

Swanton School Action Plan 2008 -2009



Adopted by the Swanton School Board
November 10th, 2008

Early Childhood Education

What will the outcome be?	How will we measure this?	What activities will lead us to this outcome?	Who will be responsible?	What resources do they need?
<p>Young children in Swanton will enter school ready to learn.</p>	<p>All four year olds in Swanton will have access to high quality early education programs either in a home-based, center-based, or school-based program.</p>	<p>Active child find efforts to locate four-year-old children.</p> <p>Engage local providers in achieving quality standards as measured by the STARS system.</p> <p>Utilize the mechanisms available under Act 62 to provide public support for 10 hours per week per child of preschool education for all Swanton four year olds in home, center, or school based programs that meet quality standards.</p> <p>Engage parents in the effort to secure quality early education experiences for all four year olds.</p>	<p>The Vermont Community Preschool Collaborative (VCPC), as represented by Mark Sustic.</p> <p>Michelle Spence, representing Franklin County Early Childhood Programs.</p> <p>Local childcare providers and the Family Center, responsible for providing training and support for STARS.</p> <p>Julie Benay, Swanton Principal, for connections with Head Start, parents, and childcare providers.</p>	<p>Grant funds provided for 2008-2009 by VCPC in the amount of \$30,000.</p> <p>Time</p> <p>Meeting space</p>
<p>The Swanton School kindergarten program will be responsive to the needs of all entering kindergarten children, regardless of their “readiness” for school.</p>	<p>The curriculum for kindergarten will reflect developmentally appropriate expectations as defined by the National Association for the Education of Young Children (NAEYC).</p> <p>The Swanton Education Support System will include resources to provide young children and their families with adequate supports for the transition from home or early care environments to the public school setting.</p>	<p>Distribute best practices to all task force chairs.</p> <p>Include discussion of developmentally appropriate practice in kindergarten curriculum meetings.</p> <p>Meet at least twice per year with FCECP and Head Start preschool providers to compare curriculum and expectations of preschool to those of kindergarten.</p>	<p>Principal/Assistant Principal</p> <p>Task force chairs</p> <p>Kindergarten teachers</p> <p>FCECP and Head Start Staff</p> <p>Medicaid reinvestment and EPSDT planning teams</p>	<p>Time</p> <p>Copying costs</p>

Literacy

What will the outcome be?	How will we measure this?	What activities will lead us to this outcome?	Who will be responsible?	What resources do they need?
<p>Select and publish power standards in literacy</p> <p>Vertical alignment of all literacy areas</p>	<ul style="list-style-type: none"> • Report card • DRA (grade 2) • NECAP (3-6) • POA (1 & 2) • Gates-MacGinitie (3-6) • Fountas & Pinnell (3-6) • DSA (1-6) • Writing Portfolios • Teacher self-assessment using Balanced Literacy rubric • Common literacy components and themes will be evident (Classroom Walk-throughs) • Vertical alignment of curriculum • Common, consistent, shared literacy language 	<p>*Continue to map literacy curriculum and review Grade Level Binders (fill gaps & build bridges)</p> <p>*Vertical mapping of literacy curriculum</p> <p>*Continue to discuss and review components of the NON-NEGOTIABLES for literacy</p> <p>*Select literacy power standards and place in grade level binders</p> <p>*Continue to review benchmark for an effective, balanced and systematic literacy program</p> <p>*Continue to self-assess using rubric</p>	<p>*Literacy Interventionists</p> <p>*Literacy Content Specialist</p> <p>*Classroom Teachers</p> <p>*Literacy Task Force</p> <p>*Administrators</p>	<p>Time</p> <p>Grade Level Meetings</p> <p>Full staff or building meetings</p> <p>Benchmark for an effective, balanced and systematic literacy program</p> <p>Copies for publishing literacy power standards</p>
<p>All teachers will use assessment to drive instruction</p>	<ul style="list-style-type: none"> • Menu of local and state assessments • Use of AIMSweb to benchmark all students K-6, three times per year • Common use of grammar scope and sequence (grades K-6) • Common constructed response assessments grade 2-6 • On-going progress monitoring for identified students • Use of ISSPs 	<p>*Use of AIMSweb tools</p> <p>*Ongoing staff development in correct administration of local/state assessments</p> <p>*Continuation of student assessment binder to help monitor and communicate</p> <p>*Common constructed response assessments grade 2-6</p> <p>*Use systematic interventions as part of Tier I instruction as needed</p> <p>*Train and support those giving the assessment and interventions for fidelity</p> <p>*Calibration</p> <p>*Frequent review of student progress</p> <p>*Entering of data in a timely manner</p>	<p>*Literacy Content Specialist</p> <p>*Administrators</p> <p>*Tier Two Team</p> <p>*Classroom Teachers</p> <p>*Coaches and Consultants</p> <p>*Data entry clerk</p>	<p>Assessments</p> <p>Interventions</p> <p>Training</p> <p>Time for Literacy at Grade Level Meetings</p> <p>Literacy Task Force retreats</p> <p>Funds to hire a data entry clerk</p> <p>Systematic intervention programs for all areas of literacy</p> <p>Student progress monitoring review meetings</p> <p>Subscription to web based data management system</p>

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<p>All teachers will understand and begin to implement a balanced writing program</p>	<ul style="list-style-type: none"> ▪ NECAP grade 5 writing ▪ Independent and self-selected process writing pieces ▪ Constructed response 	<p>*On-going review of student writing (genre, process, prompt) at grade level meetings</p> <p>*Benchmark for a balanced writing program</p>	<p>*Classroom Teachers</p> <p>*Interventionists</p> <p>*Administrators</p> <p>*Literacy Content Specialist</p>	<p>Grade Level Meetings</p> <p>Benchmark of a balanced writing program</p> <p>Collection of prompts</p> <p>Resources for teaching the qualities</p>

(Genre, process and on-demand writing) -Constructed Response -Prompts - district -Aligning the genres with the GLEs	benchmark assessment pieces <ul style="list-style-type: none"> ▪ Assess voice and tone in an independent response to a prompt ▪ Portfolio pieces <ul style="list-style-type: none"> ▪ NECAP ▪ Gates-MacGinitie 	*Support from Literacy Content Specialist for program implementation *Focus on constructed responses and writing prompts		of writing Inservice time Write Tools Binders
Improved vocabulary instruction K-6, including the development of a framework for vocabulary instruction Increase in student oral, written and reading vocabularies		*Teach Tier II and Tier III words through content based themes and read aloud *Vocabulary words will be emphasized through a variety of research based activities developed by the Literacy Task Force *Ongoing staff development *Create a framework of best practices in vocabulary instruction	*Classroom Teachers *Interventionists *Administrators *Literacy Content Specialist	Materials and copies for creating and producing vocabulary framework Full staff and building meeting time Inservice time Vocabulary resources

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*Grammar will be systematically taught K-6 using the grammar scope and sequence	<ul style="list-style-type: none"> • Portfolio Writing pieces • On-demand prompts • NECAP writing gr. 5 • Formative Assessments 	*Map the grammar, usage and mechanics curriculum *Provide reminders about instruction of this topic	*Classroom Teachers	English Grammar Resources

Mathematics

What will the outcome be?	How will we measure this?	What activities will lead us to this outcome?	Who will be responsible?	What resources do they need?
1. Identify and decrease the number of students who nearly meet and score below the standard in math.	<ul style="list-style-type: none"> *District assessments *NECAP *Aimsweb *SNAP *Trimester assessments *PRO-ED 	<ul style="list-style-type: none"> *Evaluate teaching configurations for first instruction *Math Intervention for Kindergarten *Full time math interventionist for grades 1-6 *Assessments inform instruction *Students will be present during first instruction *Coordination and collaboration among Tiers I, II and III 	<ul style="list-style-type: none"> *Grade Level Teams *Math Content Specialist *Math Leaders *Interventionists *Administrators *Special Educators *Speech & Language Teachers *ESL Teacher 	<ul style="list-style-type: none"> *Data for local assessments, NECAP and Aimsweb or other curriculum based instrument *Resources for intervention labs *Time to meet for Tiers I, II and III *Time for Interventionists and special educators to meet with grade level teams *SNAP portfolios
2. Increased teacher, special educator and para educator knowledge in the field of math.	<ul style="list-style-type: none"> *Attendance at courses or workshops *Access Content Specialist, and Consultants 	<ul style="list-style-type: none"> *Look at NECAP data *Education on content/vocabulary and instruction for standards 7.7 * Teachers/math leaders present content at faculty meetings or other times *Teachers who attend workshops present and share information. *Collegial time for pedagogy *Classroom visitations *Consistent training , workshops or courses 	<ul style="list-style-type: none"> *Math Content Specialist *Math leaders *Math Interventionists *Outside consultants *Administrators *Classroom teachers *Special Educators *District Math Leaders *Director of Curriculum and Instruction 	<ul style="list-style-type: none"> *Pay or comp time for para-educators *Stipends for consultants *Stipends for teachers who present outside of school time *Grade level meeting time *Workshops and or courses *Consultants *In-service time for para educators to work with consultants *Membership to NCTM for Interventionists
3. Students will show knowledge of or increased proficiency in all 30 math GE's	<ul style="list-style-type: none"> *NECAP scores *Trimester assessment scores *District assessment scores *Study Island 	<ul style="list-style-type: none"> *Implement consistent test taking practices *The use of math software programs *Review & revise trimester assessments *Administer assessments & analyze the data that covers the 30 GEs *Provide intervention for students not meeting the standard 	<ul style="list-style-type: none"> *Classroom teachers *Math Content Specialist *Interventionists *Special Educators *Administrators *Parents 	<ul style="list-style-type: none"> *Continued administration of a minimum of one hour of math daily *Learning lab times for math instruction/practice *Math software *Training for administration of tests *Interventionists *Time to review software *More computers & computer training *Time to review and revise trimester tests
4. Opportunities for differentiation and enrichment in math.	<ul style="list-style-type: none"> *Trimester assessments *NECAP scores *Teacher recommendations 	<ul style="list-style-type: none"> *Additional learning opportunities for math differentiation *Family math opportunities *Math clubs, math teams, etc *Protocol for acceleration *After school programs *Use of learning lab times for enrichment activities 	<ul style="list-style-type: none"> *Classroom teachers *Math Content Specialist *Math leaders *Special educators 	<ul style="list-style-type: none"> *Money for materials *Money for Mathcounts or other club dues *Time to create a program *Stipends for after school math club or clubs. *Guest Speakers
5. A coordinated scope, sequence & pacing guide of Swanton's math program	<ul style="list-style-type: none"> *Consensus maps *Monthly unit sketches *Check-ins at grade level meetings 	<ul style="list-style-type: none"> *Review and revise consensus maps *Write unit sketches that support our curriculum *Grade levels will decide on how much time to spend on each GE 	<ul style="list-style-type: none"> *Classroom teachers *Math Content Specialist *Math grade level leaders *Administrators *Special educators 	<ul style="list-style-type: none"> *Binders *Money for copying *In-service time or stipends for summer work or one day a month for this type of work

		<ul style="list-style-type: none"> *Look at spiral effect of the concepts throughout K-7 *Teachers meeting with the grade level above and below *Vertical alignment of math *Math teachers meeting as vertical teams 		<ul style="list-style-type: none"> *Work with District Math Committee *In-service time *Monthly professional ½ days in-service devoted to math *Math leaders meetings and retreats
6. Consistent Math Content	<ul style="list-style-type: none"> *Consensus maps *Unit sketching *Examination of student work *Trimester assessments 	<ul style="list-style-type: none"> *Identify parts of the GEs to be emphasized at each grade level (power standards) *Unit sketches *Discussions at grade level meetings 	<ul style="list-style-type: none"> *Classroom teachers *Grade level math leaders *Math Content Specialist *Administrators *Special educators 	<ul style="list-style-type: none"> *Grade level meetings *Work with District Math Committee

Physical Education

What will the outcomes be?	How will we measure this?	What activities will lead us to this outcome?	Who will be responsible?	What resources do they need?
1. Identify and decrease the number of students who nearly meet and score below the standard in identified basic skills.	<ul style="list-style-type: none"> *Decide which basic skills to assess *Find or design a skill assessment 	<ul style="list-style-type: none"> *Calibrate the assessors *Video tape the students performing the skills in an authentic setting for the developmental level *Analyze student performance *Collate the data and report results 	*Physical Education and Special Education Departments	<ul style="list-style-type: none"> *Team Time *Substitutes for Teachers *In-service time *Technology for assessment and skill analysis *Electronic portfolios and assessments
2. Students will show increased proficiency in core skill acquirement	<ul style="list-style-type: none"> *Opportunity for video feedback *Video assessments in authentic situations 	<ul style="list-style-type: none"> *Provide remedial assistance and opportunities in movement for students not demonstrating basic skill acquirement *Review and revise assessments *Administer assessments & analyze data 	*Physical Education and Special Education Departments	<ul style="list-style-type: none"> *Software *Time to review software *Interventionists *Computer Training *Time to create a program
3. Opportunities for differentiation and enrichment in PE				*Workshops and/or courses
4. A coordinated scope and sequence of the PE Program		*Decide course of action for succeeding years		*Electronic collection of materials and programs

Social Responsibility

What will the outcome be?	How will we measure this?	What activities will lead us to this outcome?	Who will be responsible?	What resources do they need?
All new staff will have an orientation and training in the Supportive Classroom model	Attendance at training session	At least one full day training for all new staff	Mary Wood	Time Space Refreshments Copies Supportive Classroom texts
All staff will use key features of the Supportive Classroom, including setting class norms, teaching collaborative skills, teaching core concepts and our 3 expectations, using entry routines, and managing transitions smoothly.	Direct observation by administrators or peers (Classroom walkthroughs or appraisal process) Classroom visual displays Lesson plans and curriculum maps	Grade level meetings Curriculum mapping and lesson planning Coaching/modeling as necessary	Classroom teachers Administrators Mary Wood	Time Coaching support as needed
All students will be taught a consistent signal for gaining attention to teacher instruction and directions. For lower grades, this will be “Give me Five.” This is: 1. Eyes on the speaker 2. Lips closed 3. Ears listening 4. Sit up straight 5. Hands and feet quiet For upper grades, we will use SLANT: S – Sit up; L – Listen; A – Ask questions; N – Nod; T – Track the speaker with your eyes	Lesson plans Visuals in classrooms Feedback from Unified Arts teachers and Guidance Counselors, who see all students	Initial review at pre-service Initial classroom instruction Classroom re-teaching and reinforcement as needed	Classroom teachers	Pre-service time Funds for commercial or personally made visuals for classrooms

What will the outcome be?	How will we measure this?	What activities will lead us to this outcome?	Who will be responsible?	What resources do they need?
There will be consistent responses to disruptive or dangerous behaviors throughout the school environment.	Review of Level 2 and Level 3 sheets Review of SWIS data by Behavior Support Team at monthly meetings Classroom visual displays	Review and discuss guidelines for Level 1, 2 and 3 behaviors by full staff each trimester. 5 minute “calibration” activities at each staff meeting All students engage in discussion and definition of Levels, using T or Y charts, at least twice annually.	Teachers Paraprofessionals Administration BAT team members Students	Staff meeting time Scheduled paraprofessional staff meetings

	Lesson plans	Discussion among BAT team members, teachers or paraprofessionals, and administration to resolve discrepancies as needed.		
Behavior plans or responses will be developed for students with significant behavioral issues at Level 2 or Level 3, and students will be involved in the planning process.	Written behavior plans Increase number of Functional Behavioral Assessments CICO data in the SWIS system Level 2 and Level 3 data	Behavior planning meetings Training and consultation for BAT team members Implementation of the WINGS “check in check out” program for selected students in collaboration with teachers and parents	BAT team Students Teachers Parents	Time Ongoing training and supervision for BAT team in development of positive behavioral planning and supports
Parents will be consistently notified and involved with Level 2 and Level 3 infractions	Signed Level 2 form letter Scheduled Level 3 meetings	Require parent signature and return a form level following all Level 2 incidents. Require parent meeting prior to student re-entry for the of Level 3 incidents unless there is an ongoing plan in place.	Parents BAT team Administration Classroom teachers and/or guidance counselors as needed	Space Time for meetings Postage for mailing as needed

What will the outcome be?	How will we measure this?	What activities will lead us to this outcome?	Who will be responsible?	What resources do they need?
The Guidance curriculum will be written and aligned with the Vermont Standards and coordinated with grade level curriculum maps to the extent possible.	Written curriculum Guidance lesson plans	Curriculum work and discussion	Guidance staff	Time
Students with frequent social-emotional concerns will have the opportunity for small group or individual guidance counseling sessions.	Number of small guidance groups Number of students involved in groups Reduction in referrals for behavioral difficulties related to social-emotional challenges	Establish referral process Develop assessment tools for assessing student acquisition of guidance curriculum Schedule and hold groups Divide guidance lessons into blocks of 4-6 weeks of direct teaching followed by 4-6 weeks of small group reteaching in small groups	Guidance staff Teachers Administrators	Time
Social curriculum will be taught weekly either in guidance led, teacher led, or team-taught lessons incorporating social and academic skills.	Lesson plans Direct observation: classroom walkthrough data and formative appraisal SWIS data	Guidance units divided into blocks of 4-6 weeks Team taught model lessons with guidance and classroom teacher Cooperative group and social learning models incorporated with academic content at least weekly in lesson plans	Guidance counselors Teachers Administrators	Time Professional development in cooperative group structures and strategies

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		to this outcome?		need?
All students and adults in our school will be involved in at least one service-learning project annually.	Curriculum maps Lesson plans Artifacts Student work	Training and support for teachers List of community and global resources Curriculum mapping	Mary Wood Classroom teachers Students	Time for training and coaching Resources for service learning projects Staff member or consultant dedicated to coordinate and support
There will be at least three major school-community events annually, including First Day, Family Night, and the Community Dinner	Event publicity Attendance Artifacts, photographs	Planning and preparation for the events Publicity	Mary Wood Swanton PTO Other school and community members	Time Funds for materials and supplies Staff member or consultant dedicated to coordinate and support

Technology

What will the outcome be?	How will we measure this?	What activities will lead us to this outcome?	Who will be responsible?	What resources do they need?
1. An assessment system for technology literacy based on the VT Technology GE's and 21 st Century skills K-6	<p>We will have an agreed upon method of assessing each technology GE by June of 2009.</p> <p>We will include technology GEs as part of our reporting system during school year 09-10.</p> <p>We will align technology GE expectations K-6 by June of 2010</p>	<ul style="list-style-type: none"> * Grade level discussions and development of rubrics or other assessment model * Teacher pilot assessment model and evaluate * Students and parents receive feedback on achievement of proficiency for tech GE's 	<ul style="list-style-type: none"> *Classroom teachers *Technology Curriculum Specialist *Technology Task Force members 	<ul style="list-style-type: none"> *Weekly grade level meetings *Grade level retreats or release time for work *Technology specialist time * FNWSU technology specialists
2. Technology GE's will be integrated into content area instruction based on curriculum maps.	<p>We will have connected units that include technology as part of our curriculum mapping efforts.</p> <p>Student work implementing technology with content areas will provide further evidence of this level of integration.</p> <p>Teachers will have the knowledge and skills to use technology in an integrated fashion with connected instructional units.</p>	<ul style="list-style-type: none"> * Continued work on curriculum mapping * Professional development for teachers to ensure knowledge and skills among teaching staff necessary for technology integration. 	<ul style="list-style-type: none"> * Classroom teachers * Technology specialist * FNWSU technology specialists to provide workshops * Administrators to provide accountability via the formative appraisal system 	<ul style="list-style-type: none"> *Weekly grade level meetings *Grade level retreats or release time for work *Technology specialist time

What will the outcome be?	How will we measure this?	What activities will lead us to this outcome?	Who will be responsible?	What resources do they need?
3. All teachers will have the knowledge and skills necessary to use technology efficiently and effectively as instructional and professional tools.	<p>Swanton professional staff will have completed the FNWSU Technology Literacy Certification Program by June of 2009.</p> <p>Swanton professional staff will use technology in their connected units and as an effective means of completing other professional tasks (lesson planning, communication with parents, etc.)</p>	<ul style="list-style-type: none"> * Require all professional staff to include achievement of the TLCP as part of the formative goal setting process * Provide workshop sessions for professional staff to attain the necessary knowledge and skills for completion of the TLCP * Tutorials created by administration and others use jing, wikis and podcasts * Web-based tutorials 	<ul style="list-style-type: none"> * Administrators * Professional staff * Tech specialists from Swanton and FNWSU staff 	<ul style="list-style-type: none"> * Staff time * Professional development
4. Swanton students and staff will have access to current hardware and software to accomplish the overarching goals of effective integration of technology into instruction and professional practice.	<p>All professional staff will have access to an up to date computer.</p> <p>We will provide an appropriate student/computer ratio at each grade level.</p> <p>Staff and students will have access to high speed internet and software.</p>	<ul style="list-style-type: none"> * Inventory existing hardware and OS * Develop categories of hardware and OS to provide structure for long range planning * Determine appropriate student: computer ratio for each grade level * Purchase necessary equipment annually to ensure goals are met for 	<ul style="list-style-type: none"> * Technology specialist * Administration, including business manager * Parents and teachers to develop appropriate student: computer ratios 	<ul style="list-style-type: none"> * Staff time * Approximately \$15,000 annually to continue to upgrade technology infrastructure including hardware and software

		<p>student/staff access</p> <ul style="list-style-type: none"> * Continue to explore and pilot open source software *Tech task force teachers survey 		
<p>5. The Swanton School community will have knowledge and understanding regarding safe and ethical use of technology, and Acceptable Use guidelines will be adopted and followed by the school community.</p>	<p>We will have a board adopted AUP that is included annually in our parent-student and faculty handbooks.</p> <p>We will host at least one parent informational session annually to teach parents the guidelines for safe and ethical use of technology.</p>	<ul style="list-style-type: none"> * Work with FNWSU staff to develop district wide AUP * Include AUP on Swanton Board agenda for consideration and adoption * Update handbooks annually to include AUP * Guidance and technology staff collaborate to include parent learning opportunities 	<ul style="list-style-type: none"> * FNWSU technology staff * Swanton administration and school board * Guidance and technology specialist 	<ul style="list-style-type: none"> * resources for parent informational learning opportunity (refreshments, publicity, etc)