

Danville Elementary School  
School Action Plan  
2014-2015



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## Mission Statement

The mission of the Danville Elementary School is to provide students with a foundation in basic skills, to provide an introduction to the arts, to promote a positive work ethic, to create an environment that nurtures an atmosphere of tolerance and respect for each other, and to inspire an attitude of inquiry and enthusiasm for learning that will enable our children to become productive, responsible citizens.

Our Core Values:

Respect,

Responsibility,

And

Pride!

## Principal's Message

The staff at Danville School is eager to practice the theory of change as they work toward new goals that focus on student learning in a more holistic way. Research supports the theory of holistic instruction as an integrated model of learning where all stakeholders increase their knowledge base by becoming engaged in the work of learning. As we continue to grow as educators, we aspire to create a rigorous learning environment where creativity and problem solving facilitates learning for every student.

As we look at our school resources, we are examining staff roles and student needs, along with relevant data regarding student learning. We will work to develop a protocol for helping all stakeholders reach their highest potential. Staff will be working as a problem solving team to discover the causes of learning interruptions and successes. Our focus is to look globally at student needs and use data to make decisions regarding instruction.

Our instructional practices incorporate a three tiered model called Response to Instruction (RTI). We continue to enhance our practices of improving our tiered model of instruction. Interventions will be made with fidelity and will be documented as part of the decision making process. Students will all receive tier one instruction based on core standards. Our hope is that core instruction is effective for 85% of students, while others need different instruction to broaden and enhance their knowledge base. This instruction can happen during tier two and three schedules.

We continue to uphold our core values of Respect, Responsibility, and Pride. We believe learning and practicing these values make us positive, contributing citizens. Our core values are reinforced through our practice of Positive Behavioral Interventions and Supports (PBIS). Students are taught expected behaviors, recognized for their accomplishments of attaining desired behaviors, and given specific praise. Our expectation of a positive school culture promotes effective practices to benefit children socially and academically.

Danville School prides itself on having an active role within the community. We thank all constituencies associated with the strong learning atmosphere that we have fostered for our students-School Board, Superintendent's Office personnel, parents, staff, and especially our wonderful students.

## A. Goal Statements

**Goal #1 (Common Elementary Goal) STAR Assessment:** *Danville School will implement Renaissance Learning STAR Assessments for universal screening and progress monitoring during the 2014-15 school year. These assessments will provide actionable data related to the impact of curriculum, program, and pedagogy. In addition, STAR data will be used to monitor growth, group students for instruction and to assess the effectiveness of interventions.*

### Action Steps/Monitoring Plan

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	STAR Champions participate in orientation with the Renaissance Coach to review all aspects of administrating the assessment	August 28 <sup>th</sup>	Champions and School Administration
2	Assessments are assigned	Before September 8 <sup>th</sup>	Champions
3	STAR Assessment is administered to all students PreK-5	September 8–19 <sup>th</sup>	Classroom Teacher/ Literacy Specialist/ Administration
4	Champions attend training to understand reporting options	September 22 <sup>nd</sup> & 23 <sup>rd</sup>	Champions
5	Entire Professional staff will be trained in accessing report data and data analysis protocol	September 29 <sup>th</sup>	Champions
5	Data from STAR Assessment will be shared/discussed at PLC and grade level teachers will implement a plan using Tier times based on their class/grade level data.	Weeks of September 29 <sup>th</sup> and October 6 <sup>th</sup>	Champions & A-Team Committee Classroom teachers/ PLC
6	Assessment Team will work with the Champions to review data for school wide patterns	October 9 <sup>th</sup> meeting	Champions & A-Team Committee
7	Progress monitor struggling students using our new progress monitoring and data management system.	by end of November, January, March	Classroom Teachers, Title I Tutors
8	Mid-year Assessment given to all students PreK-5	January 5-16 <sup>th</sup>	Champions & Classroom Teachers

<b>Step#</b>	<b>Strategies/Activities</b>	<b>Timeline</b>	<b>Team/Person Responsible</b>
<b>9</b>	End-of-year Assessment given to all students PreK-5	May 11-21 <sup>st</sup>	Champions & Classroom Teachers
<b>10</b>	Review of end-of-year assessments will be done to evaluate the success of the Action Plan Goals #1 & 2.	May 2015	Champions & grade level PLC teams
<b>11</b>	School wide Action plan goals will be revised based upon grade level PLC discussions	May 22 <sup>nd</sup> or June 1 <sup>st</sup> staff meeting	Entire Professional Staff

**Goal #2 (Common Elementary Goal) Guided Reading:** *In order to improve reading scores and increase student engagement, Danville School will provide guided reading training to all classroom teachers and interventionists. Teachers will make informed instructional decisions to ensure that students are appropriately matched to engaging texts and grouped effectively according to their instructional reading levels for support.*

#### **Action Steps/Monitoring Plan**

<b>Step#</b>	<b>Strategies/Activities</b>	<b>Timeline</b>	<b>Team/Person Responsible</b>
<b>1</b>	Materials received (stamped and inventoried) for all grade levels K-5	September, 2014	Librarian Title One Literacy Specialist
<b>2</b>	Trainings will be provided for all teachers throughout the year during District Staff Meetings/Early Release days/PD Days	PD-Days in December 11 <sup>th</sup> & January 20 <sup>th</sup> , ER April 24 <sup>th</sup> , & Staff Meetings TBD	Building Administration, Literacy Specialists
<b>3</b>	Create a system for checking out and checking in all Leveled Library resources	August 2014	Librarian
<b>4</b>	Scheduling support staff to train in the basics of Guided Reading and small group instruction	March -June	School Administration, Literacy Specialist
<b>5</b>	Creation of a walk-through/Instructional rounds form that can be used by administration to review the implementation process at Danville	Created by March 2015	School Administration, Literacy Specialist

<b>Step#</b>	<b>Strategies/Activities</b>	<b>Timeline</b>	<b>Team/Person Responsible</b>
<b>6</b>	Use the Tripod data to begin brainstorming and creating ways to engage students in reading activities	Nov. 2014- March 2015 during staff meetings	Danville School Staff
<b>7</b>	Begin utilizing the new walk through/Instructional rounds form during guided reading times at all grade levels.	Spring 2015	School & District Administration
<b>8</b>	Review STAR data to establish the instructional reading levels of all students	May/June 2015	School Administration, Literacy Specialist, Classroom Teachers and Special Education Teachers

## **Danville Goal #1**

*The staff will work to improve school culture through the enhancement of student academic engagement, student personal responsibility for learning and behavior, and student expression of personal interests. Success will be measured by student progress and a decrease in negative behaviors as recorded through SWIS data, and student voice as reported through the tripod survey.*

### **Action Steps/Monitoring Plan**

<b>Step#</b>	<b>Strategies/Activities</b>	<b>Timeline</b>	<b>Team/Person Responsible</b>
<b>1</b>	Establish a common language of behavioral expectations through modeling.	School year 2014-2015	Universal Team
<b>2</b>	Promote & support the development of teacher leaders.	School year 2014-2015	Administration
<b>3</b>	Engage students in active self-reflection by encouraging them to track their own learning through journals & progress on the STAR Assessment.	School year 2014-2015	School Staff Assessment Team

<b>Step#</b>	<b>Strategies/Activities</b>	<b>Timeline</b>	<b>Team/Person Responsible</b>
<b>4</b>	Increase the collective capacity of staff through participation in school-based instructional rounds.	School year 2014-2015	Administration School Staff
<b>5</b>	Teaching students to track progress and recognize progress.	School year 2014-2015	School Staff
<b>6</b>	Provide opportunities for staff to observe colleagues.	2013-2014	School Staff
<b>7</b>	Use SWIS Data to monitor behavioral data & set goals for improvements. Utilize Tripod Survey to monitor student engagement.	School year 2014-2015	Universal Team

## **Danville Goal #2**

*Staff will increase their understanding of RTI practices by establishing universal protocols for interventions and using research based methods while using differentiated instructional practices, monitoring growth, formative and summative assessments, universal screenings and the progress monitoring of targeted skills.*

### **Action Steps/Monitoring Plan**

<b>Step#</b>	<b>Strategies/Activities</b>	<b>Timeline</b>	<b>Team/Person Responsible</b>
<b>1</b>	Conduct an intervention audit to determine the supports currently available for Tier 2 & Tier 3 instruction.	School year 2014-2015	Administration Special Educators Literacy Specialist Title One Staff
<b>2</b>	Utilize STAR data & teacher input to target skill development for students who are above or below benchmark.	School year 2014-2015	Champions PLC Teams
<b>3</b>	Develop intervention protocols to address individual student needs in	School year 2014-2015	Administration Special Educators Literacy Specialist



<b>Step#</b>	<b>Strategies/Activities</b>	<b>Timeline</b>	<b>Team/Person Responsible</b>
	Tiers 2 & 3.		Title One Staff
<b>4</b>	Train all who work with students on data protocol and the use of data at Danville School	School year 2014-2015	Champions Assessment Team

**Assessment Team:**

- Alison Angle, Special Educator
- Nancy Barcelos, Principal
- William Doughty, Technology Teacher
- Stephanie Mezquita, Kindergarten Teacher
- William Pimley, Assistant Principal
- Vivian Rockwell, Literacy Specialist
- Emily Ronco, Grade 5 Teacher
- Cindy Wood, Enrichment Teacher

**School Site Assessment**

Assessments currently used are as follows:

**Mathematics:**

*District Summative-* NECAP grades 3-5/Smarter Balanced Assessment 3-5

*Universal Assessment-* STAR Assessment PreK-5

- Tier I-* Grade level Authentic Assessments
- EDM End of Unit test grades K-5 (optional)

EDM Mid-Year Test grades K-5 (optional)

EDM End of Year test grades K-5 (optional)

Number knowledge baseline grades K-5 (optional)

Tier II- Moby Max Web Based Program

Number Worlds (placement, exit, end of unit) grades K-5

Easy CBM grades K-5

*Tier III-* Moby Max Web Based Program

**Enrichment:**

STAR Assessment grades 1-5

**Writing:**

*District Summative-NECAP grade 5/Smarter Balanced Assessment 3-5*

*Tier I-* Reading Streets Unit #5 Writing Prompt (scored against 6 traits rubric) Gr 3

Reading Streets End of Units Writing Prompts (scored against 6 traits rubric) Gr 4-5

**Reading:**

*District Summative-STAR Assessment K-5*

*Universal Assessment- STAR Assessment*

*Tier I-* Words Their Way K-5

Weekly vocabulary grades K-5

Foundations Grades K-2

*Tier II-* Lexia (Web based software/game program)

Quick Phonics Screener grades K-3

DIBELS Next Grades K-5

Foundations Grades K-2

QRI (Whole To Part) Grades K-3

Leveled Literacy Interventions (LLI)

Lively Letters Grades K-3

Phonemic Awareness in Young Children Grades K-3

Running Records Grades K-5

Words Their Way Grades K-5

Just Words Grades 4-5

6 Minute Solution grades K-5

*Tier III-* Lexia (Web based software/game program)

Reading Street My Sidewalks grades K-5

Foundations Grades K-2

Running Records Grades K-5

DIBELS Next Grades K-5

## **Appendix**

### **A. School Security and Safety Plan**

A safe and secure educational setting is the foundation required for effective instruction and learning. A comprehensive and specific plan has been developed and is located in the main office, labeled Emergency Response Plan.

The Safety Committee meets quarterly to ensure the safety of all students by:

- a) Identifying hazards in the building/playground
- b) Reviewing staff accident reports
- c) Reviewing student accident reports
- d) Reviewing bus safety
- e) Reviewing traffic safety
- f) Discussing health prevention and management

The Joint Loss Management Committee meets quarterly to ensure safety in the work place by:

- a) Reviewing hazards in collaboration with the Safety Committee
- b) Evaluating slip, trip, fall hazards and reporting to custodians and/or facilities department
- c) Training annually on the safety precautions around Bloodborne Pathogens
- d) Offering first aid & CPR training within the district annually
- e) Educating staff on health issues as necessary:

The Crisis Management Committee and Emergency and Behavioral Health Response Committee respond to situations through:

- a) Emergency Response Management Plan using the Incident Command Structure
- b) Safety drills
- c) Emergency evacuation off site drills
- d) Planning, assessment, and response to critical incidents



# Danville Elementary

