

**Rutland Town School
2014-2016 Action Plan**

Content Areas	Focus Areas	Specific Actions (<i>We will...</i>)	Responsible Staff	Budget/ Purchases	Target Goals	Evidence of Completion
Math	Geometry Measurement Problem Solving Implement the PMI (Progressive Math Initiative) program.	Building coach will work with teachers to develop understanding of standard and instructional support. This will take place during PLC meeting time. Professional development grades K-8 targeted at learning progressions and 8 mathematical practices found in the CCSS for math. Courses that develop deeper understanding of instructional practices. Math coach will visit classrooms more regularly to support math instruction. PMI implementation in grades 7-8.	Math Interventionist Principal Teachers		Students will increase proficiency by 10% on assessments in these areas.	SABC results Common Formative Assessments STAR Math PNOA
English Language Arts	Point of View (POV): -distinguish own point of view from that of author - distinguish POV of main characters Claims Supported by Text; Comprehension Skills & Strategies: -activate background knowledge -infer & visualize - determine importance - summarize & synthesize - analyze elements of text -critique & evaluate -use of text features - skim & scan for information	Building coach will work with teachers to develop understanding of standards and instructional support. This will take place during PLC meeting time. Investigate consistency of vertical alignment (curriculum, instruction, assessment). Explore PD of best practices; ensure implementation of best practice school-wide.	Literacy Coach PLC's Teachers Principal	<u>Connecting Comprehension & Technology</u> / adaptation for Comprehension Toolkit - \$42.00	Students will increase proficiency by 10% on assessments in these areas.	SBAC Common Formative Assessments Star Reader F&P

	- use key ideas & details to determine central message of text Fluency					
Writing	Continue development of “Writing for Understanding” Approach: (using reading & writing to deepen understanding of content) Point of View (POV), Claims Supported by Text	Follow RCSU 3-5 Year Plan for Implementation of “ Writing for Understanding” Writing coaches, Diana Leddy, Marty Gephart, will continue work with teachers in K-8 as we augment our implementation of “Writing for Understanding” “Writing for Understanding” will address: - Social Studies standards -opinion/argument writing -point of view - evidence based reasoning - establishing a claim - close readings of text - integration of reading and writing - gradual release of responsibility as we prepare for “on demand” writing - ELA Performance Tasks as we prepare for SBAC -Increase “on demand” writing tasks to build stamina and familiarity (Year 2). - Develop areas of commonality (vertical alignment): hand paragraph, painted essay	Writing Coach Literacy Coach PLC’s Teachers Principal		Students will increase proficiency by 10% on assessments in these areas.	SBAC opinion/ argument writing pieces scored using district rubrics informational/ explanatory writing pieces scored using district rubrics
Science	Units K-5 with Science Coach Vertical Understanding K-8 Assessments	Science coach will continue to build units with teachers. Coach and PLC leaders will use PLC meeting time to discuss the vertical scope and sequence of curriculum units. Observation and support of inquiry based teaching.	Science Coach Principal Teachers		Students will increase proficiency by 10% on assessments in these areas.	NECAP results Common Formative Assessments

		See Appendix C				
Technology	<p>VT standards, typing, pd/standards, Tech integrationist focus on middle school</p> <p>Structure tech meetings to provide PD on identified standards, see Appendix A below.</p> <p>To be inputted, See Appendix B</p>	<p>Taught the standard, create a plan, have Kelly follow through in the classroom and/or guide.</p> <p>Keep every other Wednesday as meeting times.</p> <p>Or submit ideas for topics.</p> <p>Replacement of ChromeBooks every 3 years 45 per 3 years (with ACERS)</p> <p>iPads</p> <p>Financial responsibility (have to pay to replace, or if not, or not agree, can use an older laptop)</p> <p>Perhaps, a couple of extra's in each class</p>	<p>Technology Integrationist</p> <p>Tech committee</p> <p>Principal</p>			
PLC's	<p>Curriculum, Instruction, Assessment, Data Analysis</p>	<p>PLC work: (readiness for particular items would have to be addressed during the second half of the year)</p> <p>F&P calibration (the extra point) F&P calibration (comprehension conversations) PNOA calibration</p> <p>Analyzing data after data windows: (Star Reader, Star Math, F&P, PNOA) using established protocol to determine strengths and needs (Purchase text on <u>Academic Conversations</u>) by Zwiers & Crawford Use <u>Continuum of Literacy Learning</u> to help address needs as identified through</p>	<p>PLC Leaders</p> <p>Principal</p>			

		<p>F&P data</p> <p>Work on development of “Writing for Understanding” units of study:</p> <ul style="list-style-type: none"> - compose lesson sequence - select appropriate text - identify text complexity - compose “close readings” of text - create opportunities for oral processing - form focusing question/statement for writing -select tools for gathering evidence - write the “test drive <p>Embed “Writing for Understanding” units into our Curriculum Maps</p> <p>Use RCSU Writing Rubrics to annotate a piece of student writing/ have other teachers do their own annotation of same piece/ share results (form of double scoring)</p> <p>Use Achieve the Core.org writing samples and In Common User Guide (resource to increase knowledge and familiarity of CCSS writing expectations)</p> <p>Use <u>Comprehension Toolkit Staff Development</u> Guide to further and finetune our use of the Comprehension Toolkit and purchase/ work on use of resource: <u>Connecting Comprehension & Technology</u> (adaptation for the Comprehension Toolkit)</p> <p>Vocabulary development & acquisition</p> <p>1x per month student concerns</p>				
Social/Emotiona l	Lions Quest in middle school Continue Hazelden program	Teachers will implement these programs with fidelity. Climate committee will	Climate Committee		Climate survey	Climate Survey

		analyze bullying survey.	Principal		results, perceptions will positively increase by 10%-30%	
Data Plan	Include Grade level meeting time, goals for students, administrators attend, feedback to students/must be used by the student.	<p>Creating PLC Calendar;</p> <ul style="list-style-type: none"> ● Data Analysis Protocols, ● Readings (articles/book study), ● Identify exemplars ‘what does it look like/benchmarks,’ ● EST protocol, <p>Coaches will attend mentor training with the purpose of supporting PLC leaders with facilitation skills in order to create a PLC culture of;</p> <ul style="list-style-type: none"> ● self-reflection, ● comfort with sharing data/collaboration ● ownership of instruction 	Principal Math/Lit. Coaches			
Mentoring Program	Mentor	Establish and implement a new mentoring program aligned with our 5D+ supervision and evaluation system.	Mentor Coord. Principal			
SBAC preparedness		<ol style="list-style-type: none"> 1. Teachers do practice tests, on own with full faculty, use graphic organizer to find instructional implications, add to Kelly’s list. 2. Kelly will go with each teacher when students get first trial of the practice test. (timing and dates). 3. Guided student practice, practice, practice. 4. Book “Academic Conversations” Weirs) to coach our students with “self talk” as they prepare for more rigor 5. FF/PLC time to do this work. 	Tech. Integrationist Principal Teachers			SABC results
School/		PR will include continuing budget	Principal			DVD sent to all

Community Relations		information. Administration will facilitate creating an RTS promotional Video.				residents
Community/ Parent Involvement		Administrative presentation events to inform parents on programs and initiatives.	Principal Assistant Principal			
Pre-K/Kindergarten Transition		Pre-K Step-Up day to K in the spring. Kindergarten screening and orientation. Kindergarten orientation days at the beginning of the year.	Principal Teachers			

Appendix A: Technology Standards to address, based on faculty survey.

2. Communication & Collaboration C. Develop cultural understanding and global awareness by engaging with learners of other cultures.
4. Critical Thinking, Problem Solving, & Decision Making D. use multiple processes and diverse perspectives to explore alternative solutions
4. Critical Thinking, Problem Solving, & Decision Making A. Identify and define authentic problems and significant questions for investigation
4. Critical Thinking, Problem Solving, & Decision Making C. collect and analyze data to identify solutions and/or make informed decisions
6. Technology Operations & Concepts D. transfer current knowledge to learning of new technologies

Appendix B: Technology Initiatives with Tech Integrationist

Outcomes for the initiative:

- **Develop scope and sequence for the NETS (40 hours)**
 - Digital Citizenship
 - idrivedigital.com
 - Digital Wish digital citizenship curriculum
 - Common Sense Media
 - Communication & Collaboration
 - Creativity & Innovation
 - Critical Thinking, Problem Solving & Decision Making
 - Research & Information Fluency
 - Work with Librarians on unit
 - Technology Operations and Concepts
- **Work on curriculum work for Lions Quest (20 hours)**
 - Find out which units will be taught and then integrate technology with online resources.
 - Resources will be pulled from the Lions Quest curriculum, Digital Wish training, and other online resources along with the NETS
- **Develop Scope and Sequence for professional development (40 hours)** after school every other Wednesday 3:00-4:00 ****Would like to make sure there are certificate hours for teachers to earn towards license renewal**** 15 sessions at 1 hour each will give the teachers a possible 15 hours of professional development. A calendar will be handed out to teachers at the beginning of the year so that they can schedule accordingly.
 - Google Apps for Education
 - Gmail
 - Drive
 - Doc's
 - Spreadsheets
 - Presentations
 - Forms
 - Drawing
 - Read & Write for Google (3-8)
 - Youtube
 - Calendar
 - +Google - Aaron could see doing as a full faculty
 - Sites
 - Store
 - Chromebooks in the classroom (4-5)
 - Chromebooks in the classroom (6-8)
 - iPad Learning (k-2)
 - iPad Learning (3-5)

- Smart/Eno Board trainings - Clicker systems - Work time to design lessons
 - Smart Notebook
 - Smart Online portion
- **Preparing Teachers and Students for the SBAC - 2 Faculty Meetings at RTS (20 Hours)**
 - teachers take a good amount of time to go through the test.
 - 2 faculty meetings where the teachers are going to take the practice test and one of the activities is to identify skills that the students would need to know, instructional implications. Then they will see the rigour of the test and understand how to navigate through it. (September/October)
 - Have the students have the time to do a practice test. The first time the students do it in pairs. Schedule with teachers so I am there in the classroom when the teacher conducts it for the first time. Showing the whole class as a walk through and then assist and observe. Have students practice both a math and a reading.
 - Provide feedback.
 - Have teachers do more on their own.
 - Skills to focus on:
 - Typing Web
 - Drop Down Menu
 - Click In Boxes and Type
 - Keyboard Commands
 - Tab - To get to the next item
 - Split Screen operation
 - Scrolling in split screens
 - clicking and dragging
 - Calculator Skills
 - 6 - Basic
 - $\frac{7}{8}$ - Scientific
 - 11 - Scientific/Graphing, Regression

How it aligns with the RTS Action Plan:

This proposal aligns with many different areas of the RTS action plan. Directly it will align with the Technology, Social/Emotional, and SBAC preparedness content areas. I will be building the technology plan with the NETS, integrating many of the standards of the NETS into the Lions Quest curriculum, and developing a scope and sequence for the SBAC preparedness standard. What I am doing is all about integration into the classroom content areas so Math, Language Arts, Writing, and Science curriculums will be enhanced.

Why is this curriculum needed: This curriculum is needed to further develop what we are working to accomplish in the Rutland Central Supervisory Union. As people use technology to assist them in their everyday lives, we need to teach students how they can use the technology to their advantage in the classroom, while educating them about the pros and cons that technology can bring. Teachers and students have access to technology tools, but need more professional development and practice to best utilize it in their classrooms. Each item that we will discuss on our afternoon sessions will relate directly with the goals that need to be accomplished in the classrooms. Teachers will be given not only the skills, but also examples of how they can use these skills in their classrooms. They will be given time to collaborate with peers on

lessons and units using the technology that will also dovetail with the common core state standards. Developing a scope and sequence for the NETS, Lion's Quest, and the SBAC will also give teachers detailed resources to use when they are not engaged in professional development sessions.

Appendix C: Science Coaching Initiatives

Year 1 Progress/Year 2 Actions

Year 1 of our new science coach position went relatively well. I was able to accomplish quite a few units for most grades. I was focused this year on science content getting out there to the elementary classrooms based on the NGSS. I did not work on kindergarten science curriculum at all. When I compared the GE's to the NGSS I saw that the kindergarten GE's and NGSS curriculum were the most similar of all the grades so I decided this grade needed the least amount of attention this year. They will receive the most attention next year.

The following is a list of units accomplished in each grade:

Grade 1

- Waves: Light and Sound - complete
- Space Systems: Patterns and Cycles I provided some materials and some resources/information for this unit as well as working on pre/post, formative and summative assessment with Paula Townsend. However, the first grade teachers also found activities and we did not coordinate a written and cohesive unit together. This will be done next year
- Structure, Function and Information Processing. The unit has been developed but I would not call it complete. Two of the three standards have been addressed and the third has possible activities attached.

Grade 2

- Earth's Systems: Processes that Shape the Earth - complete
- Structure and Properties of Matter - complete
- Interdependent Relationships in Ecosystems - 2 of the 3 standards complete

Grade 3

- Weather and Climate - complete
- Interdependent Relationships in Ecosystems - officially "complete" but I think it needs to be revised a bit for next year
- Inheritance and Variation of Traits:Life Cycles and Traits - not complete
- Forces and Interactions - not complete

Grade 4

- Waves: Waves and Information - complete but needs work on patterns section
- Structure, Function and Information Processing - 2 of 3 standards complete
- Energy - complete
- Earth's Systems: Processes that Shape the Earth -I did no work on this unit but the fourth grade teachers have taught erosion and weathering before and felt comfortable working on it this year. Four Winds also had quite a few activities on this subject. I will build this unit next year.

Grade 5

- Space Systems: Stars and the Solar System - complete. Needs revisions.
- Earth's Systems - complete
- Structures and Properties of Matter - complete
- Matter and Energy in Organisms and Ecosystems - not complete

Goals/plans for Year 2 (2014-2015)

- Write all 3 kindergarten units based on the NGSS and incorporate engineering component
- Review all grade 1-5 units created this year to adjust content for time constraints and learning objectives, “fine tuning” of units
- Complete all remaining units
- Make year long schedule for each grade for suggested pacing of units
- Incorporate inquiry investigations into k-5 units.
- Make a list of consumables necessary for each grade level for the entire science year (for budgeting purposes)
- Encourage less “science time” and more integrated thematic units to encourage reading and writing across the curriculum
- Meet with classroom teachers on a more regular basis
- Try to get into classrooms during science - see what kinds of questions are being asked by the students as well as seeing the questioning techniques of the teachers.
- Assessments - pre/post, formative and summative. I put assessments in all units I did complete but I don't know if they were being done. I will ask for copies of these assessments or come in to the classrooms to see formative assessments, to be sure the learning objectives are being met
- incorporate patterns and cause and effect into units from my Leadership class this summer
- Make notebooks for all grades with each unit and accompanying materials
- Encouraging time and providing support for engineering projects