

Marlboro School Title I Schoolwide Action Plan 2011-2012

Grade Levels K-8

Supervisory Union Windham Central

Faculty Adoption Date

School Board Approval Date

GOAL #1

Realms of Learning: Communication and Knowledge

Language Arts and Literacy

Coalition of Essential Schools Principles: *Habits of Mind and Heart*

Less is More: Depth Over Coverage

Construction of Meaning: Active Engagement

Multiple Forms of Assessment

Assessment Needs Identified by Data	Action Steps	Resources	Evidence of Effectiveness
<p>Based on analysis of our data in the area of language arts and literacy we need to provide:</p> <ul style="list-style-type: none"> • Consistent, high-level instruction and learning opportunities which develop basic and higher level reading and writing skills • Professional development for teaching staff • Guidance to families in supporting their children's literacy development 	<ol style="list-style-type: none"> 1) Using assessment results, teacher judgment, and ongoing monitoring, identify and follow students in need of additional support in reading and writing 2) Deliver intensive individualized and small group instruction using the integrated collaboration model (instructional support teacher, special educator, and classroom teacher) 3) Support preschool education of Marlboro residents by developing collaborative agreements with providers of high quality preschool education and nurture this collaboration through intervisitation 4) Implement K-8 GUM expectations 5) Learn more about effective writing instruction 	<p>Local funding, Title I</p> <p>Local funding, IDEA-B, Title I, Medicaid Reimbursement</p> <p>Local funding, State reimbursement (Act 62)</p> <p>Local funding</p> <p>Local funding, Title IIA</p>	

<p>2003-2011 Fountas & Pinnell Score Overview (2nd grade) Spring 2003 – 85% Spring 2004 – 100% Spring 2005 – 50% Spring 2006 – 70% Spring 2007 – 80% Spring 2008 – 77% Spring 2009 – 100% Spring 2010 – 83% Spring 2011 – 77%</p> <p>Writing Portfolio Scores Spring 2010 Rhetorical Effectiveness (RE): Report 70% Response to Literature 88% Narrative 62% Personal Essay (7th-8th) 87% Conventions 82%</p> <p>Spring 2011 Rhetorical Effectiveness (RE): Report 84% Response to Literature 68% Narrative 72% Persuasive (5th-8th) 79% Personal Essay (7th-8th) 77% Conventions 75%</p> <p>2005-2010 NECAP Reading Score Overview October 2005 – 65% achieved</p>	<p>6) Continue work on continuum of research skills</p> <p>7) Implement continuum of research skills (see Goal 3)</p> <p>8) Differentiate instruction to meet individual needs</p> <p>9) Improve School-Home Reading Program by involving classroom teachers and librarian</p> <p>10) Increase integration of technology (see Goal 3)</p> <p>11) Implement learning from Fountas and Pinnell Balanced Literacy program: Continuum of Literacy Learning Institute</p> <p>12) Implementation of 21st Century Grant which will include homework support and high quality activities that incorporate math skill and concept development</p> <p>Professional Development</p> <p>1) Participate in the Continuum of Literacy Learning Institute (see #11 above)</p> <p>2) Practice use of Critical Friends/PLC protocols to examine student work, teacher instructional plans and materials, and teacher dilemmas</p> <p>3) Observe and give feedback to each other</p> <p>4) Attend networking activities, including intervisitation with other schools and Grade Level Meetings within WCSU</p>	<p>Local funding, Title I, Title IIA Local funding</p> <p>Local funding, Title I, Title IIA Local funding</p> <p>Local funding, Title IIA</p> <p>Local funding, Title IIA</p> <p>Grant, local funding</p> <p>Local funding, Title IIA</p> <p>Local funding, Title IIA</p> <p>Local funding, Title IIA</p> <p>Local funding, Title IIA</p>	
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<p>or exceeded the standard October 2006 – 68% achieved or exceeded the standard October 2007 – 77% achieved or exceeded the standard October 2008 – 74% achieved or exceeded the standard October 2009 – 75% achieved or exceeded the standard October 2010 – 74% achieved or exceeded the standard</p> <p>2005-2010 NECAP Writing Score Overview</p> <p>October 2007 – 56% achieved or exceeded the standard October 2008 – 47% achieved or exceeded the standard October 2009 – not available this year October 2010 – 36% achieved or exceeded the standard</p>			
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GOAL #2

Realms of Learning: Communication and Knowledge

Coalition of Essential Schools Principles: *Habits of Mind and Heart*
Less is More: Depth Over Coverage
Construction of Meaning: Active Engagement
Multiple Forms of Assessment

**Technology Integration
in support of teaching and learning**

- 1. Digital citizenship, research and information fluency**
- 2. Communication, collaboration and creativity**
- 3. Critical Thinking, creativity and innovation**

Assessment Needs Identified by Data	Action Steps	Resources	Evidence of Effectiveness
<p>Based on current research and the ever changing nature of technology, schools must prepare students to be digital citizens.</p> <p>The International Society for Technology in Education (ISTE) has published National Educational Technology Standards (NETS) which we are using as the basis for determining Action Steps.</p> <p>We will use demonstrations of student work as evidence of effectiveness: graduation portfolio presentations, I – projects, final unit projects, Learning Fair</p>	<ol style="list-style-type: none"> 1) Conduct programs about internet safety and screen time with students and parents 2) Teach students about plagiarism 3) Strengthen student research skills with regard to finding & evaluating sources 4) Teach students to use technology effectively to communicate information and ideas to multiple audiences 5) Support teachers and students in adopting new technologies and using them effectively 6) Implement Assistive Technologies in support of all students’ learning 	<p>Local funding, Title IV</p> <p>Local funding</p> <p>Local funding, Title IIA</p> <p>Local funding, Title I, Title IIA</p> <p>Local funding,</p> <p>Local funding, IDEA-B</p>	

	<p>Professional Development</p> <ol style="list-style-type: none"> 1) Practice use of Critical Friends/PLC protocols to examine student work, teacher instructional plans and materials, and teacher dilemmas 2) Observe and give feedback to each other 3) WCSU sponsored professional development 	<p>Local funding, Title IIA</p> <p>Local funding, Title IIA</p> <p>Local funding, Title IIA</p>	
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GOAL #3

Realms of Learning: Problem Solving and Knowledge

Mathematics

Coalition of Essential Schools Principles:

Habits of mind and heart

Less is more: depth over coverage

Constructing meaning: active engagement

Multiple forms of assessment

Assessment Needs Identified by Data	Action Steps	Resources	
<p>Based on analysis of our data in the area of math we need to provide:</p> <ul style="list-style-type: none"> • High level instruction which develops skills in computation and math concepts and problem solving • Instruction tailored to individual needs • Professional development using Critical Friends protocols and examination of student and teacher work <p>Results of Spring 2011 Math Portfolios – % of 3rd-8th grade students who met or exceeded the standard in different elements of Problem Solving: Approach and Reasoning 60%</p>	<ol style="list-style-type: none"> 1) Using assessment results, teacher judgment, and ongoing monitoring, identify and follow students in need of additional support in math 2) Deliver intensive individualized and small group instruction using the integrated collaboration model (instructional support teacher, special educator, and classroom teacher) 3) Support preschool education of Marlboro residents by developing collaborative agreements with providers of high quality preschool education 4) Continuing implementation of Investigations K-5 5) Teach for mastery of addition facts up to 20 by end of 2nd grade 6) Teach for mastery of subtraction facts up to 20 by end of 3rd grade 	<p>Local funding, Title I, Title IIA</p> <p>Local funding, Title I, Title IIA</p> <p>Local funding, state reimbursement (Act 62)</p> <p>Local funding, Title I, Title IIA</p> <p>Local funding</p> <p>Local funding</p>	

<p>Connections 43% Solution 62% Mathematical Language 34% Representation 57% Documentation 64%</p> <p>Growth on 2010-2011 pre/post Number Sense Assessment - % of students whose scores improved more than 20%</p> <p>3rd 50% 4th 77% 5th -2% 6th 20% 7th 60% 8th 44%</p> <p>2005-2010 Math NECAP Score Overview October 2005 – 68% achieved or exceeded the standard October 2006 – 58% achieved or exceeded the standard October 2007 – 74% achieved or exceeded the standard October 2008 – 60% achieved or exceeded the standard October 2009 – 68% achieved or exceeded the standard October 2010 – 66% achieved or exceeded the standard</p>	<p>7) Teach for mastery of multiplication facts up to 12x12 by end of 4th grade</p> <p>8) Develop concept of division as having an inverse relationship with multiplication by end of 6th grade</p> <p>7) Monday Night Problem Solving Math (School-Home Connection)</p> <p>8) Implementation of 21st Century Grant which will include homework support and high quality activities that incorporate math skill and concept development</p> <p>Professional Development</p> <p>1) Practice use of Critical Friends/PLC protocols to examine student work, teacher instructional plans and materials, and teacher dilemmas</p> <p>2) Observe and give feedback to each other</p> <p>3) Participate in networking activities, including intervisitation with other schools and Grade Level Meetings within WCSU</p>	<p>Local funding</p> <p>Local funding</p> <p>Local funding,</p> <p>Grant, local funding</p> <p>Local funding, Title IIA</p> <p>Local funding, Title IIA Local funding, Title IIA</p>	
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GOAL #4

Realms of Learning: Communication, Problem Solving, Personal Development, Civic and Social Responsibility

School Social Climate

Parent Involvement

Coalition of Essential Schools Principles:

Habits of mind and heart

Knowing children well

Constructing meaning: active engagement

Tone of decency and trust

Schools practice/model democracy and equity

Assessment Needs Identified by Data	Action Steps (Include Short Term Progress Indicators)	Resources	Evidence of Effectiveness
<p>Research shows that students who are physically and emotionally healthy achieve at higher levels than those who are not</p> <p>A significant number of students are dealing with highly stressful situations as reported by the school guidance counselor, classroom teachers, and parents</p> <p>Building competence in a variety of areas leads to student positive self-esteem and higher academic achievement</p>	<p>Provide Guidance Counselor support to students and instruction in classrooms two days/week</p> <p>Continue Responsive Classroom and Social Inclusion strategies such as Morning Meeting, Class Meetings, preview/review, social traffic light, development of behavior plans and behavior rubric with consistent and increasing consequences; integration of decision making skills into all areas of the curriculum</p> <p>Integrate health and nutrition education into curriculum</p> <p>Participate in Deerfield Valley Fitness Day</p> <p>Increase focus on healthy lifestyles in our nursing, physical education and Rhythms program as well as other curricular units</p>	<p>Local funding, Medicaid reimbursement</p> <p>Local funding</p> <p>Local funding, Tobacco grant, MAC grant</p> <p>Local funding</p> <p>Local funding, MAC grant, Tobacco grant</p>	

	<p>Marlboro After-School Program will provide care and strong activities program for students in grades 1-6</p> <p>Implementation of 21st Century Grant which will provide high quality after school activities for all students</p> <p>Continue school brunch program with increased use of locally produced foods</p> <p>Employ Behavior Interventionist/SpEd para to support appropriate student behavior</p> <p>Continue to develop leadership opportunities for students – kindergarten internships, reading buddies, All School Sing</p> <p>Support 8th graders transition to High School</p> <p>Provide Winter Workshops in the arts on alternating years</p> <p>Student Led Conferences</p> <p>Student Portfolios and Project Presentations to parents</p>	<p>Local funding, Childcare subsidy</p> <p>21st Century Grant, local funding</p> <p>Local funding, Free and reduced meal reimbursements, Farm to School Grant</p> <p>Local funding, IDEA-B</p> <p>Local funding, Medicaid reimbursement</p> <p>Local funding, Medicaid reimbursement</p> <p>Vermont Arts Council grant funding, local foundation</p> <p>Local funding</p> <p>Local funding</p>	
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	<p>Maintain small class sizes</p> <p>Meet individual needs, both academic and developmental, through flexible student groupings: implementation of K-1 classroom</p> <p>Professional Development</p> <ol style="list-style-type: none"> 1) Practice use of Critical Friends/PLC protocols to examine student work, teacher instructional plans and materials, and teacher dilemmas 2) Continued staff Critical Friends/PLC conversations using <i>Schools Where Everyone Belongs</i> by Stan Davis as a resource 3) Observe and give feedback to each other 4) Participate in networking activities, including visiting with other schools 	<p>Medicaid carryover</p> <p>Medicaid carryover, local funding</p> <p>Local funding, Title IIA</p> <p>Local funding, Title IIA</p> <p>Local funding, Title IIA</p> <p>Local funding, Title IIA</p>	
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