

*Waitsfield Elementary School  
Action Plan: 2010-2011*

Adopted by School Board 6/15/10

Reviewed by Staff 6/2/10

Review and oversight of development of this action plan was completed by a committee of individuals who met March – May 2010 to review work done by various school-based groups including the wellness committee, the technology committee, the arts teachers and classroom teacher unit groups. Action planning committee members included Liz Bisbee, Elizabeth Cadwell, Laura Caffry, Sue Dillon, Amy Jamieson, Lynne Kingsbury, Kaiya Korb and Piper Stover.

This action plan, while outlining one year's worth of activities, also includes recommendations for actions reaching into future years. It is presumed that the plan will be reviewed next year, with updated goals and, if necessary, updated action steps, in the areas focused upon for the 2010-2011 school year.

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<b>Focus Area: MATH</b>
<b>Goal: All students are competent, confident mathematicians, understanding concepts and applying skills at grade level or above.</b>
<p><b>Current State:</b> While Everyday Math is our adopted program K-5<sup>th</sup> grade, it is implemented with varying degrees of fidelity across classrooms. Several of our classroom teachers are graduates of the VMI (Vermont Math Initiative) program, with Masters degrees focused around effective math instruction. Multi-age classrooms have, for the most part, taught math in grade-leveled groups.</p> <p>Beginning in 2010, all instruction will be delivered by grade and not necessarily by a student's classroom teacher. In addition, the amount of instructional time will be slightly increased in some classrooms. Over the past several years, just over 75% of our students have been proficient in math ('08 79%, '09 76%). Students demonstrate fairly uniform skills across all four areas of focus (Numbers &amp; Operations; Geometry &amp; Measurement; Functions &amp; Algebra and Data, Statistics &amp; Probability).</p> <p>The PNOA (Primary Number Observation Assessment), an assessment of grade-level aligned skills in numeracy for K-2<sup>nd</sup> graders, has been uniformly implemented across these grades this past year. Students have begun receiving targeted supplemental instruction in areas of weakness identified by this test and confirming classroom work.</p>

Identified Needs	Targets for Increased Student Performance	Action Steps to Achieve Targets	Time-line	Person(s) responsible	Resources Needed
<p>Implementation of a new math program.</p> <p>Aprox. 25% of our students are not demonstrating competency on the NECAP.</p>	<p>Growth from beginning to end of the year, for all students, as measured on the PNOA,</p> <p>All students demonstrate growth, as measured by scaled scores, on the NECAP (to be measured in Fall 2011).</p> <p>Students receiving supplemental/intervention instruction demonstrate growth on assessments structured around targeted areas and WWSU local assessments.</p>	<p>Provide an afterschool math lab, open to all students but specifically serving students referred for participation.</p> <p>Provide ongoing professional development insuring full implementation of the Investigations math program (consistent pacing &amp; constructivist approach).</p> <p>Familiarize all staff with the power standards, insuring that success in these areas is a top priority of instruction. Provide intervention instruction focused around the bolded power standards, using assessment tools shared throughout the Supervisory Union (PNOA, for example) to identify students needing additional instruction.</p>	<p>Beginning fall '10</p> <p>Ongoing, through PLCs</p> <p>Beginning fall '10.</p>	<p>Principal</p> <p>WWSU Curriculum Director, Principal</p> <p>WWSU Curriculum Director, Principal, School Staff.</p>	<p>Funding for math lab and supplemental instruction. (Medicaid &amp; Title I)</p> <p>Medicaid &amp; Title I funds to support intervention instruction.</p>

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<b>Focus Area: LITERACY</b>
<b>Goal/ Desired Result: All students are competent, confident readers and writers at a grade appropriate level or above.</b>
<p><b>Current State:</b> Literacy instruction throughout the school draws upon various resources. In the primary unit, leveled readers are used in guided literacy instruction. We are moving towards having the Foundations (Wilson) program predominantly provide the outline for phonetics instruction K-2<sup>nd</sup>; there is not currently a uniform plan for instruction of phonetics. As students move into the upper unit, literacy instruction draws upon literature circles, mini-lessons on focus areas, as well as vocabulary (Wordly Wise) and Spelling (Scholastic or ?? ) programs. Over the last several years, NECAP (New England Comprehensive Assessment Program) scores have hovered around 80% proficiency. ('08 79%, '09 '82%). Students tend to make more than a year's worth of growth as measured by scaled scores on the NECAP (students do progressively better throughout their career). Student performance in the areas of "Informational Text" and "Analysis &amp; Interpretation" tend to weaker than other sub-category scores on the NECAP.</p> <p>Work was done on improving writing instruction over the past few years; however, this professional development/ dialogue did not occur across grade levels. Our NECAP writing scores have been less strong, with 57% achieving proficiency in '08. No writing scores were made available for '09 (a new version of the test was being piloted).</p>

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Identified Needs	Targets for Increased Student Performance	Action Steps to Achieve Targets	Timeline	Person(s) responsible	Resources Needed
<i>Informational Text scores are lower than other sub-categories on the NECAP. (2.75 in '09)</i>	The mean score in "Informational Text" will be 2.9 or above	<p>Use staff and unit meeting time to review informational resources on hand (in classrooms and library) as well as those generally available, including e-texts and other online informational text sources.</p> <p>Use staff and unit meeting time to review strategies for teaching "Informational Text" (staff highlight a variety of instructional strategies to share with one another.)</p> <p>At unit meetings, further analyze NECAP scores to better understand where students are struggling within "Informational Text" sub-category.</p>	<p>Fall 2010</p> <p>Fall/Winter 2010</p> <p>Winter 2010</p>	<p>Classroom teachers, Principal</p> <p>Classroom teachers, Principal</p> <p>Classroom teachers, Principal</p>	<p>Funds to support purchase of updated information texts, if deemed necessary.</p> <p>Staff &amp; Unit mtg time</p>
<i>"Analysis &amp; Interpretation" scores are lower than other sub-categories on the NECAP. (2/7 in '09)</i>	The mean score in "Analysis & Interpretation" will be 2.9 or above	At unit meetings, further analyze NECAP scores to better understand where students are struggling within "Analysis & Interpretation" sub-category.	Winter 2010	Classroom teachers, Principal	
<i>Aprox. 20% of all students are not proficient on the Reading NECAP.</i>	NECAP Reading scores will improve by a statistically significant amount over 3 years.	Implement local assessment tool(s) to provide more immediate feedback regarding student performance in literacy (allowing instruction, including intervention instruction, to be tailored around identified student needs.	Ongoing, beginning in fall 2010	Classroom teachers, Principal	
<i>Writing for a variety of purposes, as measured by the NECAP.</i>	75% of all students are proficient, as measured by NECAP.	<p>Use unit meetings to review writing pieces, conduct benchmarking and discuss shared writing instruction strategies. Discussion to include: amount of time spent on writing instruction each week, writing done in a trimester, particular strategies (such as "painted essay") with goal of identifying best practices and common strategies.</p> <p>Create student literary magazine &amp; writing club to support students in pursuing excellence in writing.</p>	<p>Winter/Spring 2010-2011</p> <p>Winter 2010</p>	<p>Principal, Afterschool (?)</p>	
<b>Focus Area: SCHOOL CLIMATE</b>					
<b>Goal/ Desired Result: Students, families, staff, and community members feel safe, welcomed and supported in our school. Open, clear communication exists between all parties as they work together to support the development of students.</b>					

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**Current State:** The last climate survey was administered in 2008. An informal survey (three questions) administered at the end of the 2009 school year demonstrated that while many felt Waitsfield was a good school, there was a sense that the school had recently been plagued by some issues that damaged trust & relationships, particularly between parents and the school. There is and has been a very high level of volunteerism in the school. Over the past year, staff has done some work to bring greater uniformity of expectations for students and consistency in staff responses to student behavior. While guidance and health classes, which all K-6 students experience in the course of a year, provide instruction in important social and wellness skills, there is no uniform “social curriculum” implemented throughout the school. Over the past few years, there has been a shift in the economics of families within our school; we currently have a free and reduced lunch rate of 41%, while the median income of a family in our town (2008 data) is \$71K.

Identified Needs	Targets for Increased Student Performance	Action Steps to Achieve Targets	Time-line	Person(s) responsible	Resources Needed (financial, professional development, human)
<p>Feedback regarding student discipline, social curriculum and homework/work expectations are less positive than other areas of the climate survey.</p> <p>17 % of all parent respondents and up to 25% of student respondents feel the bus is not a safe environment.</p>	<p>Less than 10% of all family &amp; staff respondents indicate a lack of satisfaction with student discipline, social curriculum &amp; articulation of expectations.</p> <p>Perceptions of bus safety increase by a statistically significant amount.</p>	<p>Continue to expand school website as effective communication tool (see also WES Technology plan), including listing curriculum materials on this site.</p> <p>Engage the whole school community (families, staff, students) in definition of shared expectations. (Revisit home-school compact to keep this a living document.): Continue to further articulate and work on consistency within school discipline plan/ school-wide expectations, including a school wide approach to addressing social and behavioral dynamics. Clarify homework expectations. (Parent orientation part of open house, evening event supporting school culture &amp; fun)</p> <p>Continue to promote events and activities that bring the school community together.</p> <p>Review of CIRS (combined incident reporting) data and principal’s discipline log, by guidance counselor, nurse and principal, to identify trends and needs. Summary report to be presented to staff and school board.</p> <p>Implement cycle of regular curriculum presentations to the School Board, beginning, in 2010-2011, with Foreign language, science and technology. Purpose of presentations is to flesh out curricular expectations.</p>	<p>Fall 2010</p> <p>Ongoing, beginning in fall 2010.</p> <p>Ongoing</p> <p>May 2011</p> <p>Ongoing, beginning Nov. 2010</p>	<p>Principal, WWSU Curriculum Director, School Staff</p> <p>Principal, Student Leadership Council</p> <p>All School Staff, School Board, PTA</p> <p>Principal, Guidance Counselor, School Nurse</p> <p>Principal, Leaders in each content area, Curriculum directors</p>	<p>Staff time to work on website</p>

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<b>Focus Area: TECHNOLOGY</b>
<b>Goal/ Desired Result: Technology is consistently integrated across the curricula to enhance learning while supporting the acquisition of skills including communication, collaboration, creativity, critical thinking and digital literacy.</b>
<b>Current State:</b> We have had a tech integrationist for many years; this position is increasing to 80% next year. We are committed to having current technologies available to students and staff (up to date computers, Smartboard, etc) and have a long-range purchasing & replacement plan.. Participation in technology integration work varies somewhat across classrooms; students are not required to spend a certain amount of time with technology, nor do they have specifically scheduled computer classes. There is perceived inconsistency in student technology skills.

Identified Needs	Targets for Increased Student Performance	Action Steps to Achieve Targets	Time-line	Person(s) responsible	Resources Needed (financial, professional development, human)
No measure of student technology skills is currently in place.	Establish baseline of data.	<p>Technology committee to lead staff in exploration &amp; establishment of technology grade expectations (ISTE and state expectations as resources); implement assessment to gather data on student technology skills.</p> <p>All teachers work with tech integrationist to insure that learning opportunities that include the technology grade level expectations occur for all students.</p> <p>Continue practice of featuring technology professional development through “tech moments” 15 min. professional development at staff meetings.</p> <p>Further implement cyber-safety instruction.</p> <p>Gather data re: students’ keyboarding (what is expected at middle school, what is done at other schools, what are students’ skills levels) and make any recommendations for ongoing course of instruction in keyboarding.</p>	<p>By December, 2010.</p> <p>Ongoing.</p> <p>Ongoing.</p> <p>Ongoing.</p> <p>Winter, 2010.</p>	<p>Technology committee chairperson.</p> <p>All teaching staff.</p> <p>Technology Integrationist, Principal</p> <p>Technology Integrationist, Guidance &amp; Health teachers</p> <p>Principal, technology integrationist.</p>	Meeting Time.

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**AREAS IDENTIFIED FOR GROWTH/IMPROVEMENT TO BE ADDRESSED IN FUTURE ITERATIONS OF THE ACTION PLAN (and, if resources permit, begun to be addressed in 2010-2011):**

- **The Arts**
- **Health & Wellness**

<b>Focus Area:</b> <b>The ARTS</b>
<b>Goal/ Desired Result: Increase the visibility and the strength of the arts curriculum</b>
<p><b>Current State:</b> The integration of the arts program has been a perceived strength of the school over past years. Staff note that with an increased focus upon content level standards, there is less opportunity for integration/collaboration. That said, the visual arts are strongly incorporated into several classrooms by classroom teachers; there is some integration of the arts instruction from the unified arts teachers with what occurs in grade level classrooms. While there are WWSU curricula in the arts, the grade level configurations have made implementation of these curricula somewhat problematic.</p> <p>A full-time music teacher is employed to provide students, 4<sup>th</sup>-6<sup>th</sup>, with band and individual music lesson opportunities, as well as in support of a drama program in 2<sup>nd</sup> – 6<sup>th</sup> grades.</p>

<b>Identified Needs</b>	<b>Targets for Increased Student Performance</b>	<b>Action Steps to Achieve Targets</b>	<b>Time-line</b>	<b>Person(s) responsible</b>	<b>Resources Needed (financial, professional development, human)</b>
	n/a.	<p>Build time for collaboration/connection between specialists and classroom teachers into staff meeting/professional time schedule.</p> <p>More clearly articulate and showcase the preK-6<sup>th</sup> arts curriculum implemented at WES.</p> <p>Implement a digital portfolio for students' artwork, allowing an authentic format for documenting students' growth of skills.</p> <p>Provide all staff with an opportunity to review and connect with arts curriculum.</p>		<p>Principal</p> <p>Arts teachers, Principal</p> <p>Arts teachers</p> <p>Principal, arts teachers</p>	<p>Time, Volunteers to help organize digital portfolios</p>

<b>Focus Area:</b> <b>HEALTH &amp; WELLNESS</b>
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<b>Goal/ Desired Result: Students are healthy and build life-long habits of healthy behavior.</b>
<b>Current State:</b> - We have an active school-based Wellness committee. School Health index administered in 2006. Our students are provided with a comprehensive health and guidance curriculum delivered year-round to students.

Identified Needs	Targets for Increased Student Performance	Action Steps to Achieve Targets	Time-line	Person(s) responsible	Resources Needed (financial, professional development, human)
<p>Students receive PE 3x/week. Recommended levels are 4-5x/week.</p> <p>Best practice (and written in agreement with FES) is consultation on development of menu.</p>	n/a	<p>At least 2x/year, food services coordinator will attend WES Wellness committee meeting, reviewing menu and food education/serving processes.</p> <p>School staff, through the leadership of the Wellness committee will review ways to incorporate more physical activity into the school day and include rationale for any changes in recommendations made.</p> <p>Wellness committee to review data from School Health index, determine if further information needs to be gathered and, if so, methods for doing so.</p> <p>Continue to work on development and implementation of assessment tools to measure efficacy of personal development (health &amp; guidance) curriculum.</p>	Ongoing	<p>Wellness committee chair, Food service coordinator</p> <p>All school staff, esp. wellness committee</p> <p>Wellness committee</p> <p>WWSU Curriculum Director, Health &amp; Guidance teachers, Principal</p>	<p>Meeting time; coordination with S.U. re: assessment tools.</p>