WHITE RIVER SCHOOL
ACTION PLAN
MAY 2011

Presented to Staff: 5/17/11
Approved by Board 5/25/11

Data Source	Goals	Critical Need	Measurable Objective	Strategies	How to Measure the Strategy	Person(s) Responsible	Resources	Ends Policies
Goal 1 - Reading								
2010 NECAP	Improve all students' comprehension skills: Informational Text, Initial Understanding and Analysis and Interpretation and fluency.	WRS did not meet AYP in reading. Our Free/Reduced lunch subgroup missed by meeting the Lowest Confidence Band by one point	1A) Students will demonstrate proficiency on the VT Reading Standards through ongoing formative assessments using the NECAP released items, and/or VT Item Bank Assessment resources, and/or the Fountas and Pinnell Reading Benchmarks as outlined by the program. Assessments will be given in September, January and May of 2011-2012.	1A) Consult with HSD Literacy Teacher Leader, Response to Intervention/Data consultant, Title I staff, and WRS colleagues at scheduled meetings to review student level data, and determine instructional changes to target these reading comprehension areas of need.	1A) Review and analysis of Fountas and Pinnell data, NECAP data and/or NECAP Released Item Assessments, VT Item Bank Assessments 3 times per year: Fall, Mid-year, End of Year during scheduled meetings with staff and/or colleagues and/or HSD Literacy Teacher Leader, principal, and/or RtI / data consultant(s).	1A) principal, Title I staff, HSD Literacy Teacher Leader, RtI/Data Consultant(s), Classroom Teachers	1A) Title I staff, Title 1 funding, teachers, HSD Literacy Teacher Leader	TBA

Data Source	Goals	Critical Need	Measurable Objective	Strategies	How to Measure the Strategy	Person(s) Responsible	Resources	Ends Policies
Goal 1 - Reading			1B) Students in need will receive additional support in learning to read. Teachers will receive training/support in teaching effective reading strategies (K-5).	1B) Title I staff will consult with K-5 teachers to review reading comprehension data and teaching strategies and Title I staff will meet with principal in the fall, mid-year and end of year to review these data results.	1B) Title I staff will maintain data as to which teachers they consult with as well as data analysis meetings with the principal	Title I staff, teachers, principal	Title I funds	TBA
			1C) Students will engage in a book discussion club with their families	1C) Teachers, Title I staff and families will encourage participation in a theme based book discussion club to be held after school to increase student motivation about reading, model effective questioning strategies to families to increase students' comprehension level and to model a love of reading.	1C) Attendance at the Book Discussion Club, and data on the number of books purchased	1C) Title I staff, teachers, principal	1C) Title I funds, Title I staff, teachers, principal, families	

Data Source	Goals	Critical Need	Measurable Objective	Strategies	How to Measure the Strategy	Person(s) Responsible	Resources	Ends Policies
Goal 1 - Reading			1D) Create a list of fiction and non-fiction leveled readers and purchase sets of books as funds become available.	1D) Teachers will collaborate to develop lists of leveled readers to be used by grade level and/or content taught (units of study including science and social studies) to integrate reading in all content areas.	1D) Ongoing review of student level data to show growth over time, use of a data wall which provides a visual representation of all students' achievement	1D) Teachers and principal, HSD Science and Literacy Teacher Leaders.	1D) Title I funds, Title IIA funds through up to 16 hours of summer work	
			1E) All WRS staff will consult with a Response to Intervention consultant throughout the year to analyze reading data and to plan instructional interventions for students.	1E) WRS staff and HSD Literacy Teacher Leader will use Fountas and Pinnell data, NECAP data, formative assessments, teacher observations to identify which students are and are not meeting proficiency in The VT Reading Standards and to plan instructional interventions, ways to group students and ways to collaborate with staff to meet students' identified instructional needs. This work will be facilitated by an RtI consultant.	1E) Teachers will post the leveled reading lists and resources available on the WRS staff share	1E) Response to Intervention consultant(s), teachers, principal, HSD Literacy Teacher Leader	1E) Title I funds, WRS Professional Services budget, Title I staff, HSD Literacy Teacher Leader, teachers	

Presented to Staff: 5/17/11
Approved by Board 5/25/11

Data Source	Goals	Critical Need	Measurable Objective	Strategies	How to Measure the Strategy	Person(s) Responsible	Resources	Ends Policies
Goal 2 - Mathematics								
2010 NECAP	2A) Identify essential math concepts in each classroom for each class.	2A) WRS did not meet AYP in mathematics. Our Free/Reduced lunch subgroup missed meeting the Lowest Confidence Band by one point.	2A) Students will demonstrate proficiency on the VT Math Standards through the use of ongoing assessments such as the NECAP released items, and/or VT Item Bank Assessment resources, and/or Bridges Math Program. Assessments will be administered throughout the year.	2A) WRS staff and HSD Math Teacher Leader will use Bridges Math data, NECAP data, formative assessments, teacher observations to identify which students are and are not meeting proficiency in The VT Math Standards and to plan instructional interventions, ways to group students and ways to collaborate with staff to meet students' identified instructional needs.	2A) WRS staff and/or HSD Math Teacher Leader will report out to staff at scheduled staff meetings	2A) WRS staff, HSD Math Teacher Leader, principal, RtI Consultant(s).	2A) Title I funds, 16 hours of summer work and/or subs for release time for WRS staff to complete the work	
2010 NECAP results, Bridges Math Assessments, teacher Input	2B) Teachers will use assessments and other evidence to measure all students' mathematics achievement to determine which students need math interventions.	2B) Teachers have identified students who are not meeting proficiency and/or meeting math unit objectives through the Bridges Math Program and NECAP testing.	2B) Students will demonstrate proficiency on the VT Mathematics Standards through ongoing formative assessments using the NECAP released items, and/or VT Item Bank Assessment resources, and/or the Bridges Math program.	2B) WRS staff and HSD Math Teacher Leader will use Bridges Math data, NECAP data, formative assessments, teacher observations to identify which students are and are not meeting proficiency in The VT Math Standards and to plan instructional interventions, ways to group students and ways to collaborate with staff to meet students' identified instructional needs. This work may be facilitated by an RtI consultant, HSD Math Teacher Leader, WRS staff, principal.	2B) Teachers will collect,review and analyze Bridges Math Program data, NECAP data and/or NECAP Released Item Assessments, VT Item Bank Assessments 4 times per year: June 2011, Fall 2011, January 2012, June 2012 during scheduled meetings with staff and/or colleagues and/or HSD Math Teacher Leader, principal, and/or RtI / data consultant(s).	2B) WRS staff, HSD Math Teacher Leader, Title 1 staff, principal, RtI Consultant(s).	2B) Title I funds, and/or time at in-service, WRS staff, RtI consultant(s) and/or subs for release time for WRS staff to complete the work	

Presented to Staff: 5/17/11
Approved by Board 5/25/11

Data Source	Goals	Critical Need	Measurable Objective	Strategies	How to Measure the Strategy	Person(s) Responsible	Resources	Ends Policies
Goal 3 - Writing								
2010 NECAP Writing Scores (grade 5 only)	All K-5 students will improve their writing skills	44% of the 5th graders living in poverty did not meet the standards in writing.	3A) Students will demonstrate proficiency on the VT Writing Standards per grade level through various assessments which may include, the Hartford School District Portfolio Assessments, the NECAP released items, and/or VT Item Bank Assessment resources.	3A) Train new staff in the Framing Your Thoughts methodology and provide a refresher for veteran staff.	3A) staff will receive a certificate of completion by the trainer and incorporate the strategies learned into daily instruction.	3A) principal, staff, Literacy Teacher Leader	3A) Title IIA funds, LSB funds	
				3B) Consult with Literacy Teacher Leader, Title 1 staff and principal as needed.	3B) Report from Literacy Teacher Leader after working with teachers during released time to work on PD & E goals.	3B) principal, staff Literacy Teacher Leader	3B) Title I funds, substitutes, release time	
				3C) staff will analyze students' writing samples to measure proficiency in meeting the VT Writing Standards per grade level in all content areas: science, social studies.	3C) Review and analysis of NECAP data and/or NECAP Released Item Assessments, VT Item Bank Assessments 3 times per year: Fall, Mid-year, End of Year	3C) principal, staff	3C) staff meeting time, substitutes release time.	
				3D) staff will learn teaching strategies related to short and extended writing responses through training with writing consultants such as Diana Leddy and Joey Hawkins.	3D) Teaches will report out at a staff meeting to share strategies learned.	3D) principal, staff, Literacy Teacher leader	3D) writing consultants, substitutes, Title 1 funds, Literacy Teacher Leader.	

Presented to Staff: 5/17/11
Approved by Board 5/25/11

Data Source	Goals	Critical Need	Measurable Objective	Strategies	How to Measure the Strategy	Person(s) Responsible	Resources	Ends Policies
Goal 4 - Science								
2010 NECAP Science Scores (grade 4 only)	Improve students' proficiency in science inquiry specifically students' written responses.	Of the four domains in science, inquiry continues to be the weakest area of performance as demonstrated on the NECAP results over time. In 2010 only 49% of the possible points for inquiry were earned by 4th graders who took the test.	4A) WRS staff will work with the HSD Science Teacher Leader to analyze student results on an inquiry task completed within each classroom. 4B. Consult with Science Teacher Leader, principal and other WRS staff as needed.	4A) Science Teacher Leader will facilitate a staff meeting to allow teachers to review the student work from an inquiry task. 4B. Consult with Science Teacher Leader, principal and other WRS staff as needed for PD & E goals.	4A) Report from staff meeting. 4B. Report from Science Teacher Leader after working with teachers during release time.	4A) principal, staff, Science Teacher Leader. 4B. principal, staff, Science Teacher Leader	4A) staff meeting time, substitutes, release time. 4B. Title I funds, substitutes, release time.	
Goal 5 - Student Motivation to Learn								
None (WRS does not have a school wide data system to collect data on behavior infractions)	Increase student motivation to be an engaged learner and to follow the rules outlined in the WRS *Behavior Guidelines*	WRS does not currently have a data tool that is used consistently to monitor and collect data on behavior infractions.	5A) Every WRS student in grades K-5 will receive a certificate that specifies which positive behavior he/she has demonstrated. 5B) WRS students in grade 3-5 who achieve level 4 on the NECAP exam will meet wit principal to be recognized for their achievement. 5C) "Green Zone" surprise visits will be scheduled about once monthly.5D) Students will participate in enriching activities	5A) Student Recognition Awards 5B) Academic Honor Awards 5C) Caught Being Good Stickers 5D.) Have WRS staff plan extra-curricular activities 5E) Have WRS staff to p provide homework support 5F) Review school wide Behavior Plan and develop data system.	5A) All students will receive an award. 5B) Recognize students who Achieve the Standard with Honors on Vermont mandated Assessments. 5C) Survey staff 5D) Survey staff and students on efficiency of program 5E) Survey staff and students on efficiency of program 5F) Report out to WRS staff	5A) principal & staff 5B) principal 5C) all staff 5D) WRS staff, principal, Bus drivers 5E) WRS staff and principal 5F) Selected staff	5A)Title 1 Funds 5B) Title 1 Funds 5C) Title 1 Funds 5D) Title 1 Funds 5E) Title 1 Funds 5F) Assets 2011 review	

Presented to Staff: 5/17/11
Approved by Board 5/25/11

Data Source	Goals	Critical Need	Measurable Objective	Strategies	How to Measure the Strategy	Person(s) Responsible	Resources	Ends Policies
Goal 6 - Educational Needs								
WRS/HSD Sped office students.	All WRS students will receive a free, appropriate education.	26% of WRS students received specialized services through a 504 plan or IEP. Another 28% are monitored through the EST. 12% of our students receive school based counseling services.	The documentation for WRS students who receive services through a 504, IEP or EST will meet federal law.	6A) principal will hold weekly meetings with mental health clinician to monitor students' progress 6B) Educational Support Team will strategize to provide academic support for identified students and monitor and review progress throughout the year. 6C) IEP, 504, and EST team will receive Medicaid clerical and administrative support a minimum of 9.75 hours per week.	6A) principal will hold weekly meetings with Mental Health Clinician and school counselor to monitor students' progress. 6B) School Counselor will maintain records for the EST and the principal will review them. 6C. Medicaid Clerk's HSD contract and payroll records.	6A) principal, Mental Health Clinician, staff 6B) School Counselor, staff, principal 6C) HSD Administration and central office clerks	6A) Medicaid reimbursement 6B) Medicaid ,Clinical Support, Title I, (IDEA)	