

Sandown North Elementary
School

School Action Plan

2014-2015



September 23, 2014

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Mission Statement



Challenging learners to succeed in a respectful environment

Vision Statement

Sandown North will provide a safe, nurturing environment that fosters the development of confident learners. We will inspire life-long learners to: take risks, engage in critical thinking and creative problem solving, excel in captivating and rigorous learning experiences, and embrace challenges. We will ensure that each member of Sandown North has the skills and knowledge required to be successful students, practitioners, and community members.

Principal's Message

Engagement is the heartbeat of the education process. Engagement contributes not only to achievement, but also to the well-being of those engaged - and those who engage them.

Marge Scherer, Educational Leadership

The 2013-2014 school year was a busy one, with staff members engaged in various learning opportunities. All staff meetings were devoted to professional development, to learning from each other. The A-Team, the Leadership Team, kept the focus on the achievement of our school goals. As we looked forward to this year and to our priorities, the goals became very obvious. The district goals are critical to our work this year and the school goals reflect agreed upon staff priorities.

Clearly defined expectations and members' responsibilities are a part of our action plan. We have learned much from our involvement with Positive Behavioral Interventions and Strategies (PBIS) these last nine years. We have relied on collaborative practices and widespread leadership, with members taking collective responsibility for preserving the culture. This collective ownership commitment to keep going has been the result of the work. Having clearly defined goals and priorities helped us to focus on the group's important work.

The various members of the Leadership Team are also members of other committees in the building. They are able to hear the concerns of others in the buildings and to share their challenges with Leadership Team Committee members. This gives us the opportunity to make adjustments and/or to offer supports to their work. In addition, they communicate what is going well and where progress is being made so that other groups may consider what that can mean for their committee's work. Classroom teachers work closely together to examine their work as it relates to academic success and learning. They are focused on working efficiently and collaboratively to meet the needs of their learners. When they meet as a Professional Learning Community, the work this year will be on the data we have from the STAR assessment as well as from other summative, and equally important, formative data. Student learning will be systematically monitored to accelerate progress and close the gap by focusing on individual needs.

To that end, much learning will occur around Guided Reading this year. Guided reading is a key part of a balanced reading program and is an essential element of a successful reading workshop. Professional learning opportunities for all staff will be offered to ensure that we captivate our learners by diving deep into text. Dynamic, flexible and fluid reading groups will change in response to assessments as the educators support each reader's development of effective strategies for processing new texts at increasingly challenging levels of difficulty. This grouping and regrouping is a dynamic process that involves ongoing observation and assessment.

The work of Professional Learning Communities is at the center of our growth plan. The careful look at and then analysis of the data by teachers at a common grade level will lead to instruction that meets individual

needs. Effective, “best” practices will be shared. Interventions will be specific and students will be grouped together with a specific teaching/learning focus. Careful progress monitoring will ensure that the intervention is effective or, if not, changes to an individual’s instructional plan will be made. An emphasis will be placed on closing the gap so that the students can be successful in accessing the curriculum at the core level. A formal *Pathways to Academic Excellence* is being developed by taking a close look at the Universal (core) level, the Systematic (tier 2) level, the Intensive (tier 3) level, and the Personalized level for those students who require a significantly different approach. Action steps to achieve our goals are in place, including person/s responsible for completion and dates.

Action Plan

A. Assessment of Plan

The Leadership Team conducted surveys, completed checklists, and engaged in conversations with other staff members. The strategic plan, district goals, administrative committees' goals and Dr. Metzler's personal goals were considered. The Leadership team made decisions as to which areas closely matched a district focus and were also deemed to be areas of priorities for Sandown North. They then created the following goals.

B. Goal Statements

District Goal #1

Sandown North Elementary 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.

Step #	Strategies/Activities	Timeline	Team/Person Responsible
1	Train STAR Champions on administering assessment	2104-2015 school year	Data Coaches from Renaissance Learning
2	Administer the universal assessment 3 times	2014-2015 school year	Classroom teachers
3	Provide professional development in reading reports interpreting data to effectively group students	2014-2015 school year	STAR Champions
4	Investigate and inventory resources for interventions	2014-2015 school year	PLCs and Leadership

North Goal 2

In order to improve reading scores and increase student engagement, Sandown North Elementary 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. Literacy Specialists will receive intensive training in effective coaching practices.

Step #	Strategies/ Activities	Timeline	Team/Person Responsible
1	Provide professional development for professional and support staff	2014-2015 school year	Building administrators/Literacy Specialists
2	Provide literacy specialists, librarians, and Title I tutors with opportunities to discuss effective teaching practices, both whole group and small	2014-2015 school year	Building administrators
3	Familiarize staff with resources for effective groupings	2014-2015 school year	Literacy Consultants/Building administrators
4	Use formative and summative data, to include the Tripod surveys, to make informed instructional decisions	2014-2015 school year	Staff at building level
5	Create staff agreed upon Guided Reading Workshop Guidelines	2014-2015 school year	Staff at building level

North Goal 3

By June 2015, we will have established communication norms and procedures to optimize collaboration, as measured by 80% staff participation.

Action Steps:

Step #	Strategies/Activities	Timeline	Team/Person Responsible
1	Expand the use of the User Friendly Notes Template to PLCs and committees	2014-2015 school year	Leadership Team
2	Finalize Norms of Practice Guidelines and share with staff	2014-2015 school year	Leadership Team
3	Implement Norms of Practice Guidelines for communication	2014-2015 school year	Building staff
4	Make adjustments to expectations based on educator feedback	2014-2015 school year	Building staff
5	Collect data of compliance to Guidelines to determine level of participation	2014-2015 school year	Building staff

By June 2015, students will partake in daily experiences that engage multiple modes of learning, as measured by classroom visits and Schoolwide Information Systems Data.

Step #	Strategies/Activities	Timeline	Team/Person Responsible
1	Identify and plan for professional development needs to support multimodal learning	2014-2015 school year	Building staff
2	Identify professional development needs for interpreting data effectively	2014-2015 school year	Building administration/Literacy Consultant
3	Create indexed library of lessons across grade levels for multiple modes of learning	2014-2015 school year	Professional Learning Communities
4	Utilize Walk-	2014-2015 school	Building

Step #	Strategies/Activities	Timeline	Team/Person Responsible
	Through data and Schoolwide Information Systems data to determine needs for professional development and support	year	administration

C. Related Professional Development

Dates	Topic Description	Grade	Time	Location	Facilitator	Goal # (if applicable)
October 2014	Training	Star Champions			Sheryl Kuchera	1
November 2014	Coaching For Literacy				Syracuse University	2
December/ January 2014	Guided Reading				Heinemann Consultants	2

Leadership Team Members

Justin Bentley-Melle, Technology/Enrichment Teacher

Diane Chauvette, Literacy Consultant

Amy Difeo, Grade 1 Teacher

Linda Janvrin, Grade 3 Teacher

Patrice Liff, Assistant Principal/Curriculum Coordinator

Kim Stewart, Pre-Kindergarten Teacher

Carol White, Learning Disabilities Teacher

Maria Vanderhoof, Grade 2 Teacher

Judy Tubbs, Kindergarten Teacher

Jo-Ann Georgian, Jo-Ann Georgian, Principal

School Site Assessment

To create our action plan the Sandown North Leadership Team adapted strategies and procedures based on Justin Bentley-Melle's *Venture Companion*. At the core of our approach are systematic observation, reflection, planning, and application. Patient and engaged observation is the essential foundation for creating meaningful and effective goals.

Our objective was to create goals that would serve our mission and improve upon our performance as a school. We began by looking at four elements of our practice: our relationships, our needs, our character, and our engagement. We dedicated at least one full week to record our observations on each of these elements in turn. In addition to using journals for documentation, Leadership Team members' data mined existing evidence such as SWIS data and archived surveys. Staff provided current feedback through short target surveys.

The Leadership Team looked for trends across our four practice elements. We sorted related observations into groups called **Comprehensive Observation Groups (COGs)**. Each COG contained at least one observation from each of the four practice elements: relationship, needs, character, and engagement. We discussed which COGs are most relevant to our mission, and which are most concerning, urgent, and important. Based on these discussions, we selected one COG as a focus for our goals.

Our goals are based on the desired outcomes for each of the observations within the selected COG. Our entire school staff was involved in assessing each goal for its relevancy and its strategic value. For relevancy we used the metrics of **Service, Principles, Ownership, Key factors, and Energizing**. For strategic value we checked that our goals are **Strategic, Measurable, Achievable, Results, and Time bound**.

We established four symbiotic goals, each serving one distinct element of our practice. We identified the milestones that are essential to meeting each of our goals. The tasks required to reach each of our milestones were then plotted. We are currently building strategies and plans for completing our tasks and meeting our milestones.

We laid the foundation to achieve goals 3 and 4 last year, but a careful look at our plan, coupled with staff feedback, indicated that we had more tasks to complete. All four of our goals are closely linked, and, it is hoped, will lead to high achievement with engaged learners.

Submission Page

Submitted By: Sandown North Staff

Appendix

A. School Security and Safety Plan

The mission of the Sandown North Safety Program is to provide a safe environment where children learn and develop positive social skills.

1. The purpose of the Safety Committee is to ensure safety of all students by:
 - a. Identifying hazards in the building/grounds
 - b. Review of staff incident/accident reports
 - c. Review of student accident reports
 - d. Bus safety
 - e. Traffic safety
 - i. Student arrival and dismissal traffic patterns
 - ii. Staffing to enforce traffic safety patterns
 - f. Playground safety
 - i. Rules for students
 - ii. Playground supervision training
 - iii. Playground first aid
 - g. Health Issues – Prevention and Management
 - i. Flu clinic
 - ii. State Reporting of Illness
 - iii. Review trends and make recommendations
 - iv. Outbreak reporting and management (with SAU)
 - v. Communication with family/public

2. The purpose of the Joint Loss Management Committee is to ensure staff safety in the workplace by:

- a. Prevention of hazards in collaboration with Safety Committee
- b. Slip, trip, fall hazards –evaluating, reporting and recordkeeping
- c. Bloodborne Pathogens Training – annual training.
- d. CPR/First Aid Training – annual training offered in district
for all school authorized activities (field trips, classrooms, etc.)
- e. Health Education to Staff as necessary

3. The purpose of the Crisis Management Committee - Emergency and Behavioral Health Response is to respond to situations by:

- a. Emergency Response Management Plan
 - i. FEMA and National Incident Command System structure
 - ii. Emergency Evacuation (including Off-site, Fire)
 - iii. Other Safety Drills within the school property.
- b. Behavioral Health Response Plan
 - i. Critical Incident Definition
 - “Stressor event that has the potential to lead to a crisis response
In many individuals” (ICISF)
 - ii. Assessment, Planning & Response in Critical Incident Management
Before During and After Critical Incident(s)

(All plans are on file in the Emergency Response Team binder.)