

**TWINFIELD UNION SCHOOL  
SCHOOL IMPROVEMENT PLAN  
2013-2014**

**1) School/SU Information:**

School Name: Twinfield Union School	S. U. Name: Washington Northeast SU
Principal: Mark Mooney	Superintendent: Nancy Thomas
Principal Phone # & Email: 426-3213 <a href="mailto:markmooney@twinfield.net">markmooney@twinfield.net</a>	Superintendent Phone # & Email: 454-9924 <a href="mailto:nthomas@washnesu.org">nthomas@washnesu.org</a>
Date of School Board Approval: September 24, 2013	Date Plan will be implemented: September, 2013

**2) School Improvement Planning Team:**

List the names and contact information of the School Improvement Planning Team members and their position.

<b>Name</b>	<b>Email</b>	<b>Position</b>
<b>Mark Mooney</b>	<a href="mailto:markmooney@twinfield.net">markmooney@twinfield.net</a>	<b>Principal</b>
<b>Patricia Johnson Knoerl</b>	<a href="mailto:pjohnson@washnesu.org">pjohnson@washnesu.org</a>	<b>Curriculum Coordinator</b>
<b>Maureen Davis</b>	<a href="mailto:maureendavis@twinfield.net">maureendavis@twinfield.net</a>	<b>Teachers</b>
<b>Maria Forman</b>	<a href="mailto:mariaforman@twinfield.net">mariaforman@twinfield.net</a>	<b>Library Media Specialist</b>
<b>Krista Larrow</b>	<a href="mailto:kristalarrow@twinfield.net">kristalarrow@twinfield.net</a>	Grade 3/4 Teacher
<b>Kevin Carney</b>	<a href="mailto:Kevincarney@twinfield.net">Kevincarney@twinfield.net</a>	MS Science

**MEASURABLE GOAL 1: To improve Student achievement and to close the gender gap in writing performance by adopting an increased focus on informational text, shared instructional strategies for writing, frequent assessment and regular review of results to inform instruction and targeted intervention as needed.**

Writing scores:	Current % Proficient	Target
<b>Grades 5</b>	2011: ALL 22% Males: 7% Females: 37% 2012: ALL 18% Males: 10% Females: 28%	2013: ALL 30% Males: 20% Females: 40%
<b>Grade 8</b>	2011: ALL 40% Males: 36% Females: 43% 2012: ALL 66% Males: 61% Females: 73%	2013: ALL 75% Males: 70% Females: 75%
<b>Grade 11</b>	2011: ALL 60% Males: 54% Females: 64% 2012: ALL 65% Males: 54% Females: 80%	2013: ALL 75% Males: 60% Females: 85%

**Objectives:**

1. Teachers K-8 will utilize the Writer’s Workshop approach to writing instruction
2. 1.2 Secondary teachers will identify a shared rubric, assessments, benchmark pieces, and shared vocabulary regarding writing instruction

Strategies/Activities (Strategies are numbered to correspond to objectives)	Timeline	Person Responsible
<p>At Elementary <b>Writing</b></p> <ul style="list-style-type: none"> <li>• K-6 Teachers will use Writer’s Workshop approach for teaching writing. Continue Professional Development throughout the year from Teacher’s College.</li> <li>• Review Lucy Calkin’s online resources to guide instruction.</li> <li>• Assure smooth transition from 6<sup>th</sup> grade to Middle School</li> <li>• Administer on-demand assessments 3 times during the year and</li> </ul>	<p>Aug, 2012- June 2013</p> <p>Aug. 2013</p> <p>Sept, Jan,</p>	<p>Curriculum Director to arrange with Teachers College</p> <p>Reading/Math Interventionist, Reading Interventionist will work closely with Curriculum Coordinator</p>

Strategies/Activities (Strategies are numbered to correspond to objectives)	Timeline	Person Responsible
<p>review the results during the collaborative time and early release.</p> <ul style="list-style-type: none"> <li>Teachers will provide students with rubrics to help them learn to self-assess.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Administer the Fountas &amp; Pinnell Benchmark Reading Assessment 3 times during the year (Sept., Dec., and May) in grades K-8</li> <li>Calibrate notation of running records so teachers use the same recording notes.</li> <li>Create a common list for leveled and trade books for grades K-6</li> </ul>	<p>May</p> <p>Sept, Dec, May</p> <p>Oct. early release</p>	
<p>Secondary Level</p> <p><b>English Language Arts (ELA)</b></p> <ul style="list-style-type: none"> <li>ELA and Social Studies teachers work with consultant to develop expectations and language and approach consistent with Writer's Workshop (see Common Core), assessments, rubrics, benchmarks (see NECAP released items and Common Core Appendix C)</li> <li>Share rubrics as appropriate with entire secondary faculty.</li> <li>Develop tools for students to track their own progress</li> <li>Develop Curriculum committee to work on alignment of curr docs</li> <li>MS and HS map English, Science and SS units.</li> <li>Publish curriculum maps</li> </ul>	<p>Aug 2012- June 2013</p> <p>Aug. 2013</p> <p>Sept. 2013</p>	<p>Secondary LA and Social Studies teachers</p> <p>Curriculum council and subcommittees</p> <p>Intervention team with K-6 teachers</p>
<ul style="list-style-type: none"> <li>Articulate standards for G.U.M. (grammar, usage and mechanics) instruction (See GLEs) and complexity of thought expectations</li> <li>Incorporate Common Core StateStandards (CCSS) Language</li> </ul>		<p>ELA curriculum committee</p>

Strategies/Activities (Strategies are numbered to correspond to objectives)	Timeline	Person Responsible
Standards into Yearlong Plans		

**MEASURABLE GOAL 2: To improve Student achievement in math and science through a shared focus on more frequent assessment, regular review of results to inform instruction, vocabulary development, and adjustment in instruction to more closely reflect the priorities of the Common Core and Next Generation Science Standards.**

Math Scores:	Current % Proficient	Target
<b>Grades 3-8</b>	2011: 57% 2012: 55%	2013: 65%
<b>Grade 11</b>	2011: 26% 2012: 8%	2013: 30%

Science Scores:	Current % Proficient	Target
<b>Grades 4</b>	2011: 43% 2012: 50%	2013: 60%
<b>Grade 8</b>	2011: 9% 2012: 32%	2013: 40%
<b>Grade 11</b>	2011: 19% 2012: 44%	2013: 50%

**Objectives:**

- To have a more unified, coherent, systemic approach to math and science instruction.
- To have a math and science program that is aligned with the priorities of the Common Core Standards and the Next Generation Science standards.

- Provide all students with targeted practice at their instructional level through access to Study Island both in school and at home.

Strategies/Activities (Strategies are numbered to correspond to objectives)	Timeline	Person Responsible
<b>MATH</b>		
1. Develop math non-negotiables for each grade level. <ul style="list-style-type: none"> <li>• Will have Math interventionist K-4</li> <li>• Math Lab take place at Twinfield for grades K-4, Grades 4-8 at U-32 and HS math lab at Williamstown HS</li> <li>• Teachers will work with Mahesh Sharma during the school year at Twinfield and at other partner schools.</li> <li>• Instituting Algebra in grades 7-8 in addition to regular math class. Will be providing multiple pathways for math instruction</li> <li>• Create a school wide calendar of scheduled assessments and share with staff</li> <li>• Create a template for data analysis of assessments and common/consistent language.</li> <li>• Analyze math assessment results in Dec. early release (ER) K-8 and develop plans</li> <li>• Develop or adopt assessments of non-negotiables</li> <li>• Excel training for staff.</li> </ul>	Due by end of Oct.  Summer, 2013  2013-14  Sept, 2013  By Dec. 2013  By Dec. 2013  2013-14	Math sub committee  Curriculum Dir.  Principal and teachers  Curriculum Director  Curriculum Director  Math teachers  Math sub-committee

Strategies/Activities (Strategies are numbered to correspond to objectives)	Timeline	Person Responsible
<p>2. Develop list of vocabulary for Math K-12. Display Math Word Wall (in science, social studies and math in secondary classes) and provide deliberate vocabulary instruction.</p> <ul style="list-style-type: none"> <li>Develop math vocab list for each grade level. See M. Sharma lists and post.</li> </ul>	<p>Space for Wall ready in Sept. Words added as you go through the year.</p>	<p>math teachers</p>
<p>3. Work with math consultant to align math instruction to Common Core (focus on practices: problem-solving, application, and what to take out, etc.)</p>	<p>Fall 2013</p>	<p>Math subcommittee</p>
<p>4. Research support available from publisher of Investigations (Pearson)</p>	<p>Summer 2012</p>	<p>Curr. Dir.</p>
<p>5. Require Geometry for all 10<sup>th</sup> Graders</p>	<p>Fall, 2012</p>	<p>Principal</p>
<p>6. Evaluate impact of Geometry for all 10<sup>th</sup> graders.</p>	<p>Summers 2013, 2014</p>	
<p>7. First 6 weeks include NECAP items for practice. Practice test environment. Second grade teachers need to include NECAP prep at end of 2<sup>nd</sup> grade.</p>	<p>Fall 2013  Spring 2013 for 2<sup>nd</sup> grade prep</p>	

Strategies/Activities (Strategies are numbered to correspond to objectives)	Timeline	Person Responsible
<b>STUDY ISLAND</b>		
1.inform parents in Aug via Field Notes, Parent group, Open House, Handbook and initial elementary newsletter.	By July 15 for Aug Field Notes	Curr. Dir. And Principal
2.Plan a parent training night after Open House for Study Island. Plan a parent training night with TPIE	Fall, 2013	Curr. Dir. With parent group
3.create link on website	Summer 2013	
4.Teachers will strategically use Study Island to support students learning needs including enrichment opportunities. <ul style="list-style-type: none"> <li>• Get PD for Interventionists, John Harrision and Curr. Dir. will become more familiar with Study Island to support teachers.</li> </ul>	2012-2015	Teachers
5.Use as part of NECAP prep (specific alignment to GEs facilitates this)	2012-2013	Curr. Dir. and Teachers

Strategies/Activities (Strategies are numbered to correspond to objectives)	Timeline	Person Responsible
<b>SCIENCE</b>		
1. Develop coordinated science curriculum K-12 <ul style="list-style-type: none"> <li>• use K-6 bullets in Fall to begin vertical alignment and alignment to Next Generation Science Standards (NGSS)</li> </ul>	Spring, 2014	Curr. Dir. and Teachers
<ul style="list-style-type: none"> <li>• Use common format for science curriculum document</li> </ul>	2012-13	Curr. Dir. and Teachers
<ul style="list-style-type: none"> <li>• Assure ECO activities are aligned with Grade level curriculum</li> </ul>	2012-14	Curr. Dir. and Teachers
2. Incorporate NECAP Science items throughout the year. <ul style="list-style-type: none"> <li>• Replicate NECAP Inquiry Task 4x's /year. Task and format grades 7-12.</li> </ul>	2012-14	Grade level teams
<ul style="list-style-type: none"> <li>• Use Scientific Notebook gr 7-12 with Teacher Exemplar</li> </ul>		
<b>TEACHER DEVELOPMENT</b>		
1.All teachers Implement Professional Effectiveness Plans (PEP) plans and follow through on teacher evaluation system. <ul style="list-style-type: none"> <li>• Redesign walk-thru criteria: checking for understanding, feedback, engagement, questioning strategies, etc</li> <li>• Continue staff classroom visits (PEP members or others)</li> </ul>	2013-14	Administrators
2.To increase the level of rigor, plan and provide specific PD regarding better questioning strategies in order to incorporate more critical thinking and problem solving across school. <ul style="list-style-type: none"> <li>• provide resources to support higher levels of questioning</li> </ul>	2013-14	Administration, Professional Development Committee, Curriculum Director



Strategies/Activities (Strategies are numbered to correspond to objectives)	Timeline	Person Responsible
<ul style="list-style-type: none"> <li>See habits of heart, mind, and learning rubrics</li> </ul>		
<b>OTHER</b>		
1 Curriculum Bullets and syllabi are posted on website	As Developed	Curriculum Dir.
2. Roll out new TA handbook in fall. <ul style="list-style-type: none"> <li>Provide TA training</li> </ul>	Fall, 2013	Principal and Advisory Co.
3. Provide sub training	2013-14	
<b>NECAP PLANNING</b>		
1. Form NECAP planning committee in August. 2. Review allowable accommodations at Sept. ER, create list	Aug. Sept.	NECAP planning comm.
<b>Positive Behavior Intervention and Support (PBIS)</b>  <b>See Below</b>		

## PBIS Team

### Measurable Goals:

- A. At least 80% of staff will complete the “Respect” survey three times a year.
- B. At least 80% of staff will develop/revise, teach and regularly review the Guiding Expectations (with the focus on Respect).
- C. There will be a decrease in ODR for Disrespect
- D. An increase in overall school-wide respect through staff “Respect” survey

### Objectives:

- A. *We need to focus all staff and students on the meaning of RESPECT*
- B. *We need to develop a more unified approach to teaching RESPECT*
- C. *We need to clarify expectations of staff and develop school-wide norms for meetings and gatherings*

**Steps or activities that are required to meet the goal(s)\*\***The greater the detail here the more likely the plan will be a useful management tool or work plan.

- A. Discussion at Staff Inservice at beginning of year and monthly at staff meetings
  - Develop group norms for respect (Aug. Inservice)
  - Provide “Respect” survey 3x/year - (Aug., Early Release Jan 14., ER May 15)
  - Monthly PBIS Pals activities (on Thursday Early Release days 8:30 - 9:00)
  - Whole school Community Meetings (Nov 12, Feb 11, April 8 8:30 - 9:00)
  - Review of SWIS Data (Oct.16, Jan 22, April 16)
- B. Teaching Respect
  - First 10 days of class
    - Teach Matrix for specific class
    - **INSERT PBIS 10 days of school**
  - Weekly review of classroom expectations after first 10 days of class and as needed thereafter

- Weave the theme of respect into daily interactions and classroom routines

#### C. School-Wide Expectations

- Develop group norms that support PBIS in all interactions and settings
  - Classroom
  - Hallways
  - Bus
  - Cafeteria
  - Playground
  - Library

#### *Staff Trainings and Expectations:*

- *August –Staff Inservice days*
  - **Respect Survey**
  - *Respect Theme - Create Meeting Norms through small group discussion, small group report to whole group & large group discussion - U Team*
  - *Review*
    - *Token system – U Team,*
    - *PBIS and matrix review – U Team,*
    - *Comprehensive Discipline Plan, Consequence Continuum, Office Discipline Referral (ODR) and Reintegration Form- Administration*
      - *when, why, how*
    - *TUS Guiding Expectations posted in all classrooms - Staff*
    - *TUS Guiding Expectations posted in non-classroom areas – U Team*
  - *Classroom Matrices posted in all classrooms - Staff*
  - *NEW STAFF and Bus Driver training - Brian*
  - **Provide dates of Pals activities and Community Meetings**
  - **Provide list of ideas for Pals activities**

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- *August/September –*
  - *First 10 Days of school - Teachers*
  - *Types of SWIS data available*
- *October – Staff meeting*
  - *Review Comprehensive Discipline Plan and ODR steps*
  - *Present SWIS baseline data – U Team*
  - *Explain Community Meeting*
- *November – Staff meeting*
  - *Discuss and get feedback on first Community Meeting*
- *December – Staff meeting*
  - *Staff CELEBRATION! (share what is working in the classroom related to matrices and continuum) - posters or small group discussions*
- *January – Staff meeting*
  - *Present SWIS data – U Team*
  - *Explain next Community Meeting (Feb 11)*
- *January - Early Release*
  - *Respect Survey*
  - *New Semester students/classes - teach/review Classroom Expectations*
- *February – Staff meeting (Feb 19)*
  - *Discuss Community Meeting*
  - *Explain PBIS Pals All-Write activity in March*
- *March – Staff meeting (Mar 19)*
  - *Discuss April 8 Community Meeting - All-Write activity*
- *April – Staff meeting*
  - *Present SWIS data – U Team*
- *May – Staff Meeting*
  - *Teacher Appreciation Day May 6 (week of May 5-9)- Twinfield Partners in Education – Parent group (TPIE), U Team*
- *May - Early Release*
  - *Respect Survey*
  - *Summary of the year - wish list for next year*
- *Ongoing Administrative walk-thrus, periodic feedback/surveys (Fall, Winter and Spring) and Universal Team observations*

**4. Timeline for all identified activities with expected completion dates.**

See #3 above.

**5. Person(s) designated to be responsible for the activities and for progress reports.**

*See #3 above.*

**6. Description of the resources required to support stated activities and goals.**

*PBIS Grant money*

- Breakfast foods*
- Poster Board*
- Laminate for posters*
- Printer for Brian*

*Certificate Maker - MaryAnne*

How will the steps of the Action Plan be assessed?

*The Universal Team will do monthly self- assessments.*

Who will report when?

*PBIS School Coordinator and District PBIS Coordinator in June*

1.