



ACTION PLAN - 2024-25 SCHOOL YEAR

Goal Area/Team	Goal Statement/MTSS Connection(s)	Action Step(s)	Metric(s)/Measure(s)	Success Indicator(s)
Literacy Christine Anderson Chris Antonicci Sara Blake Colleen Collins Nichole FitzGerald Katie Haddock Lynn Mazza Erica Schmidt	Students will increase comprehension of and stamina for reading grade level texts (CCSS RL 1.10). (Common Core State Standards Reading: Literature) <u>MTSS Connections:</u> Area 1: <i>Academics</i> Area 2: <i>Needs Based Professional Learning</i> Area 4: <i>Coordinated Curriculum and Instruction</i>	<ol style="list-style-type: none"> 1. Use appropriately complex grade level passages and poetry. 2. Include instructional read aloud in literacy schedule. 3. Develop support (e.g. QAR) for teacher read-aloud. 4. Update bookroom and classroom libraries texts based on chapter 6 of <i>Shifting the Balance</i>. 5. Explore the comprehension component of the newly adopted Phonics to Reading program. 6. Have Literacy Coordinator create a playlist for professional development. 	Fountas and Pinnell (F&P)	Increase in percentage of kindergarten students (76%) who meet or exceed the standard on the F&P assessment. Increase in percentage of first grade students (74%) who meet or exceed the standard on the F&P assessment. Increase in percentage of second grade students (75%) who meet or exceed the standard on the F&P assessment.
Mathematics Chris Antonicci Tracy Hughes Katie McIntyre Susan Morin Brooke Morse Sherry Thibault Courtney Thomas	Students will understand addition as putting together and adding to, and subtraction as taking apart and taking from, specifically: <ul style="list-style-type: none"> • solve addition and subtraction word problems within 10 using objects or drawings (CCSS K.OA.2), • add and subtract within 5 in kindergarten (CCSS K.OA.5), • add and subtract within 20 in grade 1 (CCSS 1.OA.C.6) and • add and subtract within 1,000 in grade 2 (CCSS 2.NBT.B.7). 	<ol style="list-style-type: none"> 1. Emphasis on fact families. 2. Start fact family language and compliments of 10 earlier in the year. 3. Have Math Coordinator create a playlist for professional development. 	STAR Math Assessment skill area Operations and Algebraic Thinking STAR Math Assessment skill area Numbers and Operations in Base Ten Kindergarten trimester 3 report card data (trimester 3, section 9) EDM Grade 1 – Unit 7 EDM Grade 2 – Unit 3	Increase the percentage of first graders (82%) who are secure on the STAR Assessment skill area Operations and Algebraic Thinking. Increase the number of second graders (66%) who are secure on the STAR Assessment skill area Numbers and Operations in Base Ten.

	<p>(Common Core State Standards Operations and Algebraic Thinking and Numbers and Operations in Base Ten)</p> <p><u>MTSS Connections:</u> Area 1: <i>Academics</i> Area 2: <i>Needs Based Professional Learning</i> Area 4: <i>Coordinated Curriculum and Instruction</i></p>			
<p>SEL Mindy Bassett Chris Antonicci Tisa Begnoche Anna Campbell Tammy Davis Jayme Gaudet Tracy Helfrich Judy Lilley Carol McCleary Erica Ouellette</p>	<p>Develop a scope and sequence for our Social Emotional Learning (SEL) universal curricula: Second Step program, Equity unit and PBIS lessons.</p> <p><u>MTSS Connections:</u> Area 3: <i>Culture and Wellbeing</i> Area 5: <i>Systems and Operations</i></p>	<ol style="list-style-type: none"> 1. Create a pacing guide that incorporates all the SEL universal instruction. 2. Make the Second Step Announcements at the beginning of each lesson. 	<p>Second Scope and Sequence Equity unit lesson plans PBIS Teaching Expectations Schedule</p>	<p>The pacing guide will be created and placed on <i>SharePoint</i>.</p>
<p>Equity Chris Antonicci Kelly Barnett Sarah Carroll Lynn Hebert Hannah Hill Heidi Kelly Emma Miller Jamilah Vogel</p>	<p>Expand the Equity unit to include lessons on:</p> <ul style="list-style-type: none"> • ability, • neurodiversity and • gender. <p><u>MTSS Connections:</u> Area 3: <i>Culture and Wellbeing</i> Area 4: <i>Coordinated Curriculum and Instruction</i></p>	<ol style="list-style-type: none"> 1. Write lesson plans that mirror the existing plans in the unit. 2. Determine who will teach each lesson (e.g. classroom teacher, school counselor, librarian). 3. Coordinate the scope and sequence with the Second Step program and PBIS lessons (see SEL goal/section above). 4. Add supporting literature to the bookroom, library and classroom libraries. 	<p>Equity unit</p>	<p>The new lessons will be added to the Equity unit section on <i>SharePoint</i>.</p>

	<p>Develop universally designed systems and resources for welcoming incoming families and students that consider needs related to ML, ability, SES, homelessness and other family specific needs.</p> <p><u>MTSS Connections:</u> Area 3: <i>Culture and Wellbeing</i> Area 5: <i>Systems and Operations</i></p>	<ol style="list-style-type: none"> 1. Create a welcome package that includes school supplies and a backpack. 2. Make translations available. 3. Create a system for outreach to families who have language needs. 4. Allocate Medicaid funds (\$1,425) to support this goal. 	<p>Youth Truth Survey</p>	<p>The welcome packages will be created and stored in the closet near the nurse's office.</p>
<p>Safety Mindy Bassett Chris Antonicci Tisa Begnoche Anna Campbell Tammy Davis Jayme Gaudet Tracy Helfrich Judy Lilley Carol McCleary Erica Ouellette</p>	<p>Implement the new behavioral threat protocols developed by the Vermont Agency of Education.</p> <p><u>MTSS Connections:</u> Area 3: <i>Culture and Wellbeing</i> Area 5: <i>Systems and Operations</i></p>	<ol style="list-style-type: none"> 1. Train the behavioral threat assessment team in the district's new Behavioral Threat Assessment (BTA) Process. 2. Have representation on the district's BTA committee. 	<p>Vermont Agency of Education Guidance (pending)</p>	<p>The new process will be placed on <i>SharePoint</i> and all faculty and shared with all faculty and staff.</p>