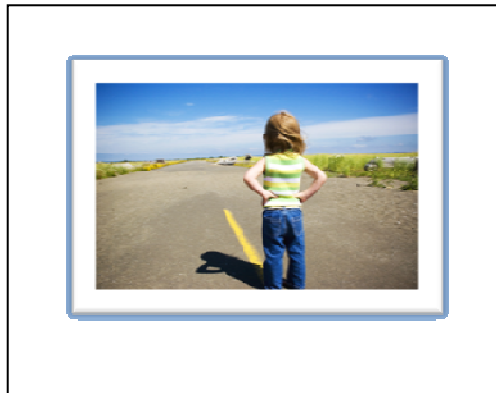


Sandown North Elementary School

School Action Plan

2013-2014



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June 20, 2013

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Mission Statement



Challenging learners to succeed in a respectful environment

Principal's Message

"If you don't know where you are going, you will probably end up someplace else." ~Yogi Berra

Throughout the 2012-2013 school year, staff members looked at ways to further improve our school through the core of teaching and learning. The roles and responsibilities of each team were examined in order to avoid duplication of efforts, to become more efficient and effective, and to improve communication and flow of message. Much data was collected and many conversations were held to inform professional practice and to fuel continuous improvement.

We have learned much from our involvement with Positive Behavioral Interventions and Strategies (PBIS) these last eight years. We have relied on collaborative practices and widespread leadership, with members taking collective responsibility for preserving the culture. Checklists were completed to help team members focus on the prioritized tasks. Goals and action plans were written, with clearly defined expectations and members' responsibilities being a part of the plan. There is such a strong commitment to the work, to its innovation and follow-through, that, as one staff member said, "It's just who we are; it's how we do business".

There were times when it was difficult to stay the course, to not give up. Having clearly defined goals and priorities helped us to focus on the group's important work. Common language created a shared mindset, thereby making the work the responsibility of the collective whole.

As we researched and talked at Leadership meetings, it became clear that our Professional Learning Communities are critically important in making instructional decisions. The staff is excited about the possibilities. Staff members have assumed responsibility for the behavioral success of **each** child, and of **all children** in our building. It seems logical, since the structure is in place, that the focus now be on academic performance and success. We will learn together, share strategies, question, plan, and together be responsible for children's academic success.

Our job is to ensure that children will learn at high levels. For that to occur, the adults will be routinely engaging in job-embedded learning. Working in teams, they will be empowered to make important decisions, with the expectation being that they will support each other and learn from one another. Student learning will be systematically monitored; the evidence of student learning will be used to respond immediately to students who experience difficulty. Built into our systems is a way to look at the data, at the evidence, to inform practice and to fuel continuous improvement.

The work of PBIS taught us that successful school initiatives depend on a sustained approach to help develop the capacity of educators. Successes are celebrated. Creative ways of working together will continue to be embraced so that defined outcomes can be achieved. Professional development will be offered to further the educators' abilities to be effective in their work. The purpose of the work is twofold: 1. Increased student achievement and 2. Increased educator sense of professional fulfillment. Action steps to achieve our goals are in place, including person/s responsible for completion and dates.

Action Plan

A. Assessment of Plan

The Leadership Team conducted surveys, completed checklists, and engaged in conversations with other staff members. The strategic plan, district goals, and Dr. Metzler's personal goals were considered. The Leadership team made decisions as to which areas closely matched district priorities and were deemed to be areas of priorities. They then created goals.

B. Goal Statements

Goal #1 – *By January 2014, the Leadership Team will develop data collection systems to assess and adapt instructional practices in response to data and educator feedback, as measured by a completed written data collection form. (Assessment)*

Action Steps/Monitoring Plan

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	Define how we currently assess practices	May 2013	Leadership
2	Develop a system for addressing educator concerns about practices	December 2013	Leadership
3	Structure a format for data review of trends and successes	August 2013	Leadership
4	Implement our strategies for addressing educator concerns about practices	October 2013	Leadership
5	Teach our system for addressing educator concerns about practices	January 2014	Leadership

Goal #2 – *By June 2014, we will have established communication norms and procedures to optimize collaboration, as measured by 80% staff consensus.*

Action Steps/Monitoring Plan

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	Determine the principal purposes of our communication strategies and assess out technology needs based on those purposes. We will advocate for necessary support and tools by illustrating how they will improve our performance as a school	June 2013	Leadership
2	Research, experiment with and design a variety of communication strategies	October 2013	Leadership
3	We will begin to use communication tools decided upon	October 2013	Leadership
4	Collect data to determine which tools are proving most effective	January 2014	Leadership
5	Implement the communication plan through a planned progression of users from specified to general purposes	September 2014	Leadership

Goal #3 – *By June 2014, Teachers will make informed instructional decisions based on formative and summative data to accelerate student achievement by 5%. Pacing and instruction will be responsive to assessments. (RTI)*

Action Steps/Monitoring Plan

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	Create criteria for identifying needs and supports	October 2013	Leadership
2	Collect universal data to build a clear picture of our students as learners	November 2013	Leadership
3	Share instructional practices	September 2014	Leadership
4	Evaluate practices	June 2014	Leadership
5	Implement a fluid model of RTI	June 2015	Leadership

Goal #4 – *By June 2014, students will partake in weekly experiences that engage multiple modes of learning, as measured by walk-throughs and observations. (Instruction)*

Action Steps/Monitoring Plan

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	Provide professional development on using instructional tools that utilize various modes of engagement in instruction	June 2014	Leadership
2	Create a scheduling structure that allows for the flexibility and time required for truly engaging activities	August 2013	Leadership
3	Encourage building wide and classroom specific decision making regarding student instruction	November 2013	Leadership
4	Schedule time for collaborative data review and planning	August 2013	Leadership

C. Related Professional Development

Dates	Topic Description	Grade	Time	Location	Facilitator	Goal # (if applicable)
October 2013	Coaching	PreK-3 Specialists				
October 2013	Technology tools for Communication				Justin Melle or District Technology	
November 2013	Data analysis	1-3			Mary Claire Heffernan	

Leadership Team Members

School:	<i>Sandown North Elementary School</i>
Chair/Principal:	<i>Jo-Ann K. Georgian, Principal</i> <u>JoAnn.Georgian@Timberlane.net</u>
Teachers:	<i>Amy Difeo, <u>Amy.Difeo@Timberlane.net</u></i> <i>Linda Janvrin, <u>Linda.Janvrin@Timberlane.net</u></i> <i>Kim Stewart, <u>Kimberly.Stewart@Timberlane.net</u></i> <i>Jennifer Winsor, <u>Jennifer.Winsor@Timberlane.net</u></i>
Parent Group Reps (if applicable):	<i>n/a</i>
Staff:	<i>Justin Bentley-Melle, <u>Justin.Bentley-Melle@Timberlane.net</u></i> <i>Diane Chauvette, <u>Diane.C Chauvette@Timberlane.net</u></i> <i>Jill Harriman, <u>Jill.Harriman@Timberlane.net</u></i> <i>Patrice Liff, <u>Patrice.Liff@Timberlane.net</u></i> <i>Carol White, <u>Carol.White@Timberlane.net</u></i>
Assessment Team:	<i>School-wide academic: Leadership Team</i> <i>School-wide behavioral: Universal Team</i> <i>Grade level: PLC</i>

School Site Assessment

To create our action plan the Sandown North Leadership Team adapted strategies and procedures based on Justin Bentley-Melle's *Venture Companion*. At the core of our approach are systematic observation, reflection, planning, and application. Patient and engaged observation is the essential foundation for creating meaningful and effective goals

Our objective was to create goals that would serve our mission and improve upon our performance as a school. We began by looking at four elements of our practice: our relationships, our needs, our character, and our engagement. We dedicated at least one full week to record our observations on each of these elements in turn. In addition to using journals for documentation, Leadership Team members data mined existing evidence such as SWIS data and archived surveys. Staff provided current feedback through short target surveys.

The Leadership Team looked for trends across our four practice elements. We sorted related observations into groups called **Comprehensive Observation Groups (COGs)**. Each COG contained at least one observation from each of the four practice elements: relationship, needs, character, and engagement. We discussed which COGs are most relevant to our mission, and which are most concerning, urgent, and important. Based on these discussions, we selected one COG as a focus for our goals.

Our goals are based on the desired outcomes for each of the observations within the selected COG. Our entire school staff was involved in assessing each goal for its relevancy and its strategic value. For relevancy we used the metrics of **S**ervice, **P**inciples, **O**wnership, **K**ey factors, and **E**nergizing. For strategic value we checked that our goals are **S**trategic, **M**easurable, **A**chievable, **R**esults, and **T**ime bound.

We established four symbiotic goals, each serving one distinct element of our practice. We identified the milestones that are essential to meeting each of our goals. The tasks required to reach each of our milestones were then plotted. We are currently building strategies and plans for completing our tasks and meeting our milestones.

Submission Page

Submitted By: Sandown North Staff

Appendix

A. School Security and Safety Plan

The mission of the Sandown North Safety Program is to provide a safe environment where children to learn in a respectful environment.

1. Safety Committee – Safety of all staff and students on school grounds

- a. Identifying hazards in the building/grounds
- b. Review of staff incident/accident reports
- c. Review of student accident reports
- d. Bus safety
- e. Traffic safety
 - i. Student arrival and dismissal traffic patterns
 - ii. Staffing to enforce traffic safety patterns
- f. Playground safety
 - i. Rules for students
 - ii. Playground supervision training
 - iii. Playground first aid
- g. Health Issues – Prevention and Management
 - i. Flu clinic
 - ii. State Reporting of Illness
 - iii. Review trends and make recommendations
 - iv. Outbreak reporting and management (with SAU)
 - v. Communication with family/public

2. Joint Loss Management Committee – Staff Safety in the Workplace
 - a. Prevention of hazards in collaboration with Safety Committee
 - b. Slip, trip, fall hazards –evaluating, reporting and recordkeeping
 - c. Bloodborne Pathogens Training – annual training.
 - d. CPR/First Aid Training – annual training offered in district
for all school authorized activities (field trips, classrooms, etc.)
 - e. Health Education to Staff as necessary

3. Crisis Management Committee - Emergency and Behavioral Health Response
 - a. Emergency Response Management Plan
 - i. FEMA and National Incident Command System structure
 - ii. Emergency Evacuation (including Off-site, Fire)
 - iii. Other Safety Drills within the school property.
 - b. Behavioral Health Response Plan
 - i. Critical Incident Definition
“Stressor event that has the potential to lead to a crisis response
In many individuals” (ICISF)
 - ii. Assessment, Planning & Response in Critical Incident Management
Before During and After Critical Incident(s)

(All plans are on file in the Emergency Response Team binder.)