

# Pollard School

# School Action Plan

2014-2015



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# **POLLARD SCHOOL'S**

## **CORE VALUES**

Respect, Responsibility and Safety.

## **SCHOOL MOTTO**

What you do today makes a difference tomorrow.

## **MISSION STATEMENT**

The children of Pollard School will become responsible, respectful members of society. The children will be assisted by dedicated teachers, parents, and community members who will provide an academically challenging learning environment which is safe, orderly and nurturing so they can reach their full potential.

## Principal's Message

Pollard School is the largest of the five elementary schools in the Timberlane Regional School District. It is comprised of 570 Pre-Kindergarten through fifth grade students. We have 3 administrators, over 50 professional staff, and 30 support staff. We have an economically diverse community with over 31% of our K-5 population currently receiving free or reduced lunch. Our school has 2 district programs under our roof: The Timberlane Learning Center (TLC) which is Special Education/Inclusionary Pre-School Program that includes 83 preschool students (ages 3-4) and our Autism Spectrum Disorder (ASD) program.

Pollard School students, parents and staff are committed to our three core values: *respect, responsibility and safety* and we focus on these values each and every day. We have created a school community where every child's individuality and needs are considered when our instructional practices and enhanced programs are implemented. Our School Motto: "What we do today makes a difference tomorrow" is truly the first thought we have when implementing a new program or activity and the last thought when we are assessing the final results.

During the 2013-14 school year Pollard School staff members worked hard to create Action Goals that focused on increasing both the reading and math skills of all students. We have organized our school's master schedule to include dedicated time for reading (90 minutes) and math (60 minutes) each day. We continue to refine our Response to Intervention/Instruction (RTI) strategies, including adding Tier 2 and 3 times in Reading and Math for each grade level. Our staff continues to refine their skills in reading and interpreting data to make informed decisions about our students. Our grade level PLC's have truly become a place that we talk about our students, their assessment data and differentiating instruction that will reach all of our struggling learners.

We have employed the use of research based best practices in the area of language arts. All classroom and Special Education teachers, as well as Title I Tutors and Para Educators were provided professional development in the area of Best Practices in Reading Instruction including: guided reading, phonetic instruction, comprehension, and fluency. Special Educators attended workshops designed to increase their understanding of diagnostics and instructional planning, as well as, training in writing Individual Educational Plans (IEPs) that specifically addressed the NH grade level expectations and soon to be Common Core Standards. We are shifting our thinking to a more data driven decision-making instructional process including various universal screenings, Response to Intervention/Instruction (RTI) and progress monitoring. Through these trainings, as well as, authentic planning and dialogue during Professional Learning Community (PLC) time, teachers are gradually increasing their understanding of using data to inform their instruction. Students are now on their way to reaching their full potential in language arts.

Our increased understanding of assessment and instruction has also impacted our math instruction. We provided training for our Para Educators so that they could assist all children while in the classroom and during Tier times. We have had a dedicated 30-minute Math Intervention Time (MIT) block where classroom teachers and Title I Tutors reinforce math skills and facts with struggling learners and students needing enrichment are provided extending activities to challenge them at their academic level. Based upon teacher observation, instruction and assessments, students in need of math reinforcements rotate in and out of these groups.

Pollard School continues to work on making our school a bully-free zone and all of our students can best be categorized as “Bucket Fillers”. (The bucket represents your mental and emotional self. When your bucket is full, you feel more confident, secure, calm, patient, and friendly. When your bucket is overflowing, you experience an intense happiness that can spread to those around you. When your bucket is empty, it contains few, if any, positive thoughts or feelings. An empty bucket can affect your behavior and cause you to express your emotions in a way that empties the buckets of those around you.) Our message is clear, encouraging positive behavior as children see how very easy and rewarding it is to express kindness and appreciation toward their peers on a daily basis.

# Action Plan

## A. Goal Statements

**Goal #1 (Common Elementary Goal) STAR Assessment:** *Pollard 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
6	A-Team will work with the Champions to review data for school wide patterns	October 9 <sup>th</sup> meeting	Classroom teachers/ PLC
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
9	End-of-year Assessment given to all students PreK-5	May 11-21 <sup>st</sup>	Champions & classroom Teachers
10	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
11	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, Pollard 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.*

**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	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	October 2014	Literacy Specialist
<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>	Literacy Specialists will receive intensive training in effective coaching practices.	2014-2015 school year	School Administration
<b>6</b>	Provide literacy specialists, librarians, and Title I tutors with opportunities to discuss effective teaching practices, both whole group and small group	2014-2015 school year	School Administration
<b>7</b>	Creation of a walk-through/Instructional rounds form that can be used by administration to review the implementation process at Pollard	Created by March 2015	School Administration, Literacy Specialist
<b>8</b>	Use the Tripod data to begin brainstorming and creating ways to engage students in reading activities	Nov. 2014-March 2015 during staff meetings	Pollard School Staff
<b>9</b>	Begin utilizing the new walk through/Instructional rounds form during guided reading times at all grade levels.	Spring 2015	School & District Administration
<b>10</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

**Goal #3 Literacy:** *Each student's score will increase by 5-8% and/or show mastery in the acquired skills critical to literacy development by the end of the 2014-2015 school year as measured by pre- and post-assessments, including emergent literacy checklists for pre-kindergarten and grade level word lists for kindergarten through fifth grade.*

*Areas of Focus of acquired skills critical to literacy development:*

- *PreK/K: Emergent-Letter name-alphabetic*
- *Grade 1: Late emergent- Within word pattern*
- *Grade 2: Late letter name-Early syllable and affixes*
- *Grade 3: Within word pattern-Syllables and affixes*
- *Grade 4: Within word pattern-Syllables and affixes*
- *Grade 5: syllables and affixes-Derivational relations*

**Action Steps/Monitoring Plan**

<b>Step#</b>	<b>Strategies/Activities</b>	<b>Timeline</b>	<b>Team/Person Responsible</b>
<b>1</b>	All classroom teachers will administer a Spelling Inventory from Words their Way for all students found to be strategic based upon the Universal screening data collected by the literacy Data Team	By September 26 <sup>th</sup>	Classroom teachers and the Universal Screening Team
<b>2</b>	Data from the inventory as well as STAR Assessment Data will be discussed at PLC and grade level teachers will implement a plan using Tier times based on their class/grade level data.	By October 5 <sup>th</sup>	Literacy Specialist, /grade level PLC members
<b>3</b>	<ul style="list-style-type: none"> <li>• The Words Their Way Instructional philosophy will be utilized as a resource during Tier 2 instruction for struggling students' grades K-five. This program would improve not only our students' spelling but also their word attack, reading fluency, vocabulary, and comprehension at the word level.</li> <li>• In addition, grades K-2 will also utilize the Wilson Foundations program, a phonological/phonemic awareness, phonics and spelling program, for instruction of all students, including those identified as struggling.</li> <li>• Pre-School students receive instruction utilizing the Lively Letters program focusing on phonemic awareness, visual processing, short term memory and rapid naming of visual symbols.</li> </ul>	Mid October-June	Classroom teachers, Title I Tutors, Literacy Specialist, SpEd Case Managers
<b>4</b>	Progress Monitoring struggling students identified by the universal screening scores using Words Their Way resources.	by end of November, January, March	Literacy Specialist, /grade level PLC members
<b>5</b>	Universal post-assess all students using grade level lists using the Universal Screening as a post-test	By May 29 <sup>th</sup>	Literacy Specialist, /Title I Tutors /classroom

			teachers
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**Goal #4 Math:** *Each student’s score will increase by 5-8% and/or show mastery in the “Critical Areas of Focus” based upon the Common Core Standards by the end of the 2014-2015 school year as measured by pre- and post-assessments.*

*Critical Areas of Focus:*

- *PreK/K: Fluency of number sense including demonstration (objects) and ability to compare whole numbers within 20.*
- *Grade 1: Fluency and understanding of addition facts within 20.*
- *Grade 2: Fluency and understanding of subtraction facts within 20.*
- *Grade 3: Fluency and understanding of multiplication facts up to 100.*
- *Grade 4: Fluency and understanding of division facts up to 100.*
- *Grade 5: Fluency and understanding with addition and subtraction of fractions.*

**Action Steps/Monitoring Plan**

<b>Step#</b>	<b>Strategies/Activities</b>	<b>Timeline</b>	<b>Team/Person Responsible</b>
<b>1</b>	Teachers at each grade level will review last year’s universal pre and post assessment (making any changes as needed) assessment.	August 26 <sup>th</sup>	Classroom teachers, SPED Teachers, Title I Tutors
<b>2</b>	Grade levels will give universal screening to identify students that currently require intervention with the focus area skills.	By September 26 <sup>th</sup>	Classroom teachers, SPED Teachers, Title I Tutors
<b>3</b>	Data from Grade level Universal screenings and STAR Assessment will be discussed at PLC and grade level teachers will implement a plan using Tier times based on their class/grade level data.	By October 4 <sup>th</sup>	Classroom teachers, SPED Teachers, Title I Tutors
<b>4</b>	Progress monitor struggling students using our new progress monitoring, and data management system.	by end of November, January, March	Classroom teachers, SPED Teachers, Title I Tutors
<b>5</b>	Universal post-assess all students	By June 5 <sup>th</sup>	Classroom teachers, SPED Teachers, Title I Tutors

**A-Team Members**

**School:** *Pollard School*

**Chair/Principal:** *Michelle Auger, [michelle.gaydos@timberlane.net](mailto:michelle.gaydos@timberlane.net)*

**Teachers:** *Stacey Eaton (Gr PreK),  
Gia Buckley (Gr K)  
Colleen Ferrante/Elise Merrill (Gr 1)  
Jody McFarlin (Gr 2)  
Dayna Rodriguez (Gr 3)  
Hope MacDonald (Gr 4)  
JoAnn Robichaud (Gr 5)  
Marie Champion (Gr 3 SpEd)  
Marcia Blutstein (Guidance)  
James Pelletier (Enrichment)  
Pat Collins (Media Specialist)  
Sue Tozier (Literacy Specialist)*

**Staff:** *Caly Valance (SSR Para)  
Denise Georgoudis (Para)  
Maria Menczywor (Title I)  
Michele Vance (Asst Principal)*

## School Site Assessment

We believe that our students should have multiple opportunities to demonstrate what they know and are able to do. Assessment is a tool that provides a snapshot of their developmental learning process. The data gathered guides our educational priorities and decisions as it relates to each individual student. The value of the individual and his/her contribution to our global community lies in the manner in which he/she uses intelligence, experience, and creativity in the 21<sup>st</sup> century.

We give assessments for a variety of reasons, including reporting student progress and achievement; evaluating curriculum and instruction; identifying strengths and weaknesses; comparing Pollard Schools' students with national, state, and other norms; and identifying students who may need some extra help or who may benefit from specialized programs. It is ultimately our way for schools to be accountable to our students, parents and community.

As part of our district Action plan, administrators are currently reviewing our assessments for all students including all three tier levels. At this time our assessments can be summarized in the following way:

### **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

*Tier II-*Dream Box Math Web based program

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

Easy CBM grades K-5

*Tier III-* Dream Box Math Web based program

Enrichment SAGES/grades 3-5

Enrichment TOMAGS/grades 3-5

### **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-3

Just Words Gr 4-5

Weekly vocabulary grades K-5  
Foundations Grades K-2  
Leveled Literacy Interventions (LLI)

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

Quick Phonics Screener grades K-3  
Foundations Grades K-2  
QRI (Whole To Part) Grades K-5  
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  
The WADE (Wilson) Grades K-5  
LIPS Grades K-5  
Visualizing & Verbalizing Grades K-5  
Enrichment: SAGES grades 1-5  
Running Records Grades K-5  
DIBELS Next Grades K-5

# Submission Page

**Submitted By:** **Michelle Auger, Principal**

**Michele Vance, Assistant Principal**

## Appendix

### A. School Security and Safety Plan