

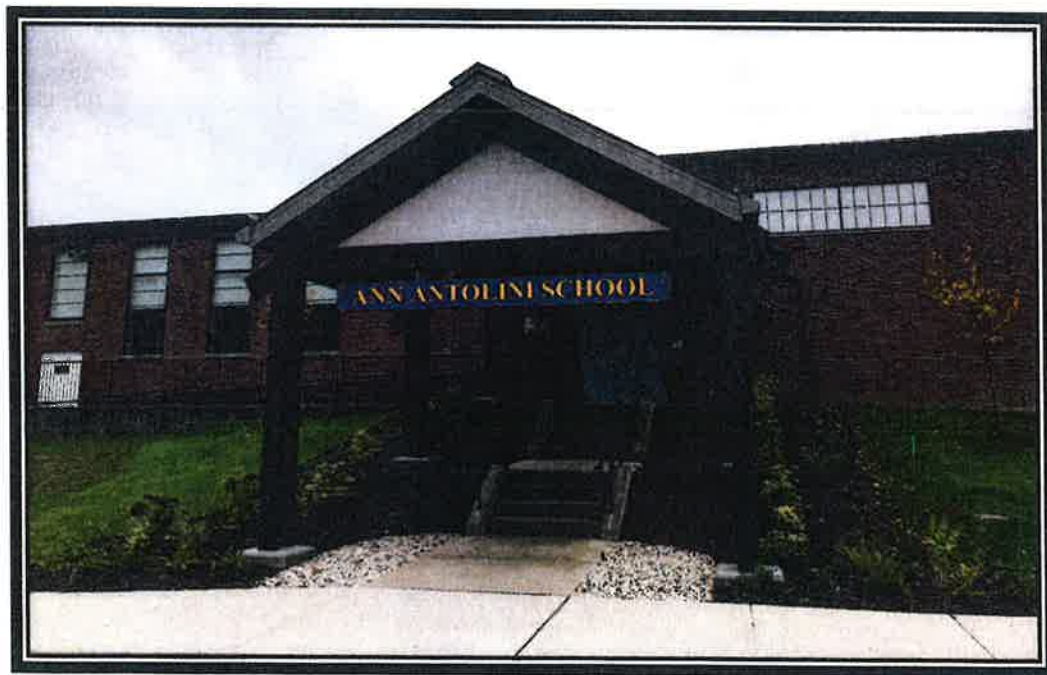
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# NEW HARTFORD PUBLIC SCHOOLS

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## School Improvement Plan

Ann Antolini Elementary School  
2019-2020



Ann Antolini Elementary School

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## ANN ANTOLINI SCHOOL STAFF

Amanda Shaw	Principal	Jen Harris	School Psychologist
Christine Barberet	Secretary	Elisabeth Nicoletti	Speech/Language
Colleen Wipperman	Secretary	Elizabeth Lavelle	Special Education
Christine Holland	Nurse	Stacy Quint	Special Education
Kaitlin Kurdziel	Art	Elise Yost	Special Education
Jessica Foskitt	Music	Kelly Cravanzola	Paraprofessional
Allison Melillo	Music	Kara DeSantis	Paraprofessional
Deborah Marciano	PE /Wellness	Laurie Fenner	Paraprofessional
Karen Pfeffer	Library Media	Ruth Hopkins	Paraprofessional
Jacklyn Tobin	Spanish	Cynthia Johnson	Paraprofessional
Kim Stimson	Grade 3	Michelle McCoy	Paraprofessional
Colleen Toohey	Grade 3	Joseph Petrarca	Paraprofessional
Monika Underwood	Grade 3	Matthew Guinan	Interventionist
Andrea Bennett	Grade 4	Kellyann Snowdon	Interventionist
Rachael Juliano	Grade 4	Amy Karpovich	Occupational Therapist
Stephanie LaPointe	Grade 4	Paul Carmen	IT Director
Ariel Schroeder	Grade 4	Jamie Heuschkel	Custodian
Susan Boucher	Grade 5	Ross Fenner	Custodian
Karen Casey	Grade 5	Todd Marfyak	Custodian
Sarah Gaedeke	Grade 5	Tina Murelli	Food Services Director
Bridget Callaway	Grade 6	Delene Weingart	Food Services
Megan Daigle	Grade 6		
Rebecca Stapleton	Grade 6		

## **INTRODUCTION**

### **STATEMENT OF PURPOSE**

In order to maintain coherence within the New Hartford Public Schools, we must explicitly connect our Mission, Goals, Measures, and Practices. Our expectations for student learning must reflect high-leverage goals needed for success in the 21st century. We understand that the achievement of these goals can only be realized with full alignment of all New Hartford Public Schools' organizational systems and supports.

### **NEW HARTFORD PUBLIC SCHOOLS MISSION**

The mission of the New Hartford Public Schools in partnership with families and the community is to inspire and prepare all children to become independent and enthusiastic learners who achieve personal excellence by providing a challenging and exemplary education program that is differentiated, inclusive, and dynamic.

### **NEW HARTFORD PUBLIC SCHOOLS THEORY OF ACTION**

If we cultivate a culture focused on continuous improvement that values professional growth and collaboration, and sets high expectations for teaching and learning, strengthening the capacity of educators to actively engage students in differentiated learning, then we ensure ALL students are meeting growth targets and will continue to meet or exceed our high expectations.

### **NEW HARTFORD PUBLIC SCHOOLS FIVE-YEAR GOALS**

1. To improve teaching and learning in a constantly changing 21<sup>st</sup> century classroom. Data Driven Decision Making will drive a student-centered learning environment.
2. To improve the school climate that will allow students and staff to maximize their learning and teaching in a positive learning environment.
3. To improve infrastructure and utilize technology to expand educational opportunities for all students.

### **ANN ANTOLINI SCHOOL MISSION**

We believe that all members of the Ann Antolini School community are entitled to a safe, orderly environment where every person is respected and included. Each of us is expected to demonstrate behaviors that promote positive academic and social development within our community.

## **TEACHING AND LEARNING**

Our commitment to mathematics and the language arts is unwavering. We continue to promote meaningful differentiation for students and teachers. We focus on the standards but also understand that there are multiple avenues for realizing success with those standards. We utilize data from the Smarter Balanced Assessments in conjunction with our in-district data to identify areas of focus for the school year.

A positive school climate is at the heart of elementary teaching and learning. During the last several years, we have implemented practices to enhance the school climate for all students, staff, and visitors. Each year, we renew the Ann Antolini Promise: *As a member of the Ann Antolini School community, I will treat everyone with respect and behave in a manner that promotes learning.* Additionally, all members of our school community are expected to follow our school-wide expectations: *Respect the Setting; Respect Yourself; Respect Others; Respect Property.* The work that we do is aligned with national school climate standards.

## **NEW HARTFORD STUDENT ACADEMIC GOALS**

- At least 75% of students will meet grade-level proficiency targets on district benchmark assessments in reading, writing, and mathematics each year.
- At least 95% of students will participate in the state standardized test assessments each year.
- Meeting performance goal of 2% improvement each year on state's Smarter Balanced Assessments in English/Language Arts/Math. This increase will total a 10% increase over 5 years.
- At least 90% of parents will feel well informed about what is going on at school as measured by the annual school climate surveys.

# ANN ANTOLINI SCHOOL GOALS

## GOAL 1: READING

Students will improve in their ability to read and comprehend complex literary and informational text independently and proficiently. (CCSS Reading Anchor Standard 10)

### Smarter Balanced Assessment Alignment

- ELA/Literacy Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
- ELA/Literacy Claim 4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

### Strategies

*What specific actions will lead us to our goal?*

1. Principal and teachers will assess current practices in ELA, including writers workshop and readers workshop, to determine additional instructional strategies, materials, and supports needed to address the CCSS. Additionally, the alignment between CCSS and Smarter Balanced will be reviewed, with an emphasis on key vocabulary and major standards.
2. All staff will engage in deep analysis of ELA data, including in-district data, Smarter Balanced summative data, and Smarter Balanced interim data. This analysis will include looking at trends across the school and the grade level, as well as reviewing individual teacher and student results. Action steps will be identified to address areas of concern.
3. Principal will facilitate vertical team meetings to discuss current practices in ELA instruction, including identification of gaps and overlaps, leading to clarity regarding the skills, concepts, and understandings that students must have by the end of each grade level.
4. All staff will engage in professional development in ELA. Professional development sessions may occur during faculty meetings, professional meetings, professional development days, PLCs, and through release time during a normal school day.

### Indicators

*What information can we use to measure our progress toward our goal?*

- *Fountas and Pinnell* reading assessments (grades 3-5)
- Teachers College Running Records
- Smarter Balanced ELA summative assessments
- Smarter Balanced ELA interim assessments

## GOAL 2: MATHEMATICS

Make sense of problems and persevere in solving them. (CCSS Standards for Mathematical Practice 1)

### Strategies

*What specific actions will lead us to our goal?*

1. All staff will engage in deep analysis of math data, including in-district data, Smarter Balanced summative data, and Smarter Balanced interim data. This analysis will include looking at trends across the school and the grade level, as well as reviewing individual teacher and student results. Action steps will be identified to address areas of concern.

2. Grade 6 teachers will implement *Illustrative Math*, engaging in professional development throughout the school year to ensure comprehensive understanding and implementation of the program. Teachers in grades 3-5 will begin reviewing *Illustrative Math* for possible piloting during the 2020-2021 school year.
3. Teachers will utilize student-centered approaches to increase student engagement and differentiation in math. Strategies will include math workshop, Number Talks, Exemplars, and purposeful discourse. These strategies will promote independence while students engage in meaningful activities.
4. All staff will engage in professional development in math. Professional development sessions may occur during faculty meetings, professional meetings, professional development days, PLCs, and through release time during a normal school day.

### Indicators

*What information can we use to measure our progress toward our goal?*

- Smarter Balanced Mathematics summative assessments
- Smarter Balanced Mathematics interim assessments

### GOAL 3: CLIMATE

The school community has a shared vision and plan for promoting, enhancing and sustaining a positive school climate. (National School Climate Standard 1)

1.2 Schools gather accurate and reliable data about school climate from students, school personnel and parents/guardians for continuous improvement and share it regularly with the school community.

### Strategies

*What specific actions will lead us to our goal?*

1. Principal and other staff will provide information and updates to the Board of Education and PTO regarding school events.
2. School staff will invite parents to school events and curriculum nights focused on current initiatives, including Readers Workshop.
3. Social media and other electronic communications (Twitter, Friday Folder) will be used to share information about student learning and school happenings. Particular emphasis will be placed on those areas tied to school and district goals.

### Indicators

*What information can we use to measure our progress toward our goal?*

- Climate survey results

### GOAL 4: TECHNOLOGY

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. (ISTE Standards for Students 3: Knowledge Constructor)



## Strategies

*What specific actions will lead us to our goal?*

1. Teachers will incorporate appropriate digital tools into their classrooms, ensuring that students have varied experiences with technology throughout the school day. Students in grades 5 and 6 will participate in a 1:1 device initiative, ensuring that they have access to technology at school and at home.
2. Grade 6 students will participate in a global manufacturing program with staff from Goodwin College, giving them the opportunity to engage in the engineering process through an authentic experience.
3. Teachers will use Google Classroom as a platform for students to access resources, share understandings, develop collections of artifacts, and connect with others.
4. Promethean Boards will be used to provide enriching learning experiences in the classroom. During the 2019-2020 school year, there will be eight Promethean Boards in use.

## Indicators

*What information can we use to measure our progress toward our goal?*

- Google Classroom survey

## ADDITIONAL PRIORITIES

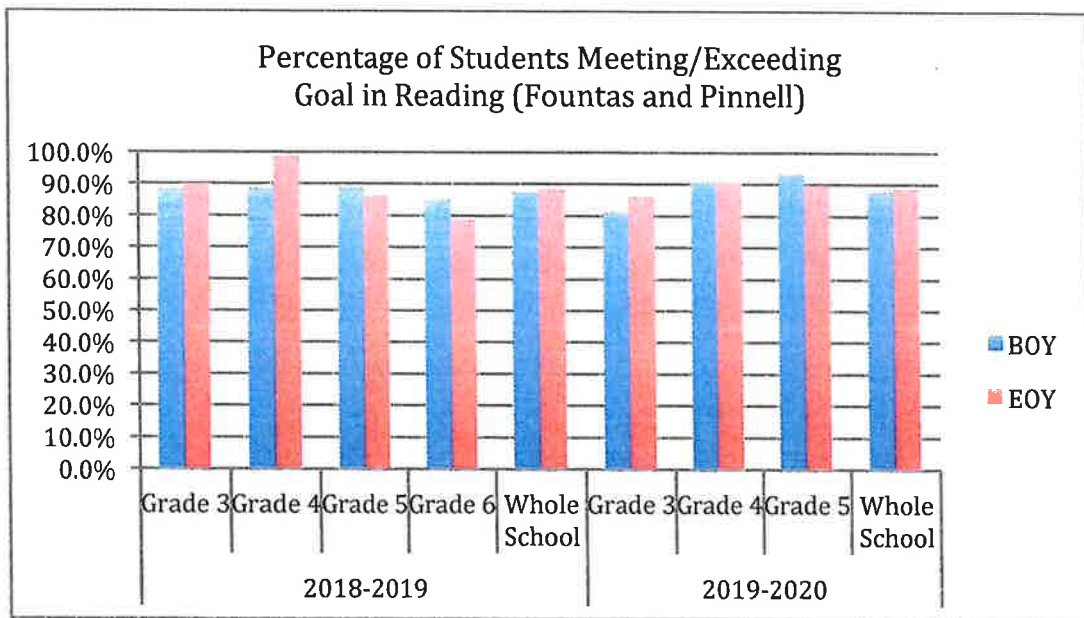
- Development/revision of Special Areas Curricula will continue throughout the year.
- Administrators and teachers will continue to participate in learning rounds, peer observations, and peer coaching.
- Antolini School will use a Data Team to analyze data across the school and district, identifying priorities for professional learning, refined instructional programming, and student intervention.
- The Building Leadership Team will continue to identify and plan for school improvement initiatives.
- PLCs will continue to provide opportunities for teams to review student work and progress, and to plan for instruction.
- We will review common scoring of writing to ensure accuracy with reporting and continued student growth.
- Progression of grammar skills will be further delineated across grades to ensure comprehensive instruction.
- The school psychologist will continue implementation of Second Step in all third and fourth grade classrooms.
- School-wide use of restorative practices and positive behavior supports will continue, with a focus on methods to promote positive student interactions (STAR program and BINGO night)
- DARE instruction will be provided to all sixth grade students to promote essential decision-making skills
- Antolini Climate Team works to build a positive and safe school climate for all staff and students.
- We will begin Year One of RULER implementation, focused on professional development and capacity building among all staff.
- The staff will continue to identify programs and strategies that promote a positive school climate, including *Start with Hello* and *Look for the Good*.
- Our partnership with Oak Hill will continue through classroom integration, student volunteers, and student chorus.
- Kindness in Motion will be used to support student-initiated projects focused on community outreach and community service.
- The Poet Laureate program will continue, connecting students with community members through a shared love of poetry and with the goal of supporting a local community organization.

## LONGITUDINAL DATA: ACADEMIC RESULTS

### READING

Percentage of Students Meeting/Exceeding Goal in Reading (Fountas and Pinnell)

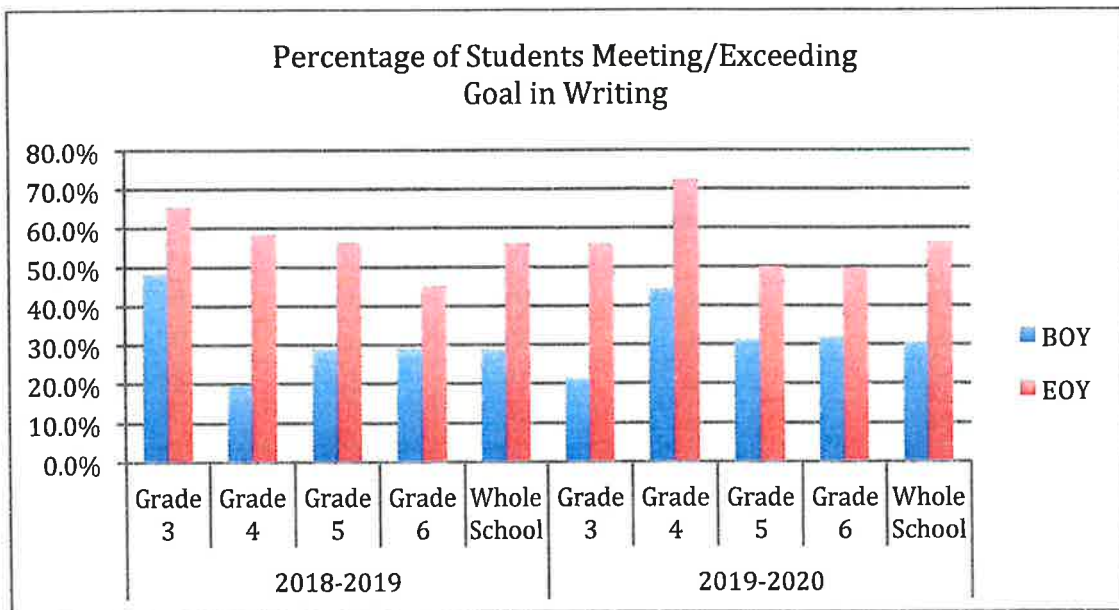
	2017-2018		2018-2019	
	BOY	EOY	BOY	EOY
Grade 3	88.0%	90.0%	80.9%	85.9%
Grade 4	88.3%	98.3%	90.6%	90.7%
Grade 5	88.5%	86.1%	93.0%	89.5%
Grade 6	84.7%	78.5%		
Whole School	87.3%	88.2%	87.6%	88.5%



## WRITING

Percentage of Students Meeting/Exceeding Goal in Writing

	2017-2018		2018-2019	
	BOY	EOY	BOY	EOY
Grade 3	47.9%	65.3%	21.2%	55.7%
Grade 4	19.6%	58.2%	44.0%	72.2%
Grade 5	28.7%	56.2%	30.9%	50.0%
Grade 6	28.8%	44.9%	31.6%	49.4%
Whole School	28.6%	55.8%	30.3%	56.0%

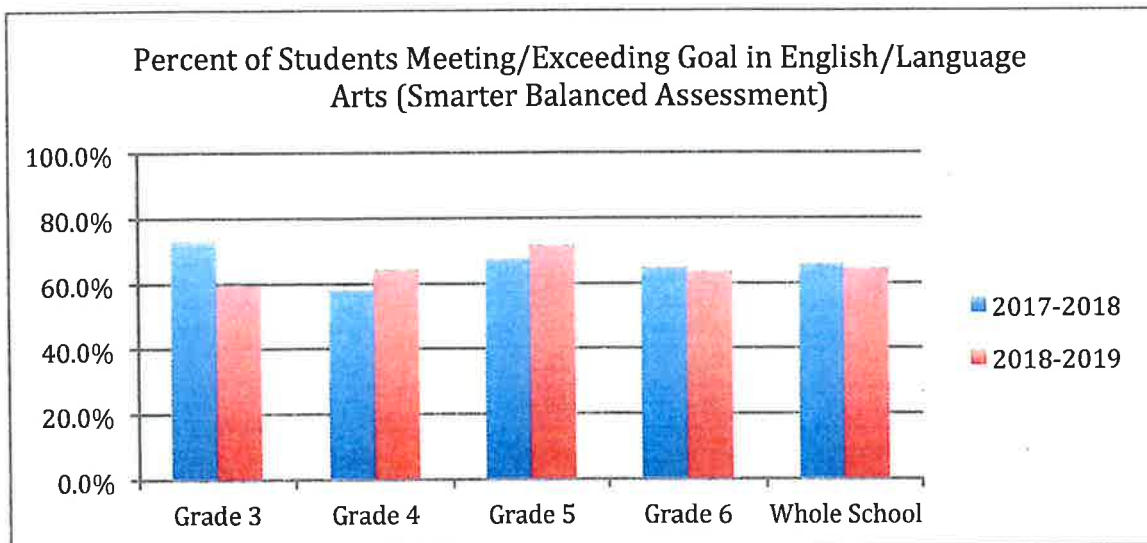


## SMARTER BALANCED ASSESSMENT: ELA

Percentage of Students Meeting/Exceeding Goal\* on SBA English/Language Arts

(\*This includes students who receive an overall score of 3 or 4.)

	2017-2018	2018-2019
Grade 3	72.9%	59.4%
Grade 4	57.9%	64.2%
Grade 5	67.5%	71.4%
Grade 6	64.7%	63.3%
Whole School	65.6%	64.2%

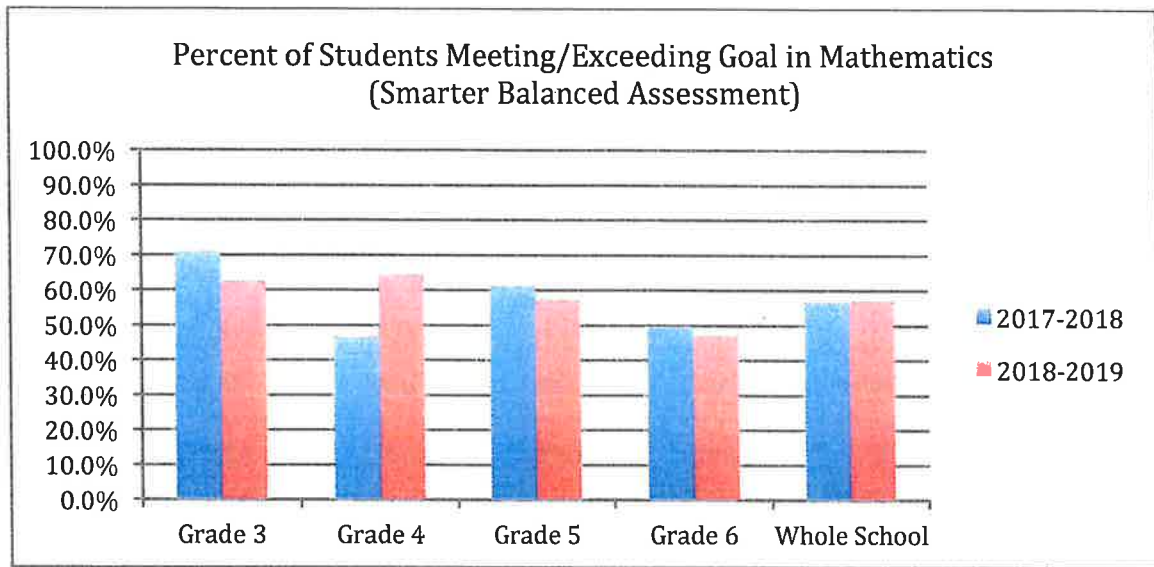


## SMARTER BALANCED ASSESSMENT: MATHEMATICS

Percentage of Students Meeting/Exceeding Goal\* on SBA Mathematics

(\*This includes students who receive an overall score of 3 or 4.)

	2017-2018	2018-2019
Grade 3	70.8%	62.3%
Grade 4	46.4%	64.2%
Grade 5	61.0%	57.1%
Grade 6	49.3%	46.8%
Whole School	56.5%	56.8%

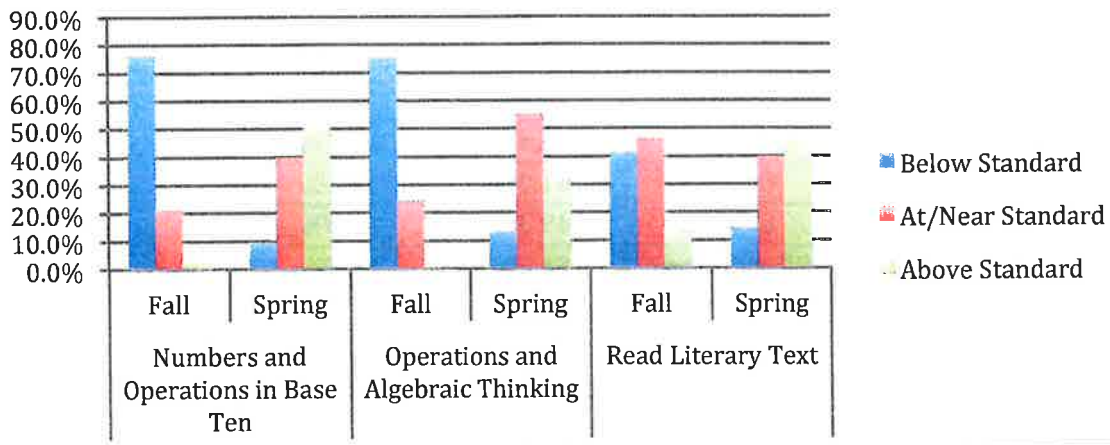


## SMARTER BALANCED INTERIM ASSESSMENTS

### GRADE 3, 2018-2019

	Numbers and Operations in Base Ten		Operations and Algebraic Thinking		Read Literary Text	
	BOY	EOY	BOY	EOY	BOY	EOY
Below Standard	76.0%	9.0%	75.0%	13.0%	41.0%	14.0%
At/Near Standard	21.0%	40.0%	24.0%	55.0%	46.0%	40.0%
Above Standard	3.0%	51.0%	1.0%	32.0%	13.0%	46.0%

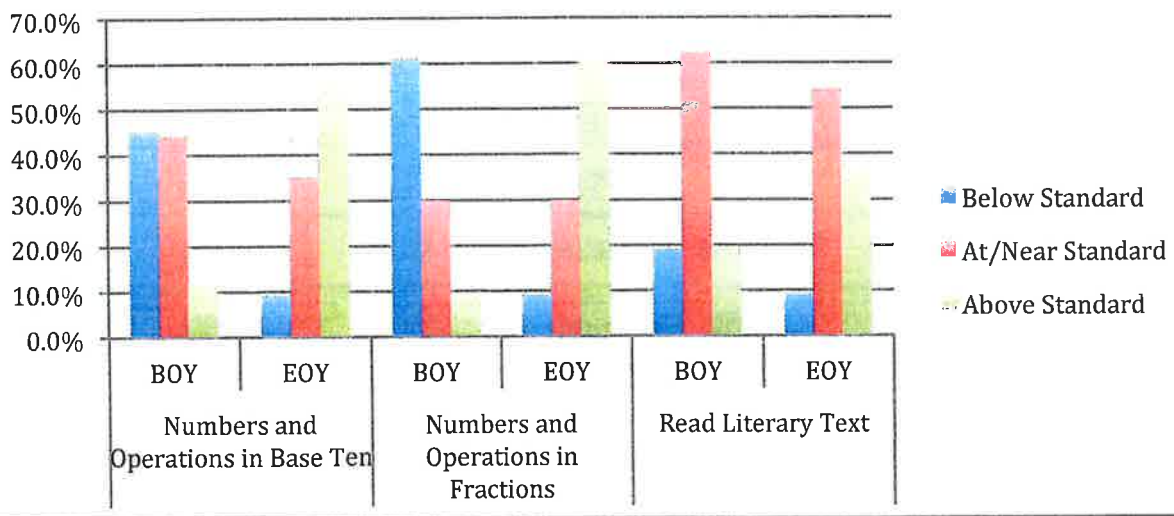
**Percent of Students at Each Level  
(Smarter Balanced Interim Assessments, Grade 3)**



**GRADE 4, 2018-2019**

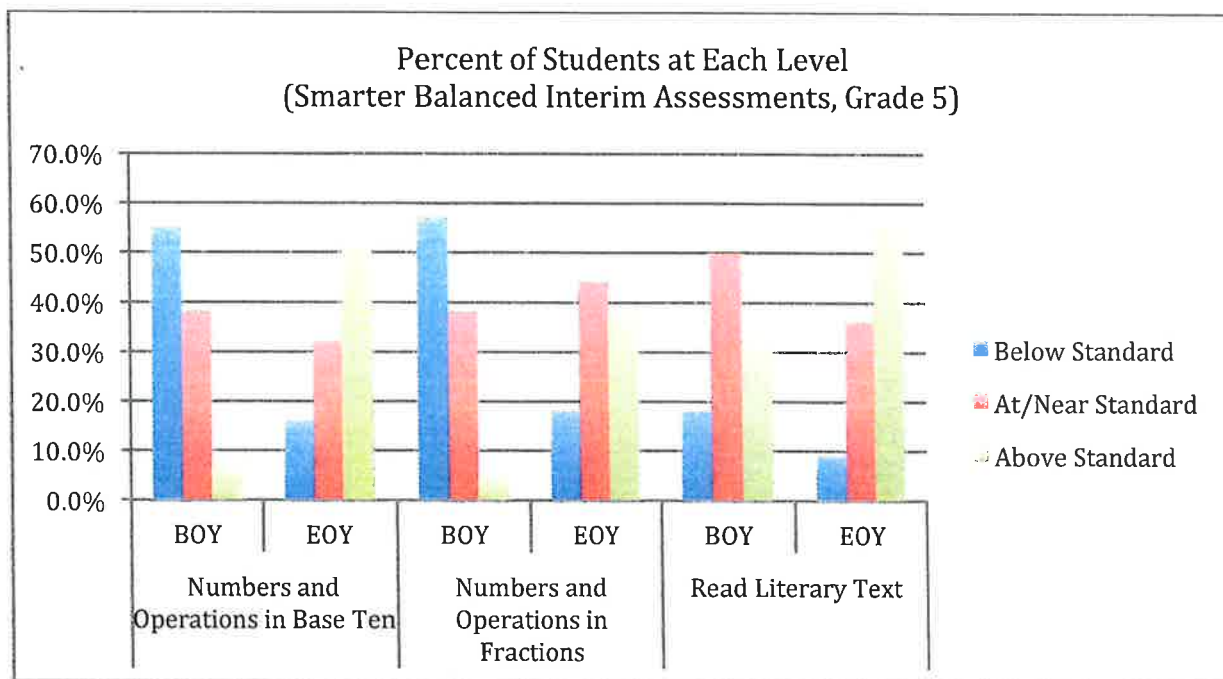
	Numbers and Operations in Base Ten		Numbers and Operations in Fractions		Read Literary Text	
	BOY	EOY	BOY	EOY	BOY	EOY
Below Standard	45.0%	9.0%	61.0%	9.0%	19.0%	9.0%
At/Near Standard	44.0%	35.0%	30.0%	30.0%	62.0%	54.0%
Above Standard	11.0%	56.0%	9.0%	61.0%	19.0%	37.0%

**Percent of Students at Each Level  
(Smarter Balanced Interim Assessments, Grade 4)**



### GRADE 5, 2018-2019

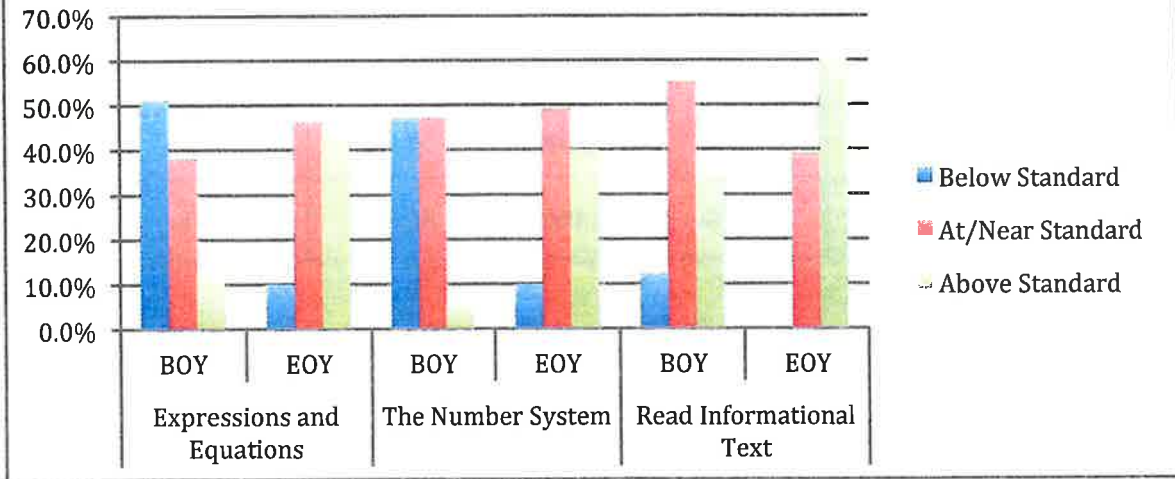
	Numbers and Operations in Base Ten		Numbers and Operations in Fractions		Read Literary Text	
	BOY	EOY	BOY	EOY	BOY	EOY
Below Standard	55.0%	16.0%	57.0%	18.0%	18.0%	9.0%
At/Near Standard	38.0%	32.0%	38.0%	44.0%	50.0%	36.0%
Above Standard	7.0%	52.0%	5.0%	38.0%	32.0%	55.0%



### GRADE 6, 2018-2019

	Expressions and Equations		The Number System		Read Informational Text	
	BOY	EOY	BOY	EOY	BOY	EOY
Below Standard	51.0%	10.0%	47.0%	10.0%	12.0%	0.0%
At/Near Standard	38.0%	46.0%	47.0%	49.0%	55.0%	39.0%
Above Standard	12.0%	43.0%	6.0%	40.0%	34.0%	61.0%

**Percent of Students at Each Level  
(Smarter Balanced Interim Assessments, Grade 6)**



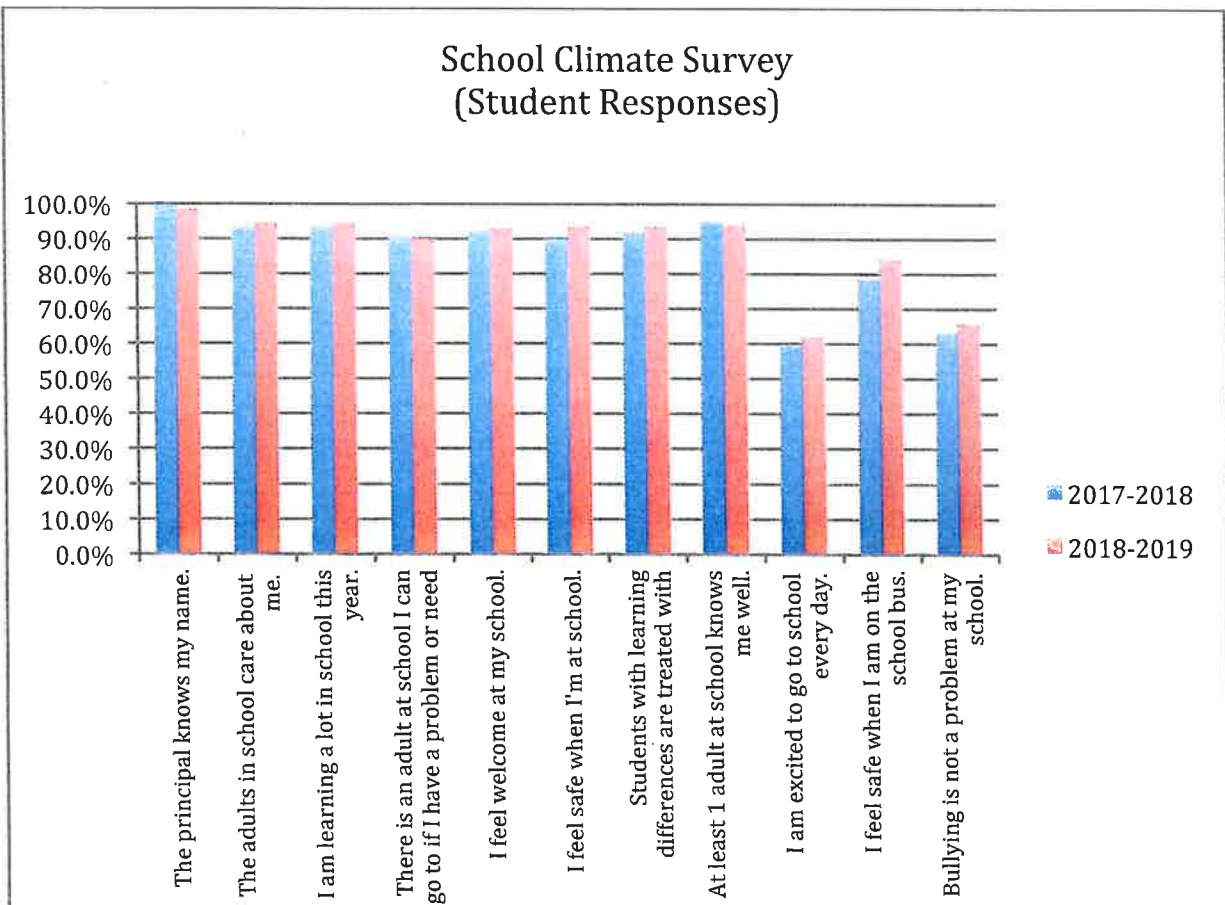


# LONGITUDINAL DATA: SCHOOL CLIMATE RESULTS

## STUDENT SURVEY

Percentage of Students Responding Positively

	2017-2018	2018-2019
The principal knows my name.	99.6%	98.4%
The adults in school care about me.	93.0%	94.3%
I am learning a lot in school this year.	93.4%	94.3%
There is an adult at school I can go to if I have a problem or need help with something.	90.5%	90.2%
I feel welcome at my school.	92.2%	93.0%
I feel safe when I'm at school.	90.0%	93.4%
Students with learning differences are treated with respect at my school.	91.7%	93.4%
At least 1 adult at school knows me well.	95.0%	93.9%
I am excited to go to school every day.	59.3%	61.9%
I feel safe when I am on the school bus.	78.4%	84.0%
Bullying is not a problem at my school.	63.1%	65.6%



# PARENT SURVEY

Percentage of Parents Responding Positively

	2017-2018	2018-2019
I feel comfortable discussing my child's needs with teachers at this school.	98.1%	93.1%
This school is a good place to learn.	100.0%	98.3%
I feel welcome at my child's school.	98.1%	96.5%
The school is a safe place for my child.	98.1%	94.8%
Students with learning differences are treated with respect at my child's school by all staff.	100.0%	96.5%
The school environment is caring and supportive.	94.2%	91.4%
There is a trusted adult at school that my child can go to if he/she has a problem or needs help with something.	94.2%	93.1%
My child is learning a lot in school this year.	94.2%	86.7%
I know how my child is doing in school before I get my child's report card.	94.2%	87.9%
Bullying is not a problem at my child's school.	71.2%	58.6%

