

Fayston Elementary School 2010-2011 Action Plan
Final - Approved 5/18/10

Technology Goal

Teachers and instructional support staff will provide students with learning opportunities for 21st Century skills including communication and collaboration by working toward becoming proficient using technology as a teaching and learning tool. Some examples may include the use of Mimios, flip cameras, and document cameras. Teachers and instructional support staff will show increasing evidence of applying this knowledge in their work with children, allowing students to access resources outside of the school.

Strategies:

Individually, by the end of the third week in September, each teacher and instructional support staff member will conduct a self-assessment of his/her own technology skills, particularly related to the new equipment. The assessment tool will be provided by the Principal.

Based on this assessment, and any particular areas of interest the staff member has, he/she will set individual goals that move the staff member closer to proficiency with the equipment and his/her interests. These goals will be set with the Principal, by the end of the first week in October. The goals shall specify desired student outcomes as a result of this increased knowledge. Support staff members may opt to work collaboratively to support a teacher's goals for student outcomes.

To the extent possible, teachers and instructional support staff members will work with the Technology Integration Specialist in an effort to meet their goals.

To the extent that they are relevant to staff members' individual technology goals, staff members may attend workshops, courses and other trainings in an effort to achieve their goals. Professional development funds and professional leave, with prior approval from the Principal, may be used for this purpose.

A portion of staff meeting and/or other professional development time will be dedicated to technology learning and sharing knowledge and discoveries as a staff.

Methods of Assessment:

Staff members will conference with the Principal on their initial goal(s), followed by a progress conference following a mid-year self-assessment. An end-of-year goals conference will take place, during which a final self-assessment will assist staff in setting future goals. The progress conferences shall have a dual focus of staff member and student learning, to the extent possible.

Staff members will self-assess their technology skills mid-year and at the end of the year using the same self-assessment tool. Goals may be adjusted as necessary based on these assessments, or any time the Principal and staff member agree that a change is in order.

The staff member will show evidence, by March, of applying newfound knowledge to his/her practice, and the resultant student learning.

Mathematics Goal I

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

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 Number and Operations.

Staff will attend math-themed professional development that supports the FES and WWSU mathematics goals.

How will we assess progress?

NECAP assessment scores
Local and SU assessments, where available
Shared knowledge with and among staff

Mathematics Goal II

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?

Ultimately, teacher impressions will guide whether or not a student is included. Helpful tools used in making that decision may include, but are not limited to:

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 (currently in development)
Students scoring partially proficient or below on NECAP assessments
Teacher referral

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?

Progress on students regularly attending supplemental math instruction will be documented each trimester and communicated to families. Measures of progress may include, but will not be limited to:

Teacher Observations

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 (if available)

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 safety 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 interactions 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. 2010-2011 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.)