



School Improvement Plan 2007-2008



Dear Stony Hill Learning Community,

Thank you to the Stony Hill Faculty who worked hard to analyze data, discuss ideas, choose a direction to proceed in and then refine the goals and action steps of this School Improvement Plan:

2nd Grade Team:

Ellen Bartolomei
Monique Dangleis
Kristen Chapdelaine

Special Education Team:

Kathleen Leo
Deb Gelinas
Kelly Bogacz

3rd Grade Team:

Maureen McAleer
Diane Fontaine
Pat Williford

Related Arts and Sciences Team:

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Ellen Harris
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4th Grade Team:

Elisa Baird-O'Brien
Meaghan Saunders
Cindy Willcutt

School Adjustment Counselor:

Deb Poppel

5th Grade Team:

Kim Leary
Michele Mistalski
Linda Rozolsky

Title One:

Tracey Sugarmeyer

6th Grade Team:

Stacey Dwyer
Elaina Mendrala
Crystal Kofke
Laura Murphy

Thank you also to the parents on our School Council who expressed their hopes, dreams, concerns and creative ideas for the development of this School Improvement Plan.

School Council—Parent Representatives:

Lori Berg
Mary Beth Laliberte
Lisa Natcharian
Mary Pajak
Cindy Plumb

Together we make a difference in the lives of each and every child we touch.
Sherrill Caruana
Principal, Stony Hill School

HWRSD School Improvement Plan

School: Stony Hill School

Year: 2007-2008

GOAL # : 1	Increase student math achievement in the areas of math facts, algorithms, geometry and measurement
Strategic Goal Correlate:	The Hampden-Wilbraham Regional School District recognizes the need to foster the desire for lifelong learning and to provide the skills to succeed in a global society.
Action Step #1:	Analyze 2007 MCAS data to identify strengths, weaknesses, patterns and trends overall in student responses. Partake in test item analysis to determine any implications for our instructional program.
Time Frame:	October 2007
Action Step #2:	Encourage within the classroom rich, deep and frequent conversations about mathematical thinking and problem-solving strategies. Provide professional development opportunities for cross-curriculum writing about mathematical thinking and problem-solving strategies. (Utilize Collins Institute personnel for this training to be delivered during the school day, in the classrooms.) Provide a follow-up session with the trainer during one of the seven extra staff meetings to further promote the effectiveness of the training.
Time Frame:	Spring 2008
Action Step #3:	Use a variety of instructional approaches on a multi-grade basis: <ol style="list-style-type: none"> 1. Develop a math graphic organizer to be used in 4th grade through 6th grade. 2. Post and utilize math word walls in every math classroom to aid in math writing. 3. Utilize MCAS anchor papers and/or Problem of the Week at 3rd grade through 6th grade to help develop students ability to answer math open response questions and multi-step problems. 4. Share the effectiveness of these strategies at a staff meeting and within grade level team meetings.
Time Frame:	On-going
Action Step #4:	Give increased emphasis on mastery of math facts by the use of math facts software, classroom games, skip counting, and frequent revisiting of learning.
Time Frame:	On-going
Action Step #5:	Examine the daily schedule at each grade level to see if opportunities exist to increase time on learning in math to ensure one hour of math instruction daily.
Time Frame:	On-going

Evaluation Process

Measurement:	Grade level teams have already developed goals and action steps reflected in this school improvement goal that are expected to result in a 5% increase in the number of students scoring in the Advanced or Proficient range when compared to the same cohort's scores the previous year. (This measurement will not be utilized in 3 rd grade.)
Monitoring Dates/timelines:	Action Step #1—October 2007 Action Steps #2, #3, #4, #5—October 2007 to October 2008
Person/persons responsible for monitoring:	Action Step #1—Principal, 4 th grade through 6 th grade teams, Christine Goonan, Mary Ellen Bergeron, (3 rd grade for development of goals and action steps only) Action Steps #2, #3, #4, #5—Principal, grade level teams
Education Results:	Mathematics teaching can be approached in many ways in order for achievement to be maximized. One approach is to ensure that the basic number facts and algorithms are learned thoroughly so that they become tools used to master higher level concepts. Another approach is to encourage thoughtful application of those tools in developing mathematical thinking and problem-solving skills. This goal hopes to encourage both approaches.

HWRSD School Improvement Plan

School: **Stony Hill School**

Year: **2007-2008**

GOAL #2 :	Ensure a safe environment for all staff and students.
Strategic Goal Correlate:	Implement policies and procedures that provide a safe environment for all staff and students.
Action Step #1:	Implement new attendance and dismissal procedures to ensure the safe and accurate accountability of each student who enters and leaves the building.
Time Frame:	September 2007
Action Step #2:	Conduct a safety audit with Tom Connolly. Attend Safety Training with Tom Connolly.
Time Frame:	October 2007
Action Step #3:	Send the Safety/Crisis team to crisis training and non-violent physical restraint training.
Time Frame:	December 2007/January 2008
Action Step #4:	Establish an expanded Safety/Crisis team that meets monthly.
Time Frame:	November 2007 and on-going
Action Step #5:	Create new safety procedures within the building and externally for field trips.
Time Frame:	On-going
Action Step #6:	Conduct, Shelter-in-Place Drills, Code Gray Drills with debriefing from Officer Menard and Evacuation Drills throughout the year with debriefing from the Fire Marshall.
Time Frame:	On-going

Evaluation Process

Measurement:	<p>#1: Parents will sign out their children daily upon pick-up. Teachers will check off bikers and walkers from the attendance list.</p> <p>#2: Key members of the Safety/Crisis team will accompany Tom Connolly on the Safety Audit and will duplicate that experience for the faculty at a faculty meeting.</p> <p>#2, #3: All the key members of the Safety/Crisis team will receive non-violent physical restraint training.</p> <p>#4: Minutes and sign-in sheets of the monthly meetings will be kept.</p> <p>#5: All staff will produce the required documentation for field trips before leaving the school.</p> <p>#6: Officer Menard will attend at least one faculty meeting to debrief a Code Gray and discuss questions and concerns.</p> <p>#6: Conduct at least one Shelter-in-Place Drill, at least one Code Gray Drill and Evacuation Drill during a lunch hour.</p>
Monitoring Dates/timelines:	<p>#1: September 2007</p> <p>#2: October 2007</p> <p>#3: December 2007-January 2008</p> <p>#4: November 2007-October 2008</p> <p>#5, #6: October 2007-October 2008</p>
Person/persons responsible for monitoring:	<p>#1, #5, #6: Principal, Staff</p> <p>#2: Safety/Crisis Team</p> <p>#3, #4: Safety/Crisis Team</p>
Education Results:	Maintaining safe facilities with procedures that ensure the safety and wellbeing of every person in the school provides the framework within which education can take place. Without such an environment the physical, social, and emotional needs of the school community cannot be met and thus learning can not be maximized.

HWRSD School Improvement Plan

School: Stony Hill School

Year: 2007-2008

GOAL # 3 :	Create a respectful school climate that supports the well-being of students and staff.
Strategic Goal Correlate:	The Hampden-Wilbraham Regional School District recognizes the need to maintain a healthful learning environment that meets the physical, social, and emotional needs of the school community. A caring, nurturing environment promotes appreciation and understanding of self, others, and society.
Action Step #1:	Create new discipline procedures, based on the tenets of Responsive Classroom, for ensuring safe and respectful behavior in the lunchroom, on the playground, on the bus, in the regular classrooms and in the Related Arts and Sciences classrooms.
Time Frame:	October 2007-October 2008
Action Step #2:	Implement parts of the Responsive Classroom program in at least nine classrooms this year.
Time Frame:	October 2007-October 2008
Action Step #3:	Enable more teachers to be trained in RC for next year. Provide professional development in the tenets of Responsive Classroom at each staff meeting. Promote a Responsive Classroom Committee to support one another and share ideas.
Time Frame:	October 2007-October 2008
Action Step #4:	Place a Safety column and a Responsive Classroom column in each monthly school newsletter in an effort to educate the parents about the steps we are taking in moving the school towards being a Responsive Classroom school.
Time Frame:	September 2007-June 2008
Action Step #5:	Encourage the demonstration of character by having a character word of the month, a character Wall of Fame, and whole school celebrations of character by conducting seven Character Assemblies.
Time Frame:	October 2007-June 2008
Action Step #6:	The School Adjustment Counselor will present Second Step (empathy, anger control and problem-solving skills) to 2 nd through 5 th grade. The 6 th graders will have the Victims, Bullies and Bystanders curriculum taught to them.
Time Frame:	October 2007-Jun4 3008

Evaluation Process

Measurement:	<p>#1: Apology of Action and Buddy Teachers will be enacted for those teachers who want to change their discipline procedures to better align with the tenets of RC.</p> <p>#2: Nine classrooms will conduct Morning Meetings on a regular basis.</p> <p>#3: At least five staff will be trained next summer in R.C. Staff meetings will model morning meeting components and will explain Apology of Action, Talk-It-Out, Buddy Teacher, Take-a-Break Chair, and Academic Choice.</p> <p>#4: A monthly RC column will be written to educate the parents on what RC is all about.</p> <p>#5: Character education will be on-going and each month an all-school assembly will be held to highlight the character value of the month and children will be nominated to have their picture be on the Wall of Fame for displaying that character value.</p> <p>#6: Weekly lessons in bullying prevention and problem-solving will be delivered to each class.</p>
Monitoring Dates/timelines:	<p>#1, #2, #3: September 2007-September 2008</p> <p>#4, #5: On-going with special attention monthly</p> <p>#6: Weekly, 15 minute lessons</p>

<p>Person/persons responsible for monitoring:</p>	<p>#1: Principal, students, Buddy Teachers #2: Classroom teachers #3: Staff #4: RC teachers #5, #6: School Adjustment Counselor, Principal, teachers, students</p>
<p>Education Results:</p>	<p>Policies, programs and services must support the well-being of students and staff in a way that enhances self-image, promotes wellness and recognizes the need for high standards of behavior. In such an environment, staff and students can understand, respect and value differences. One aim of education is to develop such people.</p>