

# **BFMS School Wide Action Plan**

**2008-2010**

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## Vision Statement

We envision The Bellows Falls Middle School to be a place where  
**ALL MEMBERS OF THE LEARNING COMMUNITY STRIVE TO:**

1. Engage in and promote lifelong learning
2. Have high expectations
3. Celebrate the achievement of high standards
4. Contribute to and promote positive school climate
5. Respect and recognize one another's passions, strengths, challenges and needs
6. Lead healthy lives

Focus Area – Math Instruction

Current Status	Target	Action Step	Action Step Activities*	Complete/Resources
Fall 07 NECAP teaching year results, % of students at proficient or higher: Grade 6 47% proficient Grade 7 40% proficient Grade 8 32% proficient	Increase % of students performing at proficient or higher to match the state average of 61%	Provide highly qualified teachers and reduce turnover Provide intensive skill remediation sessions to all students from start of school until NECAP testing Provide Title I services to students with low academic success Provide quality after school programming with an academic component Provide after school skill remediation Provide summer school Implement objective math tests for ongoing skill assessment Provide test taking strategy sessions for students close to breaking into proficient range Provide instruction in a way that meets all learners' needs Identify and develop supports for low-achieving and at-risk students below proficiency	Professional development for skill sessions design and plan for implementation Hire Title I math teacher Enroll students in 21 <sup>st</sup> Century after school programming Develop after school skill remediation program Develop summer school Investigate, purchase and implement objective math assessment tests Hire trainer to work with teachers to develop a test taking strategy course Review data to assess if interventions are working Utilize protocols to examine student work Professional development and coaching in differentiated instruction and math instruction Adopt district curriculum and align ourselves to it.	CFG 21 <sup>st</sup> Century Grant L

\*ILT=Instructional Leadership Team will be responsible for action plan activities or will designate responsible parties  
 WB=WNESU Budget CFG=Consolidated Federal Grant OG=Other grant opportunities L=Local budget  
 YRBS=Youth Risk Behavior Survey

Focus Area – Reading Instruction

Current Status	Target	Action Step	Action Step Activities*	Complete/Resources
Fall 07 NECAP teaching year results, % of students at proficient or higher: Grade 6 64% proficient Grade 7 64% proficient Grade 8 62% proficient	Increase % of students performing at proficient or higher to match the state average of 70%	Provide intensive skill remediation sessions to all students from start of school until NECAP testing Provide Title I services to students with low academic success Provide quality after school programming with an academic component Provide after school skill remediation Provide summer school Implement objective reading tests for ongoing skill assessment Provide test taking strategy sessions for students close to breaking into proficient range Investigate structured reading programs for 7 <sup>th</sup> and 8 <sup>th</sup> grades Provide instruction in a way that meets all learners' needs Identify and develop supports for low-achieving and at-risk students below proficiency	Professional development for skill sessions design and plan for implementation Hire Title I literacy teacher Enroll students in 21 <sup>st</sup> Century after school programming Develop after school skill remediation program Develop summer school Investigate, purchase and implement objective reading assessment tests Hire trainer to work with teachers to develop a test taking strategy course Investigate structured reading programs for 7 <sup>th</sup> and 8 <sup>th</sup> grades for 09-10 implementation Review data to assess if interventions are working Utilize protocols to examine student work Professional development and coaching in differentiated instruction, phonics based reading and cross curriculum comprehension skills Adopt district curriculum and align ourselves to it.	CFG 21 <sup>st</sup> Century Grant L

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Focus Area – Writing Instruction

Current Status	Target	Action Step	Action Step Activities*	Complete/Resources
NECAP teaching year results, % of students at proficient or higher: Grade 7 19% proficient	Increase % of students performing at proficient or higher to match the state average of 48%	Provide intensive skill remediation sessions to all students from start of school until NECAP testing Provide Title I services to students with low academic success Provide quality after school programming with an academic component Provide after school skill remediation Provide summer school Provide test taking strategy sessions for students close to breaking into proficient range Continue to support teachers delivering Kansas and Collins Writing programs Continue to support writing lab through Sterns Center Provide instruction in a way that meets all learners' needs Identify and develop supports for low-achieving and at-risk students below proficiency	Professional development for skill sessions design and plan for implementation Hire Title I literacy teacher Enroll students in 21 <sup>st</sup> Century after school programming Develop after school skill remediation program Develop summer school Hire trainer to work with teachers to develop a test taking strategy course Review data to assess if interventions are working Utilize protocols to examine student work Professional development and coaching in differentiated instruction Adopt district curriculum and align ourselves to it.	CFG 21 <sup>st</sup> Century Grant L

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Focus Area – Student Life

Current Status	Target	Action Step	Action Step Activities*	Complete/Resources
1. Higher percentage of inappropriate student behavior than is desirable	1. Reduce ISS incidents from 2000 in 07-08 to 1700 in 08-09 and to 1400 in 09-10	1. Implement modified behavior support system	1a. Send team to BEST conference summer 08 to learn about and develop a behavior support system 1b. Provide professional development to staff on behavior support system	1a. CFG, OG  1b. CFG
2. Classroom disruption too frequent	2. Reduce classroom disruptions to 0%	2a. Implement modified behavior support system  2b. Implement EBD program for students who are unable to manage their behavior effectively in the classroom	2a. Send team of BFMS staff to BEST conference to learn about and develop a behavior support system in summer 08 Provide professional development to staff on behavior support system 2b. Develop plan for and implement an EBD program. Provide professional development time to staff servicing the program summer 08	2a. CFG  2b. CGF, L
3. Teaming structure in place but has room to grow	3. Structured daily team meetings with weekly inclusion of special ed, unified arts and academic support teacher	3. Add special ed, unified arts and academic support teachers to core teams to promote communication, curriculum and data analysis	3. Professional development and coaching in to special ed, unified arts and academic support teachers to support the core initiatives	3. CFG, L

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Focus Area – Student Life

Current Status	Target	Action Step	Action Step Activities*	Complete/Resources
3. Little recognition for student success	3a. Provide monthly recognition opportunities for student success.	3a. Develop recognition criteria and assemblies.	3a. Develop recognition criteria and assemblies Institute Jr. National Honor Society	3a. CFG, L
	3b. Provide rewards and recognitions for daily appropriate student behavior	3b. Develop a program of praise for appropriate student behavior	3b. Develop a program of praise for appropriate student behavior	3b. CFG, L
4. Fledgling student leadership group	4. Every class is proportionally represented on student leadership	4. Staff encourages participation	4. Ensure representation of every student group and implement incentives that encourage student participation	4. CFG, L
5. No peer mediation or restorative justice group	5. Active peer mediation or restorative justice group	5. Provide training for staff and students	5. Contract with provider to do training	5. CFG
6. Inconsistent transitions between schools	6a. Transitions between sending elementary schools and BFMS are consistent	6a/b. Work with WNESU administrative team to plan for better transitions	6. Seek input from parents on desired transition activities	6. L
	6b. Transitions between BFMS and BFUHS are improved			
	6c. Improve grade to grade and new student transitions within BFMS	6c. Develop internal transition procedures	6c. Improve new student transition procedure	
7. Desire for higher level of parental involvement	7. Increase involvement with parents and community	7. Increase level of information about our school in the community	7. Fill Public Relations position	7. CFG

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