

Christopher Columbus Family Academy

School Improvement Plan

2008 - 2011, Updated to 2015

Hon. John DeStefano Jr., Mayor

Dr. Reginald Mayo, Superintendent of Schools

Dr. Carlos A. Torre, Board of Education President

Dr. Abie Benitez, Principal

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School Improvement Committee

Columbus Family Academy	
1. Rose Evans	7. William Gibson
2. Maria Nunez	8. Sue Alton - Cambridge Consultant
3. Stephanie White Hart	9. Abbie Lareau - CALI Consultant
4. Raquel Rodriguez	10. Carole Schloss - CAS Consultant
5. Edna Logan	11. Michael Golia - Assistant Principal
6. Patricia Brown	12. Abie L. Benitez - Principal

School Improvement Plan Overview

Mission	Describe your school's purpose and the core values that guide your work.
	Christopher Columbus Family Academy will foster a learning environment that supports empowered bilingual learners to become active and responsible members of a multicultural society.
Vision	Describe an inspiring yet realistic vision of success for your school. Include a time frame, such as the next five years.
	All stakeholders will join forces in order to develop bilingual brains through academic discovery by ensuring consistency in our school structure. This will be achieved through a code of conduct, active collaboration, and pride in the ability to communicate and learn in two languages.
Priority Initiatives (Tier II Strategies)	Indicate the 3-5 priority initiatives (Tier II Strategies) that your school will focus on in the coming year. Your priority initiatives should target areas that will support your school's vision and goals in a clear and measurable way.
	1. Content Embedded Bilingual Literacy Columbus will implement Literacy that promotes students' learning to read, write, listen, speak, and use language effectively in a variety of content areas.
	2. Second Language Acquisition through Sheltered Instruction Columbus will impact teaching and learning by using a set of best practices that help ELL's/SLL's learn language and content simultaneously.
	3. Ensure Academic Success in high school and beyond through School Climate Columbus will continue to build on the existing school climate in order to guarantee academic success.

School Organizational Structure

	Name (Not Required)	Role (e.g. Principal, Coach)	Area of Leadership Responsibility (e.g. Math Instruction, Student Behavior)	Key Leadership Responsibilities (e.g. Monitor and develop mathematic instruction in grades K-8; Coordinate, monitor and measure effectiveness of Positive Behavior Supports.)
Leadership Team	Dr. Abie L. Benitez	Principal	Student Behavior, Literacy Instruction, Dual Language Implementation & TEVAL	TEVAL, Monitoring behavior management and implementation of curriculum
	Mr. Michael Golia	Assistant Principal	Student Behavior, Math Instruction, Bullying and Truancy & TEVAL	TEVAL, Monitoring behavior management and implementation of curriculum
	Ms. Maria Nunez	Literacy Coach	Literacy instructional coaching	Train and support teachers on Literacy instruction and curriculum implementation
	Ms. Patricia Brown	Math Coach	Math instructional coaching	Train and support teachers on Literacy instruction and curriculum implementation
	Ms. Rose Nuñez-Evans	LMS	Overview of students progress in Spanish	
	Name (Not Required)	Role (e.g. 3rd grade teacher)	Area of Leadership Responsibility (e.g. Grade Level Lead ; Content Area Lead)	Key Leadership Responsibilities (e.g. Support development of grade level colleagues; Coordinate vertical teaming discussions; Facilitate data analysis and planning)
Teacher Leaders	Ms. Irene Logan	1st grade teacher	K-2 liaison	support development of grade levels colleagues and vertical teaming discussions
	Ms. Raquel Rodriguez-Santos	5-6 grade Spanish	k-6 liaison for Spanish teachers	support development of grade levels colleagues and vertical teaming discussions for Spanish component
	Regina Melendez	7/8 science teacher	7/8 liaison	support development of grade levels colleagues and vertical teaming discussions on science
	Ms. Stephanie White-Hart	Teacher	K-6 Science Coordinator 3-6 liaison for English - Overview of State progress in Science	support development of grade levels colleagues and vertical teaming discussions on science
	Mr. William Gibson	ESL Teacher	Overview of Student Progress on Second Lang. Acquisition	support staff development across levels on second language acquisition

TIER II Priorities

#	Tier II (Priority)	Strategies (More than one strategy can support each Tier II Indicator)	Results Indicators (Measures) (There should be at least one 'Adult Action' and one 'Outcome' Indicator per Tier II)		
			Indicator	Action or Outcome?	Results
1	Develop and implement thematic dual language units within the districts' balanced literacy model.	Develop and implement thematic dual language units that address all language modalities: Using Common Core State Standards, selected teachers will develop and implement integrated thematic units. These units include the four major language modalities (reading, writing, listening, and speaking) and incorporate all literature genres and district science themes.	Pilot - 100% of the selected level teams will implement 2 integrated units in year 1. As measured through a walkthrough rubric.	Adult Action	
			Pilot students will demonstrate 20% of growth from basic to proficient in the DRA2/EDL2 assessments from Fall to Spring in the pilot classrooms.	Student Outcome	
			Pre and Post assessment will show that 85% of pilot students acquire content knowledge through the use of reading strategies	Student Outcome	
			All students in pilot classes will be able to complete at least one inquiry team project utilizing student's generated questions and 80% will achieve 4 on the rubric.	Student Outcome	
2	Second Language Acquisition through Sheltered Instruction: To use the Sheltered Instruction Observation Protocol (SIOP) and Instructional Conversations to guide planning and delivery of all lessons	Teachers will plan and deliver lessons using SIOP. This protocol will provide clear guidelines on how to prepare and deliver rigorous instruction for second language learners. The instructional conversations will provide students with opportunities to communicate learned concepts through rich discussions about content and the use of academic vocabulary.	All teachers will include SIOP components in their lesson plans. This will be measured by using the features/indicators from the SIOP lesson plan format.	Adult Action	
			Support teachers to use data and GLE's and Common Core Standards Cross-Walk to plan rigorous differentiated instruction to meet the need of all students.	All teachers will implement targeted SIOP components. This implementation will be measured by using the Observation Protocol for Sheltered Instruction during walkthroughs.	Adult Action
		Plan a Dual Language summer school for summer of 2012	By Spring 2012, 10% of students will show growth in second language acquisition measured by the DRA2/EDL2, Oral Language and performance tasks assessments	Student Outcome	

3	Continue to build on the existing positive school climate in order to guarantee academic success among all students.	Establish morning meeting.	100% of teachers will establish personal and academic goals with students through individual conferences and develop an action plan per quarter with end of the year goals	Adult Action	
		Setting academic goals with the students which are continually review	85% of students will achieve personal and academic goals in collaboration with their teachers.	Student Outcome	
		Establish college awareness program			

Action Plan #1

Content Embedded Bilingual Literacy

SCHOOL NAME					
CHRISTOPHER COLUMBUS FAMILY ACADEMY			2011-12 School Improvement Plan - Action Plan		
Item	Comments	Owner	Key Collaborators	Deadline	Status
Develop and implement thematic dual language units that address all language modalities					
Provide Professional Development on unit planning and implementation		Administration, Coach, CALI Cons.	Administration, Coaches, and Teachers	Done	Completed
Use data for each grade to establish a baseline for literacy to set goals and evaluate success of thematic units on learning	Use performance task format to establish baseline data	Literacy Coach	Teachers	On Track	On Track
Identify processes to incorporate science into the thematic units	Using informational text and inquiry base skills through hands-on teachers designed thematic units	Science Teachers and Coaches	Teachers	On Track	On Track
Use Science GLE's to establish baseline to set science goals and measure success of thematic units in pilot classes and implement	Keep in mind common core for reading and math	Science Teachers and Coaches	Teachers	On Track	Completed
Write 3 units of study (1 per grade) with suggested open-ended homework opportunities to extend meaningful learning at home	November 14 discussion on planning. Implementation in place.	Administration, Literacy Coach, Pilot Teachers	Pilot Teachers and Administration	On Track	On Track
Identify resources to support thematic units	Leadership, SPMT, Library and literacy and math coaches identified resources to support unit development.	Leadership Team	Pilot Teachers	On Track	On Track

Write 3 units of study (1 per grade) with suggested open-ended homework opportunities to extend meaningful learning at home		Administration, Literacy Coach, Pilot Teachers	Pilot Teachers and Administration	March 2012	On Track
Implement 3 units of study (1 per grade)		Pilot Teachers	Leadership Team	On Track	On Track
Evaluate pilot implementation		Administration	Coaches and Pilot Teachers	January 2012	On Track
Implement 3 units of study (1 per grade)		Pilot Teachers	Leadership Team	April 2012	Completed
Evaluate pilot implementation	Teachers in Kinder and First grade on target 5th grade needed adjustments worked during summer	Administration	Coaches and Pilot Teachers	June 2012	Completed
Revise planning process to implement thematic units school wide		Administration and Coaches	Pilot Teachers and all other Teachers	June 2012	On Track
Identify teachers to develop and implement new thematic units - Cycle 2		SPMT	Leadership Team	April 2012	On Track
Write 3 units of study (1 per grade) with suggested open-ended homework opportunities to extend meaningful learning at home - Cycle 2		Administration, Literacy Coach, Pilot Teachers	Pilot Teachers and Administration	October 2012	On Track
Identify resources to support thematic units - Cycle 2		Leadership Team	Pilot Teachers	October 2012	On Track
Write 3 units of study (1 per grade) with suggested open-ended homework opportunities to extend meaningful learning at home - Cycle 2		Administration, Literacy Coach, Pilot Teachers	Pilot Teachers and Administration	March 2013	Not Started

Implement 3 units of study (1 per grade) - Cycle 2		Pilot Teachers	Leadership Team	November 2012	Not Started
Evaluate pilot implementation - Cycle 2		Administration	Coaches and Pilot Teachers	January 2013	Not Started
Implement 3 units of study (1 per grade) - Cycle 2		Pilot Teachers	Leadership Team	April 2013	Not Started
Develop rubric for monitoring new thematic units	Rubic development using unit maps in combination with instructional practice rubric	Pilot Teachers	Leadership Team	On Track	Delayed
Conduct weekly classroom observations using thematic unit rubric and discuss progress/concerns with teachers in pilot		Administration	Leadership Team	ongoing until June 2012	Not Started
Provide opportunities for pilot teachers to give feedback to rest of team	Aug-12	Administration	Pilot Teachers and all other Teachers	December 2011	On Track
Evaluate pilot implementation		Administration	Coaches and Pilot Teachers	June 2013	Not Started
Revise planning process to implement thematic units school wide		Administration and Coaches	Pilot Teachers and all other Teachers	June 2013	Not Started
Implement theme based integrated thematic units school-wide		Administration and Coaches	Teachers	Sept 2013	Not Started
Continue professional development to support teachers to integrate science into the thematic units		Science Teachers	Coaches and Supervisors	Sept 2012	On Track
Continue to implement professional development to support all teachers to		Coaches	Science Teachers and Bilingual/ESL Supervisor	March 2011 and ongoing	On Track

intergrate science into thematic units					
Maintain an overview of intergration of science in thematic units through walkthroughs	Grade level partners, administration and coaches visited classrooms	Leadership Team	Teachers	June-2012	On Track
Continue use of science outdoor classroom as a resource to implement thematic units		Science Teachers	Teachers	Ongoing from September 2011	On Track
Identify field trips and enrichment activities to support thematic units in each grade		Library Media Specialist, and Administration	PTO Vice President	Ongoing from September 2011	On Track
Ensure all teachers plan educational outcomes from fieldtrips based on their current unit of study	1. Esesntial Questions 2. Reflection on the learning that promoted answers to questions	Administration	Coaches and Teachers	Ongoing from September 2011	On Track
Updated 9/2012					

Action Plan #2

Second Language Acquisition through Sheltered Instruction

SCHOOL NAME					
CHRISTOPHER COLUMBUS FAMILY ACADEMY			2011-12 School Improvement Plan - Action Plan		
Item	Comments	Owner	Key Collaborators	Deadline	Status
Teachers will plan and deliver lessons using the Sheltered Instruction Observation Protocol.					
Continue SIOP Professional Development including partnership with Hill Central School		ESL Coach and Administration	Consultant, Hill Central School	ongoing	On Track
Provide enrichment opportunities to support academic vocabulary		Library Media Specialist	Leadership Team	ongoing	On Track
Develop and adopt lesson plan guide format for sheltered instruction and bring to teachers to vote on this process		ESL Coach and Administration	All Teachers	September 2011	Not Started
Support all teachers to use new lesson planing guide format		Coaches	Teachers	October 2011	Not Started
Evaluate the effectiveness of Sheltered Insrtuction using the observation protocol		Adminstration	Teachers	Second & Fourth Marking Period	On Track
Ensure all lessons provide opportunities for students to discuss, work in groups, learn from first hand experience in order to deepen their learning		Coaches	Teachers	ongoing	On Track
Extend Peer Coaching and observations to extend pedagogical understanding and to improve instruction and student learning		Coaches	Teachers	ongoing	On Track

Establish a dual language consortium		Administration	Principals of other school/Districts/Teachers	November 2011	On Track
Survey bi-lingual organizations/stakeholders to enlist their support		Literacy and ESL Coaches	District Bilingual /ESL Department	October 2011	On Track
[STRATEGY 2]					
Use grade level meetings to support teachers to use data to plan differentiated instruction in liaison with teachers across their grade		Coaches	Teachers	ongoing	On Track
At grade level meetings teachers will analyze student work to determine the effectiveness of planning to inform future teacher actions		Coaches	Teachers	September 2011	On Track
Continue rigorous schedule of walkthroughs to ensure instruction is differentiated, as measured by the SIOP protocol to meet the needs of all students and identify those teachers who need further support		Administration	Teachers	Weekly from September	On Track
Coaches to plan targeted professional development for those teachers identified for further support and follow up on the impact of this on instruction and student learning		Coaches	Targeted Teachers	Monthly from September 2011	On Track
Ensure all teachers are confident and competent to use GLE's embedded in the Common Core Standards Cross-Walk, including individual student performance to plan effective differentiated instruction		Coaches	Teachers	June 2012	On Track
[STRATEGY 3]					

Identify K - 8 students who need to attended summer program and justify the need for the program in our school.	Delay on approval limited participation	Adminstration	Teachers	January 2012	On Track
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