

Fayston Elementary School 2009-2010 Action Plan

Mathematics Goal

Fayston Elementary School students who struggle to learn mathematics skills, concepts, procedures and/or problem-solving will receive supplementary instruction in their area(s) of need provided by a qualified teacher.

How will students be identified?

A low score on the Boehm-3 Test of Concepts
Scores of 1 or 2 on Progress Reports
A score of less than 80 percent on mid or end-of-year assessments or WWSU common assessments
Scoring below the 80th percentile on the NECAP tests
Teacher referral*

* Ultimately, teacher impressions will guide whether or not a student is included.

Educational Strategies:

The staff will work collaboratively to design and implement a program of supplemental instruction for struggling math learners.

How will we assess progress?

Work samples / portfolio
Brief narrative summary by the supplemental provider (required at least every four weeks and when a student is exited from support group.)
NECAP assessments
School-wide mid and end-of-year assessments
WWSU assessments (where available)
Second form of any assessment already administered

Mathematics Goal II

The staff will stay current on best practices for teaching mathematics.

Educational Strategies:

The staff will select one (or more, time permitting) strand from the NCTM Focal Points for in-depth discussion throughout the year. The first strand shall be algebra.
Staff will attend math-themed state-level meetings that support the FES and WWSU mathematics goals.

How will we assess progress?

Assessment scores
Shared knowledge with/between staff

Mathematics Goal III

The staff will use a thorough gap analysis that already exists or an analysis FES creates, to outline which units are to be taught at which grade level, as well as to identify where the program should be supplemented. The staff will use a deeper understanding of assessments to drive instruction.

Educational Strategies:

A gap analysis between the GEs and the revised Investigations shall be obtained or created and used to identify areas for supplementation.

A minimum of two staff meetings shall be used to analyze mathematics assessments.

How will we assess progress?

Documented attendance at assessment analysis meetings.

A written plan outlining gaps between the standards and program, along with
A description of how any gaps will be supplemented.

Student assessment scores.

School Climate Goal

The adults and children at the Fayston Elementary School will strive to maintain a safe, orderly, civil and positive learning environment that is free from harassment, hazing and bullying for the entire school community.

Methods of Assessment:

1. Student, staff and family climate survey
2. Attendance data
3. Behavior data (i.e. bus reports, planning forms, observations, progress report scores in the areas of civic and social responsibility and personal development).

Educational Strategies:

1. Maintain a School Safety Committee that meets monthly and includes parents, staff and the community. The primary goal of this committee is to create, maintain and review a school crisis plan.

2. All new staff will have two years from their date of hire to complete the Responsive Classroom I training. The principal may, at his discretion, approve extensions or exceptions to these deadlines.
3. C.A.R.E.S. (with picture representations) will be posted and taught/practiced in each classroom and throughout the building.
4. Continue positive promotion of school in the media.
5. Additional Responsive Classroom support, courses and workshops will be supported with release time and professional development funds.
6. Weekly meetings between the counselor and principal to discuss issues related to school climate.
7. R.C. format Morning Meetings in every classroom every day. To the extent possible, all adults will attend a Morning Meeting.
8. Student, staff and family climate surveys are used to assess and plan for a continued positive learning environment.
9. Students and staff will engage in activities that promote mutual respect.
10. Staff will follow the teacher language guidelines detailed in, *The Power of Our Words*.
11. Whole-staff time will be allotted to discuss student issues.
12. 2009-2010 Responsive Classroom focus: How will we address students that need additional behavioral support in addition to RC? (Including the creation of steps that outline our response to individual needs.)

Wellness Goal

The Fayston Elementary School will maintain a Wellness Committee to promote wellness within the school community and support the teaching of health and related Grade Expectations. This committee shall meet at least twice each trimester.

Methods of Assessment:

1. Meetings are warned and minutes taken and distributed to the school community to document the team's work.
2. Documentation of student learning by Health Education Coordinator.

Educational Strategies:

1. The school nurse will facilitate and coordinate this committee with support from the principal.
2. We will focus on strategies to increase participation of the greater community in the Wellness Community.
3. A health education coordinator will be hired one day per week.
4. Support will be given to activities that promote wellness throughout the school (i.e. Yoga, after-school PE clubs, etc.)

