

Pollard School

School Action Plan

2016-2017



Submitted By:

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POLLARD SCHOOL'S

CORE VALUES

Respect, Responsibility and Safety.

SCHOOL MOTTO

What you do today makes a difference tomorrow.

VISION STATEMENT

Pollard School's vision is for each student to collaboratively engage in the learning process with a sense of respect and responsibility, understanding they are a valuable part of the community. With passion, courage, motivation and self-direction they will make a difference in the world.

MISSION STATEMENT

Pollard School's mission is to instill in every student a sense of their own personal value and self-worth; to foster independence, encourage risk taking and self-motivation. The Pollard community will collaboratively and passionately engage in the learning process. We will accomplish this through the development of appropriate differentiated instruction that allows for individual differences and learning styles. It is our hope that each student will leave Pollard with a sense of respect and responsibility and an understanding that they are lifelong learners who add value to their community and make a difference in the world.

Principal's Message

Pollard School is the largest of the five elementary schools in the Timberlane Regional School District. It is comprised of 500 Pre-Kindergarten through fifth grade students. We have 3 administrators, 50 professional staff, and 30 support staff. We have an economically diverse community with over 23% of our K-5 population currently receiving free or reduced lunch. Our school has 2 district programs under our roof: our Autism Spectrum Disorder (ASD) program and our Educational Disturbance Program (ED).

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 beginning of the 2015-16 school year, Pollard Staff worked hard to refine our School's mission and adding a vision statement. We believe these additions will help our entire Pollard community understand our ultimate purpose and to contribute to it.

During the 2015-16 school year Pollard School staff members worked hard on our 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 WIN (What I Need) time, these are Tier 2 and 3 times for both 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 Literacy: *By June of 2017, 70% or more of all grades 2-5 students at Pollard School will have met the Student Growth Percentile (SGP) expectation of 40 or greater in the area of **Reading** as measured by the STAR Reading Assessment.*

Action Steps/Monitoring Plan

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	All staff will explicitly teach test taking strategies with all students.	2016-17 school year	All classroom teachers and special Education teachers, Literacy Specialist, school administration
2	Staff will explicitly teach and offer a variety of practice opportunities for test taking strategies and skills using technology.	2016-17 school year	All classroom teachers and special Education teachers, Literacy Specialist, school administration
3	All staff will use testing data to plan for differentiated instruction during What I Need (WIN) time or small group instruction.	2016-17 school year	All classroom teachers and special Education teachers, Title I Tutors, Literacy Specialist, school administration
4	All staff will focus on using shorter texts to support literacy skill building.	2016-17 school year	All classroom teachers and special Education teachers, Title I Tutors, Literacy Specialist, school administration
5	Staff will participate in professional development within the Fountas and Pinnell continuum.	2016-17 school year	All classroom and special Education teachers, Literacy Specialist, Title I Tutors, school administration
6	Staff will share data wall information with students for discussion, motivation and goal setting.	2016-17 school year	All classroom teachers and special Education teachers, Literacy Specialist, Title I Tutors, school administration
7	Professional staff will use testing data to create goals as indicated by our District Staff Evaluation Plan.	2016-17 school year	All professional staff, Literacy Specialist, Title I Tutors, school administration
8	Student Literacy data will be reviewed, when available, during A-Team Committee meetings.	2016-17 school year	A-Team members and School Administration

Goal #2 Literacy: *By June of 2017, 70% or more of all PreK-1 students at Pollard School will have met the Student Growth Percentile (SGP) expectation of 40 or greater in the area of **Early Literacy** as measured by the STAR Early Literacy Assessment.*

Action Steps/Monitoring Plan

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	All staff will explicitly teach test taking strategies with all students.	2016-17 school year	All classroom and special Education teachers, Literacy Specialist, school administration
2	Staff will explicitly teach and offer a variety of practice opportunities for test taking strategies and skills using technology.	2016-17 school year	All classroom and special Education teachers, Literacy Specialist, school administration
3	All staff will use testing data to plan for differentiated instruction during What I Need (WIN) time or small group instruction.	2016-17 school year	All classroom and special Education teachers, Title I Tutors, Literacy Specialist, school administration
4	All staff will focus on using shorter texts to support literacy skill building.	2016-17 school year	All classroom and special Education teachers, Title I Tutors, Literacy Specialist, school administration
5	Staff will participate in professional development within the Fountas and Pinnell continuum.	2016-17 school year	All classroom and special Education teachers, Literacy Specialist, Title I Tutors, school administration
6	Staff will share data wall information with students for discussion and motivation.	2016-17 school year	All classroom and special Education teachers, Literacy Specialist, Title I Tutors, school administration
7	Professional staff will use testing data to create goals as indicated by our District Staff Evaluation Plan.	2016-17 school year	All professional staff, Literacy Specialist, Title I Tutors, school administration
8	Student Literacy data will be reviewed, when available, during A-Team Committee meetings.	2016-17 school year	A-Team members and School Administration

Goal #3 Math: *By June of 2017, 70% or more of all grades 1-5 students at Pollard School will have met the Student Growth Percentile (SGP) expectation of 40 or greater in the area of **Math** as measured by the STAR Math Assessment.*

Action Steps/Monitoring Plan

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	All staff will explicitly teach test taking strategies with all students.	2016-17 school year	All classroom and special education teachers, school administration
2	Staff will explicitly teach and offer a variety of practice opportunities for test taking strategies and skills using technology.	2016-17 school year	All classroom and special education teachers, school administration
3	All staff will use testing data to plan for differentiated instruction during What I Need (WIN) time or small group instruction.	2016-17 school year	All classroom teachers and special Education teachers, Title I Tutors, school administration
4	Grade level math discussions and trainings during PLC's, staff meetings, etc.	2016-17 school year	All classroom and special Education teachers, Title I Tutors, school administration
5	Professional staff will participate in opportunities to understand, explore and discuss online components of the enVision Program and how these components support learning and test preparation.	2016-17 school year	All classroom and special Education teachers, Title I Tutors, school administration
6	All students will be given opportunities to work on their fact fluency	2016-17 school year	All classroom and special Education teachers, Title I Tutors, school administration
7	Professional staff will use testing data to create goals as indicated by our District Staff Evaluation Plan.	2016-17 school year	All professional staff, Literacy Specialist, Title I Tutors, school administration
8	Student math data will be reviewed, when available, during A-Team Committee meetings.	2016-17 school year	A-Team members and School Administration

Goal #4 Common District: *In the 2016-2017 school year, Pollard School administration and staff will develop their capacity in the area of **diversity awareness** and cultural responsibility as measured by the successful completion of specific action steps listed below.*

Action Steps/Monitoring Plan

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	School Administration will participate in trainings	2016-17 school year	school administration
2	All staff will participate in staff meetings and PLC trainings on various diversity awareness topics	2016-17 school year	All staff and school administration
3	All staff will participate in the brainstorming and planning of a school level Diversity Awareness Day	2016-17 school year	All staff and school administration
4	The Pollard School Community (staff, parents, town/community members) will participate in a school level Diversity Awareness Day	2016-17 school year	All staff and school administration

Goal #5 Common District: *In the 2016-2017 school year, Pollard school will focus on a "**Cleaner Greener**" school environment by coordinating community outdoor clean up events as measured by the successful completion of specific action steps during both the fall and spring dates assigned.*

Action Steps/Monitoring Plan

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	We will invite community member and groups to participate in our two cleaner greener school events.	2016-2107 School Year	Wellness/Sunshine Committee and School Administration
2	We will have a general clean up and community presentation of our new playground equipment on October 29th from 8-11AM.	2016-2017 School Year	Pollard School community and School Administration
3	We will involve our students in the planning of our spring "Cleaner Greener" event.	2016-2017 School Year	Pollard School community and School Administration
4	We will incorporate the school's greenhouse into our spring "Cleaner Greener" event on May 6th 8-11AM.	2016-2017 School Year	Pollard School community and School Administration
5	Planting will occur around flag pole and possibly the front of the building. (Marigolds?)	2016-2017 School Year	Pollard School community and School Administration

Goal #6 Common District: *In the 2016-2017 school year, Pollard School will improve teaching practices and student engagement as measured by the Tripod Student Perceptions Survey and by the successful completion of specific action steps to address the Tripod 7c Focus Areas, **Captivate and classroom management.***

Action Steps/Monitoring Plan

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	Teacher Language for Engaged Learning will be shared at staff meeting. (4 DVD Set from Responsive Classroom: Power of Our Words)	2016-17 School Year	Pollard Staff and School Administration
2	Training of staff who did not attend Responsive Classroom Training on morning meeting procedures. Share energizer and activity procedures during staff meetings and/or PLC.	2016-17 School Year	Pollard teachers who have been trained in/on Responsive Classroom will train all other staff and School Administration
3	On-going conversations (PLC) to support morning meetings in the classroom. Continued share of energizers and activities.	2016-17 School Year	Pollard Staff and School Administration
4	Recognizing positive role model behavior within the classroom and discuss possible Positive Reinforcement at the school level	2016-17 School Year	Pollard Staff and School Administration
5	SWIS data analysis- Every other month	2016-17 School Year	Universal Team Committee
6	2-3 Roll outs will occur based on data analysis of SWIS behavior data	2016-17 School Year	Universal Team Committee and Pollard School staff/students

A-Team Members

School: *Pollard School*

Chair/Principal: *Michelle Auger, michelle.auger@timberlane.net*

Teachers: *Elizabeth LaRosa (Gr K)*
Sherry Bell (Gr 1)
Katie Cipriano (Gr 2)
Jody McFarlin (Gr 3)
Hope MacDonald (Gr 4)
JoAnn Robichaud (Gr 5)
Gia Buckley (Special Education)
Amy Dailey (Special Education)
Sue Ferullo (Special Education)
Marcia Blutstein (Guidance)
Dayna Rodriguez (Enrichment)
Sue Tozier (Literacy Specialist)

Staff: *Corinne Andrade (Para Educator)*
Tracy DiMarco (Para Educator)
Brian Shawley (Asst Principal)
Doug Blay (Curriculum Coordinator)

School Site Programs and Assessment

This section is currently under revision and is subject to change.

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 21st 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:

State Accountability Assessment: Smarter Balanced Assessment 3-5

District Universal Assessment-STAR Assessment PreK-5

Tier I- Envision Placement K-5

Tier II may include - Envision Intervention Kits K-5

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

Curriculum Based Measures K-5

Tier III may include - Envision Intervention Kits K-5

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

Curriculum Based Measures K-5

Writing:

State Accountability Assessment: Smarter Balanced Assessment 3-5

Tier I- 6 Steps Writing

Ralph Fletcher's Teaching Qualities of Writing 3 only

Framing Your Thoughts

Reading:

State Accountability Assessment: Smarter Balanced Assessment 3-5

District Universal Assessment- STAR Assessment

Tier I- Fountas & Pinnell Reading Benchmarks

Grade Level High Frequency word Lists

Foundations Grades K-3

Tier II may include- Lexia (Web based software/game program)
Leveled Literacy Interventions (LLI)
DIBELS Next K-5
Foundations Grades K-3
QRI (Whole To Part Model of Silent Reading Comprehension) Grades K-5
Lively Letters Grades PreK-3
Phonemic Awareness in Young Children Grades K-3
Reading/Running Records Grades 1-5
Just Words Grades 4-5
Six Minute Solution grades K-5
Quick phonics Screener (QPS) K-5

Tier III may include- Lexia (Web based software/game program)
Foundations Grades K-2
The WADE (Wilson) Grades K-5
Quick Phonics Screener grades K-5
Leveled Literacy Interventions (LLI)
LIPS Grades K-5
Visualizing & Verbalizing Grades K-5
Enrichment: SAGES grades 1-5
Reading & Running Records Grades K-5
Phonemic Awareness in Young Children Grades K-3
DIBELS Next Grades K-5
Spellography
Words Their Way Grades K-5

Science

State Accountability Assessment: Science NECAP Grade 4

Submission Page

Submitted By: **Michelle Auger, Principal**
 Brian Shawley, Assistant Principal
 Doug Blay, Assistant Principal