



Charter Oak

INTERNATIONAL ACADEMY

School Development Plan

2015-2016

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



Introduction

The 2015-2016 school year is an exciting time for Charter Oak International Academy. This year is marked by the construction of a new building that will give us the chance to grow and reach many more families across West Hartford. The new building will be truly beautiful and will reflect who we are as a community and as a school. At Charter Oak we are excited to offer our families an outstanding program, the International Baccalaureate Primary Years Program, that is based on an inquiry-based approach to teaching and learning where students' natural curiosity drives investigation of current world issues. This Program is the result of years of work by staff, students, and parents that was validated by last year's reauthorization from the International Baccalaureate Organization. As an IB World School, Charter Oak provides our West Hartford families and staff an exciting opportunity to prepare our students for the Twenty-First Century in an exciting, challenging, and caring way.

This School Development Plan will guide us in our determination to reach our ultimate goal of developing inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. We will continue to work on strengthening our IB nature by focusing on the notion of Central Ideas, big ideas that transfer through and across cultures and connect concepts, a key element that engages students in higher order thinking. We will also focus on our students as strong communicators, with special emphasis on writing by incorporating the Writer's Workshop Model. Our dedicated staff will continue to strengthen their collaborative work through Professional Learning Communities that are more focused on student work. Finally, we will continue to nurture our welcoming, exciting, and inclusive school climate. We want our school to be a great place for children, their families and our staff.

The School Development Plan references a parent survey that will be administered to our families. In that survey we will ask our community about their level of satisfaction with our magnet school program. This will allow us to reflect and improve on our work of supporting our current and future students to become active, compassionate, lifelong learners.

Goal One:

Advance achievement for all students and reduce disparity between and among groups

District Focus:

Using the Model of Continuous Improvement, we will strengthen standards, curriculum, instruction, and assessment to help all students achieve and realize their potential.

Goal Two:

Nurture the intellectual, physical and emotional well-being of students and create a safe and respectful learning community where all students are held to high expectations.

District Focus:

Create an environment and community that fosters intellectually, physically, and emotionally healthy learning and living.

Goal Three:

Attract, retain and develop high quality staff by providing professional development resources and appropriate learning environments.

District Focus:

Create the conditions that promote collaborative inquiry through shared and distributed leadership.

Charter Oak International Academy Critical Actions to Support District Strategic Efforts

Goal 1– *Advance Achievement for All Students*

Using the Model of Continuous Improvement, we will strengthen standards, curriculum, instruction, and assessment to help all students achieve and realize their potential.

- 1.1 We will Strengthen our Magnet Theme through Assessment of the Central Idea
- 1.2 We will Implement the Writer’s Workshop Model
- 1.3 We will support growth for struggling students in math, reading, and writing with scaffolded instruction, professional development and programming.
- 1.4 We will strengthen our purposeful integration of technology into our curricular units to enhance student learning and support growth of student communication skills.

Goal 2– *Create Safe and Respectful Learning Environments*

Create an environment and community that fosters intellectually, physically, and emotionally healthy learning and living.

- 2.1 We will continue to use IB principles to support a positive climate in the building
- 2.2 We will strengthen the Safe School Climate Committee
- 2.3 We will continue to develop a proactive approach to school climate during this time of change, and will survey the school community about their level of satisfaction with our magnet school theme.
- 2.4 We will strengthen our communication and marketing strategy as a magnet school while continuing to value and celebrate our existing school culture.

Goal 3– *Attract, Retain, and Develop a High Quality Staff*

Create the conditions that promote collaborative inquiry through shared and distributed leadership.

- 3.1 We will strengthen our collaborative work on curriculum and instructional practices through analyzing and meeting student needs within and beyond the PLC.
- 3.2 We will continue to refine the SST process.

Critical Actions to Support School Goal 1:

1.1 (Assessment of the Central Idea)

- We will review and, when indicated, revise our Central Ideas to support transdisciplinary learning.
- We will continue to develop ways in which students can effectively communicate their depth of understanding through performance-based tasks using various presentation modes and technologies.
- We will determine ways to best assess understanding of the Central Idea through the use of rubrics and other tools.
- We will continue to include students in self and peer reflection to support growth over time.

1.2 (Writer's Workshop Model)

- We will follow through with district initiatives to introduce the Writer's Workshop through building CSI options that link to teachers' current level of understanding.
- We will utilize the ELA Team meeting time as a study group for furthering understanding of Writer's Workshop strategies.

1.3 (Scaffolded instruction, professional development and programming)

- We will address the specific needs of students significantly below grade level in the area of literacy through the implementation of the *Language Program*.
- SST and PLC discourse will focus on the development of fluency and comprehension strategies in math and ELA, through the development of specific instructional strategies.
- SST and PLC discourse will include opportunities to introduce scaffolding and differentiation including UDL resources to support and challenge all learners.
- We will promote ESOL and Special Education support and accommodations with the implementation of the Program of Inquiry and the Exhibition process. Special Education Teachers will work with Mentor teachers on accommodating the needs of special education students within mentor groups.

1.4 (Technology Integration)

- The ICT Teacher will support technology integration by working with small groups of students on increasing their capacity to communicate their learning by using a variety of technologies.
- Students will use technology to practice effective communication and collaboration within and beyond the school community.

Indicators of Progress for Goal 1:

Focus on student involvement and understanding of the Central Idea in IB units will result in growth as shown on the SBAC Research and Inquiry Claim.

Rubrics created to assess student understanding of the Central Idea will reflect students' growth as IB learners over time.

The Speaking and Listening components of the ELA standards will be strengthened through student development of the Central Idea and their communication of understanding, as shown on ELA and IB rubrics.

Students will increase stamina for writing through the Writer's Workshop experience, increasing the length of written products in various genres.

Students will increase proficiency as measured by the AIMSweb and DRA benchmarks for reading and mathematics.

Data collection will show an increase in student choice for demonstrating understanding of units' central ideas.

Fifth grade students will select an appropriate presentation format for Exhibition that most effectively shares their information.

Critical Actions to Support School Goal 2:

2.1 (IB principles to support climate)

- Family events will incorporate IB elements more fully, helping students reflect on themselves as IB learners.
- We will enhance communication through technology, to connect IB elements to what students are doing at home - IB inquirer, Shout-outs, assembly recognition.

- We will develop schoolwide essential agreements and communicate them with students, staff and families to promote positive behavior and student leadership.

2.2 (Safe School Climate Committee)

- We will revise and provide clear communication regarding all building procedures to maximize safety and efficiency.
- We will provide clear lines of communication to students and families regarding behavioral and learning expectations and progress toward expectations

2.3 (Proactive approach to school climate)

- We will continue to cultivate school-community partnerships in order to share responsibility in supporting students' success in school and through life.
- All students will participate in weekly class-based Team Building sessions, focused on developing life skills, facilitated by our School Social Worker and School Psychologist.

2.4 (Communication and marketing) & (Community forums).

- We will work with Administration and the community to develop curricular programming that will continue to meet the expectations of current and future families.
- We will coordinate our efforts with a marketing company in order to reach a wide range of future Charter Oak families.
- We will hold forums with staff, families, and students to develop strategies that will make our transition to the new building successful.

Indicators of Progress for Goal 2:

Parent feedback gathered at school functions and parent satisfaction survey

Parent participation data for school-wide events and magnet information sessions

Parent, student and staff feedback gathered at forums

Observed improvement in the effectiveness of daily procedures.

Decrease in behavior referrals

Observed improvement in student behavior during routine duties - Likert scale survey for students/duty staff based on the three LPs in the schoolwide Essential Agreements

Critical Actions to Support School Goal 3:

3.1 (PLC Data analysis and Problem solving)

- We will determine Grade Level and Transdisciplinary Professional Learning Community priorities through analysis of school-wide data, grade level and classroom data, including student work combined with teacher observation and the analysis of individual student work as compared to a collection of exemplars to be developed.
- We will support a culture of distributed leadership and self-directed professional learning through the inquiry process; aligning these efforts within our CSI, Grade Level and Transdisciplinary PLC meetings and staff development offerings through coaching and collaborative problem-solving.

3.2 (SST process)

- We will streamline the IPP forms and fidelity logs to improve organization of data included and to increase efficiency.
- We will increase the use of artifact-based evidence to determine intervention needs during the SST process.
- We will continue efforts to formalize documentation for Tier 2 and 3 behavior, and Tier 3 math.

Indicators of Progress for Goal 3:

Grade level and Transdisciplinary PLC shared documents will capture the discussions, solutions and plans for active engagement in the improvement of instructional practices.

The CSI, Grade level and Transdisciplinary PLC and Staff meeting calendars/agendas will reflect greater differentiation of focus and development based on teacher needs.

The support schedule will reflect a greater percentage of support time aligned with student class time for maximum contact availability.

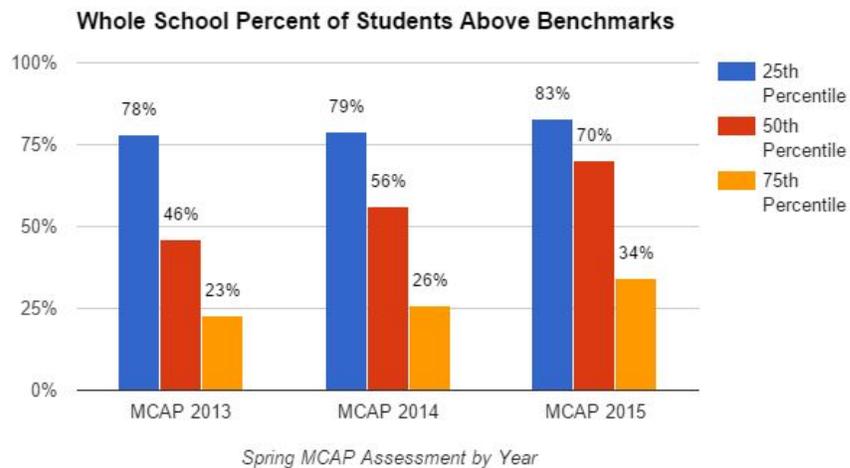
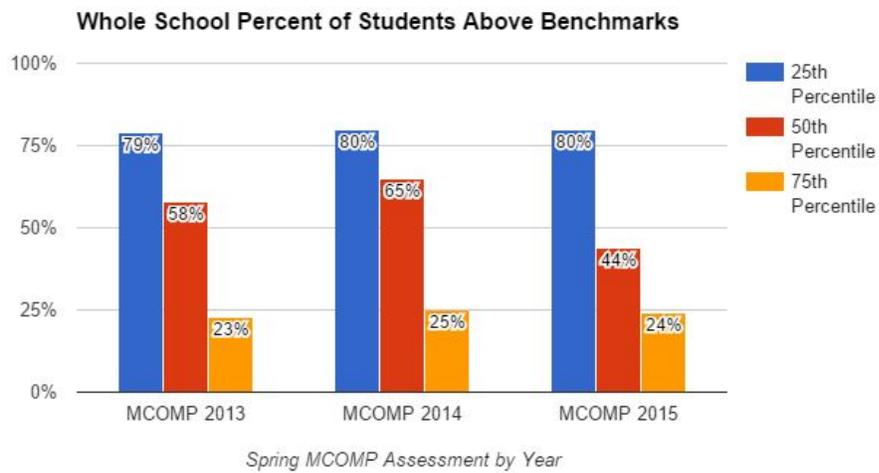
SST minutes - recorded on student IPP forms, will reflect a condensed and more linear format, decreasing time spent on completing the form, and increasing efficiency of the process.

Teacher preparation for SST meetings will increase with the inclusion of reminder slips in mailboxes which includes reflective questions and recommended work samples.

DATA

Provide the relevant historical data and a short synopsis of your analysis of trends that informed your school or department efforts in support of district strategic initiatives.

AIMSweb Math Data Comparison 12 - 13 / 13-14 / 14 - 15



A focus this year will be on increasing student success on the MCOMP through focused work toward computational fluencies at all grade levels.

SBAC Mathematics Claims Data 2015

Grade 3:

Claims	Percentage in Each Claims Performance Level
Mathematics	
Concepts and Procedures	28 48 25
Problem Solving and Modeling & Data Analysis	28 53 20
Communicating Reasoning	20 48 33

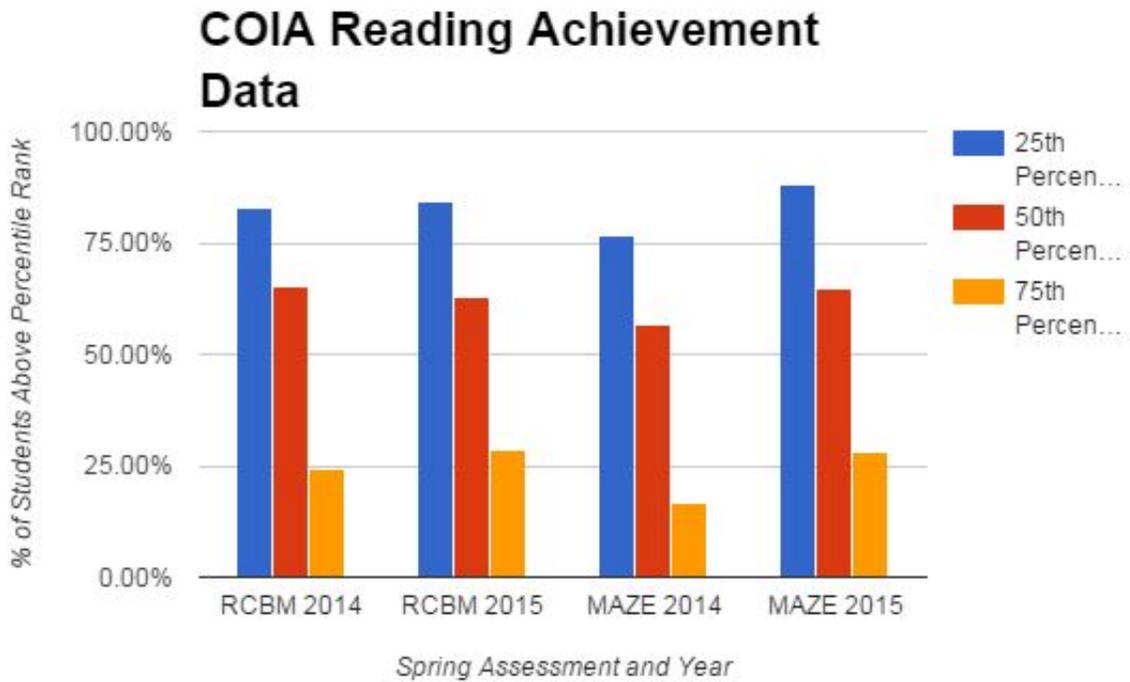
Grade 4:

Claims	Percentage in Each Claims Performance Level
Mathematics	
Concepts and Procedures	40 29 31
Problem Solving and Modeling & Data Analysis	27 52 21
Communicating Reasoning	29 50 21

Grade 5

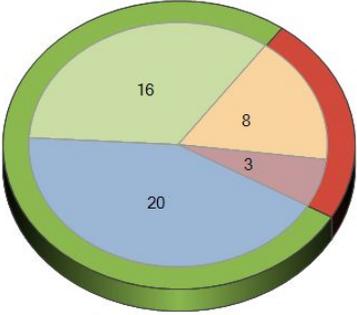
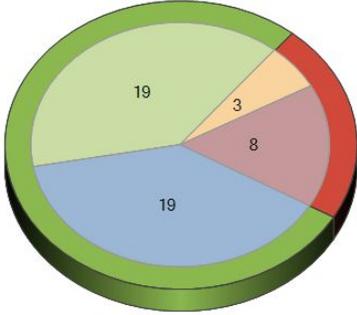
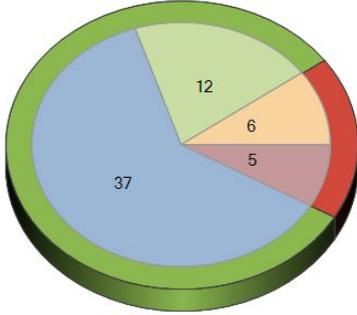
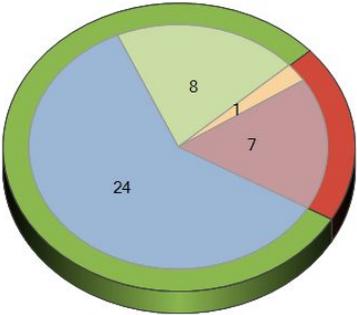
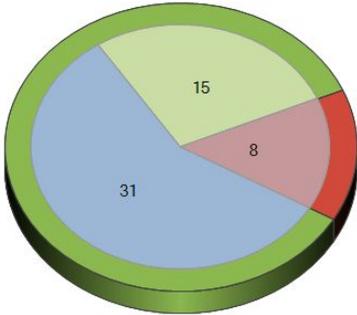
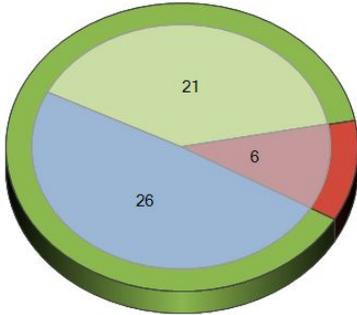
Claims	Percentage in Each Claims Performance Level
Mathematics	
Concepts and Procedures	26 47 26
Problem Solving and Modeling & Data Analysis	32 43 25
Communicating Reasoning	13 58 28

Concepts and procedures will be supported through differentiated instruction in the classroom and through Interventions provided by Math Tutors and the after school Achieve program. Problem Solving and Communication of reasoning will be a focus through the curriculum at all levels.



Differentiated instruction and interventions will continue to work toward continued success in both fluency and comprehension, using student work to determine individual goals and instructional strategies. The Achieve program will also focus on close reading and comprehension strategies.

DRA Level Spring 2015:

Kindergarten Proficiency 76.6%	Grade 1 Proficiency 77.6%	Grade 2 Proficiency 81.7%																																				
 <table border="1"> <caption>Kindergarten Proficiency Data</caption> <thead> <tr> <th>Proficiency Level</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Above Goal</td> <td>20</td> </tr> <tr> <td>Goal</td> <td>16</td> </tr> <tr> <td>Approaching Goal</td> <td>8</td> </tr> <tr> <td>Below Goal</td> <td>3</td> </tr> <tr> <td>Unlabeled</td> <td>3</td> </tr> </tbody> </table>	Proficiency Level	Count	Above Goal	20	Goal	16	Approaching Goal	8	Below Goal	3	Unlabeled	3	 <table border="1"> <caption>Grade 1 Proficiency Data</caption> <thead> <tr> <th>Proficiency Level</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Above Goal</td> <td>19</td> </tr> <tr> <td>Goal</td> <td>19</td> </tr> <tr> <td>Approaching Goal</td> <td>3</td> </tr> <tr> <td>Below Goal</td> <td>8</td> </tr> <tr> <td>Unlabeled</td> <td>1</td> </tr> </tbody> </table>	Proficiency Level	Count	Above Goal	19	Goal	19	Approaching Goal	3	Below Goal	8	Unlabeled	1	 <table border="1"> <caption>Grade 2 Proficiency Data</caption> <thead> <tr> <th>Proficiency Level</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Above Goal</td> <td>37</td> </tr> <tr> <td>Goal</td> <td>12</td> </tr> <tr> <td>Approaching Goal</td> <td>6</td> </tr> <tr> <td>Below Goal</td> <td>5</td> </tr> <tr> <td>Unlabeled</td> <td>1</td> </tr> </tbody> </table>	Proficiency Level	Count	Above Goal	37	Goal	12	Approaching Goal	6	Below Goal	5	Unlabeled	1
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Grade 3 Proficiency 80.0%	Grade 4 Proficiency 85.2%	Grade 5 Proficiency 88.7%																																				
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SBAC English Language Arts Claims 2015

Grade 3:

Claims	Percentage in Each Claims Performance Level		
ELA/Literacy			
Reading	30	38	33
Listening	20	63	18
Writing	18	53	30
Research/Inquiry	15	43	43

Grade 4:

Claims	Percentage in Each Claims Performance Level		
ELA/Literacy			
Reading	19	52	29
Listening	12	63	25
Writing	19	48	33
Research/Inquiry	13	52	35

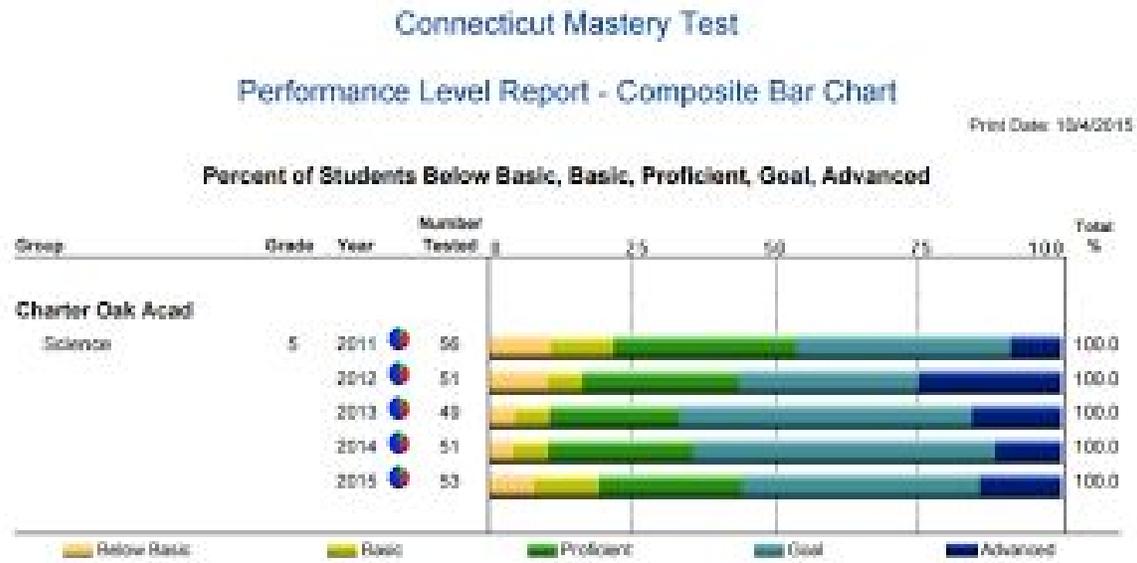
Grade 5:

Claims	Level		
ELA/Literacy			
Reading	31	44	25
Listening	13	67	19
Writing	12	50	38
Research/Inquiry	6	52	42

Close reading and using evidence to support answers will be a focus at all grade levels and within interventions for comprehension. Research and Inquiry will continue to be fostered through inquiry learning and the IB philosophy. Listening and Speaking will become stronger as students have opportunities to speak with experts in the areas they are studying, and to ask questions of their own design within their IB units. Our efforts to pursue a variety of alternate performance opportunities and vehicles for reflection and assessment will allow students to demonstrate their understanding of the Central Idea in

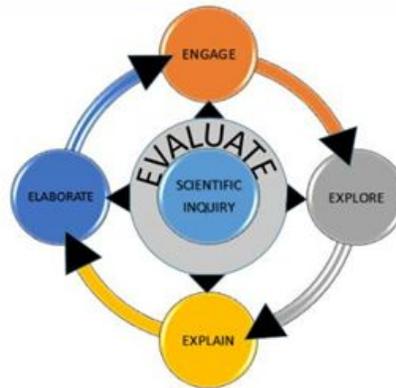
many ways. Our work in building the Writers Workshop model will further support student communication.

Science Data Spring 2011 - 2015



Using Scientific Inquiry to Advance

- How can we enable our students to reach advanced levels?
- We have made meaningful connections of science to current world issues, and have developed resources for inquiry.
- Are we staying focused on scientific inquiry within the initial core investigations, for enough time, to cement these concepts?



We will reflect on our units to ensure strong and consistent opportunities with hands-on experiences that build scientific concepts and deep understanding at all grade levels.

Professional Development Planning

Provide a description of the planning framework for professional learning by identifying a short statement of the task and purpose for CSI offerings for the school year.

COIA CSI Calendar 2015 - 2016

Date	Elementary	Major Focus/ Planning	Location
8/24	Convocation	Conard - 8:30 a.m. 11:00 - 12:00 PK-12 Department; Building afternoon	Conard
8/25	Building	Opening Days - School Goals Kick-off	Building
8/26	Building	Opening Days - Curriculum Night Planning	Building
9/2	CI/Building	CIT Series 1 (Kickoff)	District TBD
9/9	District PK-12 Department	Writers' Workshop: Structuring the Writers' Workshop (mini-lessons, conferencing/independent writing, share) Break-out sessions determined by school needs	Building
9/16	Building	Analyzing Student Work - School Goal - PLC	Building
9/22	Staff Meeting	Health Training and Mandated Reporting; BOE Bullying Policy- Reporting - communication protocol; copies of board policy; Responsible use of Twitter and power of this tool; Components of tier 1 literacy - Move toward artifact based discourse	
9/23	School Holiday		
9/30	District PK-12 Department	Mathematics: Fluency Sessions with grade level teams (PreK-K, Grades 1-5)	District TBD
10/7	District PK-12 Department	Mathematics: Implications for our Practice Sessions with partner schools	Building

10/14	CIT	Series 1	TBD by teams
10/20	Staff Meeting	Foundation for WHPS Grants Marsha Adell	
10/21	Building	Performance-Based Learning and Assessment -School Goal - Assessment of Central Idea IB Unit Reflection - School Goal - Assessment of Central Idea	Building
10/28	Parent Conf. Prep.	Teachers prepare for parent conferences	Building
11/3	Election Day/ District PK-12 Department	Writers' Workshop: Diving Deeper into Units of Study Teachers College Presentation	TBD
11/4	CIT	Series 1	TBD by teams
11/10	Staff Meeting	Change: Decision-making; concerns; Defining our unique school community	
11/11	Parent Conf. Prep.	Teachers prepare for parent conferences	Building
11/18	Parent Conference Week	Teachers engaged in parent conferences from Tues 11/17 - Friday 11/20	Building
11/25	Thanksgiving Break	No CSI Activities	
12/2	Building	Performance-Based Learning and Assessment -School Goal - Assessment of Central Idea IB Unit Reflection - School Goal - Assessment of Central Idea	Building
12/9	District PK-12 Department	Mathematics: Effective Teaching Practices & Routines Sessions with grade level teams (PreK-K, Grades 1-5)	District TBD
12/15	Staff Meeting		
12/16	District PK-12 Department	Mathematics: Implications for our Practice Sessions with partner schools	Building

12/23 + 12/30	Holiday Recess		
1/6	CIT	Series 1	TBD by teams
1/12	Staff Meeting		
1/13	Building	Performance-Based Learning and Assessment -School Goal - Assessment of Central Idea IB Unit Reflection - School Goal - Assessment of Central Idea	Building
1/20	District PK-12 Department	Writers' Workshop: Refining the Minilesson Break-out sessions determined by school needs	Building
1/27	CIT	Series 2	TBD by teams
2/3	District PK-12 Department	Mathematics: Focus on Problem Solving: Approaches/ Strategies Sessions with grade level teams (PreK-K, Grades 1-5)	District TBD
2/09	Staff Meeting		
2/10	District PK-12 Department	Mathematics: Implications for our Practice Sessions with partner schools	Building
2/17	Building	Performance-Based Learning and Assessment -School Goal - Assessment of Central Idea IB Unit Reflection - School Goal - Assessment of Central Idea	Building
2/24	Parent Conf. Prep.	Teachers prepare for parent conferences	Building
3/2	Parent Conf. Prep.	Teachers prepare for parent conferences	Building
3/9	Parent Conference Week	Teachers engaged in parent conferences from Tues. 8th - Fri. 11th	Building
3/15	Staff Meeting		

3/16	CIT	Series 2	TBD by teams
3/23	Building	Inquiry Gallery Planning	Building
3/30	District PK-12 Department	Writers' Workshop: Conferencing & How Student Work Informs Teacher Moves Break-out sessions determined by school needs	District TBD
4/6	CIT	Series 2	TBD by teams
4/13	Spring Recess	NO Activities	
4/19	Staff Meeting		
4/20	Building	New Building needs	Building
4/27	CIT	Series 2	TBD by teams
5/4	Building	Performance-Based Learning and Assessment -School Goal - Assessment of Central Idea IB Unit Reflection - School Goal - Assessment of Central Idea	Building
5/11	District PK-12 Department	Social Studies/Science: Understanding the Standards & Shifts in Instructional Approach Sessions by Grade level cluster (PreK-1, 2-3, 4-5)	District TBD
5/17	Staff Meeting		
5/18	Building	Report Cards	Building
5/25	Building	Placement	Building
6/1	District PK-12 Department	Social Studies/Science: Understanding the Standards & Shifts in Instructional Approach Sessions by Grade level cluster (PreK-1, 2-3, 4-5)	District TBD
6/8	Building	Vertical Articulation	Building
TBD	Staff Meeting		
	SNOW DAYS		

