



Strategic Framework

Action Plan Results and Next Steps 2013-2014

*Providing our students with a world class education
that will challenge minds, engage creativity,
develop self-discipline, and advance inherent strengths.*

Freeport High School Action Plan Goals 2012-2013

Math Interventions → Increased
Student Achievement

Evidence-based
practices → Standards-based
Curriculum

The background of the slide is a photograph of a library. In the foreground, two students are seated at a table, working on laptops. The student in the foreground is a young woman with blonde hair tied back, wearing glasses and a blue jacket. She is looking down at her laptop. Behind her, another student is partially visible, also working on a laptop. The background is filled with tall bookshelves packed with books of various colors. The overall lighting is soft and even.

Goal 1: Student achievement in math is supported by an array of high quality interventions

Strategies Implemented:

- Math Center
- Technology integration
- Link math to real-world applications
- Math strategist
- Simultaneous scheduling
- SAT Prep Course



Goal 1: Student achievement in math is supported by an array of high quality interventions

Results:

- **Increased student participation in higher level math classes & increased participation in advanced level science classes**
- **SAT scores - 8% fewer students in partially proficient and 2% fewer substantially below proficient levels**



Goal 1: Student achievement in math is supported by an array of high quality interventions

Results:

- **SAT scores - increase of 5% in number of proficient students and 5% students who scored proficient with distinction**
- **PSAT scores improved:
below the national average in 11-12 to
above the national average in 12-13**

Freeport High School Action Plan Goals 2013-2014

Math Interventions → Increased
Student Achievement

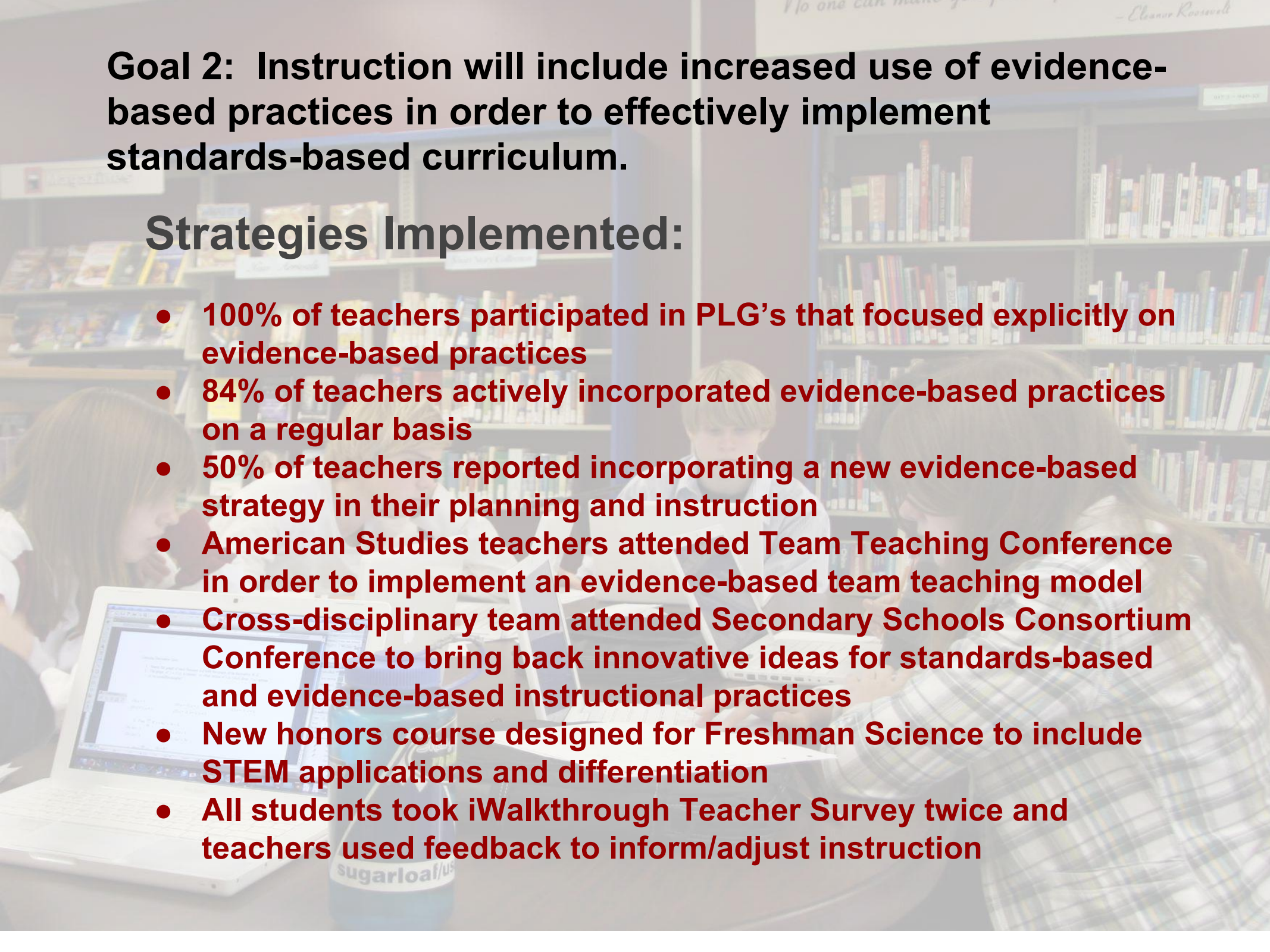
Evidence-based
practices → Standards-based
Curriculum



Goal 1: Student achievement in math is increased through an array of high quality interventions

Strategies:

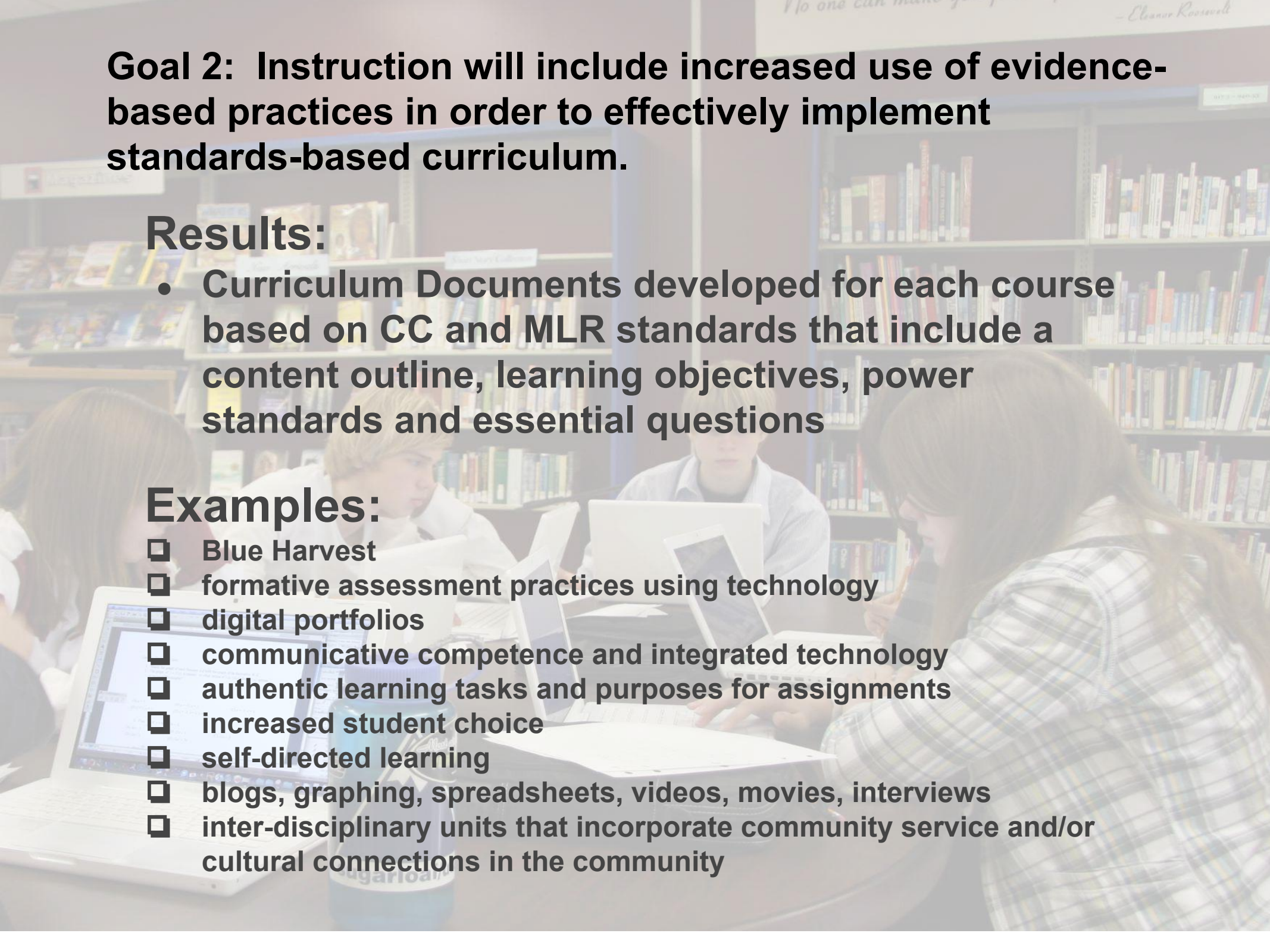
- Math Center
- **Increased emphasis placed on students at lowest levels using RTI model**
- Technology integration and **IPad training**
- Link math to real-world applications
- Interdisciplinary approach to math instruction
- Simultaneous scheduling
- SAT Prep Course
- **ReadiStep Data**



Goal 2: Instruction will include increased use of evidence-based practices in order to effectively implement standards-based curriculum.

Strategies Implemented:

- **100% of teachers participated in PLG's that focused explicitly on evidence-based practices**
- **84% of teachers actively incorporated evidence-based practices on a regular basis**
- **50% of teachers reported incorporating a new evidence-based strategy in their planning and instruction**
- **American Studies teachers attended Team Teaching Conference in order to implement an evidence-based team teaching model**
- **Cross-disciplinary team attended Secondary Schools Consortium Conference to bring back innovative ideas for standards-based and evidence-based instructional practices**
- **New honors course designed for Freshman Science to include STEM applications and differentiation**
- **All students took iWalkthrough Teacher Survey twice and teachers used feedback to inform/adjust instruction**

A background image showing a group of students in a library or computer lab. They are sitting at a table, working on laptops. Bookshelves filled with books are visible in the background. A quote by Eleanor Roosevelt is partially visible at the top right.

Goal 2: Instruction will include increased use of evidence-based practices in order to effectively implement standards-based curriculum.

Results:

- Curriculum Documents developed for each course based on CC and MLR standards that include a content outline, learning objectives, power standards and essential questions

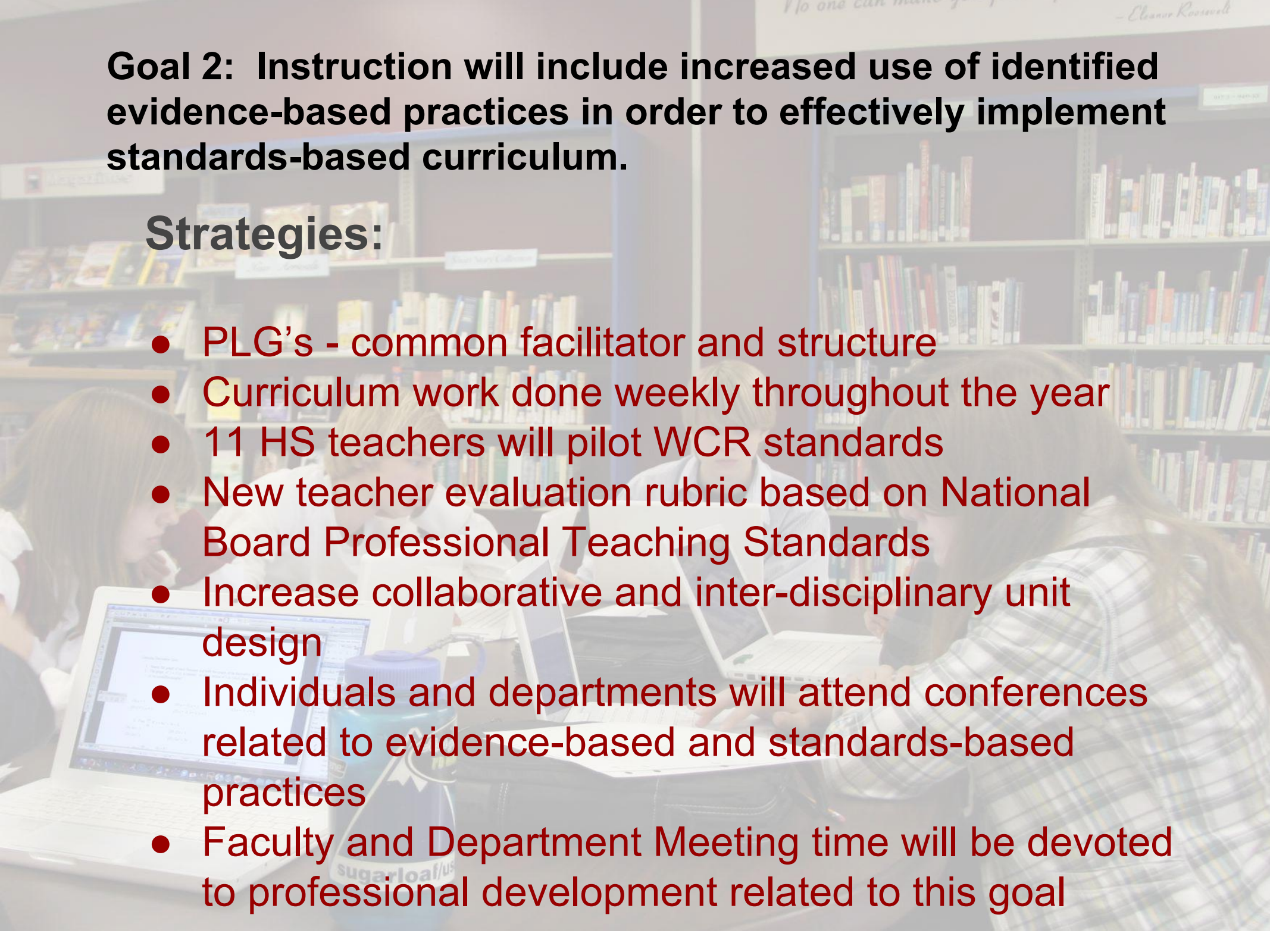
Examples:

- ❑ Blue Harvest
- ❑ formative assessment practices using technology
- ❑ digital portfolios
- ❑ communicative competence and integrated technology
- ❑ authentic learning tasks and purposes for assignments
- ❑ increased student choice
- ❑ self-directed learning
- ❑ blogs, graphing, spreadsheets, videos, movies, interviews
- ❑ inter-disciplinary units that incorporate community service and/or cultural connections in the community

Freeport High School Action Plan Goals 2013-2014

Math Interventions → Increased
Student Achievement

Evidence-based
practices → Standards-based
Curriculum



Goal 2: Instruction will include increased use of identified evidence-based practices in order to effectively implement standards-based curriculum.

Strategies:

- PLG's - common facilitator and structure
- Curriculum work done weekly throughout the year
- 11 HS teachers will pilot WCR standards
- New teacher evaluation rubric based on National Board Professional Teaching Standards
- Increase collaborative and inter-disciplinary unit design
- Individuals and departments will attend conferences related to evidence-based and standards-based practices
- Faculty and Department Meeting time will be devoted to professional development related to this goal

F
M
S



2012-13 Goal 1: Improve writing level of students



Strategies:

3 teachers went to Columbia University for writing training

Focus on writing in all content areas

All teachers are using the workshop model

Evidence of Success (as of Fall 2013):

- Successfully created writing prompt and selected anchor papers in our pilot year
- 78% of students met or exceeded on 2012 NECAP writing test

2012-13 Goal 2: Increase healthy peer to peer relationships

RSU5 Core Values

- **Responsibility**
- **Respect**
- **Compassion**
- **Honesty**
- **Courage**

Created small advisory groups at each grade level

Monthly extended advisory with student/parent lead topic around core values

3 speakers to talk to kids about healthy relationships

Got Character Campaign

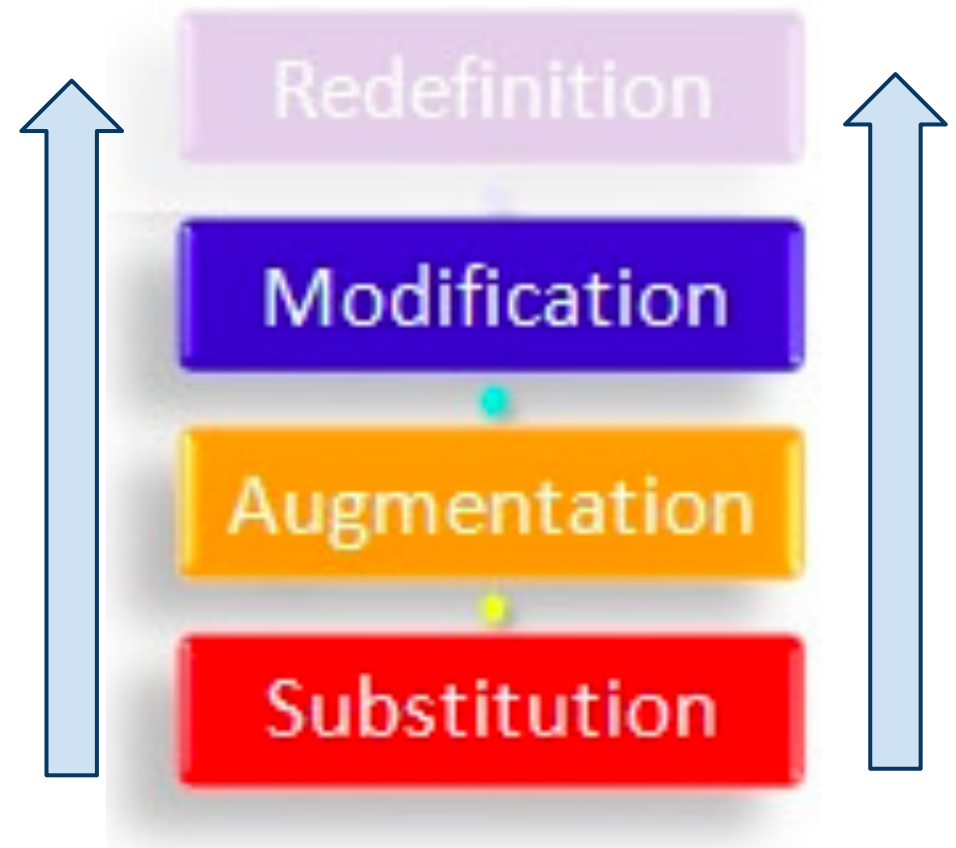
Active Bystander focus this year

Increased adults at recess/lunch

2013-14 Goal 1: Increase student 21st century learning skill with the iPad

During the school year, each teacher will use the iPad with students as a (for a)...

- Creation tool
- Communication tool
- Research tool
- Group Learning project
- Integrated learning experience
- Writing tool
- Reading tool
- Applied learning experience
- Access digital math texts



SAMR, by Ruben Puentedura

2013-14 Goal 2: Continue to Improve Student Writing

Strategies:

Continue with writers workshop implementation

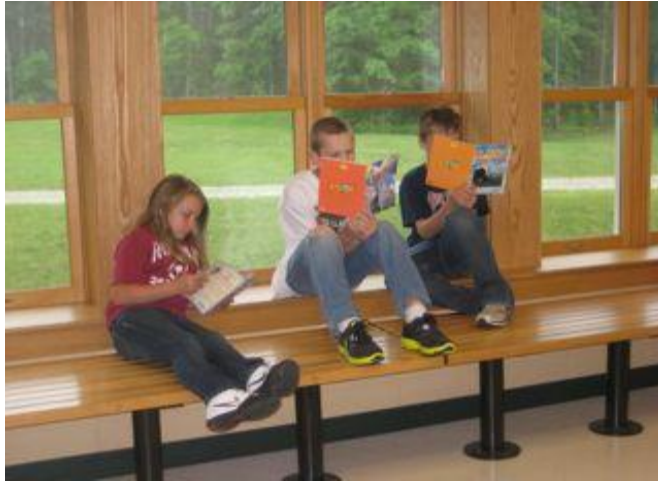
Using data from district writing prompt to inform instruction

Focus on writing in science and social studies

Increase quantity and quality

The next two 8th grade groups to test on NECAP writing were a combined 47% meeting or exceeding the standard as 5th graders

Goal is to have over 80% meet the standard or exceed (2013-14 NECAP)



Durham Community School



Kindergarten

Goal:

Handwriting - 90% of students will form all lower case letters correctly. (new goal)

Results:

- 52% Met
- 26% Partially Met (reversals)
- 21% Did not meet

What worked well:

- Collaborations of strategies
- Identifying kids that needed extra instruction
- Using a variety of programs & activities:
 - Handwriting Without Tears Instruction
 - Progress monitoring
 - Fine Motor activities
 - Daily HFW Handwriting practice

Grade 1-2

Goal:

Students will increase spelling and word study skills as measured by the Primary Spelling Inventory from Words Their Way.

(Students will grow at least one spelling category from September to May).

Results:

*68 of 88 1-2 students (77%) gained 1 or more spelling category on PSI from September-June.

*77 of 88 1-2 students (88%) gained 7+ feature points on the PSI from September-June.

*100% of 1-2 students maintained or gained from September to May.

Grade 3-4

Goal:

Increase student writing volume on a timed, on-demand piece.

* 3rd grade the top standard is 24 lines in 30 minutes.

* 4th grade the top standard is 2 pages, 48 lines in 40 minutes.

All students will meet 75% or better of writing volume targets

Results:

Grade 3: went from only 51% meeting to 89% meeting

Grade 4: went from just 18% meeting to 67% meeting

Grades 5-6

Goal: Improve student ability to use evidence/relevant details from text to meet the standard on written constructed response questions.

Based upon a baseline Prompt administered in November 2012, 50% of the students not meeting the standard will show growth of at least one score level on our constructed-response rubric by May 2013.

Results:

Fall: 40% of 5th graders were meeting the standard.

Spring: 75% of 5th graders were meeting or exceeding the standard.

Fall: 57% of 6th graders were meeting the standard

Spring: 83% of the students were meeting or exceeding the standard.

7-8 Grade

Goal:

100% of students to pass all core classes each trimester.

Results:

*89% of students passed all of their core classes during the third trimester.

*Given extra time and homework support, students brought their grades up to passing.

Specials

Goal:

Improve interpersonal communication skills of students in grades 4 & 5 as defined in Work and College Readiness Skills.

Results:

Pre and post survey of skills, small group discussion and observation.

- Skill set improved.
- Students more aware of how their actions and words could be received by others .
- Modifying their behaviors to more appropriately share with the group.

DCS PLC goal for 2013/14

Two year goal to refine RTI process with outcome of increasing the lowest quartile of students' rate of growth in ELA and math.

- What patterns exist?
- What are the barriers to learning?
- What interventions have been tried?
- Which interventions have worked?
- What are the essential skills required in the target disciplines? (gatekeepers)
- How do we coordinate our resources (human, materials and time) to support these students in meeting essential skills?

Pownal Elementary School

Goal 1: Pilot use of Teachers' College K-8 Literature and Informational Continua to increase students' proficiency with higher level comprehension skills.



Results:

80% of second through fifth grade students were at or above proficiency on the NWEA

Activities:

Unpacked the Common Core Power Standards. Calibrating these across grade levels using Interactive Read Aloud lessons, conferring, and strategy groups

Identified comprehensive alternative assessment for students performing above grade level.

Established common Reading Workshop for grades 3-5 to extend differentiation opportunities.



Goal 2: Students will demonstrate increased knowledge of word structure, decoding, and spelling. This will result in 90 percent of students meeting or exceeding the end of the year standard.



Results:

74% of our students met or exceeded the standard. This is up from 66% last year.

Differentiation=Growth

Full Implementation of Words their Way in 5 out of 6 classrooms. Partial implementation in 1 classroom.

Intervention: Spire implementation had limited impact accelerating the progress of at risk students

Students participating: 9

Percent making the median growth target:3

Percent meeting grade level targets:1

New Goals for 2013-2014

Primary Team:

Using the Teachers' College Writing Units of Study On-Demand Assessments, 80% of students will demonstrate an increase of at least 1 grade level in elaboration and craft.

Intermediate Team:

When writing a reading unit reflection, 80% of students will provide accurate evidence of how they met identified goals for the unit.

Specialists Team:

Implement Work and College Readiness Standards by developing consistency between PES and MSS implementation of the PBIS system, using a common language for both, and increase the frequency of reinforcement for improved classroom instruction.



Mast Landing School

Soule Program

Goal: *Soule students will demonstrate an improvement in their ability to write persuasive arguments.*



Results:

- 92% of students improved in their ability to write persuasive arguments; 70% of students improved by at least one point (on 4 point scale)
- mean score on pre assessment: 1.5
- mean score post instruction: 2.75
- team comments: the **celebration** is that students' writing improved significantly with targeted genre specific instruction

Harraseeket/Spring Hill Programs

Goal: *Students will demonstrate a 10% increase in proficiency in reading as measured by spring to spring F&P scores.*



Results:

- Students demonstrated 5% increase in proficiency
- Students not meeting standards averaged 3 levels of growth; 26% made accelerated growth.
- How to define proficiency?
- F&P as diagnostic tool
- Team comments: the **celebration** is students' self confidence in reading has grown; teachers have learned how to set a specific goal

Mast Landing Goals 2013-2014

Grade 3 Goal:

80% of students will achieve 2 points growth in narrative, opinion and non fiction as measured by the TC writing rubrics.

Strategies:

- use pre to post on demand assessments to measure growth
- implement TC units of study in 3 genres
- consult with literacy coach as needed
- work in PLC to score writing, share student work and plan instruction

Mast Landing Goals 2013-2014

Grade 4 Goal:

Students will improve their narrative writing.

Strategies:

- administer narrative on-demand prompt in early September
- score prompts to get baseline
- teach personal narrative and realistic fiction units
- administer narrative on-demand prompts at end of units

Mast Landing Goals 2013-2014

Grade 5 Goal:

To improve student achievement in argument based writing

Strategies:

- administer pre and post on demand assessments
- work in PLCs to score writing
- work with 5th grade team on peer observations, coaching in and using assessments to inform instruction

Morse Street School

2012-2013 Goals

1. Increase student understanding of word structure, decoding and spelling. 10% increase in the number of students meeting the benchmark on the Primary Spelling Inventory.
2. Increase students' skills to self-manage their behaviors



Morse Street School

Goal 1

Increase student understanding of word structure, decoding and spelling. 10% increase in the number of students meeting the benchmark on the Primary Spelling Inventory.

Results:

Kindergarten:

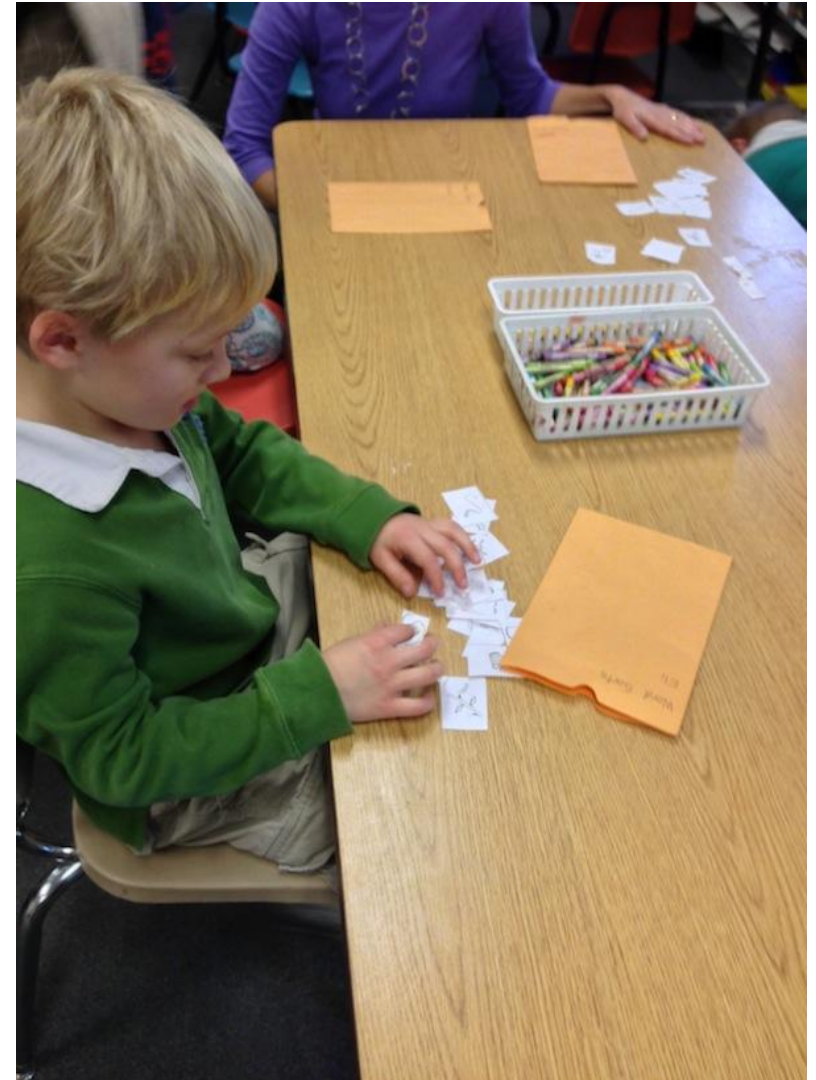
Fall Target: 82% Met Spring Target: 94% Met

First Grade:

Fall Target: 82% Spring Target: 93% Met

Second Grade:

Fall Target: 78% Met Spring Target: 74% Met



Morse Street School

Goal 2

Increase students' skills to self-manage their behaviors

Results: Only one office referral from the cafeteria during the trial period of PBIS in the cafeteria. This is a dramatic improvement from the first four months of the year when there were multiple referrals per week.



Goals for 2013-2014

Kindergarten and First Grade:

Using the Teachers' College Units Of Study On-Demand Assessments, 80% of students will demonstrate an increase of at least 1 grade level in elaboration and craft

Second Grade:

Increase student understanding of word structure, decoding and spelling. 10% increase in the number of students meeting the benchmark on the Primary Spelling Inventory.

2. Increase students' skills to self-manage their behaviors

Set Clear Expectations for all common areas in the building

Reward students for positive behavior

Track Reward Data



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Action Plan Results and Next Steps 2013-2014

Thank You!

*Providing our students with a world class education
that will challenge minds, engage creativity,
develop self-discipline, and advance inherent strengths.*