

Poultney High School School Wide Action Plan 2008-2010

Draft: March 27, 2008

Final: October 1, 2008

Action Planning Team Committee:

Liz Filskov, Faculty Representative
Trish Capron, Faculty Representative
Sammy Brandon, Student Representative
Linda Smith, Faculty Representative
Michael Blair, IA Representative
Brian Festa, Community Representative
Michele Harmon, Faculty Representative
Mare Rosenthal, Parent Representative
Vinnie Covino, IT Representative
Bonnie Lenihan, Sped. Representative
Bev Fedolfi, Staff Representative

Poultney High School School Wide Action Plan

Administration:

JeanMarie Oakman, Principal
Joe DeBonis, Dean of Students
Tracy Gallipo, Director of Guidance

Department Coordinators:

Gary Jurnak, Science
David Gardyne, Mathematics
Liz LeBrun, Social Studies
Melissa Kristiansen, Unified Arts
Maureen Capman, Comprehensive School Health
Don Keagy, Language Arts

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School Wide Action Plan

Poultney High School

FY '09 and FY '10

Goals

1. To increase all students' academic performances in all content areas, with a focus on reading and writing in grades 7-12, as measured by local and state assessments and other data collection measures. To provide effective, timely, additional assistance, and coordinated resources for students.
2. To provide effective and meaningful learning opportunities for ALL PHS learners, (parents, students, faculty, staff, community members), including post secondary experiences, a focus on the arts, increasing our graduation rate and helping students through transition planning from youth to adult and to map out their futures beyond high school.
3. To improve school climate so that each and every student and school community member can feel safe, respected, nurtured, challenged, happy and successful in an inclusive atmosphere of acceptance, rigor, collaboration, and harmony.

School Wide Action Plan

Poultney High School

FY '09 and FY '10

Introduction

Poultney High School has a clear vision for their school. PHS has decided to become a School wide Title 1 school. What this means is that we are embracing a school reform model that is designed to generate high levels of academic achievement in all content areas, for ALL high school students, especially those students who are at risk of failure, at risk of dropping out, and/or are not meeting proficiency levels on state and local assessments. Poultney High School's poverty rate for 2006 was 40% of their student population, for 2007 the poverty rate was at 43% and for 2008 and 2009, it was at an all time high of 44%, which indicates that PHS is over the poverty threshold of 40%, a Title 1 requirement. In spite of our poverty level and diverse population, PHS has the potential to be the very best high school in the state of Vermont, in a very holistic way that embraces social, emotional, physical, and academic achievement. Our goal is to have our communities see PHS as a safe haven and an organization committed to continuous improvement and accountability. What we lack in finances and resources, we make up for in vision, energy, pride and hard, smart work. Through thoughtful planning and a collaborative spirit, we intend to build on the successes we have nurtured over time and to improve in the areas that we see as challenges and have identified in this action plan. We envision this plan as only one part of a very integral and comprehensive school reform movement that promises sustained, substantive improvement for all. We embrace the 10 Principles of the Coalition of Essential Schools:

1. Using your mind to learn
2. Master specific, essential skills
3. Goals apply to ALL students
4. Personalize teaching and learning
5. Students as Learner: Teacher as Coach
6. Diploma is awarded when essential skills are mastered
7. School climate: trust, decency and high expectations
8. Principal and teachers are generalists
9. Teacher/Student Ratio, 80 or less
10. Non-discriminative and inclusive practices and policies

We firmly believe in the twelve guiding principles of the High Schools on the Move reform movement:

1. Engaged Learners
2. Challenging Standards
3. Multiple Pathways
4. Personalized Learning
5. Flexible Structures
6. Real Life Experiences
7. Instructional Leadership

8. Alignment of Curricula, Instruction and Assessment to the Vermont Framework of Standards and Learning Opportunities
9. Shared Purpose
10. Pre K-16 Continuity
11. Family Participation
12. Community Participation

This document illustrates our commitment to these national and state reform efforts through our goal setting, strategies, data collection and outcomes. This reform task that we are embracing is monumental! Our first goal is primarily centered on traditional models of teaching and testing, (the curriculum), where the second goal is constructivist in nature and requires a more student-led approach. Balancing the two will require much consideration and attention.

We believe our strengths to be the intimate and personal relationships we have built within the school community and community at large, over time. We see ourselves as highly visible and committed to our school and to the communities we serve. We believe in hard work, thoughtful reflection, and an analysis of our skillful work as the key to our success as mindful practitioners. We believe that our commitment and reputation will build the bridge for newcomers to cross, both families and educators. Our goal is to attract highly qualified and visionary teacher leaders. Our goal is to increase parental and guardianship involvement at every level. We intend to entice them to PHS by offering comprehensive, eclectic, and embedded professional development, (teachers), and family oriented entertainment, (families). We are renowned in the state of Vermont for our sports, music, arts and drama programs. We have a strong and active PTO. We offer family events that embrace people of all ages, from our Friday night marches and pep assemblies to our craft fairs in our school gym. The Master Agreement is attractive because it offers up to six graduate credits per year, along with workshop and conference support. The faculty and staff at PHS are part of a professional learning community that embraces Critical Friends Groups, control over the faculty agendas, department agendas and committee agendas, action research, professional readings and literature, and celebrations. We have a beautiful Wellness Center which families and teachers are welcome to take advantage of. PHS has written grants to offer Intergenerational classes, technology classes, Open Gym Nights and adult education classes. Class advisors and coaches are led by both faculty and parents. Teachers are provided with common planning time and a block schedule that they essentially created and continue to tweak. These practices are important to teacher leaders and families and certainly attract highly qualified folks to come to PHS and to be a participant in the learning community. Our school climate is excellent and we enjoy great publicity through weekly press releases by the Principal, (which are published in several weekly papers and on PegTV). Mr. DeBonis is sending daily electronic announcements to the community, parents, faculty and staff. PHS will continue in its quest to attract and keep only the finest educators, all in the name of students! Parents will be encouraged and recruited to lead school activities and committees as we do believe in the partnership as being excellent for the educational community and beyond.

PHS works closely with the elementary school and the community to coordinate services for preschool children in the transition to early childhood programs and then on to the elementary school. Family Infant Toddler Programs are connected with local services. We advertise for the purpose of looking for preschoolers to attend readiness screenings, (child find). We have an active community group that is looking at starting a universal preschool program so that all youngsters can receive early support services. The PHS Principal and the Director of Student Support Services have both attended these meetings. The Even Start Program is funded by our supervisory union. We have many qualified educators and service providers in and around our community that are indeed experts in their field, and this attributes to a successful transition for preschoolers.

PHS sees the need to think SMARTLY in these days of economic strife. We will continue to coordinate our resources and monies in a way to maximize services and programs through unified goal setting. Using state, federal and local monies in a comprehensive way that directly impacts students in a positive way and helps them to achieve high levels of proficiency, is a mission of PHS. Through grant writing, (EPSDT, Hills and Hollows, Medicaid, and other grant resources), and consolidation of funding, PHS will strive to get the most bang for their buck in an effort to show accountability.

We see our challenges as meeting the needs of each and every student in the modality that serves him/her best. We want to close the gaps for special education and poverty level students. We want to ensure that each student feels safe, accepted and challenged during his/her career at PHS, which will in turn help him/her to reach his/her fullest potential in life and in the world at large. We want our school system to offer a clear Pre-K-12 learning continuum that supports each and every learner and creates a culture of inquiry and passion. We want our students to have a voice, to feel respected and supported and to take their education seriously and as a lifelong endeavor. We want students to dream about what is possible in their future and to help hone their skills enabling them to reach for the stars. We want happy, physically fit, motivated, respectful, passionate, caring, and goal oriented individuals.

We have a comprehensive needs assessment in place that allows for a constant review of student work and achievement. This CNA involves every member of the school community in one or more capacities. Using our CFG meetings to look at student work, along with regular assessment discussions at faculty and department meetings, we are empowering teachers and others to use this data for the purpose of improving instruction. These accountability measures will help us to be flexible, but guided, in our pursuit to focus on and refine student achievement, curriculum and instruction, scientifically based teaching and learning strategies, family involvement and professional development.

The Process

Poultney High School's 2008-2010 School wide Action Plan represents a unified and collaborative effort by a host of people who share a common vision about making PHS the best little high school that it can be, in the name of kids. We realize that this is a systems change, which we know from the research can be hard and sometimes painful. We are committed and ready! This model is designed to generate the highest levels of academic achievement in all subjects for ALL students. Our intent is to level the playing field so that ALL students can achieve high academic standards. The Planning Team agreed to be responsible for creating a plan that meets local, state and federal requirements. Our commitment is to look at the school community in a holistic way and to meet the diverse needs of ALL students by using a myriad of approaches, materials, methods, and combining resources to best make match possible for the learning needs of each and every student.

The first step was to form a committee of interested stakeholders to review the data, discuss the vision and intimately, write the plan. The folks who served on this School wide Action Planning Committee represented a variety of interested stakeholders, from students to business to the town and to the school community. Once the group was established and met, they signed confidentiality waivers and then they talked about what they wanted and how to get there. Student performance data was reviewed, analyzed and prioritized, curriculum and instruction was discussed, professional development was matched to the student data that clearly showed our deficits, and we then addressed making this a communitywide buy-in process, with students, staff, parents and the community members taking an active role in the process. And then, the action planning process was initiated. Participants were trained in the difference between a School wide and a Targeted Assisted Title 1 School. The committee discussed the need to accept this plan in layers, as the conversations and input given by others is essential to the buy-in process, before we can call our School wide Action Plan something other than a draft. We reviewed the PHS data collection notebooks that were at our finger tips, all seven 3 inch binders. We then set our goal, to have this action plan appear in its final form by September 19, 2008. This plan will need to be reviewed by larger groups, such as our PHS PTO, the PHS faculty and staff, the PTSD Board, the local elementary school, and local community groups, from March 08 to September 08. During this time, the Planning Team will outline the planning process which will include professional development, continuous assessment, and exploring flexible reform strategies that accommodate a variety of approaches. We talked about Action Research and the ability to be flexible in our thinking, grouping and teaching and assessment practices. We talked about the need to have cutting edge research and best practices at our finger tips, so we can get the most bang for our buck in terms of embracing a systemic change. We have agreed that the Personal Development Collection will be an excellent student portfolio system to collect and assess best work for students. We will continue to have the conversations about rigor, social promotion, consistency in grading, common rubrics, common standards to be taught, authentic assessment practices that will help prepare our students for high stakes testing, looking at scientifically based evidence of programs before we buy the materials and books in accordance with the seven year curriculum timeline, as well as for supplemental purchases. The Planning Team will discuss achievement benchmarks with the faculty and tie this work to our long range, embedded professional development opportunities. The Planning Team will review and revise the School wide Action Plan on a regular basis to make sure we are mindful of what we are trying to do, to stay on the charted course, but at the same time, to refine and hone our work in a way that will achieve our goal.....to create a happy and healthy school environment where ALL students are successfully meeting local, state and national standards. The Action Plan, in draft form, will

be shared with teachers, and others in the school community and their suggested feedback will be considered.

The School wide Action Planning Committee Members for PHS for 2008 to 2010 are:

Elizabeth Filskov, Teacher

Sammy Brandon, Student

Linda Smith, Teacher

Mare Rosenthal, Parent

Mike Blair, Instructional Assistant

Brian Festa, Community and Local Business

Bonnie Lenihan, Director of Student Support Services in the RSWSU

Trisha Capron, Teacher

Michele Harmon, Teacher

JeanMarie Oakman, Principal

Bev Fedolfi, Executive Secretary

Vinnie Covino, Technology Director

Poultney High School
School Wide Action Plan
2008-2010

Goal:

1. To increase all students' academic performance in all content areas, with a focus on reading and writing in grades 7-12, as measured by local and state assessments and other data collection measures; to provide effective, timely, additional and coordinated assistance and resources for at-risk students who have difficulty mastering the standards at proficient and advanced levels.

Method/Strategy/Outcome:

1.a. articulate high expectations for all, *frequently*, and in a myriad of ways

1.b. integrate test taking and study skill strategies, provide structured reading and writing across all content areas for grades 7-12; provide authentic practice in standardized test taking

1.c. educate all in the educational community and beyond about high stakes tests that are required by the state and federal government

1.d. review and analyze all measures of performance based on our comprehensive needs assessment to include, but not limited to: attendance rates, graduation rates, participation in activities, state and local assessments, grades, progress reports, PDCs (Personal Development Collections), Community Service and Work Based Learning Opportunities, summer math goals, transition planning, career exploration, poverty rate, Youth Risk Behavior Survey, school climate data, post secondary plans, college participation and follow-through, personalized plans, grade distribution, ACT, Gates, PSAT, SAT, ASVAB, NAEP, AP, NECAPs, (acronyms for standardized tests), writing and math portfolios, behavior measures, honor roll information, awards, leadership opportunities, K-12 local comprehensive assessment plan, 504/157/230 and sped accommodations, student work at Critical Friends Group meetings, fine arts involvement and mentoring/coaching activities

1.e. use this data to drive instruction and our professional development to create flexible and fluid support, (summer school, Title I tutors, after school extra help, school-based clinician support); discuss at committee work meetings, CFGs, faculty and department meetings, (meetings occur weekly)

1.f. set the stage for success by encouraging students and all in the school community to be leaders and to participate in shared decision making that leads to positive change

1.g. examine and utilize best practice research and other literature that offers methods and strategies for increased success

1.h. participate in professional development opportunities which embrace academic rigor, which examine multiple pathways to improve student performance and are grounded in best practice initiatives

1.j. study a better way to schedule classes, with an eye to increasing student/teacher contact time, more course offerings and academic rigor

1.k. maximize local, state and federal funding, including grant writing, to coordinate and integrate federal, state and local services and programs which support programs and opportunities that have a direct impact on increasing individual and whole group performance

1.l. continue to align PHS curricula with the Vermont Framework of Standards and Learning Opportunities, Grade Level Expectations and mandated assessments, using a common language within the school community

1.m. collect data in a comprehensive and meaningful way that can be used by all as a means for understanding our growth, strengths, challenges, and as a vehicle for change; create models of school reports as ways to effectively communicate student performance, our work and for planning purposes

1.n. focus on reading, writing and problem solving across the curriculum; support for social and emotional concerns with school based clinician in an effort to help the at-risk population; practice writing across the curriculum with departments sharing responsibility for writing portfolio obligations, in terms of training and delivery to students

1.o. support for all arts and cultural celebrations, (brain research), and MI (multiple intelligence) theory

1.p. support the PHS seven year timeline as a fiscal and curricular responsibility

1.q. increase the use of technology across the curriculum

Goal:

2. To provide effective, meaningful and mindful activities and opportunities for ALL learners, (faculty, staff, students, and community members), which will include post secondary experiences, the arts, transition planning, work based learning, and community service learning by increasing the graduation rate and to help students to map out their future beyond high school.

Method/Strategy/Outcome:

2.a. examine differentiated methods of instruction and assessment and use as action research in authentic situations in the classroom; use multiple methods and assessment measures to recognize and build on individual strengths

2.b. listen to what students are saying about their school, **what** and **how** they want to learn and **why**

2.c. incorporate *student voice and choice* into the culture or our work

2.d. use the community and various partnerships as a resource to enhance educational opportunities, look to school based clinician for support and direction

2.e. encourage parental and community involvement in an authentic way as an avenue to create new learning venues

2.f. use personalized learning plans as a way to meet individual learning needs and interests and as a tool to prepare students to become lifelong learners

2.g. explore learning as a lifelong transition which happens in and outside of the school environment

2.h. reward students for reflection, advocacy, creativity, collaboration, independence, teamwork, passion, humor, stick-with-it-ness, excellence, rigor and hard work

- 2.i. increase college fairs, college trips and other opportunities that offer choices to students, gives them hope, strengthens their dreams and in turn enhances college partnership endeavors
- 2.j. invite community members, business folks and parents to share their interests and talents as experts, leaders, and civic servants
- 2.k. establish long and short range goals with students Teacher Advisories, (Vital Results: standard 3.1 goal setting; documentation for PDC)
- 2.l. build and foster a professional learning community that embraces shared leadership and decision making, (weekly meetings), values mentoring and coaching, expects and plans for change, invites varied professional opportunities, and encourages on-going professional conversations that facilitate reflective discourse and effective practices in instruction and assessment that is data driven
- 2.m. build and model respect, communication, cooperation, and commitment
- 2.n. provide cultural opportunities, (brain research)
- 2.o. encourage goal setting for students, teachers and administrators in an effort to talk about our individual work, but at the same time, share our collective ideas as a vehicle to share a common vision that is immersed in the culture of our work as individuals and as teamwork, providing continuous and professional dialogue about our practice and ways we can improve, (supervision and evaluation model timeline)

Goal:

3. To improve school climate so that each and every student, school member, and community member can feel welcome, safe, respected, nurtured, challenged, happy and successful within an inclusive atmosphere of acceptance, rigor, collaboration, and harmony.

Method/Strategy/Outcome:

- 3.a. create and maintain an open, trusting and safe environment
- 3.b. strive to ensure equity among programs and learning opportunities for all
- 3.c. demonstrate appreciation for and sensitivity to diversity
- 3.d. advocate for ALL students
- 3.e. celebrate the positive aspects of all that we do in an authentic way, (leadership programs and opportunities, committee work, school trips, special events, news releases, phone calls home, certificates for PDCs, awards assemblies, cultural events, school productions, student voice and choice opportunities, CSL, WBL, college and community partnerships, decorating the school for events and seasons)
- 3.f. provide in-services on anti-bullying and accepting differences
- 3.g. review policies, practices and procedures around harassment and safe and effective schools
- 3.h. provide professional development opportunities regarding autism, differentiated instruction and other new learning that promotes a deeper understanding and appreciation of others

- 3.i. examining the Youth Risk Behavior Survey results and creating plans to address and change at-risk behaviors, work with school based clinician to formulate personal plans that help students to become successful
- 3.j. maintain emergency preparedness document that ensures school safety at every level, using the state crisis manual and the RSWSU crisis flip chart as the foundation for school safety planning
- 3.k. provide multi-graded learning opportunities and experiences
- 3.l. use mentoring and coaching as tools to guide instruction and to enhance ethical and moral dimensions, (positive attitudes, acquiring new knowledge, productive habits of mind)
- 3.m. creating schools within a school to enhance the learning climate and personal connections, (flexible schedules, fluid groupings, richer resources to stimulate learning)
- 3.n. expand and refine a comprehensive approach to meeting the needs of all learners, from at-risk students to the gifted population, K-12
- 3.o. coupling empowerment with responsibility to create situations that build on utilizing talents, knowledge, and resources while holding responsible parties accountable for outcomes
- 3.p. establish an active and student-centered food service committee to examine our meals, menus, nutrition, food preparation, delivery and choice
- 3.q. establish the PHS Wellness Center as a community and school hub for a myriad of health and wellness functions
- 3.r. increase communication with students, parents, community and all in the school community through progress reports, news releases, events open to the public, partnership enterprises, CSL and WBL accommodations, participation in local celebrations, (Rotary breakfasts, Senior Seminar Projects, Coffee Break Radio shows, PTO events, Town and Gown Meetings), helping local organizations and clubs, and presentations by students
- 3.s. making a commitment to each and every student to help them work towards and eventually meet all **Vital Results** and to have this important work documented in their PDCs, (TA, classroom work, community service, work experiences, extra curricular activities, research projects and outside interests)
- 3.t. provide active listening, social skills training for ALL in the learning community
- 3.u. increase public presentations of student work; analyze parental and community attendance at these events

Weekly PHS Meetings
2007-2008

Please mark your calendars!

Department Meetings: 7-12

October 9
November 13
December 11
January 15
February 12
March 11
April 8
June 10

First Tuesday Each Month

Faculty Meetings

October 2
November 6
December 4
January 8
February 5
March 4
April 1
May 6
June 3

Second Tuesday Each Month

Critical Friends Group

October 16 (In-service afternoon & CFG)
November 20
December 18
January 22
February 26
March 18
April 22
May 20

Third Tuesday Each Month

To: PHS Faculty and Staff
From: JeanMarie
Re: Meeting Schedule for FY 09
Date: August 21, 2008

.....

I am respectful of the Master Agreement and of the many professional obligations facing PHS, now that we are a checkmarked school. Because I am so hesitant to set up a yearly meeting schedule for FY 09 for faculty meetings, CFGs, and Department meetings, until I have seen how the two major professional development time tables are going to shake out with Dr. Rajia in math and David Liben in reading and writing, I will provide this tentative meeting schedule for now:

- August 26, 2008 – no meeting
- September 2, 2008 – 2:30 to 4:00 pm –Web2 School Training for all
- September 9, 2008 - 2:45 to 3:45 pm – Faculty Meeting
Agenda: Work on Action Plan and Plan for the DOE, (How to meet AYP)
- September 10, 2008- 2:30 to 3:20 Prof. Dev Time for Language Arts Department with David Liben; 3:20 to 4:20 Lang Arts Dept Meeting with David Liben; no meeting for other departments
- September 11, 2008- 2:30 to 3:20 Prof. Dev Time for Science Department with David Liben; 3:20 to 4:20 Science Dept Meeting with David Liben; no meeting for other departments
- September 16, 2008- Department Meetings for all, but Lang. Arts and Science; VCAT Training for Unified Arts and Social Studies; (regular dept meetings for math, coordinated health and sped)
- September 23, 2008- no meeting
- September 30, 2008- VCAT Training for Admin, Coordinated Health and Sped from 3:00 to 4:00 pm; no meeting for others

- October 7, 2008- VCAT Training for LA, Science and Math Departments from 3:00 to 4:00 pm and anyone else who had not been VCAT trained; no meetings for others
- October 14, 2008- no meeting
- October 15, 2008- 2:30 to 3:20 Prof. Dev Time for Social Studies Department with David Liben; 3:20 to 4:20 SS Dept Meeting with David Liben; no meeting for others
- October 16, 2008- 2:30 to 3:20 Prof. Dev Time for Unified Arts Department with David Liben; 3:20 to 4:20 UA Dept Meeting with David Liben; no meeting for others
- October 21, 2008- no meeting
- October 28, 2008- 2:45 to 3:45 pm – Faculty Meeting
Agenda: Review assessment data and YRBS
Work on Improvement Plan for Checkmarked School
- November 4, 2008- 2:45 to 3:45 pm – Faculty Meeting
Agenda: Assess our meeting schedule to date; how do we build in CFGs, department meetings and teacher generated faculty meetings for the remainder of the year and still meet the demands of the math and reading/writing prof. dev?

**Poultney High School
Critical Friends Group 2007-2008
10-16-07**

Dates and topics for this year's CFG:

October 16, 2007	Creating groups, electing facilitators, selecting team names, brainstorming topics for the year
November 20, 2007	YRBS (Youth Risk Behavior Survey) use 2007 survey results for discussion / How to make Poultney High School a Safe School using data, incorporate into the PHS Action Plan
December 18, 2007	How to build a better TAs – this year and in the future
January 22, 2008	PDCs – who is responsible and how are they enmeshed into the culture of our every day work and life
February 26, 2008	Rigor – as it applies to differentiation of our curricula for ALL learners
March 18, 2008	Meeting the needs of all learners –focus on the 12 principles of <u>High Schools on the Move</u> and the <u>10 Common Principles of the Coalition of Schools</u>
April 22, 2008	Open topic
May 20, 2008	Open topic

Facilitator/Group Name/ Members:

Mike Perry / The C. M. Dancers

Doug O'Donnell
Dave Anderson
Kim Rider
Lauren McCoy
Kathleen Jones
Chris Baker
Nancy Schwaner
Gary Jurnak
Don Keagy
Rebecca Cook

Suzanne Montalvan / Foxes

Tanya Sanders-Blair
Tracy Thomson
Christie Gloss
Scott Holliman
Kyleen Martelle
Liz Filskov
Liz LeBrun
Amy Tredwell
Sandy Casey
Soaring Vail

Ron Adams /The Cutting Edge

Melissa Kristiansen
David Gardyne
Linda Paquette
Janet Chandler
Kristi Hansen
Jean Ross

Linda Smith / The Teal Hounds

Jessica Bunker
Paul DeMarco
Brittanny Barrows
Nicole Bourn
Justina Myers
Kendra Grenier

Catherine Oliverio
Shayron Bill
Kaitlin Cioffi

Katie McWaters
Katy Fredette
Nancy Rivers

Jean Oakman / The Blarneys

Maureen Capman
Michele Harman
Dave Capman
Jim Kelley
Trish Capron
Steve Sheldon
Clarena Renfrow
Mike Blair

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**JeanMarie K. Oakman, Principal, (ext.204) Brett Blanchard, Dean of Students, (ext.203)
Bev Fedolli, Administrative Assistant, (ext. 201) Roger Forando, Guidance Director, (ext. 241)**

PHS Seven Year Curriculum Timeline

In an effort to prepare for zero-based program budgeting, PHS understands the importance of meeting curricular needs, over time and by departments, through careful planning and appropriate distribution. This timeline indicated how curricular expenditures, for grades 7-12, will be prioritized over the next seven years. The intent is to keep costs down by having the departments replace consumable materials and purchase only essential items each year, until the year that is designated for them to buy new texts, equipment and/or new items for program expansion and improvement. This makes for better long and short range planning and budget predictability. This timeline is meant to be a guide and can certainly change based on the needs of our school and circumstances that arise. Note that special education and other extraordinary expenditures are student related and not associated with departments and therefore will not be considered as a part of this curricular timeline.

2006-2007

Level fund all departments

2007-2008

Create a Gifted Program
Comprehensive Health Program
Driver's Education

2008-2009

Language Arts
Foreign Language
**(We moved foreign lang. from FY 09 to FY 10 for many reasons; 11-29-07)

2009-2010

Math
Information Technology
**(We moved foreign lang. from FY 09 to FY 10 for many reasons; 11-29-07)

2010-2011

Social Studies

2011-2012

Science

2012-2013

Unified Arts

JeanMarie Oakman
October 31, 2005 - approved by faculty on 11-21-05

Michele Harmon, Consumer Science Teacher (Yr. 3)
Scott Holliman, Language Arts Teacher (Yr. 3)
Kyleen Martell, Math Teacher (Yr. 3)
Suzanne Montalvan, Foreign Language Teacher (Yr. 3)
Mike Perry, Science Teacher (Yr. 3)

PHS 07-08 Supervision and Evaluation Timeline for PHS Faculty:

By October 31, 2007

- Thirty-three teachers and one administrator will submit and have approved goals on file with the principal for FY 08 school year.
- Three faculty members in the Intensive Phase will have been observed once and met with administration for a post visitation conference.

October 31, 2007-March 14, 2008

- Three faculty members and one administrator in the Intensive Phase will have a second and final observation** and conference completed, (**manual says three and a final). (One teacher works at both schools, so her evaluation will be a shared responsibility by both principals.)
- Intensive Phase group (4 members) will prepare a self-assessment and meet with administration to discuss.
- Formal Phase group (9 members) will have one observation** and post visitation conference completed, must be completed by April 18, 2008, (**manual says 2 observations).

February 15, 2008

- Self-directed Supervision Phase group (years 1, 2 and 3- 21 members) will have submitted a mid-year self-assessment form to administration. Conference is optional.

March 14, 2008

- Final Summative Evaluation form and recommendation is scheduled to be submitted by the administration for Intensive Supervision Phase group for signatures and discussion, (4 members). -no final summative will be done as there will be two evaluations done and on file by this date, unless the teacher is in need of assistance**.

April 18, 2008

- Formal Supervision Phase group (9 members), will have submitted a written self-reflection and assessment to the administration.

May 16, 2008

- Formal Supervision Phase group (9 members) should have a final summative evaluation form and recommendation conference with administration for signatures and discussion – no final summative will be done as one evaluation will be on file, unless teacher is in need of assistance**.

June 6, 2008

- Self-Directed Phase group, (21 members) will have submitted a self-reflection form and supporting evidence and will have had conference with the administration. Administration recommendation form for renewal will be signed and dated.

Don Keagy, Language Arts Teacher (Yr. 2)
Catherine Oliverio, Language Arts Teacher (Yr. 3)
Linda Smith, Special Education Teacher (Yr.3)

**Please be advised that administration, the school based clinician and nursing evaluations are in narrative form and are completed only once in the course of the year by the principal,(and by June 15, 2009), after several conversations about their job performance, unless more supervision and evaluations are necessary:

Joe DeBonis, Dean of Student, (Yr. 1)
Tracy Gallipo, Director of Guidance, (Yr. 1)
Jasmine Beayon, PES and PHS School Nurse, (Yr. 1)
Kim Rider, School Based Clinician, (Yr. 1)

PHS 08-09 Supervision and Evaluation Timeline for PHS Faculty:

By October 31, 2008

- Thirty-one teachers, one clinician, one nurse and two administrators will submit and have approved goals on file with the principal for FY 09 school year.
- Five faculty members in the Intensive Phase will have been observed once and met with administration for a post visitation conference.

October 31, 2008 - March 13, 2009/April 24, 2009

- Five faculty members in the Intensive Phase will have a **second and final observation**** and conference completed, (**manual says three and a final). (One teacher works at both schools, so her evaluation will be a shared responsibility by both principals.)
- Intensive Phase group (5 members) do not have to prepare a self-assessment and meet with administration to discuss, (**denotes a change as manual says yes)
- Formal Phase group (11 members) will have **one observation**** and post visitation conference completed, must be completed by April 24, 2009, (**manual says 2 observations).

February 13, 2009

- Self-directed Supervision Phase group (years 1, 2 and 3- 15 members) will have submitted a mid-year self-assessment form to administration. Conference is optional.

March 13, 2009

- Final Summative Evaluation form and recommendation is scheduled to be submitted by the administration for Intensive Supervision Phase group for signatures and discussion, (5 members). **-no final summative will be done as there will be two evaluations completed and on file by this date, unless the teacher is in need of assistance**.**

April 24, 2009

- Formal Supervision Phase group (11 members), will have submitted a written self-reflection and assessment to the administration. (**optional, not mandatory)

May 15, 2009

- Formal Supervision Phase group (9 members) should have a final summative evaluation form and recommendation conference with administration for signatures and discussion – **no final summative will be done as one evaluation will be on file, unless teacher is in need of assistance**.**

June 15, 2009

- Self-Directed Phase group, (15 members) **will have a conversation with the principal, (submitting a self-reflection form and supporting evidence is optional; administration will not complete a renewal form)** (** this is different than the manual)**

*Poultney High School
154 East Main Street
Poultney, Vermont 05764
1-802-287-5861
Fax: (802) 287-2304*

JeanMarie K. Oakman, Principal, Ext 204

*Brett Blanchard, Dean of Students, Ext 203
Beverly Fedolfi, Executive Assistant, Ext 201*

*Bonnie Lenihan, Special Edu. Coordinator, Ext 223
Shayron Bill, Guidance Director, Ext 241*

To: Mrs. Chedester, RSWSU Superintendent
From: Principal Oakman, PHS
Re: Admin Goals for FY 08
Date: September 7, 2007

.....
I have selected the following professional goals for the FY 08 school year:

Effective Organizational Leadership

1. Creates and maintains an open, trusting and safe environment
2. Demonstrates communication skills that are clear, direct and responsive
3. Manages conflict situations

Effective Instructional Leadership

4. Articulates high expectations for student achievement
5. Uses a variety of strategies to accurately assess student performance

Effective Administration and Management

6. Facilitates and nurtures professional growth and development
7. Applies local, state and federal statutes and regulations, policies and procedures to PHS management decisions within the scope of my responsibility

Effective Relationship with the Community

8. Assesses the needs of parents and the community and involves them in decision making
9. Promotes a partnership among students, staff, parents, business and the community

Promotion of Equity and Appreciation of Diversity

10. Strives to ensure equality among programs and learning opportunities for staff, students and parents
11. Demonstrates appreciation for and sensitivity to the diversity among individuals

Career-Related Professional Growth

12. Demonstrates knowledge of current professional literature and materials
13. Participates as an active member of a professional organization

I will collect data and other pieces of evidence to document my work and to illustrate my pursuit of excellence, as defined in these thirteen goals.

Reviewed and approved

POULTNEY HIGH SCHOOL

JEANMARIE K. OAKMAN, PRINCIPAL

154 EAST MAIN STREET
POULTNEY, VERMONT 05764
Telephone (802) 287-5861
Fax (802) 287-2304

To: Tom Gallagher, Superintendent
From: JeanMarie K. Oakman, PHS Principal
Re: Principal's Goals for the FY 09 School Year
Date: August 28, 2008

.....

A. To align my hopes, dreams and ambitions with the PHS Action Plan for FY 09/10, which identifies three major goals:

4. To increase all students' academic performances in all content areas, with a focus on reading and writing in grades 7-12, as measured by local and state assessments and other data collection measures. To provide effective, timely, additional assistance, and coordinated resources for students.
5. To provide effective and meaningful learning opportunities for ALL PHS learners, (parents, students, faculty, staff, community members), including post secondary experiences, a focus on the arts, increasing our graduation rate and helping students through transition planning from youth to adult and to map out their futures beyond high school.
6. To improve school climate so that each and every student and school community member can feel safe, respected, nurtured, challenged, happy and successful in an inclusive atmosphere of acceptance, rigor, collaboration, and harmony.

B. To create, support and facilitate a Rapid Response Team, (RRT), at PHS in an effort to support all in the PHS school community, in a holistic and comprehensive way.

C. To design and implement collaboratively a corrective Action Plan for the DOE for special needs and free and reduced students in reading and math in an effort to help these students achieve high academic standards and to make adequate yearly progress.

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Tracy L. Gallipo, Guidance Director; Ext 241

Beverly Fedolfi, Executive Assistant; Ext 247

September 23, 2008

Improvement Plan for a Checkmarked School – PHS Year 1

Poultney High School has been identified by the state of Vermont as a checkmarked school for not making AYP in reading and math, for special education and our free and reduced populations. PHS has worked collaboratively with a host of people, in and out of the educational community, to develop an Action Plan FY 09 and FY 10. This plan address three comprehensive goals and ways the school intends to meet those goals. This plan is available to the public in hard copy, or it can be viewed on the PHS Website. PHS has decided to create an addendum to the Action Plan called the Improvement Plan for a Checkmarked School – PHS Year 1:

1. Follow individual students, over time, in an effort to monitor their progress and apply interventions and support, as needed, (which may include pre and post testing and other assessments; before and after school support; Homework Club; After School Study Halls; Title 1 Tutorials; Math Club; extra help from teachers from 2:25 to 3:20 pm; and data driven trainings and decision making opportunities). Progress will be measured by participation in the extra programs created to offer student support, listed above, and by NECAP, SAT, ACT, AP, Grade Reports, and Honor Roll data.
2. Provide professional development for teachers and others in reading, writing and math, (including opportunities to attend workshops, classes, Network meetings, and supervisory union trainings for Response to Intervention, VCAT, Aimsweb and Differentiated Instruction). Progress will be measured by feedback from teachers, and demonstrated use of new learning.
3. Purchase new materials and resources to foster achievement for our at-risk population, (using grant funding sources, as well as federal funds and local monies, much of which will be tied to our professional development opportunities). Use data such as criterion referenced testing, local, state and national assessments to determine if our purchases have had a positive impact on increasing student success and achievement.

JeanMarie K. Oakman
PHS Principal
June 17, 2008
October 1, 2008

RSWSU Administrator's Meeting

August 4, 2006

RSWSU Local Comprehensive Assessment Plan, K-12

K-12 Assessments

Reading Recovery	K-2
POA:	K-2
DRA:	Gr. 2
DIBLES:	K-3 (pilot)
QRI	Gr. 3-6
GATES	Gr.7-9
NECAP:	Gr. 3-8 Reading & Math Gr. 5 & 8 Writing Gr. 11 Reading, Writing & Math (pilot)
Writing Portfolio:	K-12; (Gr. 5 & 8 Local Assessment)
Math Portfolio:	K-12; (Gr. 4-Local Assessment)

AP

ACT

SAT

ASVAB

PSAT

Health, Wellness and Safety Assessment

PE Assessment: K-6

Art Assessment: Gr. 2 & 6

PDCs

WBL & CSL & PPP

R.T.I.

Criterion Reference Exams and all other curriculum driven assessments, including end of unit tests, mid-terms, finals and the like

Local Comprehensive Assessment Plan

K-6 Local Math Assessment

Brigance-EEE

EIF-7 Subsets-EEE

K Screening-Observation

Bold=National, state and local assessment mandates

Everything listed is part of the RSWSU Local Comprehensive Plan.

JeanMarie Oakman, Reporter