Laurel Grades K-2, Fountas and Pinnell 2016 and 2017



Percent scoring at "Thorough" and "Adequate" appears in typeface on each bar

Laurel K-2, STAR 2017 Early Literacy

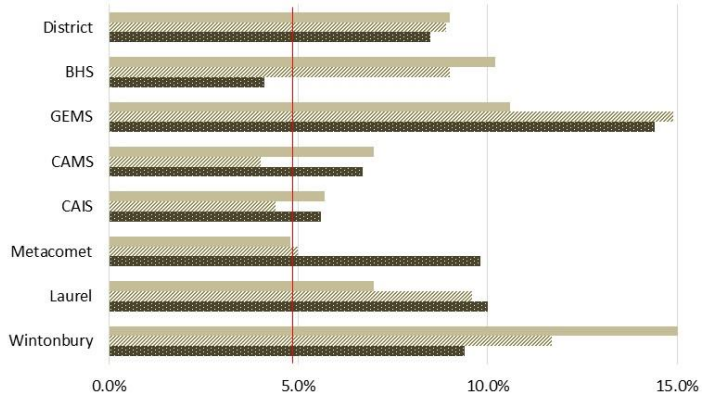


Percent scoring at the 75th percentile or higher appears in typeface on each bar

4



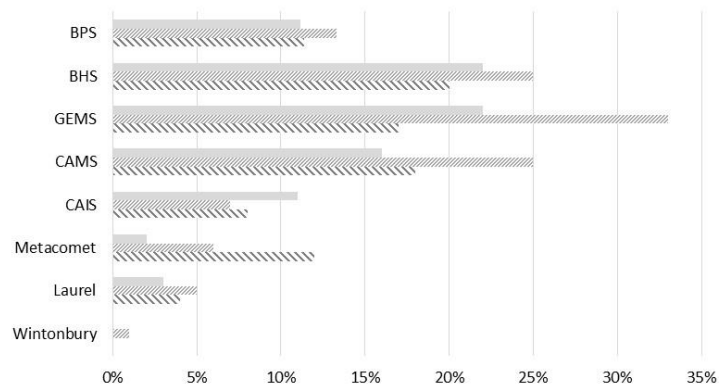
Percent of Students Chronically Absent 2015 - 2017



District Target:: Less than or equal to 4.9%



Percent of Students with a least one Suspension or Expulsion



Area of Strategic Work: Holistic Accountability

Vision Statement: *By June 2018, all Laurel School certified staff will work collaboratively across all three data teams levels to analyze data, engage in rich discourse around monitoring progress towards achieving district and school accountability goals, and develop high leverage strategies that lead to changes in adult practices, which result in increased student achievement.*

Core Strategies	Staff/Team Leading the work	Resources and Learning Needed	Action Steps	Fidelity Indicators	Timeline	Measures of Adult Progress	Intended Outcomes (Early Evidence, Short Term Impact, Longer Term Outcomes)
100% of Laurel school classroom teachers will participate in literacy and mathematics data teams.	Principal, Reading Coach Grade level teachers	Orientation to Data Teaming Standards for School-Wide and Instructional Data Teams	1. Annual Data Team schedule will be posted and given to all teachers and the central office..	Schedule and minutes of all Data Team Meetings for the 2017-2018 School will be sent to the Chief Academic Officer.	September 2017- June 2018	All classroom teachers meet two times per month to track and discuss student data and best practices.	<ol style="list-style-type: none"> 1. Clear identification of specific student learning goals/targets by Oct 18 2. Focus on Student learning growth, aligned to goals/targets, as demonstrated on CFAs. 3. Improved performance by all students
<ul style="list-style-type: none"> 100% of Laurel data teams will use and adhere to norms and processes as measured by 	Principal, Reading Coach and Grade Level Data	Data Teams 4 Training Manuel- page 73 "Norms" for	100% of data teams are rated exemplary as measured by the CSDE Rubric	Each Grade Level Data Team will complete the six step process for results: <ul style="list-style-type: none"> Collect and Chart Data 	September 2017- June 2018	Twice a year, the Grade Level Data Teams will complete the Data Team Meeting Rubric. School and Instructional level data teams will analyze	Teams to decide what initial data will be examined and discuss the expectations for our data teams

the CSDE Standards for School and Instructional Data Teams Rubric administered in May, 2018.	Team Members	all Data Team Members	administered in May, 2018.	<ul style="list-style-type: none"> Analyze Data and prioritize needs Set, review, and revise SMART Goals Select common instructional strategies Determine results indicators <p>Monitor and Evaluate result</p>		results of assessments to drive instruction as measured by CSDE Rubric administered in May, 2018	
<ul style="list-style-type: none"> 100% of School and Instructional level data teams analyze results of assessment to drive instruction as measured by CSDE Rubric administered in May, 2018. 	Principal, Reading Coach and Grade Level Data Team Members	Data Teams 4 Training Manuel- page 73 "Norms" for all Data Team Members	<p>By October, 2017 Laurel Elementary School will have instructional data teams that meet bi-monthly to analyze:</p> <ul style="list-style-type: none"> Student Academic Progress Behavior 	Student data will be tracked by classroom teachers, reading lab and the administrator. Students who fall significantly below level in reading will enter the SRBI process. Strategies will be given to classroom teacher to use and student will get additional reading support.	October 2017-June 2018	Laurel Elementary School will have 80% in Kindergarten, Grade 1, and Grade 2 students attaining At/Above Goal in Literacy and Math on the Benchmark Assessments (Fountas and Pinnell Benchmark Assessments, Go Math Assessments, DAW and CFA's).	<ol style="list-style-type: none"> Focus on Student learning growth, aligned to goals/targets, as demonstrated on CFAs. Improved performance by all students

Area of Strategic Work: Rigorous Curriculum, Instruction, and Assessment

Vision Statement: Laurel Elementary School will implement a standards-based literacy and numeracy curriculum, research-based instructional practices, and a rigorous and relevant assessment program across all content areas.

Core Strategies	Staff/Team Leading the work	Resources and Learning Needed	Action Steps	Fidelity Indicators	Timeline	Measures of Adult Progress	Intended Outcomes (Early Evidence, Short Term Impact, Longer Term Outcomes)
<p>Instruction Utilize data gathered through implementation of the Teacher Evaluation Plan to support further growth in reading and math as well as key Hattie instructional strategies</p>	<p>School Wide Data Team</p>	<p>PD for Staff in the following area: Review SRBI program and refine as needed, aligning strategies with Hattie’s Visible Learning research Effect Sizes</p>	<p>Collect and analyze data from all indicators in domains 1-4 from the new TEVAL Rubric to determine strengths and areas in need of improvement throughout the school.</p> <p>Develop and implement professional development opportunities based on staff needs as determined through the above data analysis.</p> <p>Literacy Professional Development: Text Dependent Questions {Pathways to Close and Critical Reading}</p> <p>Math Professional Development-Claim #3-</p>	<p>The first cycle of Indicator-level data analysis from teacher evaluation findings will be completed and ready for use by January 2018. Ongoing cycles of data collection and analysis will continue over the three-year SAP period.</p> <p>Laurel professional development will be implemented during school based</p>	<p>September, 2017 through June 2018</p>	<p>100% of teachers will incorporate lesson planning and instructional strategies based on data analysis, Hattie, and next steps determined during the data team process.</p> <ul style="list-style-type: none"> • F&P, STAR/DRP Results • Performance task benchmark assessment • Curriculum Unit Assessments / CFAs • Writing Samples <p>Percent of educators at Laurel School showing evidence of continuous improvement in key</p>	<p>80% of students in K-2 will be on goal or above in literacy and numeracy.</p>

			Students will express, construct, and critique viable arguments.	professional days based on data analysis in schools for the 2017-18 school year. PD on our new programs to build students foundational skills- Wilson Foundations in Kindergarten and Open Court in Grades 1-2		indicators within Domains 1-4 of the TEVAL rubric. 100% of classroom teachers will participate in Professional Development in Literacy. All classroom teachers will have a copy of: Literacy Resource: Text Dependent Questions by Douglas Fisher and Nancy Fry	
Curriculum Core Strategy Continue the development of K-2 grade vertical Curriculum aligned to the CCSS.	Principal, Reading Coach and Grade Level Teachers	<ul style="list-style-type: none"> • Common Core Companion Book (K-2) • The F&P Continuum of Literacy Learning (PK-2) • Learning Intervention Manuel • Laurel's Instructional Plan 	Action Steps: Provide non-negotiable focused PD aligned to content, priority 2 and SMART goals.	A listing of Professional Development at Laurel School will be given to the Chief Academic Officer	September, 2017 through June 2018	Teachers will implement work from professional development to improve student performance.	80% of students in K-2 will be on goal or above in literacy and numeracy.

		Handbook 2017-2018					
<p><u>Instruction Core Strategy</u> Implement research based metacognitive strategies in all K-2 classrooms.</p>		John Hattie, “Visible Learning” book; Read Conn workshop, PD from Director of Literacy	<p>Action Steps: Provide PD on implementation of targeted strategies:</p> <ul style="list-style-type: none"> • Early Reading Strategies • Close Reading • DRP Strategies <p>Kindergarten- Key Words and Signal Words Grade One- Venn Diagrams- Similarities and Differences + Kindergarten Grade 2- Cause and Effect and Defining words + Kindergarten and Grade One Vocabulary Text Dependent Questions Evidence – based reading and writing Early Numeracy Strategies</p>	All strategies will be discussed in Data Team Meetings and implemented by teachers in the classroom	September, 2017 through June 2018	<p>Laurel Elementary School will deliver 80% of kindergarten students attaining <u>At/Above Goal</u> in Reading on the <i>Fountas and Pinnell Benchmark Assessments</i> from the Fall 2017 to Spring 2018</p> <p>Laurel Elementary School will deliver 80% of Grade 1 students attaining <u>At/Above Goal</u> in Reading on the <i>Fountas and Pinnell Benchmark Assessments</i> from the Fall 2017 to Spring 2018</p> <p>Laurel Elementary School will deliver 80% of Grade 2 students attaining <u>At/Above Goal</u> in Reading on the <i>Fountas and Pinnell Benchmark Assessments</i> from the Fall 2017 to Spring 2018.</p>	80% of students in K-2 will be on goal or above in literacy and numeracy.

			<p>Problem solving processes Constructing and Expressing Viable Arguments</p>			<p>Laurel Elementary School will deliver 80% of Kindergarten students attaining <u>At/Above Goal</u> in Math from the 2017 <i>Go Math Pre Assessment</i> to the 2018 <i>Go Math Post Assessment</i>.</p> <p>Laurel Elementary School will deliver 80% of Grade 1 students attaining <u>At/Above Goal</u> in Math from the 2017 <i>Go Math Pre Assessment</i> to the 2018 <i>Go Math Post Assessment</i>.</p> <p>Laurel Elementary School will deliver 80% of Grade 2 students attaining <u>At/Above Goal</u> in Math from the 2017 <i>Go Math Pre Assessment</i> to the 2018 <i>Go Math Post Assessment</i>.</p>	
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			Provide explicit instruction in: <ul style="list-style-type: none"> • Early Reading Strategies • Close Reading • Vocabulary • Text Dependent Questions • Evidence – based reading and writing • Early Numeracy Strategies • Problem solving processes • Constructing and Expressing Viable Arguments 		September, 2017 through June 2018		80% of students in K-2 will be on goal or above in literacy and numeracy.
<u>Assessment Core Strategy</u> Construct and/or develop grades K-2 performance tasks for a social studies or science unit	Principal, Reading Coach and Grade Level Teachers	Common Core Companion Book (K-2), John Hattie, “Visible Learning” book; Read Conn workshop, PD	Action Steps: Utilize data team process to construct and vet performance tasks.	Professional Days will be used by grade level teachers to construct and vet performance tasks	September, 2017 through June 2018	Administration of social studies and/or science performance tasks in Grades K-2.	80% of students in K-2 will be on goal or above in literacy and numeracy.

		from Director of Literacy					
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Area of Strategic Work: Positive School Climate

Vision Statement: *Laurel Elementary School will create a supportive community that demonstrates enthusiasm for learning and respect toward all students and staff.*

Core Strategies	Staff/Team Leading the work	Resources and Learning Needed	Action Steps	Fidelity Indicators	Timeline	Measures of Adult Progress	Intended Outcomes (Early Evidence, Short Term Impact, Longer Term Outcomes)
<ul style="list-style-type: none"> Utilize data gathered from the District Climate Survey to define areas of need in order to create positive social/emotional environments. 	The Positive Behavior Support Team and the Laurel Laurel Climate Committee	Swis Behavior Tracking System, Time for teachers to collaborate	<ul style="list-style-type: none"> Define and track data related to physical aggression/mean-spirited and bullying behavior by using SWIS Implement Positive Behavior Rewards for students who follow rules: Fun Fridays, Ice Cream Socials, Gym Jams... 	<ul style="list-style-type: none"> 100% of staff members will follow the Laurel School PBS School Wide Rules and Consequences. A school-wide, PBS behavior plan will be communicated to 100% of staff. 100% of the classroom 	2017-2018	<ul style="list-style-type: none"> There will be <u>25%</u> decrease at Laurel Elementary School in the number of major physical aggression incidents during the 2017-2018 school year. The percentage of families who indicate “<i>mean spirited behavior is not a problem at</i>” 	A 25% decrease in the number of major physical aggressions from 22 counts to less than 17.

				teachers will implement Morning Meetings and The Caring School Community Program in their classrooms.		<i>this school</i> will increase from 85% to 100%.	
			<ul style="list-style-type: none"> Educate parents on the differences of “mean spirited behavior” and bullying during a PTO Meeting. 100% of staff will discuss “physical aggression” problems with the students who are aggressive using Student Behavior Plans. 	<ul style="list-style-type: none"> PTO meeting will be scheduled on January 19, 2016 to discuss mean spirited behavior with parents. Student Office Referrals will be tracked using the SWIS program. 			
Identify and implement research based school climate strategies targeted to the needs of Laurel School.	Laurel Climate Committee and all Laurel Staff	Rules in School Book, Morning Meetings, Second Steps, SFAC	<ul style="list-style-type: none"> 100% of staff members will follow the Laurel School PBS School Wide Rules and Consequences. A school-wide, PBS behavior 	<ul style="list-style-type: none"> Implement Positive Behavior Rewards for students who follow rules: Fun Fridays, Ice Cream Socials, Gym Jams... 	2017-2018	100% of staff will discuss “physical aggression” problems with the students who are aggressive using Student Behavior Plans. 100% of the staff will implement strategies to	A 25% decrease in the number of major physical aggressions from 22 counts to less than 17. This will help increase the

			<p>plan will be communicated to 100% of staff.</p> <ul style="list-style-type: none"> • 100% of the classroom teachers will implement Morning Meetings and The Second Step Program in their classrooms. • Six classroom teachers will attend workshop: Improve Behavior and Increase Learning: Develop Self-regulation Skills, Increase Attention and Build Tolerance in Young Children by Lisa Rogers. They will then Turn Key the 	<ul style="list-style-type: none"> • Teachers will implement strategies to develop self-regulation skills in young children to help them be successful in school, both socially and academically 		<p>increase students' ability to focus their attention, stay on task, ignore distractions, inhibit impulsivity, follow directions, take turns, and cooperate with others.</p>	<p>percentages of families who agree that mean spirited behavior is not a problem at Laurel from 85% to 100% as measured by the District Family School Climate Survey administered in the Spring of 2018.</p>
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			information to the Laurel Staff.				
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Area of Strategic Work: Family and Community Engagement

Vision Statement: Laurel Elementary School will have thriving home-school partnerships that value and utilize the knowledge and skills of families and community stakeholders to enhance overall student achievement.

Core Strategies	Staff/Team Leading the work	Resources and Learning Needed	Action Steps	Fidelity Indicators	Timeline	Measures of Adult Progress	Intended Outcomes (Early Evidence, Short Term Impact, Longer Term Outcomes)
<ul style="list-style-type: none"> Laurel Elementary School will design & implement a parent compact aligned to the school accountability plan. 	Laurel School Family Involvement Committee And Laurel School Community Involvement Committee	Time for teachers to meet. Joyce Epstein Parent Involvement Strategies Karen Map Dual Capacity Framework	A team of teachers and parents will be formed to create the Laurel School Parent Compacts that will be aligned to the school accountability plan.	A schedule of meetings will be set by December 2017. Minutes from the meetings will be recorded	2017-2018	Laurel Elementary School will have a parent compact by the Spring of 2018	
<ul style="list-style-type: none"> Laurel Elementary School will implement a School, Family, community Action Team to discuss student's education and brainstorm school activities 	School Family Involvement Committee And Laurel School Community Involvement Committee	Time for teachers to meet. Joyce Epstein Parent Involvement Strategies Karen Map Dual Capacity Framework	PTO Meetings will be used to engage families and create educational activities for parents and their children to enjoy {Family Literacy and Family Math Nights}	A Family Literacy and a Family Math Night will be scheduled and promoted to all Laurel families and pictures will be shared with the Chief Academic Officer.	2017-2018	100% of Families will favorable answer the School Climate Survey Questions: "The school holds social events and fun activities for students" and "I understand the expectations of my child for being a part of the school community".	

that will engage parents.							
<ul style="list-style-type: none"> Actively engage community partnerships at the school level, with a minimum of 4 local agencies and business. 	<p>School Family Involvement Committee And Laurel School Community Involvement Committee</p>	<p>Time for teachers to meet. Joyce Epstein Parent Involvement Strategies Karen Map Dual Capacity Framework</p>	<ul style="list-style-type: none"> Laurel Elementary School students will study Communities and community helpers. We will engage community helpers (police officers, fire fighters, pediatricians, dentists...) in our annual Career Day and Harvest Festivals. Laurel Elementary School students will work with students from the University of Hartford in the Junior Achievement Program in the Spring of 2018. 	<p>Career Day, The Harvest Festival, and Junior Achievement will be scheduled and pictures will be shared with the Director of School Improvement.</p>	<p>2017-2018</p>	<p>A listing of all community partnerships will be shared with the Chief Academic Officer.</p>	

<ul style="list-style-type: none"> To decrease the number of students who are chronically absent from Laurel School (34/365) students- 9% by 4% (under 20/365 students or 5%) 	<p>The Laurel School Climate Committee</p>	<p>Executive Administrative Assistant notifying principal of any student who has 4 or more absences in one month or 10 or more in the year.</p>	<ul style="list-style-type: none"> Phone calls and notes to parents of students who are approaching 10 absences in a year. 	<p>Chronic Absent Report given to school by Dr.Silver</p>	<p>2017-2018</p>	<p>Monthly lists of all students who have 4 or more absences in a month or 7 or more in the year</p>	<p>Reduce the amount of chronically absent students by 4%</p>
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