

**Saxtons River Elementary School
Schoolwide Action Plan, 2011-2012**
David Lesser, Principal

Narrative:

In June, 2011 we met as a staff with a representative from the school board to create a new action plan. This plan is based on student data, consolidated federal grant strategies, and district/school goals.

The Schoolwide Plan

1. Comprehensive Needs Assessment: Student NECAP data has been thoroughly analyzed by our staff. Other sources of data with which to develop goals include the Gates MacGinitie Reading Test, AIMSweb (math and reading), formative and summative math assessments in Everyday Math, town preschool data, and staff/parent observations/input. The Data Warehouse and NECAP results offer multitudes of disaggregated information that has been used to determine future areas of concentration. Additional student needs were identified through initial testing, progress monitoring, attendance reports, special ed service plan calculations, staff schedules and lesson plans. Close attention to staff qualifications, skills and talents were taken into consideration when developing staffing patterns and resource allocation.

2. Schoolwide Reform Strategies: This requirement focuses on strategies to deal with low income, migratory and at risk students. Saxtons River Elementary School is in compliance with the McKinney Vento law for reporting and supporting homeless children. Our student population that receives free or reduced meals hovers near 50%. This figure is an inaccurate measure of the standard of living of many of our families who are living in poverty. Our EST, 504 and SPED teams meet on a regular basis to support all at risk students.

3. Instruction by Highly Qualified Teachers: All teachers and paraprofessionals at SRES meet the standards of the NCLB Act for highly qualified staff. The pool of candidates, even mid-year for medical leave positions, has plenty of highly qualified teachers to meet the needs of our system. This is not a concern at the elementary level.

4. Strategies to Attract Highly Qualified Teachers: Internal advertising for new positions and the use of School Spring is adequate to attract highly qualified candidates. See above.

5. High Quality and Ongoing Professional Development: The District level administrative team, while planning the allocations for the Federal Grant, coordinates professional development activities. All teachers will be supported in their ability to implement the new curricula in literacy, math, social studies and

science. At the building level, SRES has invested in technology hardware including a mobile lab, interactive whiteboards, and document cameras. As a staff we will be seeking out professional development and training with this technology. Professional development opportunities are always available for teachers to attend specific trainings and network meetings. Teachers will report at staff meetings to build schoolwide awareness of best practices and new initiatives from these professional experiences. Student needs are always the focus.

6. Strategies to Increase Parental Involvement: Because SRES enjoys a high level of parental involvement and support, there is less focus in our action plan of increasing this targeted area. SRES is a community center and a strong resource for families. Our attendance data at school events such as conferences, all school meetings, curriculum evenings and open houses indicates a high level of involvement from parents and grandparents. Our final efforts to engage any family, whom we do not know well, include home visits and family support team meetings.

7. Transition Plans: We work with both the local preschools and area elementary schools to provide the smoothest of transitions for new students. Students leaving SRES have opportunities to learn about and visit the Bellows Falls Middle School before attending there in sixth grade. Ongoing conversations and meetings between district principals ensure that students on EST, 504 and SPED plans have the best possible transition between schools.

8. Teacher Participation in Assessment decisions: Our Action Plan addresses this area.

9. Strategies to Address Areas of Need: The Action Plan indicates how certified staff will be involved in the action steps of each part of the plan, as well as the continual analysis of new data and adjustments to the plan.

10. Coordination and integration of federal, State and Local Services and programs: Where funding is necessary to support the implementation and progress of the action plan, funding sources are indicated. Coordination of resources to benefit student achievement remains the responsibility of the administrative team.

Needs Assessment from June 17, 2011

All core professional staff and a school board representative met to look at the 2010-2011 action plan, and to use the results of this analysis to determine goals for the 2011-2012 school year. We found the following results from the previous action plan:

Strengths:

- 1.** We continue to be a high performing school in both the areas of math and reading on the NECAP. In both areas we are the highest scoring school in our district, and well above the state average.
- 2.** There has been progress made in the area of social climate. Fewer students feel bullied or teased, and there were a smaller number of incidents reported on the CIRS report. We developed and used a new climate survey for both K-2 and 3-5 grades.
- 3.** Our health/safety curriculum is completed and being utilized by a combination of nurses, guidance counselor, PE teacher, and core classroom staff. We were awarded a Safe Routes to School grant for a new sidewalk: this process is underway, with anticipated completion during the summer of 2012.
- 4.** Our NECAP scores in writing last year were strong. The staff has worked to use Kansas, Framing Your Thoughts and Collins to deepen student writing skills.

Areas of needed improvement (to be reflected in the next action plan):

- 1.** Our internal monitoring of math fluency using AIMSweb indicates that this is still an area of weakness for many of our students, despite their strengths in concepts.
- 2.** Despite many interventions including SKILL groups, our free/reduced lunch students as a cohort did not make AYP (the AYP passing percentages also increased this year).
- 3.** Despite better identification of preschool students who require services and connections to child care services, we are still not meeting the targeted percentage of students ready to come to school.
- 4.** The routes to school and safety measures both on the playground and inside the building, warrant continued monitoring and improvement with the health/safety committee leading this process.

Next steps: Like any key document, our action plan is fluid, needing to be reviewed and revised on an ongoing basis. Our planning team decided that there were 3 areas that needed to be addressed either this fall or during the upcoming school year:

1. Writing—Because our scores were high, we will continue our writing practices which include integration of science and social studies themes as prompts.
2. As much as the school climate has improved, there are still problems during recess and the outside before and after school time. We will continue to ensure the safety of our students during these times.
3. We will be looking at our Science NECAP scores and analyzing how we might support our students in reading comprehension, procedural writing, and science vocabulary.

David Lesser, SRES principal

Saxtons River Elementary School Action Plan July 1, 2011- June 30, 2012

Target Area: Math

Goal: By June, 2012: to maintain or exceed the number of SRES students achieving proficient or above on the math portion of the NECAP (70% last year); and to have 50% of each class meet or exceed the national target of AIMSweb in all math measures.

Objective	Action Steps	Who	When	Assessment	Done
Analyze and respond to the NECAP scores over 1 year and track student performance.	--Tabulate data on test results --Discuss in data teams, alter math instructional practices as a result	--David, data facilitator --Data teams, David, CFG funded data facilitator	--March, 2012 --Ongoing	--Revised data charts --Increased NECAP scores, samples of work that demonstrate changes in instructional practices	
Respond to formative assessment and analysis of data	--Review AIMSweb assessments to see if altered instruction is needed. --Implement alt. math programs for some students	--All math teachers, CFG Teachers, Data Facilitator --Math teachers, Coleen P	--Ongoing --As needed by assess/ teacher observation	--AIMSweb graphs, class/stud record sheets, --Program assess and teacher input	
Continue to implement SU math curriculum, including non-negotiables and techniques to improve math fluency.	--Focus on non-negotiables --Continue Tier 2 intervention block for support of 3rd-5th students, analyze data on K-2 --Use math consultant for staff training	--All math teachers, CFG Teachers, Data facilitator --All math teachers, CFG teachers, data facilitator --Mahesh, math	--Ongoing --Ongoing --At least once during the year	--Benchmarks, data team notes on altered practices, + NECAP scores, assess. results --Staff and data team meeting notes --Record of Mahesh at SRES, notes	

		teachers and David		from meetings	
Offer math support to all students	--CFG Homework club --Create before/ Afterschool opportunities --CFG Summer school	--Certified teacher --By Sept. --Teacher or staff	--M-Th after school -Last part of academic day --Summer 2011	--Attendance, NECAP scores --Attendance records/ increased assess. scores --Attend., NECAP scores, AIMSweb	
Integrate probl. solving into math instruction	--EDM or River Deep, probl. solv.pieces	--All teachers of math/ paras.	--Ongoing	--Staff check in, share at PD meetings	

Target Area: Reading

Goal: By June, 2012: to maintain or exceed the number of SRES students achieving proficient or above on the reading portion of the NECAP (currently 82%); and to have at least 50% of each class meet or exceed the national average of AIMSweb in all reading measures.

Objective	Action Steps	Who	When	Assessment	Done
Analyze and respond to NECAP reading scores to improve student performance.	--Compile annual data on test results --Use data to alter instructional practices --Literacy Intervention Block (SKILL groups)	--Data facilitator, David --Data teams, CFG Data Fac, David --All reading, CFG/SPED Teachers, paraprof	--By winter, 2012 -- Ongoing -- Ongoing Daily K-2/ 3-5 40 min. blocks	1. Updated data charts --Improved NECAP scores --Group assess. determined by teacher	
Use AIMSweb to track student performance in fluency	--Give both bench-marks/progress monitoring --Create new recording sheet --Use data to alter instruction	--Laurel, CFG teachers, trained paras. --Data facilitator --Reading teachers, CFG, Data fac.	-3 bench marks Sept/Jan/May, ongoing --Sept, 2011 -- Ongoing	-Student records --Use of new recording sheets --AIMSweb reading scores	
Analyze and respond to Gates scores to improve student performance	--Administer pre and post tests, compile results --Use data to alter instruction	--Classroom teachers, data facilitator --Reading teacher, data teams, CFG Data Fac.	--Sept, June of each year -- Ongoing	--Individual student record sheets --Increased NECAP reading scores	
Offer reading support to all students	--CFG Homework club --CFG Summer schl --SKILL groups	--Certified teacher --Certified teachers -- All reading, CFG, SPED	--M-Th after school --Summer '11 -- Ongoing Daily K-	--Record of attendance, + NECAP scores - Attend, NECAP --Teacher made group assess.	

	--Lexia	teacher/paras reading teachers	2, 3-5 40 minutes -- Ongoing	--AIMSweb	
Provide professional development in reading	--Use trainer to work with staff on RTI --Apply new strategies --Align practices with SU lit. com. benchmarks	--Consultant or outside training --Reading teachers, data teams --Reading teachers, Lit. com. rep., data teams	--As available -- Ongoing -- Ongoing	--Training-CFG Funded --Teacher plans, NECAP, Gates, -- AIMSweb, Data team meeting notes	
Implementation of new literacy curriculum	--Review new curr. --Use guidelines for daily curriculum -2nd grade assess	-Reading teachers -Reading teachers --Dawn	--Fall, 2012 -- Ongoing -Twice annual	--Staff notes --Teacher plans --Assess. given	

Saxtons River Elementary School Action Plan July 1, 2011- July 30, 2012

Target Area: Writing

Goal: By June, 2012, SRES will maintain or exceed the percentage of students who are proficient or above in writing on the NECAP (73 % in 2011).

Objective	Action Steps	Who	When	Assessment	Done?
Analyze and respond to the 5 th grade NECAP scores.	--Use staff meetings to look at data and create new strategies, monitor progress with formative assessment in classrooms	--Staff, David	--Ongoing, 2011-2012 school year	--Meeting notes, copies of all writing data to staff members from classroom samples and released items	
Based on GE's, released items, and River Deep Learning Village, assess and improve writing skills at all grade levels	--Use NECAP released items, River Deep for daily writing practice, AimsWeb writing prompts, and/or Kansas writing samples --All <u>other</u> prof. staff do writing practice in class	--K-5 academic classroom teachers -- <u>Other</u> prof. staff -- <u>All</u> prof. staff on a rotational basis	--from July 1, 2011 to June 30, 2012 --Regular basis when appropriate, Oct. 2011 to May 2012 --Once or twice between Oct 2011 and May 2012	--Increased NECAP scores, teachers record results of samples --Keep samples of writing --Meeting notes	

	<p>--1 data team/PLC meeting for prof. staff</p> <p>--Prof. dev. as needed for Collins, Kansas and Framing Your Thoughts</p>	<p>--Marjie, Elaine, Dawn, Laurel, Pam P, and other staff as needed</p>	<p>--By <u>Feb.</u> 2012</p>	<p>--Attendance at trainings</p>	
<p>Implementation of new literacy curriculum and possible non-negotiables</p>	<p>--Review new curriculum</p> <p>--Use guidelines for daily curricular.</p>	<p>--All writing teachers</p> <p>--All writing teachers</p>	<p>--At staff meeting in September</p> <p>--Ongoing</p>	<p>--Meeting notes, attendance</p> <p>--Lesson plans</p>	

Saxtons River Elementary School Action Plan July 1, 2011- June 30, 2012

Target Area: Health and Safety

Goal: By June, 2012, SRES will implement at least 3 new procedures to improve safety and student health practices at school.

Objective	Action Steps	Who	When	Assess	Done
Improved safety practices on the playground and school surroundings	<ul style="list-style-type: none"> --Ongoing inspections of equipment and space --Clear communication path for reporting issues --Create checklist which gets updated and completed on reg. basis, repairs made --Instruction on best, safest use of playground equip 	<ul style="list-style-type: none"> --Burt, safety comm. --Teachers, paras/parents to prin/Burt --Safety com./custodian --Classroom, recess teachers, paras 	<ul style="list-style-type: none"> -Monthly for playground equip/ surfaces; at least 2 times/yr outside inspec --Ongoing --Complete by Aug. used monthly --Aug., Sept., 2011 	<ul style="list-style-type: none"> --Checklist --Equip fixed, concerns addressed --Copies of checklist -Discuss instructioon at staff meeting 	

Improved safety practices in the building	<p>--Ongoing inspections of equipment and space</p> <p>--Clear communication path for reporting issues</p> <p>--Create checklist which is updated and completed on reg. basis, repairs made</p> <p>--Create a sub info. sheet incl. fire drills, blood borne, evac.</p> <p>--Evacuation chair training by Bonnie</p>	<p>--Custodian, safety com.</p> <p>--Teachers, paras/parents to prin/Burt</p> <p>--Safety com./Burt</p> <p>--Whole staff</p> <p>--Whole staff</p> <p>--SPED staff</p>	<p>Monthly, at least 2 times/yr</p> <p>--Ongoing</p> <p>--Done by Aug, used monthly</p> <p>--By Oct., 2011</p> <p>--Yearly</p> <p>--Monthly at staff meetings</p>	<p>--Checklist to principal</p> <p>- Equip.fixed, concerns addressed</p> <p>--Copies of checklist</p> <p>--Completed sub sheet</p> <p>Record of the training in staff min</p>	
--Promote healthy choices for students	<p>--Offer fresh fruit and veggie snacks</p> <p>--Physical exercise choices including: all school hike walk to school winter sports Girls on the Run (girls grades 3-5)</p> <p>--Know Your Body</p> <p>--Child abuse curriculum</p>	<p>-Abbey Group volun, staff, nurse, --all staff</p> <p>-David, PE --all staff --all staff --volunteers</p> <p>--Nurse, guidance, PE --Guidance, nurse, PE</p>	<p>-4/5 times a week</p> <p>--Ongoing</p> <p>--fall</p> <p>--monthly</p> <p>--6 weeks</p> <p>--12 weeks</p> <p>--Ongoing</p> <p>--As district recommends, Fall, 2011</p>	<p>--Snacks were served</p> <p>Participation by students</p> <p>--Event</p> <p>--Event</p> <p>--Event</p> <p>occured</p> <p>-Curriculum assessments</p> <p>--Training completed</p>	
Enhance health/safety	--Offer fire extinguisher	--All staff	--August, 2011	--Training occurred	

training for staff	use training --Offer CPR training --Offer CPI training --PATH wellness	--As needed --As needed --Path coordinator	--By June, 2012 --By June, 2012 --Sept/Oct 2011	--Training --Training --VEHI data/survey	
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Saxtons River Elementary School Action Plan July 2011-Spring, 2012

Target Area: School Climate

Goal: By May, 2012 to have at least 75% of students respond positively to all questions on the school climate survey.

Objective	Action Steps	Who	When	Assessment	Done?
--Publish a written description of our behavior plan	--Meet as a staff and discuss current practices, needs --Create document --Monitor effectiveness of plan	--Staff --Staff committee --Staff	--By Sept., 2011 --By Dec., 2011 --Monthly	--Staff meeting notes --Written plan distributed to staff, students, and parents, avail. to substitutes --Staff meeting notes, results of both climate survey/reported incidents	
--Continue to gather staff and parent input on school climate	--Tabulate last year's parent survey as baseline data --Give parent survey in Oct, compile data --Discuss behavior plan/ implications on climate --Give staff survey	--Staff, David, Elaine --David, Elaine --Staff --Staff member, David	--By Sept., 2011 --By September, 2011 --Monthly --January 2012	--Statistics from fall 2011 survey --Results of September 2011 survey --Staff meeting notes --Tabulate and discuss results by February 2012	
Educate staff, students, and parents about bullying, teasing, and harassment	--District, staff, and student training. CFG funded prof. dev. for staff.	--WNESU, David, Bill S, staff	--By June, 2012	--Professional development records, guidance record	

Saxtons River School Action Plan July 1, 2011-June 30, 2012

Target Area: School Readiness

Goal: By 2011, 90% of students entering kindergarten will show “readiness” as documented on the Vermont Readiness Survey.

Objective	Action Steps	Who	When	Assessment
Support current SU preschool program offerings	-Participate in the SU Early Childhood Program	-David Lesser, school board	-Ongoing	-Enrollment, budget approval
	-Act as LEA as needed to support student services	-David Lesser, Bruce Downer, Doreen Robinson	-Ongoing	-Meeting notes, proper placement and services provided on IEP's
Identify children at risk of school failure and provide access to needed services	-Support both the EEE coordinator and the SU home/school coordinator	-David Lesser	-Ongoing	-Enrollment figures for EEE students, budget support for both positions, one local and one CFG grant funded
	-Provide preschool information and programs to families	-Tracy Binet-Perrin	-Ongoing	-Record keeping by Tracy Binet