



The St. Johnsbury School 2009-2012 School Wide Improvement, Action & Restructuring Plan Adopted by the SJS School Board August 31, 2009

The St. Johnsbury School's 2009-2011 School Wide Improvement, Restructuring and Action Plan was created using the 10 components mandated for Title 1 school wide programs, the 2009-2010 Commissioner's Required Actions according to NCLB and state, local and common assessment information. This plan will reviewed and updated in January and June of each school year.

The ten required components of a school wide plan are:

1. A comprehensive needs assessment
2. School reform strategies
3. Instruction by highly qualified professional staff
4. High quality and ongoing professional development
5. Strategies to attract highly qualified staff
6. Strategies to increase parental involvement
7. Preschool transition strategies
8. Teacher participation in making assessment decisions
9. Timely and additional assistance to students having difficulty mastering standards
10. Coordination and integration of federal, state and local programs and resources

The 2009-2010 Commissioner's Required Actions for the SJS include:

1. Implement a preapproved restructuring plan
 - Middle School Restructuring;
 - Connected Math2 6-8 mathematics curriculum implementation and professional development;
 - Framework for literacy instruction;
 - Standards of Practice for literacy and mathematics instruction;
 - Data analysis to drive instruction and professional development;
 - Up scale of the Keeping Learning on Track program;
 - Reestablish a common school philosophy regarding school climate.
2. Implement Teacher Learning Communities (TLC)
3. Evaluation of Teacher Learning Communities
4. Provide Supplemental Educational Services in accordance with Section 1116 of Title I
5. The SJS Principal will participate in State/Region Principal Learning Community
6. Align language arts and mathematics curriculum with VT GEs
7. Develop and implement a Progress Monitoring System

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The Action Planning Process included sharing information as well as gathering and soliciting input and feedback from the parents and community members in attendance at the 5/27/09 Community Action Planning Forum (specific responses/feedback/input were collected and disseminated to all participants), 4/20/09 school board presentation, the action planning team, 5/20/09 parent newsletter, faculty meetings, the SJS website, and the 3/09 SJS 'Report Card'. The Action Planning Team included: Nicole Saginor, Superintendent; Marion Anastasia, Principal; Beth Cobb, Coordinator of Professional Development; Werner Heinemann, school board member, community member and technology committee member, The SJS Data Team (Jodie Elliott, Jeremy Ross, Alice Simpson, Marsha Blake, Marion Anastasia, Beth Cobb); Rick Mallon, Technology Coordinator; Dwayne Before, Associate Principal and parent representatives at the Community Forum. Input was also received from the content -specific teacher representatives at the 3/21, 4/23, 4/29, 5/13, 5/21 and 5/28 (2009) Action Planning meetings.

Comprehensive Needs Assessment: A variety of data was collected throughout the 2008-2009 school year that examined student, teacher, school and community strengths and weaknesses. The specific data sources and the related school reform strategies are identified and embedded within the content –specific areas that follow.

Mathematics

Content Area:	Mathematics
Critical Need and Data Sources	NECAP: 50 % of all students met or exceeded standards. 41% of free/reduced lunch students met or exceeded standards. 68% of not F/R students met or exceeded standards. 7% of students with disabilities met standards.
Performance Goal(s) and Targets	57% of SJS students in grades 3-8 will meet standards on the Fall 2010 NECAP. Close the achievement gap by increasing the performance levels of students not meeting standards on state, local and common assessments.
Action Steps and Strategies <i>(Includes Critical Components of School Wide Plan)</i>	<ol style="list-style-type: none"> 1. Implementation of a consistent math program for grades K - 5 (Investigations®). 2. Implementation of a consistent math program for grades 6 -8 (Connective Math II). 3. Data Collection to identify students at risk. 4. Align the math curriculum to GEs. 5. Address achievement gaps (Free and Reduced Lunch, Students with Disabilities) that caused AYP identification. 6. TLCs will review and analyze student performance data, share student work, and share teaching strategies with the goal of improving student achievement. 7. Principal will attend regional Principal Learning Communities to discuss strategies/structures especially for struggling students and students not making standards. <p>Strategies to Accomplish Action Steps:</p> <ul style="list-style-type: none"> • Provide monthly professional development that aligns math

	<p>curriculum with Vermont Standards and Grade level expectations;</p> <ul style="list-style-type: none"> • Develop and implement common assessments; • Develop and implement Standards of Practice for delivery of math instruction; • Modeling, coaching, observing, goal setting, reflection and providing feedback to teachers; • Purchase Connective Math II materials for grades 6-8; • Create a structure for middle school teachers to collaborate (grades 6-8) once a month to familiarize teachers with the Connected Math II program; • Provide monthly professional development that aligns math curriculum with Vermont Standards and Grade level expectations; • Map units of study based on “Must Dos” (from Standards/GEs) throughout the year; • Provide supplemental instruction through intervention labs and Extended Learning Opportunities (ELO); • Weekly data team meetings; • VCAT analysis; • K- 8 Community Math Night for parent/community involvement; • Offer Supplemental Educational Services (SES) to eligible students; • iWalkthrough system of assessing school wide progress.
<p>Commissioner’s Required Actions that relate to Strategies and Action Steps:</p>	<ol style="list-style-type: none"> 1. Submit a written curriculum to your School Support Coordinator in mathematics at all grade levels that is aligned to the Grade Expectations. Documents due no later than June 30, 2010. 2. The school must develop a Progress Monitoring System in math to provide information about student achievement to inform instruction, professional development, and educational support systems. 3. Address achievement gaps (Free and Reduced Lunch, Students with Disabilities) that caused AYP identification. <ol style="list-style-type: none"> a. The school will use multiple measures (such as common local assessments) to track student progress with a particular focus on the groups and content areas for which the school is identified. b. For schools identified for the Students with Disabilities subgroup, a separate progress monitoring chart indicating progress on IEP goals will be completed and submitted to your School Support Coordinator by Feb. 15, and July 1, 2010. c. Grade level or department teams will collect and analyze the data from these measures at least at mid marking period and at the end of each marking period. Your School Support Coordinator will meet with your leadership team in fall 2009 to discuss and help set up the framework for this system. d. As a result of the analysis of the data, grade level or department teams will take the following actions to address the issues presented in the data: <ol style="list-style-type: none"> i. Identify and provide specific academic supports

	<p>needed for all students who perform below expectations.</p> <ul style="list-style-type: none"> ii. Refer all students who meet established criteria to the appropriate services and supports. iii. Monitor student participation in those supports and their effects on student outcomes. iv. Provide evidence of discussions, plans and/or specific steps taken to address needs related to instruction and professional development identified by the data. <p>e. The principal will hold all grade level or department teams responsible for completing the actions listed above and provide reflective feedback.</p> <p>f. The Progress Monitoring System will continue to be developed as part of the Comprehensive Local Assessment System.</p>
Person (s) Responsible	Marion Anastasia, Principal; Beth Cobb, Director of Professional Development (Professional Development and Data Teams)
Funding Source (s)	Title One Pass-Through, CFP, Title 1 ARRA & Local

Language Arts: Reading

Content Area:	Language Arts: Reading
Critical Need and Data Sources	NECAP: 60% of all students met or exceeded standards. 50% of free/reduced lunch students met or exceeded standards. 79% of not F/R students met or exceeded standards. 9% of students with disabilities met standards. Common Assessments include the DRA text leveling system to identify reading text level progress as well as reading comprehension achievement over time.
Performance Goal(s) and Targets	66% of SJS Students in grades 3-8 will meet or exceed standards on the Fall 2010 NECAP. Close the achievement gap by increasing the performance levels of students not meeting standards on state, local and common assessments.
Action Steps and Strategies <i>(Includes Critical Components of School Wide Plan)</i>	<ol style="list-style-type: none"> 1. Develop a Prek-8 Literacy Curriculum that aligns with the Vermont Standards and Grade Level Expectations. 2. Data Collection to identify students at risk. 3. Address achievement gaps (Free and Reduced Lunch, Students with Disabilities) that caused AYP identification. 4. TLCs will review and analyze student performance data, share student work, and share teaching strategies with the goal of improving student achievement. 5. Principal will attend regional Principal Learning Communities to discuss strategies/structures especially for struggling students and students not making standards.

	<p>Strategies to Accomplish Action Steps:</p> <ul style="list-style-type: none"> • Provide embedded professional development to create and map units of study that align with the literacy framework; • Develop and implement common assessments; • Develop and implement Standards of Practice for delivery of Language Arts instruction; • Modeling, coaching, observing, goal setting, reflection and providing feedback to teachers; • Provide supplemental instruction through intervention labs and Extended Learning Opportunities (ELO); • Weekly data team meetings; • VCAT analysis; • K- 8 Community Literacy Night for parent/community involvement; • Offer Supplemental Educational Services (SES) to eligible students; • Engage in a Vermont Reading Institutes (VRI) contract to consult with a reading expert to offer professional; development to ‘train the trainers’ in literacy design work; • iWalkthrough system of assessing school wide progress; • Everybody Wins VT reading buddy program for community involvement.
<p>Commissioner’s Required Action</p>	<ol style="list-style-type: none"> 1. Submit a written language arts curriculum to your School Support Coordinator at all grade levels that is aligned to the Grade Expectations. Documents due no later than June 30, 2010. 2. The SJS must develop a Progress Monitoring System in reading to provide information about student achievement to inform instruction, professional development, and educational support systems. 3. Address achievement gaps (Free and Reduced Lunch, Students with Disabilities) that caused AYP identification. <ol style="list-style-type: none"> a) The school will use multiple measures (such as common local assessments) to track student progress with a particular focus on the groups and content areas for which the school is identified. b) For schools identified for the Students with Disabilities subgroup, a separate progress monitoring chart indicating progress on IEP goals will be completed and submitted to your School Support Coordinator by Feb. 15, and July 1, 2010. c) Grade level or department teams will collect and analyze the data from these measures at least at mid marking period and at the end of each marking period. Your School Support Coordinator will meet with your leadership team in fall 2009 to discuss and help set up the framework for this system. d) As a result of the analysis of the data, grade level or department teams will take the following actions to address the issues presented in the data: <ul style="list-style-type: none"> • Identify and provide specific academic supports needed for all students who perform below expectations; • Refer all students who meet established criteria to the appropriate

	<p>services and supports;</p> <ul style="list-style-type: none"> • Monitor student participation in those supports and their effects on student outcomes; • Provide evidence of discussions, plans and/or specific steps taken to address needs related to instruction and professional development identified by the data. <p>e) The principal will hold all grade level or department teams responsible for completing the actions listed above and provide reflective feedback.</p> <p>f) The Progress Monitoring System will continue to be developed as part of the Comprehensive Local Assessment System.</p>
Person (s) Responsible	Marion Anastasia, Principal; Beth Cobb, Coordinator of Professional Development (Professional Development and Data Teams)
Funding Source (s)	Title One Pass-Through, CFP, Title 1 ARRA, Local

Language Arts: Writing/Word Work/Vocabulary

Content Area:	Language Arts: Writing/Word Work/Vocabulary
Critical Need and Data Sources	NECAP (tested in grades 5 & 8) 49% of all students met or exceeded standards. 37% of free/reduced lunch students met or exceeded standards. 72% of not F/R students met or exceeded standards. 4% of students with disabilities met standards. Common Assessments include benchmark writing assessments that are created by grade level teams.
Performance Goal(s) and Targets	56% of SJS Students, in grades 5 & 8 will meet or exceed standard on the Fall 2010 NECAP Assessment. Close the achievement gap by increasing the performance levels of students not meeting standards on state, local and common assessments.
Action Steps and Strategies	<ol style="list-style-type: none"> 1. Develop a Prek-8 Literacy Curriculum that aligns with the Standards and Grade Level Expectations. 2. Data Collection to identify students at risk. 3. Implement a Word Study/Spelling/Vocabulary Program K-8 (K)- Fountas and Pinnell (1) Words Their Way (2-6) Spelling for Writers (7-8)Word Wisdom 4. TLCs will review and analyze student performance data, share student work, and share teaching strategies with the goal of improving student achievement. 5. Principal will attend regional Principal Learning Communities to discuss strategies/structures especially for struggling students and students not making standards. <p>Strategies to Accomplish Action Steps:</p> <ul style="list-style-type: none"> • Provide embedded professional development to create and map

	<p>units of study that align with the literacy framework;</p> <ul style="list-style-type: none"> • Develop and implement common assessments; • Develop and implement Standards of Practice for delivery of Language Arts instruction; • modeling, coaching, observing, goal setting, reflection and providing feedback to teachers; • Provide supplemental instruction through intervention labs and Extended Learning Opportunities (ELO); • Weekly data team meetings; • VCAT analysis; • Purchase necessary programs and provide support for consistent implementation; • iWalkthrough system of assessing school wide progress.
<p>Commissioner's Required Action</p>	<ol style="list-style-type: none"> 1. Submit a written curriculum to your School Support Coordinator in language arts at all grade levels that is aligned to the Grade Expectations. Documents due no later than June 30, 2010. 2. The SJS must develop a Progress Monitoring System in reading to provide information about student achievement to inform instruction, professional development, and educational support systems. 3. Address achievement gaps (Free and Reduced Lunch, Students with Disabilities) that caused AYP identification. <ol style="list-style-type: none"> a) The school will use multiple measures (such as common local assessments) to track student progress with a particular focus on the groups and content areas for which the school is identified. b) For schools identified for the Students with Disabilities subgroup, a separate progress monitoring chart indicating progress on IEP goals will be completed and submitted to your School Support Coordinator by Feb. 15, and July 1, 2010. c) Grade level or department teams will collect and analyze the data from these measures at least at mid marking period and at the end of each marking period. Your School Support Coordinator will meet with your leadership team in fall 2009 to discuss and help set up the framework for this system. d) As a result of the analysis of the data, grade level or department teams will take the following actions to address the issues presented in the data: <ul style="list-style-type: none"> • Identify and provide specific academic supports needed for all students who perform below expectations; • Refer all students who meet established criteria to the appropriate services and supports; • Monitor student participation in those supports and their effects on student outcomes; • Provide evidence of discussions, plans and/or specific steps taken to address needs related to instruction and professional development identified by the data. e) The principal will hold all grade level or department teams responsible for completing the actions listed above and provide

	<p>reflective feedback.</p> <p>f) The Progress Monitoring System will continue to be developed as part of the Comprehensive Local Assessment System.</p>
Person (s) Responsible	Marion Anastasia, Principal; Beth Cobb, Coordinator of Professional Development (Professional Development and Data Teams)
Funding Source (s)	Title One Pass-Through, CFP, Title 1 ARRA, Local

Middle School Restructuring

Content Area:	Middle School Restructuring
Critical Need and Data Sources	Data sources which include the NECAP, local and common assessments, teacher observations, Student Support Center data and the VT Youth Risk Survey results indicate that the 7 th and 8 th grades at the SJS require restructuring to address the unique needs of adolescent learners. Data Collection to identify students at risk.
Performance Goal(s) and Targets	<p>Increase student achievement and facilitate a positive learning environment. Increase in NECAP performance levels as indicated in Math, Reading and Writing Action steps; decrease in student support center referrals, decrease in suspensions and an observable improvement in the middle school climate as observed by middle level teachers and staff.</p> <p>Overall goals are:</p> <ul style="list-style-type: none"> • Middle School restructuring • Providing professional development in mathematics to address the needs of students not making standards as well as providing extended learning opportunities to all students • Build mathematics capacity in Middle grades • Teaming opportunities for special educators and regular educators in the middle school. This time will be used to plan integrated units, special education inclusion and strategies for students not making standards. <p>Interdisciplinary teaming and implementation of lessons</p>
Action Steps and Strategies	<p>1. The middle school will be restructured and transform into a combined 7th and 8th grade team model for adolescent learners.</p> <p>Strategies to Accomplish Action Steps</p> <ul style="list-style-type: none"> • During the summer of 2009, the middle school team participated in summer work which included the nature and needs of adolescents, middle level school organization, advisories, middle level curriculum, instruction and assessment, embedded literacy in middle level education, and team teaching in the middle grades; • SJS is implementing a summer 'Middle School Transition' camp for at-risk students entering 7th and 8th grades including team building, student governance, community service, leadership, and adventure

	<p>based learning;</p> <ul style="list-style-type: none"> • Advisory content will continue to be refined during the 2009-2010 school year; • Science and social studies content will be shared for both 7th and 8th graders: Curriculum will rotate every other year to facilitate thematic and integrated studies for all students. Additional resources will be necessary to expand to the team level as well as for project –based learning opportunities and interdisciplinary units; • The middle school model will comprise of 2 teams of teachers, each with the content areas of: mathematics, humanities and science; • To build capacity and expertise, a mathematics specialist will teach and implement an algebra research study for 8th graders and provide the professional development to deliver differentiated mathematics instruction for middle level learners, especially those that are not making standards- She will also mentor the other mathematics teacher. This would allow 7 teachers in the middle school this year instead of 6; • Additional teaming opportunities will be provided for teachers to plan with special educators and other content-area teachers; • Professional development will be provided for Unified Arts teachers to integrate the arts into middle level content areas; • A middle school model expert will consult and monitor our progress through quarterly site-visits and help us evaluate the effectiveness of the model and mentor the principal around middle level needs; • Create a Community Council (Student leadership); • Provide supplemental instruction through intervention labs and Extended Learning Opportunities (ELO); • Weekly data team meetings: Student Behavior Data; • VCAT analysis; • Student Support Center Data; • iWalkthrough system of assessing school wide progress.
Commissioner’s Required Action	<p>Implement the Restructuring Plan as approved by the VT DOE</p> <p>A written report, which is a self assessment on the progress of your plan, prepared by the team that attended the data retreat will be submitted to your School Support Coordinator on January 15, 2010 and July 1, 2010.</p>
Person (s) Responsible	Marion Anastasia, Principal (Middle School Team)
Funding Source (s)	Title One Pass- Through, CFP, Title 1 ARRA

Technology

Content Area:	Technology
Critical Need and Data Sources	<p>Technology will promote and enhance learning and communication among students, teachers, administrators, parents and the community. Power standards, curricula, assessment and professional development will reinforce our efforts and allow for ongoing assessment of our progress.</p>

	Data sources include classroom observation, professional development data, VACT queries, surveys, and Web 2 resources.
Performance Goal(s)	<ol style="list-style-type: none"> 1. The SJS will effectively integrate technology across content areas as a toll for achieving GEs and associated power standards. 2. The SJS will model effective use of technology for staff and students in a variety of contexts. 3. The SJS will maintain and build infrastructure for varied learning environments. 4. The SJS will promote student learning that reaches beyond school walls.
Annual Performance Targets	<ol style="list-style-type: none"> 1. Students use technology multiple times weekly in classroom learning activities. Middle school students are engaged in collaborative projects completing one or more projects integrating a variety of technology skills and tools with Grade level power standards. Their work is shared / published to a wide audience. Classroom instruction regularly includes interactive technology tools to enhance lessons, and is provided equitably to all students at each grade level. Teachers participate in technology professional development activities, as a regular part of the district PD calendar that focus on 21st century skills, technology-rich student centered learning activities, and encourage technology rich lessons. All staff will create personal yearly technology goals to improve their skills. 2. Administrators and teachers leaders, lead by example, use technology tools to effectively handle information flow and communicate with staff, students and public. Leaders use technology tools to collect program data and analyze it to drive decisions. Leaders promote creative learning opportunities supported by technology. 3. Students, parents and teachers access their educational resources, at school, at home, and other public locations. All students have equitable opportunities to technology across classrooms at each grade level. The school infrastructure allows easy reliable access to resources, balanced against the safe access to those resources by students. Hardware and software is updated to operate effectively, managed by technology support personnel. 4. Staff fosters student interest in projects that involve community individuals, town officials, agencies, and others beyond our town limits. Middle school students and staff use on-line communication tools to connect, communicate, and collaborate with other students and content experts providing experiences not available locally.
Action Steps and Strategies	<p>Goal # 1 Technology GE's (with NET-S) aligned with current available district curriculum.</p> <ul style="list-style-type: none"> • Collect “snapshot” of current curriculum; • Review /Evaluate Technology GE’s and district curriculum;

- Identify and publish Tech GE's (with NETS) for grade levels;
- PD team & Administrators familiarized with NETS-S;
- Staff familiarized with Tech GE's & NET-S;
- District curriculum reflects suggested supportive technology resources;
- Tech GE's aligned with Science curriculum;
- Conduct Technology classroom observations / data analysis;
- Evaluate and adjust alignment of update technology resources.

Provide professional development opportunities, with the expectation that teachers will learn and use these tools.

- Create Technology Professional Developer position;
- PD team develops plan for integrating technology into PD activities;
- Staff develop yearly technology goals;
- Technology PD models teaching strategies for technology use with students;
- Tech PD process re-evaluated / modified;
- Staff Tech goals become part of evaluation process.

Instructional lessons incorporate technology

- Class lessons include technology resources recommended in district curriculum;
- Students access technology resources with lesson activities;
- Students use technology tools to collaborate on projects.

Goal # 2 Leaders use technology tools for internal communication

- Create on-line presence for office and staff, - develop vision for use - provide PD in use;
- Evaluate office paper forms for move on-line;
- Move district forms on-line;
- Leaders develop & maintain useful website pages for communication;
- Office tools (Phones, scanners, copiers) functions used effectively.

Data collection tools utilized to collect & manage data

- Investigate data collection tools, and develop protocols to collect, store, and utilize data;
- Initiate I-Walk program, DCO (and possibly eCove) for classroom observations;
- Assess and adjust data collection tools and protocols;
- Data available for analysis.

Technology Evaluations become part of formal staff evaluation process

- TC obtains Administrative Supervisor Endorsement, and is able to perform supervisory duties;
- Technology evaluation process and protocols developed;
- Technology evaluations conducted and incorporated into formal teacher evaluations.

Use data to drive instruction & district decisions

- Use VCAT /NECAPs data to drive instruction & district decisions;
- Use VCAT local data sets to drive instruction & district decisions;
- Staff use VCAT local data to drive instructional decisions.

All leaders develop / use technology skills from NETS-A or NETS-T

- Review NETS-A, -T skills with administrators;
- Leaders set yearly personal technology goals, build skills & assess progress toward goal completion.

Goal # 3 Students and staff use videoconferencing to connect with their peers and with other resources locally and beyond.

- Create access point in each house for LNV;
- PD for staff on LNV use and location of video conferencing opportunities;
- Content lessons incorporate video conferencing where appropriate.

Increase Wireless access available student and staff throughout building

- Wireless access available to key areas of building;
- Wireless access available to all areas of building.

Investigate 24/7 resources suitable for K-8 environment

- Investigate 24/7 resources & recommend for budget;
- Implement resource recommendations.

Develop protocols, and support structure for resource access. (Web 2.0 & others)

- Appropriate k-8 resources made available to classrooms at each grade;
- Safe Technology curriculum.

Build equity of resources across grades

- Student wireless /portable 1:1 device access / interactive whiteboards / other devices evaluated & budget recommendations;
- Increase access to interactive whiteboards;
- Increase student access to 1to1 computing;
- Student devices integrated into 7/8, 5/6, 3/4 houses.

Infrastructure supports student/staff use

- VLAN s organized to control traffic flow;
- Data storage on network supports storage needs;
- Develop hardware replacement plan and approve by board;
- Develop terminal services to support 24/7 access by students, staff, & parents;
- Evaluate/Adjust emergency alert system for ease of use and functionality;
- Continue current e-rate levels - Explore/ expand use of e-rate for telecommunications;
- Enhance / upgrade telecommunications system to Unified IP.
- Annual review of infrastructure.

	<p>Goal # 4 School website & web 2.0 resources allows student collaboration for classroom projects.</p> <ul style="list-style-type: none"> • Update website to include community resources and links; • Staff PD of communication & collaboration tools and LNV; • Students encouraged to electronically communicate with teachers and peers; • Staff use LNV for state /regional meetings, with PD support; • Students utilize community links to local resource people for projects; • Students utilize links to resource people outside the local area for projects.
Commissioner's Required Action	<ul style="list-style-type: none"> • All teachers will take part in an online survey about their PLC participation; • The data team and classroom teachers will use the VCAT data system to analyze data and generate reports to the State Department of Education.
Person (s) Responsible	Richard Mallon, Coordinator of Technology (Technology Committee)
Funding Source (s)	Local, Title IID ARRA, CFP

Wellness and Climate

Content Area:	Wellness and Climate
Critical Need and Data Sources	Data sources including: Student Support Center Data, Suspension, Attendance, VT Youth Risk Survey, NECAP and teacher/parent feedback indicate the critical need to re-establish a common school philosophy and procedures to guide school wide climate and wellness.
Performance Goal(s) and Targets	<ol style="list-style-type: none"> 1. Re-establish a common school philosophy regarding climate and behavior that will guide decisions and school wide initiatives. 2. Reduce by half the overall number of suspensions and referrals to the Student Support Center and work to eliminate the need for repeated disciplinary actions for students at risk. 3. All students will have access to information, resources and material to assist them in making healthy choices.
Action Steps and Strategies	<ol style="list-style-type: none"> 1. Define roles and responsibilities of each member of the Healthy Schools team. 2. Re-establish school routines that celebrate accomplishments of staff and students and create community. 3. Examine data to evaluate all systems and positions to determine effectiveness on an on-going basis 4. Define the needs of student population through the collection of behavioral data. 5. Maintain positions established to provide a safe, responsive and

orderly environment which includes an associate principal, 2 school counselors, 2 home-school coordinators, school psychologist, student behavior coach, instructional/behavioral professional developer, and 2 full time school nurses.

6. Maintain and expand capacity of programs designed to encourage a healthy lifestyle.

7. Provide professional development required to meet these goals.

Strategies to Accomplish Action Steps:

- Healthy Schools team will meet weekly to collect and review data, discuss behavior issues, and plan school-wide activities;
- Data collected will include Student Support Center data, suspension data, and student survey data (i.e. bonding to school developmental asset);
- All teachers will read and respond to “Restorative Discipline in Schools” and provide the team with reflective responses;
- A team of 10 will attend the BEST conference to begin to formulate plans for the school, using the responses from the teachers as a starting point
- Share results from CARE training to the entire staff;
- Re-examine the BIT process to make sure that it is as responsive to needs as possible;
- Re-examine EST process for effectiveness (look at outcome data, survey parents/teachers and consult with DOE team)
- Provide the following additional personnel to meet student needs:
 - ✓ Behavior Specialist
 - ✓ FTE SAP
 - ✓ Student Behavior Coach
 - ✓ Professional Development Liaison (full time professional to serve on both the instructional data team and healthy schools team to maintain connection between climate and instruction and provide support to all teachers
- ✓ Maintain the Student Support Centers with full time paraeducator staff, supervised by the Behavior Specialist
- Establish **evidence-based** health education curriculum for all students, with assessments ready by end of 2009-10 school year;
- Continue Phys. Ed 2 times a week;
- Continue adult mentors for students (JUMP Program);
- Continue to provide healthy snacks through the fresh fruits and vegetables grant;
- Provide nutritious weekend meals for students receiving free lunch through a legislative grant;
- Continue Path Wellness program for staff;
- All teachers will use concepts of responsive classroom to provide a safe beginning for the day (advisories will be utilized in the middle school);
- All teachers will be trained in the effective use of “circles” to make the most of their use of Responsive Classroom and Advisories;
- Train staff on CPR/AED equipment;

	<ul style="list-style-type: none"> • Provide Life Space Crisis Intervention Training (staff trainer); • Continue and maintain CPI Training; • iWalkthrough system of assessing school wide progress.
Person(s) Responsible	Dwayne Before, Associate Principal (Healthy Schools Team, Climb-It Team, Crisis Team)
Funding Source (s)	Title One Pass Through, CFP, ARRA Title 1, Local

Science

Content Area:	Science
Critical Need and Data Sources	<ul style="list-style-type: none"> • Survey of science units taught gathered by Professional Design Committee indicates large gaps in science content taught; • NECAP scores well below state average (4th grade: 36%; 8th grade: 9%); • No grade level science data available; • NECAP data indicates a possible limited capacity of many teachers to teach science; • Data gathered by Professional Design Team indicates spotty science resources and lack of materials for many classes.
Performance Goal(s) and Targets	<ul style="list-style-type: none"> • Have an articulated PreK-8 curriculum that addresses the VT GE's; • Develop science assessments to align with curriculum; • Increase capacity to deliver high quality science instruction; • Provide sufficient and appropriate materials for Science Instruction; • Increase the percentage of students reaching proficient levels to 45% at grade 4 in the first year and to 50% by spring 2012; in grade 8 to 15% in the first year and to 35% by spring 2012; • Every grade will have a constructed response item for at least one science power standard; • Selected teachers (up to 50%) who teach science will work with Science Teacher Leader on at least one science unit; • All science units will have at a minimum the basic materials and resources needed to teach the lessons.
Action Steps and Strategies	<ul style="list-style-type: none"> • Review preliminary work that surveys all GE's at every grade level to identify gaps and redundancy; • Begin to identify power standards around which to develop assessments;

	<ul style="list-style-type: none"> • Establish standards of practice for science instruction for PreK-8; • Provide professional development for all teachers in best practices in science instruction; • Inventory and assess current science materials; • Research and pilot available resources; • Release a teacher from the classroom to serve as Science Teacher Leader; • Form a science committee that will take the work done by the Professional Design Team this year and develop a curriculum that flows from PreK-8; • Science Teacher Leader will work with science committee and grade level teams in cooperation with the Director of Curriculum, Instruction, and Assessment to begin to develop assessments (completion goal – end of 2010-11 school year); • Provide intensive support and professional development to the Science Teacher Leader through the DOE science network process and the Vermont Science Initiative; • Maintain and expand our partnership with the Fairbanks Museum to enhance their contribution to our science program; • Science teacher leader will help teachers create new units of study where appropriate; • Teacher Leader will develop demonstration lessons for other teachers to view and discuss; • Science Teacher Leader will use information from the inventory and consult with Science Network Leaders from the DOE to recommend purchase of science resources & materials.
Person (s) Responsible	Nicole Saginor, Superintendent/Director of Curriculum, Instruction and Assessment (Science Committee Team)
Funding Source (s)	CFP