

# **Wardsboro Elementary School Action Plan**

**2008-2010**

Updated and Amended with Outcomes 5/11/09

## **PLAN OVERVIEW**

The WES Action Plan was developed following the Vermont State Education Department Guidelines. As noted, this plan incorporates our Title I Schoolwide Plan to ensure alignment and focus implementing our improvement process.

### TEAM MEMBERS:

Principal – Rosemary FitzSimons

Classroom teachers-

Tammy Bates

Valerie Bills

Katie Tobey

Cris PJ

Instructional support teacher - Donna Sebastian

WCSU Math and Science Curriculum Coordinator – Janine Manninen

Board member – MaryGene Landeryou

Community member – Carol Backus

Parent – Dineen Bills

### TEAM GOALS

Our team will meet twice yearly to review progress towards meeting our goals, review action steps taken and revise/improve sections of the plan, as needed, to meet the plan's goals.

# Wardsboro Elementary School

2008-2010 Action Plan

**Goals:**

1. **Improve student performance in math**
2. **Improve literacy skills across the content areas**
3. **Use communication with students and families to improve student responsibility for learning.**

**Alignment to our Schoolwide Title I Plan:**

The Action Steps for each goal identify the following : (A) a schoolwide strategy, (B) a supplemental learning strategy and (C) professional development. If there is more than one action step for A, B or C, these are shown with the letter and a number.

Updates added for 2009-2010 shown in color: Goal 1 – red, Goal 2 – green, Goal 3 - blue  
 21C refers to the 21<sup>st</sup> Century Learning Communities Grant received from 2009-2014

**Goal 1: Improve student performance in math**

Identified Need (NEED) Performance Target (PT) Action Steps (AST)	Data Sources & Materials Required	Timeline	Person(s) Responsible	Monetary Resources Required	Outcome(s) 2008-2009
<p><b>Need:</b> Increase the number of students proficient and proficient with honors on NECAPs</p> <p><b>PT:</b> We will increase by 5% our school’s math index (stated in the NECAP Accountability Report from the Vermont Dept of Ed.) for each year of our action plan.  <b>08-09 PT: Current Index of 380 to 399 (within Confidence Interval on NECAPs)</b></p> <p><b>2009-10PT: Increase our math index by 9.6% (429 to 446)</b></p> <p><b>2010-11: Increase our math index by 9.6% (446-463)</b></p> <p><b>AST:</b></p>	<p>07, 08 and 09 NECAP assessment results and the state reports associated with these</p>	<p>2008-2010</p>	<p>Principal, teachers and paraprofessionals</p> <p>WCSU math</p>	<p><i>Unless noted -monetary resources are within current budgets</i></p> <p>WES school budget Title I budget WCSU</p> <p>WCSU, Title funds</p>	<p>PT – exceeded our 08-09 goal, increased our Index by 13% (now at 429)</p> <p>A1 – One teacher participated in</p>

<p><b>A1.</b> Wardsboro classroom teachers may participate in the development of WCSU math curriculum and formative assessment tools during summer of '08, incorporating Understanding by Design (researched based model). As a result:</p> <ul style="list-style-type: none"> <li>• Teachers will further align units/lessons in Harcourt Math Series to the Vermont GE's.</li> <li>• Implement WCSU formative assessments developed during '08 summer curriculum process.</li> </ul> <p><b>A2.</b> Establish process for giving the Measures of Academic Progress (MAP) assessment in math to all students in grades 1-6 in Sept. and June. Give assessments to at risk students in Jan. Assess kdg students in Dec and June. Teacher &amp; principal training on assessment process</p> <ul style="list-style-type: none"> <li>• Increase differentiated lessons based on the needs of all learners</li> </ul> <p><b>A3.</b> Principal will establish a curriculum review process - meeting 3x per year with individual <b>and/or core teaching staff</b>. They will collaboratively review class assessment scores, lesson plans, and scored samples of student work to assess student learning growth and success teaching the grade level expectations.</p> <p><b>A4.</b> Continue to provide learning opportunities to challenge all learners</p> <ul style="list-style-type: none"> <li>• 4-6 participation in WES Math Olympiad activities. 4 -5 students to participate in the district Math Olympiad.</li> <li>• <b>Use 21C resources</b> to pursue community members to provide enrichment activities for advanced learners in math</li> </ul> <p><b>A.</b> Target at risk populations in grades PreK-6</p> <ul style="list-style-type: none"> <li>• Use individual student folders for all students to chart growth over time based on the above assessments.</li> <li>• Identify students who need supplemental services by instructional support teacher. Incorporate this into our Educational Support Team (EST) process.</li> </ul>	<p>WCSU math curriculum, assessment tools, Harcourt math materials</p> <p>MAP resources</p> <p>Differentiated lesson resources Harcourt materials</p> <p>Lesson plans Samples of student work Assessment results</p> <p>Math Olympiad resources</p> <p>Assessment results, student folders</p>	<p>August 2008-2010</p> <p>End of Oct., Feb and April Teacher planning time</p> <p>Dates to be determined 2008-2010</p> <p>Spring, fall 2008-2010 Periodically through year</p>	<p>curriculum coordinator, teachers, principal</p> <p>WCSU math curriculum coordinator, teachers, principal</p> <p>Principal and teachers</p> <p>Teachers, WCSU math curriculum coordinator</p> <p>Community members</p> <p>Classroom teachers, instructional support teacher, principal, school counselors</p>	<p>WCSU, Title funds, WES budget – no additional cost this year</p> <p>WES budget</p> <p>WCSU, school budget</p> <p><b>21 C</b>, Budget and Title resources</p> <p>Title I resources, School budget</p>	<p>summer curriculum writing.</p> <ul style="list-style-type: none"> <li>• math alignment continuing</li> <li>• formative assessments implementation varies with grade levels</li> </ul> <p>A2. Due to computer/server issues less progress than anticipated</p> <ul style="list-style-type: none"> <li>• need for training on DI based on test results</li> <li>• Valerie sharing her work with Janine</li> </ul> <p>A3. Curr. Review was not implemented. As we transition from coaching, curriculum reviews will be incorporated into the schedule.</p> <p>A4. Learning opportunities</p> <ul style="list-style-type: none"> <li>• Math Olympiad continuing</li> <li>• Wrote &amp; awarded 21C</li> </ul> <p>B. At risk learners</p> <ul style="list-style-type: none"> <li>• EST coach from VTDOE evaluated our process. Improvements to process in place</li> <li>• All students have folders to chart growth, year 2</li> <li>• Guidance classes</li> </ul>
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<ul style="list-style-type: none"> <li>• Continue guidance classes weekly, provide counseling and/or family support for at risk students/families</li> <li>• Offer 1 week (15 hour) summer program focused on individual student needs</li> <li>• Summer program – offer enrichment along with academic support</li> <li>• Use 21 C to offer after school programs focused on student needs</li> </ul> <p><b>B. Professional development (PD) and coaching</b></p> <ul style="list-style-type: none"> <li>• Coaching to be based on resources and needs – transition – less integration within classroom (0809) )coaching by math curriculum coordinator a minimum of 2 times per month in PreK-2. Because of depth of GE’s, weekly coaching in 3/4 and 5/6 classrooms</li> <li>• Teacher &amp; principal professional development and coaching on use of MAP data as an instructional tool to improve learning (see A2) <b>Priority</b></li> <li>• Introduction to Understanding by Design (UBD) from math cur. coor.</li> <li>• Provide paraprofessional training and coaching on MAPS and classroom support strategies</li> <li>• Principal participation and/or development in district, state or regional workshops</li> <li>• Teacher participation in math network meetings</li> <li>• Increase the use of NCTM (National Council of Teacher of Mathematics) as a research based tool to support our continuous math improvement – online memberships for teachers</li> <li>• Send Wardsboro teacher to NCTM Regional Conf (10/09) as member of WCSU team</li> </ul>	<p>Learning specialist resources, MAP information and data, UBD resources</p>	<p>08/09 PreK-2-twice monthly, 3-6 weekly 1x monthly participation in faculty meetings by math curriculum coordinator</p> <p>To be determined</p>	<p>WCSU math curriculum coordinator, teachers, paraprofessionals, principal</p>	<p>WCSU contract</p> <p>21C and Title I</p> <p>WCSU, Title resources, school budget</p> <p>WCSU, Title funds, WES Budget</p>	<p>continuing</p> <ul style="list-style-type: none"> <li>• 1 week summer programming took place</li> <li>• Wrote and awarded a 21<sup>st</sup> C</li> </ul> <p>C. PD and Coaching</p> <ul style="list-style-type: none"> <li>• Much of coaching was successful, less frequent in the spring</li> <li>• Limited</li> <li>• Limited para trainings</li> <li>• Used winter sports afternoons for 6 hours of math pd</li> <li>• All core staff teachers and principal have online membership to NCTM</li> </ul>
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**Goal 2: Improve literacy skills across the content areas**

<b>Identified Need (NEED)</b> <b>Performance Target (PT)</b> <b>Action Steps (AST)</b>	<b>Data Sources &amp; Materials Required</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monetary Resources Required</b>	<b>Outcome(s)</b>
<p><b>Need:</b> Increase the number of students proficient and proficient with honors on NECAPs</p> <p><b>PT:</b> We will increase by 5% our school's reading index (stated in the NECAP Accountability Report from the Vermont Dept of Ed.) for each year of our action plan.  <b>08-09 PT: Current Index of 423 to 444 (Above AMO Goal on NECAPs)</b></p> <p><b>09-10 PT: Current Index of 452 to 468 – meeting AMO for 2010-11, increasing Index by 9.6%</b></p> <p><b>AST:</b> _____</p> <p><b>A1.</b> Continued development and implementation of balanced literacy program using Fountas &amp; Pinnell (F&amp;P) Assessment and data resources</p> <ul style="list-style-type: none"> <li>Implementation of the 6 components within the literacy block – PD from '09 Summer Literacy Institute (C-below) will ensure support for implementation</li> <li>F&amp;P reading and writing assessments given in fall and spring. Use the F&amp;P assessment resources as an instructional tool.</li> </ul> <p><b>A2.</b> MAP assessments in reading and language</p> <ul style="list-style-type: none"> <li>Apply similar strategies as listed in Goal 1, AST A2, above.</li> </ul> <p><b>A3.</b> Principal will establish a review process with individuals and/or team of core teaching staff (see Goal 1, AST A3 above)</p> <p><b>A4.</b> Incorporate multiple opportunities for students to improve their ability to write well developed answers on district and state assessments</p> <ul style="list-style-type: none"> <li>Purchase 5 laptops to complete the set of laptops in the COW (computers on</li> </ul>	<p>07, 08 and 09 NECAP assessment results and the state reports associated with these</p> <p>F&amp;P data – individual and class reports</p> <p>MAP assessment data</p> <p>Ongoing student written work data</p>	<p>2008-2010</p> <p>2008-2010 Assessments given – Sept/Oct &amp; end of Apr-beg of June</p> <p>2008-2010 given 2x yearly, 3<sup>rd</sup> time for at risk stud</p> <p>2008-2010-ongoing throughout the year –planning and staff meetings, winter sports afternoons</p>	<p>Teachers, learning specialist, principal, paraprofessionals</p> <p>Classroom teachers and instructional support teacher</p> <p>Teachers, paras, principal, literacy learning specialist</p> <p>Literacy learning specialist, teachers, principal</p>	<p>WCSU, Title resources</p> <p>4 subs 2x per year = \$560</p> <p>WCSU, Title funds, WES budget</p> <p>WCSU, Title funds,</p>	<p>Increased our PT by 7% Increased Index from 423 to 452</p> <p>A1. F &amp; P development and implementation successful and continuing</p> <ul style="list-style-type: none"> <li>Progress towards implementation</li> <li>Assessments given fall and spring (minimum)</li> </ul> <p>A2. Due to computer/server issues less progress than anticipated</p> <ul style="list-style-type: none"> <li>need for training on DI based on test results</li> </ul> <p>A3. Not implemented, we will transition to this from coaching model.</p> <p>A4.</p> <ul style="list-style-type: none"> <li>Purchased 14 mini laptops and a mobile cart for PreK-2</li> </ul>

<p>wheels). These will be used to improve writing, further integrate technology in the classroom and as a tool for online MAP assessments (see A2) and 21<sup>st</sup> Century skill development</p> <ul style="list-style-type: none"> <li>Continue/increase the use of Thinking Maps as a tool to organize and structure student thinking across the curriculum.</li> <li>Periodically use staff meetings to review student work samples with team to assess student growth</li> </ul> <p><b>A5.</b> Continue to provide opportunities to challenge all learners</p> <ul style="list-style-type: none"> <li>WES team participation in WCSU spelling bee</li> <li>Continue with WES drama club and yearly play</li> <li><b>21C</b> - Pursue community members to provide enrichment activities for advanced learners in literacy</li> </ul> <p><b>B1.</b> Target at risk populations in grades PreK-6</p> <ul style="list-style-type: none"> <li>Use individual student folders for all students to chart growth over time based on the above assessments. Identify students who need supplemental services by instructional support teacher.</li> <li>Continue guidance classes, provide counseling and/or family support for at risk students/families</li> <li>Offer 1 week (15 hour) summer program focused on at risk individual needs</li> <li><b>21C</b> - Offer after school program for at risk learners</li> </ul> <p><b>C.</b> Professional development (PD) and coaching</p> <ul style="list-style-type: none"> <li><b>Coaching to be determined based on resources and needs – transition – less integration within classroom.</b> Literacy Integration Specialist Leader a minimum of 2 times per month in PreK-2. Because of depth of GE's, weekly coaching in 3/4 and 5/6 classrooms</li> </ul> <ul style="list-style-type: none"> <li>Provide paraprofessional training and</li> </ul>	<p>Thinking map resources</p> <p>Individual assessment data</p> <p>Learning specialist resources, Individual and classroom assessment data, MAP data, samples of student work</p>	<p>2008-2010</p> <p>Spring, fall 2008-2010 Periodically through year</p> <p>2008-2010 ongoing</p>	<p>Teachers, community volunteers</p> <p>Classroom teachers, instructional support teacher, principal, guidance counselors</p> <p>Teachers, principal, literacy integration specialist, paraprofessionals</p>	<p>WES budget</p> <p>Medicaid money for laptop purchase</p> <p>WES budget</p> <p><b>21C</b></p> <p>School budget, Title I resources</p> <p>Medicaid</p> <p>Title I budget – per WCSU contract <b>21C</b></p> <p>School budget, WCSU and Title I resources</p>	<ul style="list-style-type: none"> <li>Thinking map skills continuing</li> <li>Grade 3-6 developing student skills through new resource - <b>Better Answers</b></li> <li>One opportunity to reviewing student work at a GLAM this year</li> </ul> <p>A5.</p> <ul style="list-style-type: none"> <li>Spelling Bee took place</li> <li>Drama Club performed the play, <b>Peter Pan</b></li> <li>Reading volunteers in the primary grades</li> </ul> <p>B1. At risk students</p> <ul style="list-style-type: none"> <li>Student folders for all</li> <li>Principal requested EST coach from VTDOE come to evaluate our process. Eval completed in the fall, improvements to process in place</li> <li>Guidance classes in place</li> <li>Summer program in place</li> <li>Wrote and awarded 21C</li> </ul> <p>C. PD and Coaching</p> <ul style="list-style-type: none"> <li>Coaching in place, less frequency in the spring</li> <li>Limited para trainings</li> <li>Teacher workshop with literacy coach</li> </ul>
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<p>coaching on MAPS and classroom support strategies</p> <ul style="list-style-type: none"> <li>• Teacher &amp; principal professional development and coaching on use of MAP data as an instructional tool to improve learning (see A2) <b>Priority</b></li> <li>• Professional development for teachers (K-6) on teaching strategies to improve written responses on state, district and school assessments.</li> <li>• 15 hours of professional development for teachers during winter sports early release days. Focus to be determined based on progress towards goals.</li> <li>• Two teachers and principal to attend Fountas and Pinnell Summer 2009 Literacy Institute.</li> <li>• Teachers and cur. coor to facilitate/guide Prek-6 teacher integration of the <b>Continuum</b> into curriculum, instruction and assessment. – further aligning curriculum and instruction</li> </ul>			<p>To be determined</p> <p>2 teachers and WCSU Cur. Coor (also attending conf), all teachers implement</p>	<p>WCSU, Title resources and school budget</p> <p>PD in WES Budget WCSU/Title funds</p>	<ul style="list-style-type: none"> <li>• Used winter sports afternoons for 6 hrs of literacy PD</li> </ul>
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<b>Goal 3: Use communication with students and families to improve student responsibility for learning.</b>					
<b>Identified Need (NEED) Performance Target (PT) Action Steps (AST)</b>	<b>Data Sources &amp; Materials Required</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monetary Resources Required</b>	<b>Outcome(s)</b>
<p><b>NEED:</b> To increase student responsibility for learning</p> <p><b>PT:</b> We will increase opportunities for students to build and demonstrate responsibility for learning. This will support Performance Targets stated in Goals 1 and 2 of this plan.</p> <p><b>AST:</b></p> <p><b>A1.</b> Provide opportunities for students to develop responsibility for their learning through the development of habits of mind strategies</p> <ul style="list-style-type: none"> <li>• Staff will review the 16 habits of mind as written by Art Costa and Bena Kallick.</li> <li>• Prioritize list and develop a schoolwide habit</li> </ul>	<p>08 parent survey student work samples</p> <p>16 Habits of Mind</p>	<p>2008-2010</p> <p>Fall and monthly</p>	<p>Teachers, paraprofessionals, principal</p>	<p>School budget</p>	<p>A1.</p> <ul style="list-style-type: none"> <li>• <b>Habits of Mind</b> in place intro at All School Meetings</li> <li>- monthly poster</li> </ul>

<p>of mind focus for each month –introduce in All School Meeting. Integrate this concept in all classrooms throughout the month.</p> <ul style="list-style-type: none"> <li>Guidance counselors integrate this into their weekly classes topics, group sessions, etc.</li> </ul> <p><b>A2.</b> Improve home/school communication</p> <ul style="list-style-type: none"> <li>Expand use of homework folders in 1<sup>st</sup> and 2<sup>nd</sup> and assignment notebooks in 3<sup>rd</sup>-6<sup>th</sup> grades as tools for communication</li> <li>Update Student Handbook</li> <li>Develop PreK-K Handbook</li> <li>Positive reinforcement – send postcards home to parents of students who are able to demonstrate habits of mind</li> <li>Parent conferences in the fall and spring</li> </ul> <p><b>A3.</b> All Wardsboro students will participate in group or individual projects, aligned with curriculum and instruction, that will be presented to a broader audience. The use of rubrics as project planning and assessment tools will be encouraged as an opportunity to build thinking and learning skills.</p> <p><b>A4.</b> Pursue opportunities to broaden thinking and learning</p> <ul style="list-style-type: none"> <li>Further engage parents and siblings in homework responsibilities</li> <li>After school homework club at the Wardsboro Library or at WES</li> <li>Continue use of schoolwide TIGERS (Tell an adult, I say no, don't Gossip, Exit when necessary and respond with Respect) strategies</li> <li>TIGER performance on self esteem</li> <li>Send a team of 5 staff members to the 2009 BEST Summer Institute – BEST = Building Effective Support for Teaching Students with Behavioral Challenges - develop schoolwide plan for 2009-2010 school year – suggested process to improve our ESS (Educational Support Services) and student learning.</li> <li>As a result of BEST, Begin 3-5 year process of PBS (Positive Behavior Supports)</li> <li>Send team to BEST Institute – 6/2010</li> </ul>	<p>Homework folders, assignment notebooks postcards</p> <p>materials to support projects</p> <p>TIGERS review</p> <p>BEST resources</p>	<p>Daily</p> <p>Ongoing</p> <p>Yearly</p> <p>In the fall at All School Meeting</p> <p>October 08</p> <p>June 09</p>	<p>Teachers and paraprofessionals</p> <p>Teachers, paraprofessionals, principal</p> <p>Teachers, paraprofessionals, principal</p> <p>TIGERS &amp; WES staff</p> <p>Wardsboro staff</p>	<p>Medicaid</p> <p>School budget</p> <p>Medicaid money \$650</p> <p>Medicaid money-\$700 x 5=3500</p> <p>Apply for BEST Grant - \$3000, School budget</p>	<p>developed with reading buddies</p> <ul style="list-style-type: none"> <li>Limited guidance counselor integration</li> </ul> <p>A2.</p> <ul style="list-style-type: none"> <li>PreK-2 used but not expanded</li> <li>3/4 - some expansions</li> <li>5/6 – continued</li> <li>postcards being sent</li> <li>spring conferences as needed</li> </ul> <p>A3. Projects – broad audience</p> <ul style="list-style-type: none"> <li>K/2 - 3 Author Teas</li> <li>3/4 – Body Fair</li> <li>5/6 – China Project</li> </ul> <p>A4. Broaden thinking</p> <ul style="list-style-type: none"> <li>established grade level homework expectations</li> <li>Tiger workshop – <i>Let Your Star Shine</i></li> <li>5 staff members + a parent will attend the BEST Conference – grant written to support this</li> </ul>
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