

# Barre Town Middle and Elementary School Restructuring (Action) Plan

## CLIMATE/CULTURE

**GOAL I: Barre Town School Middle and Elementary School will have a clear mission that ensures a school culture of high achievement for all learners:** Barre Town School will have a clear mission and vision to guide the direction of programs and policies and provide cohesiveness and clarity of purpose to all stake holders. The mission will be directed ensuring high achievement for *all* learners.

**STRATEGY 1:** Through a structured process involving representation from all stake-holders, review the present mission statement and revise as needed to ensure that the above goal can be met. The mission will serve as a living and driving part of the school by using it to guide decision- making including policy decisions; hiring practices; and evaluation processes.

Action Steps	Date	Who Responsible	Resources Needed (and Source)	Monitoring Checkpoint Dates and Notes
1. With staff, review present mission statement against present data gathered through this restructuring effort. Gather input that can be used for a revised statement.	June 2010	Data Team members.	John Barone will facilitate.	Analysis of mission's intent with beliefs identified through restructuring data gathering and BTMES Board retreat beliefs gathered in August 2009.
2. Present findings to Board (alignment and disconnects)	August 2010	Administrators and teachers	NA	At Board retreat (agenda/minutes)
3. Back to teachers and Student Council for input to a draft as well as to parents for feedback.	Sept. 2010	BT Curriculum Committee	NA	Agenda/Minutes
4. Back to Board for adoption	October 2010	Administrators		Minutes
5. Include the mission statement in all publications including website, handbook etc	October 2010	Admin. and Admin. Support staff.		Handbooks, website etc.

**GOAL II: Professional Learning Community:** Barre Town Middle and Elementary School will develop “Professional Learning Communities” to provide professional staff with structures and opportunities to work collaboratively on best practice in order to improve student achievement. Rationale: Vermont DOE “Corrective Action” mandates this practice as a strategy for school improvement. Research supports the development of professional communities to strengthen teaching and learning and to develop a professional culture of high standards and collaborative support.

**STRATEGY 1:** Train professional staff to use The National School Reform Faculty (Critical Friends) process and protocols ( or FAP) to strengthen their ability to effectively support each other in professional dialogue and activities focused on student learning.

Action Steps	Date	Who Responsible	Resources Needed (and Source)	Monitoring Checkpoint Dates and Notes
1. Develop an understanding of the purpose and possibilities of PLCs for the BT faculty using such opportunities as shared reading and discussion and the CD “Looking at Student Work”.	Beginning August 2009 and through October 2010.	Alice, John, Tim and Data Team members.	Articles; Discussion and practice opportunities at Team meetings	Meeting agenda; minutes; discussion questions
2. Train a group of teachers to become facilitators so that they can provide leadership to peers as we implement this strategy.	August 10, 11, 12 2010- November 2010	Critical Friends Trainers( Edora F. and Tina M. ) Alice, Tim, John	Tuition reimbursement funds and School Improv. Grant as needed	Agendas, meeting minutes, meeting reflections
3. During the first ¼ of the 2010/2011 school year, the facilitators will practice together using protocols for looking at student work to strengthen their ability to lead PLCs beginning January 2011.	August 2010- November	Facilitators, trainer, Administrators	School Improv. Grant	Agendas, meeting minutes, meeting reflections
4. In grade level cohort meetings, and staff meetings (with mixed groups) facilitators will lead analysis of student work and assessments or assignments.	January-June 2011	Facilitators and administrators	NA	Analysis Template and student work samples. Meeting minutes.
5. Teachers will be provided weekly time to work together to problem solve how to improve learning opportunities for students.	Throughout the school year through team meetings, staff meetings	Administrators.	NA	Meeting minutes

	etc.			
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**GOAL III: Roles and Responsibilities:** Ensure that roles and responsibilities of all BTMES staff members are clear and that the interdependency needed for success in a large organization such as ours are identified, clear and supportive.

**STRATEGY 1: Provide job descriptions for all positions that specify expectations and responsibilities.**

Action Steps	Date	Who Responsible	Resources Needed (and Source)	Monitoring Checkpoint Dates and Notes
1. Provide Job descriptions for all staff positions.	Spring 2010- Spring 2011	Alice, Tim, Julia	NA	Work with BSU K-12 Admin to develop/align job descriptions.
2. Revised updated Handbooks will be provided to all staff. Sections will be developed by staff closest to the work (e.g. transportation, health, curriculum etc.)	August 2010	Appropriate staff and Leslie/Teresa	NA	Completed updated handbook available to all staff by the opening of the school year.
3. Provide binders to all staff with student plans, accommodations packets and ESS system information	August 2010	STEP team and others as assigned.	NA	Available by opening of school.

**STRATEGY 2: Solicit ideas from staff to build a positive climate for adults and develop a strong sense of community.**

Action Steps	Date	Who Responsible	Resources Needed (and Source)	Monitoring Checkpoint Dates and Notes
At staff meetings and through small group PLC discussions, use a NSRF protocol to identify ways in which we can work to improve the climate and collegial community for adults.	By October 5 <sup>th</sup> 2010 faculty meeting	Tim, Alice, Julia w/ help as needed from BSU Curriculum folks and PLC facilitators.	Select a suitable protocol	Workable agreed upon strategies will be identified and next steps identified
Next steps as determined by previous action step.				

## **EDUCATIONAL SUPPORTS**

**GOAL I: Educational Support System:** Provide a responsive and effective Educational Support System (ESS) that will support all students and staff K-8.

**STRATEGY 1: Redefine the referral system with clarity of goals and responsibilities.**

<b>Action Steps</b>	<b>Date</b>	<b>Who Responsible</b>	<b>Resources Needed (and Source)</b>	<b>Monitoring Checkpoint Dates and Notes</b>
1. With materials and/or consult from the VTDOE, review the current model and the processes used for the Educational Support System (ESS) with the goal of redesigning a successful system to implement during the 2010/2011 school year.	Beginning December 2009 through May 2010	Tim, Alice, Julia and GRIN Team.	VTDOE materials and recommended structures and processes.	Read DOE materials and other models to use as a benchmark for review and analysis of our system.
2. Design a model to pilot in 2010/2011 school year and present/discuss the draft with the staff. Model will ensure an efficient and effective system that can identify at risk students, support teachers in providing the necessary supports and interventions, and determine alternatives when necessary, relying on the basic principles of RTI.	By mid-May 2010 with roll-out August 2010	Tim, Alice, Julia and GRIN Team.	NA	Create a draft model to implement in the 2010/2011 school year including a clear delineation of roles and responsibilities and how the system of supports and referrals works.

**STRATEGY 2: Provide Supplemental “Tier II” reading and mathematics support to students who are not achieving the standards in mathematics and reading.**

<b>Action Steps</b>	<b>Date</b>	<b>Who Responsible</b>	<b>Resources Needed (and Source)</b>	<b>Monitoring Checkpoint Dates and Notes</b>
1. Implement a “math lab” intervention strategy for grades 1-5 with targeted concepts. This lab will be a modeled after the Barre City Math Lab with a proven track record for advancing student understanding and achievement.	School year 2010/2011	Beth Alice	CSR funds	On-going assessments of student progress; oversight by Math Curriculum Specialist and Principals.
2. Continue the K-2 emphasis on early intervention providing LLI, and RR to at risk students	On-going 2010/2011	Literacy Leadership Team	NA	Assessment results and on-going weekly monitoring of student success by team members.

3. Provide information and training in RTI to all staff to ensure people understand the concepts and the difference between Tier I, II and III.	Beginning August 2010	Leadership Team	NA	
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**STRATEGY 3: Research and develop after school learning opportunities to support “at risk” students.**

Action Steps	Date	Who Responsible	Resources Needed (and Source)	Monitoring Checkpoint Dates and Notes
<i>This strategy will need further development once transportation and other scheduling challenges have been addressed.</i>				

**GOAL II: Behavior Support System:** Provide a responsive and effective behavioral support system that will support all students.

**STRATEGY 1: Evaluate efficacy of present behavior system including underlining beliefs, staffing and processes**

Action Steps	Date	Who Responsible	Resources Needed (and Source)	Monitoring Checkpoint Dates and Notes
1. Create a task force to evaluate our school-wide behavior management system with representatives from school staff, including behavior staff, teachers and paras.	Fall 2010	Carolyn Jarvis	NA	Task force identified and meeting calendar established to ensure the process moves forward. Meeting agendas and minutes
2. Revise system as recommended by task force so changes are in place for the 2011/2012 school year.	On-going 2010-2011	C. Jarvis and behavior/Guidance staff.	NA	Report-outs of task force work at faculty meetings.
3. Through professional development, establish a foundation of understanding for student behavior management among building staff that focuses on positive relationship building.	On-going May 2010- December.	Carolyn, Tim, Alice, Julia	Discipline with Dignity Books (150 copies) \$ 3,400.00 Grant funds.	
4. Provide professional development for staff as identified through the task force to support success. As part of this training, ensure all classroom staff understand effective classroom management strategies and how to implement behavior plans.	Fall 2010 and February 28 2011 and on-going	Alan Mendler, Author: Discipline with Dignity. Behavior staff.	BEST and local funds \$4,000.00	

4. Ensure all staff understands their roles and responsibilities so that the <i>system</i> works effectively.	Throughout the 2010/11 school year.	Carolyn, Tim, Alice Julia		Timeline of staff activities throughout the school year.
5. Ensure behavior intervention staff receives the appropriate training to effectively develop and implement meaningful behavior plans when needed for our most at risk students.	Fall 2010	Carolyn	NA	Instructional materials will be developed as well as model plans and other resources to ensure adequate training.

**GOAL III: Special Education:** Develop a Special Education Model that provides an appropriate continuum of supports and services to meet the needs of a variety of learners.

**STRATEGY 1:** Provide an effective Para-Educator staff that maximizes meaningful contact with students and that can support student success in the regular education classroom.

Action Steps	Date	Who Responsible	Resources Needed (and Source)	Monitoring Checkpoint Dates and Notes
1. Develop an understanding of the roles and responsibilities of Paras for all staff.	2010/2011 School Year	Julia, Alice, Tim and special ed. case managers	Staff Mtg and PD Time	Fall PD Schedule, Review Spring 2011
2. Work to ensure that we have a system that can effectively match paras to students and deploy paras in a way that maximizes student and teacher support.	Fall 2010 and 2011	Julia and Case Managers		Fall 2010 Para Schedule and Ongoing
3. Assess para educator's content expertise and provide training as needed. Offer workshops during professional development days addressing learning profiles and instructional strategies for students with specific learning disabilities.	Spring 2010 and 2011	Julia, Don, Beth, Karen, Para-Pro Committee, and John Barone	Contracted professional development funds.	Fall PD Schedule – 2010 and 2011
4. Provide oversight to ensure efficacy of para support by ensuring time for paras to meet with Case Managers and teachers and through an evaluation system.	Fall 2010	Julia, Case Managers		Time Studies 3 Times/Year and Ongoing

**STRATEGY 2: Where applicable, implement team teaching opportunities to maximize inclusion of special education students into the regular education classroom.**

Action Steps	Timeline	Who Responsible	Resources Needed (and Source)	Monitoring Checkpoint Dates and Notes
1. Develop special education service delivery schedule by case manager to maximize student inclusion and in support of goal alignment with GE curriculum.	Fall 2010 and 2011	Julia, Case Managers		Fall SE Team Meeting 2010 and 2011. Ongoing.
2. Special Education teachers to receive training in effective team teaching strategies.	Half by Winter 2010 and All by Fall 2011	Julia, Case Managers	PD Funds	December SE Staff Meeting and Fall 2011 SE Staff Meeting

**GOAL IV: Special Education: Ensure that the development and implementation of Individual Education Plans (IEPs) leads to improved educational results for students with disabilities.**

**STRATEGY 1: Provide professional development around writing measurable goals and objectives, designing and developing specialized instruction and monitoring plans for their efficacy.**

Action Steps	Date	Who Responsible	Resources Needed (and Source)	Monitoring Checkpoint Dates and Notes
1. In team meetings, and on professional development days practice in real time with IEPs to write measurable goals and objectives aligned to assessment data.	Throughout 2010/2011 School Yr	Julia, Don, Case Managers	Team Meetings	Special Education Team Mtgs throughout 2010/2011 School Year
2. Set up a monitoring system so that IEPs can be actively reviewed to ensure that they meet state , federal and BT expectations. This will include an internal calibration mechanism for special educators as well as administrative oversight.	Fall 2010	Julia, Case Managers		Spring 2011 SE Staff Meeting

3. Collaborate with regular education teachers to develop and revise IEP goals.		Case Managers and Ancillary Staff		Ongoing
4. Use team meetings and professional development days to train special education staff in conducting thorough evaluations in order to write student centered and well aligned IEPs.	Throughout 2010/2011 School Yr	Julia and Don	Team Meetings and PD Time	Spring 2011
5. Continue to explore and reflect on special education service delivery models that increase small group instructional opportunities for special education teachers for reading and mathematics while also decreasing reliance on para-educators for academic instruction.	Throughout 2010/2011 School Yr	Julia, Case Managers, and General Educators		Spring 2010 and 2011 SE Team Meetings Fall 2010 and 2011 Schedule Development Ongoing

## **CURRICULUM, INSTRUCTION, ASSESSMENT**

### **GOAL I: Provide resources, time, professional development and accountability to ensure the delivery of high quality curriculum and instruction to all BTMES students.**

**STRATEGY 1: BSU Curriculum Specialists will provide high quality, focused, needs-based and consistent support to classroom Teachers and Special Educators.**

<b>Action Steps</b>	<b>Timeline</b>	<b>Who Responsible</b>	<b>Resources Needed (and Source)</b>	<b>Monitoring Checkpoint Dates and Notes</b>
1. Work with BSU and school office to ensure that Curriculum Specialists have the clerical support they need so they are free to work with teachers in classrooms and as part of the work of Grade Level Teams.	Beginning July 2010	John Alice Tim	Clerical support	Identify "go-to" person at both BTMES and BSU office who will facilitate copying jobs; assist with scheduling meetings; and other clerical needs.
2. Change current system of access to Curriculum Specialists to include both an "invitation model" and a mandatory model.	Beginning August 2010	Tim, Alice John, Julia	NA	BTMES Leadership Team minutes and on-going monitoring through monthly discussion of progress.

**STRATEGY 2: Further develop classroom schedules to ensure optimum time for literacy, mathematics and science instruction during the school day.**

<b>Action Steps</b>	<b>Timeline</b>	<b>Who</b>	<b>Resources</b>	<b>Monitoring Checkpoint Dates and Notes</b>
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		Responsible	Needed (and Source)	
1. Work to improve K-8 class schedules to maximize the scheduling of core content areas.	Spring 2010	Tim, Alice Ry	Meeting time	2010/2011 schedule developed by 2 <sup>nd</sup> week of June.
2. Ensure opportunities for integration of content so that time can be used effectively (e.g. embedded literacy into science).	On-going 2010/2011	Shannon John		

**STRATEGY 3: Provide training for teachers to ensure quality use of Promethean Boards and other technologies that support instruction and integration of technology.**

Action Steps	Timeline	Who Responsible	Resources Needed (and Source)	Monitoring Checkpoint Dates and Notes
1. Continue training for "Lead Teachers" so that they can support their peers.	On-going	Jeff Hazzard Pam Campbell	NA	
2. Monthly after school training using lead teachers and curriculum specialists.	August-January 2011 (during time that will later be used for PLC implementation).	Beth Karen Shannon Pam C	NA	

**STRATEGY 4: Improve Reading Instruction in Grades K-2 through focused embedded professional development**

Action Steps	Date	Who Responsible	Resources Needed (and Source)	Monitoring Checkpoint Dates and Notes
1. Use the Continuum of Literacy Learning in grades K-2 for instructional decision-making.	August 2010 and on-going	Karen, Alice Teachers	Title II A	Curriculum meeting notes.
2. Provide training in best practices in early reading instruction focusing on each aspect of the <u>Essential Instructional Elements Framework</u> , with an emphasis on Guided Reading and phonics.	Inservice days and curriculum meetings 2010/2011	Karen, Alice teachers	Time	Literacy curriculum meeting and staff development agendas, notes.
3. Provide opportunity to meet and discuss student work, student performance, and assessment results	Inservice and curriculum	Karen, teachers, Alice	Time	Literacy curriculum meetings, Grade Level Team meetings, Progress Monitoring meetings.

to better meet the needs of early readers.	meetings 2010/2011			
4. Use the Fountas and Pinnell Benchmark assessment kit to monitor achievement. Provide calibration opportunities throughout the year.	September, December, and May	Karen, teachers, teacher leaders	Time	Literacy curriculum meetings, Progress Monitoring meetings.

**STRATEGY 5: Continue to provide focused professional development in instruction and assessment for grades 3-5 teachers through the VT Reads “Bridging Project”.**

Action Steps	Date	Who Responsible	Resources Needed (and Source)	Monitoring Checkpoint Dates and Notes
1. With the guidance of VRI staff, work to fully implement a comprehensive literacy framework (Readers’ Workshop) in grades 3-5	Ongoing 09/10 and 10/11	Karen, Bridging Staff, teachers	Title II A	Bridging meetings, staff development
2. Use assessment data to inform instruction.	On-going 09/10	Karen, Teachers Bridging staff	Title II A	Bridging meetings, staff development
3. Begin to adopt or develop common units, lessons and assessments that are built around the VT GLEs.	On-going 09/10	Karen, Teachers Bridging staff.	Title II A	Bridging meetings, staff development

**STRATEGY 6: Provide focused professional development in instruction and assessment for grades 6-8 teachers through the VT Reads VALLI (Vermont Adolescent Literacy Initiative) in order to increase student performance.**

Action Steps	Date	Who Responsible	Resources Needed (and Source)	Monitoring Checkpoint Dates and Notes
1.All content area and specials teachers will employ best literacy practices, and continue to sharpen their skills through collaboration and peer observation. Teachers will be accountable for keeping literacy at the forefront of all instruction.	On-going Sept 10- June 2011	Cohort, Karen John, Teachers	Curriculum meetings	Monthly curriculum meetings, staff development days.
2. Move the trained cohort of 6-8 teachers into literacy leadership positions by having them take responsibility for planning and implementing staff	On-going Sept 09-June 10	Karen, VALLI cohort	Cohort meetings, curriculum	Monthly meetings and minutes; staff development days.

development.			meetings	
3. Use assessment data to inform instruction.	Sept. 09-June 2011	Karen	Curriculum meetings	Monthly meetings, progress monitoring meetings
4. Reorganize Tier 2 instruction to better meet specific instructional needs of struggling readers.	Spring 09-fall '10	Karen Tim, teachers	Schedule change	Monthly meetings and minutes. Progress Monitoring meetings.
5. Continue to work to integrate 21 <sup>st</sup> Century learning skills into classroom instruction.	Fall '10-Spring '11	Cohort, technology staff, teachers	Updated technology, training.	Monthly meetings and minutes; staff development days.

**STRATEGY 7: Complete the comprehensive PreK-12 Language Arts curriculum and guide to Instructional Practice**

Action Steps	Date	Who Responsible	Resources Needed (and Source)	Monitoring Checkpoint Dates and Notes
1. The ELA curriculum committee, comprised of K-12 teachers, the literacy coordinator, and the curriculum coordinator, will complete the writing and reading curriculum aligned with the Vermont GLEs and NECAP Assessment.	Spring 2010	John, Karen, Alice Literacy Curriculum Committee	NA	Reading draft was completed June 09 Writing draft May '10
2. Curriculum work will be shared with all teachers to solicit input before finalizing curriculum and implementation expectations.	On-going through spring 2011	John, Karen, Alice, and committee	Title IIA	Literacy Meetings fall 2010

**STRATEGY 8: Develop a comprehensive PreK-12 mathematics curriculum that links the Vermont GLEs to the Bridges in Mathematics and CMP programs.**

Action Steps	Timeline	Who Responsible	Resources Needed (and Source)	Monitoring Checkpoint Dates and Notes
1. Determine which GEs are most essential for student success in mathematics at each grade level.	Summer 2010	Beth John	Title II A	Essential GEs document
2. Do a thorough "gap analysis" of the two math programs against the GEs utilizing developed "correlation documents" including feedback from BT teachers.	Summer 2010	Beth, John and K-12 Math Curr. Team	Title IIA	Gap analysis document

3. Develop a common plan and determine/develop resources to address gaps by grade.	Summer 2010	Beth, John	NA	Math curriculum meeting notes and agendas; resources.
4. Create a "pacing guide" for instructional delivery.	Fall 2010	Beth, John	NA	Pacing Guide developed and distributed.
5. Analyze program assessments for comprehensive information about key concepts. Determine what else might be needed if gaps or inefficiencies exist.	August 2010-Spring 2011	Beth, John and teachers	NA	
6. Roll out math curriculum documents to staff.	August 2010-Spring 2011	Beth, Tim, Alice, John		

**STRATEGY 9: Provide professional development to address skills and concepts identified as program gaps in strategy 1.**

Action Steps	Timeline	Who Responsible	Resources Needed (and Source)	Monitoring Checkpoint Dates and Notes
1. Form "lesson study" groups to work on gaps in content and concepts. Begin with middle school teachers (5-8).	On-going 2010/2011	Beth, John	School Improvement grant.	

**GOAL II: Ensure that high quality formative and summative assessments are used to monitor the developing achievement of all students so that each student can reach his/her potential for high achievement.**

**STRATEGY 1: Strengthen and/or develop mathematics assessments to improve monitoring of student achievement**

Action Steps	Timeline	Who Responsible	Resources Needed (and Source)	Monitoring Checkpoint Dates and Notes
1. Analyze unit assessments and adjust as necessary by creating or selecting additional or alternative items to embed.		Beth		
2. Ensure that high quality formative assessments and assessment practices are in place.		Tim, Alice, Beth, John.		

**STRATEGY 2: Continue to Integrate the Reading, Writing, Science and Mathematics NECAP Release items into regular classroom instruction throughout the school year.**

Action Steps	Date	Who Responsible	Resources Needed (and Source)	Monitoring Checkpoint Dates and Notes
1. Selected release items will be implemented on a monthly basis. Teachers will work on collaborative scoring of these items and participate in a review of students' work and the implication for teaching and learning.	Sept 09-June 10	Karen, John, Beth, Shannon, teachers	Title II A	Feedback forms from staff development days
2. Provide local NECAP-like items with benchmarks and rubrics that can be embedded in our curriculum to make NECAP practice more relevant to our daily instruction and provide assessment tools.	Sept. 09-June 11	Karen, John, Beth, Shannon, teachers	Title II	Items from VT item bank and developed locally.

**STRATEGY 3: Provide professional development so that all BTMES teachers can become "assessment literate". This means understanding how to select and create assessments that match curricula and instructional goals including performance assessments.**

Action Steps	Timeline	Who Responsible	Resources Needed (and Source)	Monitoring Checkpoint Dates and Notes
1. Develop and offer <i>Assessing Student Learning</i> Course.	Spring semester 2011	Alice, Beth, John	Time	Course Syllabus; text and other materials.

**STRATEGY 4: Implement a structured process for monitoring student performance (Progress Monitoring) and provide tools and strategies to support Progress Monitoring.**

Action Steps	Timeline	Who Responsible	Resources Needed (and Source)	Monitoring Checkpoint Dates and Notes
1. Provide Progress Monitoring opportunities at monthly literacy and math curriculum meetings to look at data and student work.	September 2010- June 2011	John, Karen, Beth, Shannon	NA	Meeting calendar, agendas, notes
2. Teachers will continue to submit indicated Progress	On-going	John, and		

Monitoring data based on the BSU Assessment Plan		BTMES Admin.		
3. Explore and determine technology program/software to support progress monitoring.	On-going	John, Alice, Jeff	BSU	
4. Train teachers to input data as needed.				