

# ADMINISTRATIVE STRUCTURE

## Policy Development and Implementation

### Develop Consistent Implementation of School Policies

#### *Regarding dress code and bullying*

Education of existing policies needs to take place on an annual basis via communication to students as well as family members. Utilization of Student Handbook should be the first step in the process with reminders and, if necessary, violations delivered via the Friday Folders or direct communication to the student or faculty member if warranted. Special economic and/or behavioral situations may exist where compliance of the policies may not be able to be met completely. As such, efforts to correct need to be implemented as quickly as possible.

## Professional Development and Accountability

### **Enhance the rigor of the overall curriculum, with particular emphasis on reading, writing and language skills necessary for high school and college.**

Current state: Barnet students transition reasonably well to area high schools, but preparedness is uneven - i.e., weak in writing skills.

Strengths: Historically, Barnet students are considered high performers at the Academy.

Obstacles: Test scores do not reflect high school readiness, and are limited in their ability to measure skills.

#### Steps to achieve the goal...:

Step 1 – Create a team to assess current status, areas of weakness – what needs to be changed? Review test scores; describe current reading/writing assignments in each grade/class.

Step 2 – Plan and begin to implement increases in reading and writing activities in all classes.

Step 3 – Revive, expand and introduce more opportunities for reading/writing: Book club; creative writing group; Barnet Bulldog school publication for both elementary and middle schools; participation in outside-sponsored writing competitions (Reading Rainbow, WCAX); DCF, Great Books, ALA and other book lists with guidance by librarian.

Step 4 – Continue process of expanding both reading and writing; evaluate.

Step 5 – The goal is for all Barnet test scores to be at or above state standards; that students are prepared to perform at or above standard at any high school upon graduation (as measured by grades, placement level and student interviews).

### **The school creates and implements a comprehensive assessment plan which incorporates both standardized tests and non-standard tests, such as portfolios of student work (writing samples, math problems, etc.).**

#### Steps to achieve the goal...

Step 1 School creates a plan detailing precisely what should be collected and recorded. (That which exists plus that which is needed.)

Step 2 School team identifies current practices regarding standardized and common assessments, as well as collections of student work.

Step 3 Teachers assess according to the School Assessment Plan and collect data accordingly. Staff reflects on the process.

Step 4 Modifications are made to the SAP. Administration monitors implementation and arranges coaching and training as needed.

Step 5 All classrooms record and collect test data along with work samples according to the updated School Assessment Plan.

### **There is adequate professional knowledge among the staff in order to elevate instructional effectiveness.**

#### Steps to achieve the goal...

Step 1 A plan is drafted and communicated detailing the objectives of this goal, how it will be reached, and the respective responsibilities of all participants.

Step 2 Administration and teachers work together, with support arranged as needed to coach, mentor, train, and guide staff as they pursue their respective professional goals.

Step 3 (Administration verifies that) Teachers demonstrate professional knowledge to elevate instructional effectiveness.

### **Professional Development will be provided to all staff which will reflect 8th grade technology level**

- Tech integrationist
- Inventory current skills
- Set steeply tech goals for staff
- Create cyber-library

### **Recognize Importance of a Diverse Faculty**

Attempts to fill new and/or vacated positions should be advertised utilizing a broader medium in an effort to attract the most diverse candidates available.

Teacher exchange options should be considered annually in an effort to expose students to areas that would not be available to them otherwise.

### **The school expands teaching methodology sufficiently so that all teachers instruct and assess to students having a variety of learning styles.**

#### Steps to achieve the goal...

Step 1 Staff participates in a review of current practices to determine existing levels of implementation. Create a plan to deliver the professional development needed.

Step 2 Training (professional development) is organized and conducted. Administration develops and communicates follow-up procedures.

Step 3 Administration conducts observations and teachers review and reflect on levels of implementation. Administration organizes supplemental training and coaching as needed.

Step 4 All teachers instruct and assess using a variety of learning styles.

## **Communication**

### **Improved Communication and Collaboration *regarding staff and community.***

Leadership team needs to continue with and develop broader means of communication that reaches out to the entire community including those with no direct affiliation with the school in an effort to utilize special areas of expertise that are not part of the everyday curriculum. i.e. Tradespersons, nurses, language program, etc.

Consideration should be made to both offer and request partnering with other area schools in order to achieve the above when applicable.

### **Expand upon teacher/parent communication about curriculum, activities and special projects to keep parents informed of their children's learning opportunities and progress.**

Ideas:

Friday Folders

Parents and kids work together to learn and grow

Communication between parents, teachers, and administrator

Parent/teacher conferences

Monthly newsletters from teachers to parents

Teacher communication to parent of child's performance

Schoolwork home for parents to see

Friday notes home for parents to see and reinforce at home

Send positive notes home about student

### **Expand communication to the greater Barnet Community through the school**

## **website and non-school locations.**

Ideas:

Use website

Designate someone to report to media – send to newspapers (*Caledonian-Record, Bridge Weekly* and *North Star*)

Post schedule of events on website

Distribute paper copies to stores, post offices, and senior meal sites

Distribute School Report to the same locations including the town clerks

Train other staff members to update website

Post School Board minutes to website

# **CURRICULUM**

## **Alignment**

**Teacher's instruction is aligned with learning standards for their respective grade and subject. (Test scores validate this successful alignment and focus.)**

Steps to achieve the goal...

Step 1 School team identifies current practices regarding standardized and common assessments, as well as collections of student work.

Step 2 School creates a plan detailing precisely what should be collected and recorded. (That which exists plus that which is needed.)

Step 3 Teachers assess according to the School Assessment Plan and collect data accordingly. Staff reflects on the process.

Step 4 Modifications are made to the SAP. Administration monitors implementation and arranges coaching and training as needed.

Step 5 Teachers instruction is highly aligned with learning standards for their respective grade and subject. (Test scores validate this successful alignment and focus.) Teachers have the professional knowledge to deliver.

## **Technology**

**Technology will be imbedded in all aspects of school life.**

Supported by staff (integration specialist)

Student Development

Inventory skills of students

Increase student access

Keyboarding/tech in early grades

Internet safety

Teach alternative means of information gathering

Use a cyber-library

Interactive school website

Students need computer skills for current use and in preparation for high school

## **New Programs**

**Promote community outreach program through student community projects.**

Ideas:

Promote community outreach programs – grant social studies credit for students to plan and execute community projects

Require community service for graduation

Trips to local food shelves for community service

Have student groups help sick and elderly

Work with farmers in rural areas

Involve parents and grandparents in the teaching role

Make the school more of a community destination

Ask for community participation/involvement in school clubs, etc.

Encourage volunteering in community programs

Open House

Senior Meal Site

Junior Historical Society

Community Forum

### **Establish a winter wellness program.**

Current state: There is an established, non-school-sponsored 6-week skiing program. The school has some winter sports equipment (snowshoes, sleds).

Strengths: School property contains hiking/X-country skiing trail, sledding hills, flat areas which might be flooded for skating. There are community members with skills in winter sports, indoor activities (yoga, martial arts, and dance).

Obstacles: Time and cost constraints (bus to take students swimming/skating/skiing, cost of admission/instruction).

Steps to achieve the goal...

Step 1 – Wellness Committee will spearhead grant writing/fundraising and plan activities. Start small with on-site activities such as sledding, snowshoeing, Nordic skiing, yoga, martial arts, and dance on same day as independent ski program.

Steps 2/3/4 – Expand funding and scope to include swimming, skating, ice fishing. Continue current ski program and look towards eventually including it as an equal option in winter activity offerings.

Step 5 – Goal is for K-8 students and teachers all to be involved in an activity of choice, with full range of activities offered during an 8-12 week winter period.

### **Establish a foreign language program which will provide a foundation for our students eventually to communicate effectively in a foreign language.**

Current state: There is informal and limited exposure to various foreign languages in various classrooms at Barnet School.

Strengths: Community support and interest; it supports other goals of enrichment, rigor, high school/college prep.

Obstacles: Funding; sustainability; staffing.

Steps to achieve the goal...

Step 1 – Plan and start program: Choose language (probably dependent on instructor availability), determine grade(s) for pilot program (K/1/2??), and select best teaching method (TPRS program used by SJA is very effective—contact person Sandra Mings-Lamar), hire part-time instructor.

Step 2 – Solicit more funding and expand program into next grade level.

Step 3 – Evaluate program.

Step 4 – Increase funding and expand program upwards through elementary grades.

Step 5 – Continue language instruction through middle school, with goal of having graduates place into an intermediate language class in area high schools.

**The Goals:**

- 1) reinstitute FCS program
- 2) Adopt positive behavior support (PBS) program
- 3) Expand current reducing the risk program (RTR)

## **BUDGET AND FINANCE**

### **Spending \$\$**

#### **To actively pursue money saving strategies for:**

Contracted services (plumbing, electrical...)

Food purchases for kitchen

Volunteering of services in classrooms

#### **To spend money on:**

Keeping small class sizes

Supporting class field trips

Currently Barnet School has the following practices:

Keeping small class sizes by splitting up larger classes.

Budgeted money available for class field trips.

*The strengths of Barnet School in the area of finance and budget are:*

Historically community support for small class sizes for our students.

*The obstacles for Barnet School in the area of finance and budget are:*

Small school size makes buying bulk discounted food difficult.

### **Establish a gifted & talented program.**

Current state: There is no program at Barnet School.

Strengths: There is a population of such children at Barnet School, and an existing structure that can be applied.

Obstacles: Funding; small school size.

Steps to achieve the goal...

Step 1 – Establish a committee to research this program through the state Office of Education and by finding out how other small schools in the area are implementing a G&T program. Decide how to select appropriate students (there are no state mandates, thus no official criteria/tests for eligibility). Committee also will research funding

sources.

Step 2 – Get money; hire a coordinator; set up program. Consider collaborating with other small schools for economies of scale.

Steps 3/4/5 – Implement and evaluate G&T program; expand students served until all appropriate K-8 students are involved.

## Saving \$\$

### **Develop an Alternative Energy Source and/or Heating System(s)**

There seems to be growing support for developing alternative energy and heating systems at Barnet School in light of recent inflated oil prices. There have been discussions recently among the Facilities Committee and the School Board around these topics. We have also had a parent volunteer to research available grants for Alternative Energy and Heating Systems. These preliminary discussions have led to hiring CV Solar to produce a preliminary feasibility report outlining the suitability of different types of alternative energy and heating systems for Barnet School based on based on the heat and power load and our available sitting conditions. The report may likely show that solar is the system that would be the best fit for the school. The report will contain preliminary cost estimates for a solar array for producing electricity and an array for heating domestic hot water for Barnet School. This report will be used by the School Board to help decide on the next course of action.

The following is an outline of a multi-step plan to install an alternative energy system:

#### Step 1

Hire a professional(s) to complete a feasibility study of alternative energy systems suited to Barnet School (PENDING).  
Evaluate the merits of each system (efficiency, sustainability, capital cost, life-cycle cost, aesthetics, etc...).  
Make decision about which system to construct.  
Investigate funding alternatives.  
Solicit parent, staff and community support for in-kind portions of design & construction.

#### Step 2

Apply for grants to cover a portion of design and construction.  
Request for design proposals.  
Complete preliminary system design plans.  
Apply for local and state permits.  
Complete final design plans and specifications after applicable permits are issued.

#### Step 3

Complete contract documents.  
Advertise and bid the project.  
Construct alternative energy system.

#### Step 4

Evaluate system performance and cost savings.

The above four step plan may be completed in a different amount of time. The prevailing factor would likely be the availability of grants and requirements of these funding options.

## **POPULATION AND GROWTH**

### **After School Program**

**Establish an after-school program that includes enrichment activities for all interested students.**

Current state: There are after school clubs and sports which are not available to all ages, and without a focus on academic enrichment.

Strengths: There is a strong demand for this kind of programming.

Obstacles: Funding; liability; staffing and sustainability.

Steps to achieve the goal...

Step 1 – Write a grant for staffing, supplies, scholarships. Survey parents/students re: Enrichment programs desired, hours, etc. Research similar programs in surrounding towns (Danville, St. J, etc.)

Step 2 – Hire a coordinator to organize staff and implement program. Begin with basic after-school program with homework support, supervised indoor and outdoor activities.

Step 3 – Add enrichment components using community volunteer leaders. Figure out how to coordinate after-school programming with sports program.

Step 4/5 – Evaluate/adjust program to population served. Goal is to have available after-school tutoring, winter wellness activities, art, music, science, Math Counts, chess, writing, etc. per availability of group leaders/student interest.

### **Sports/Co-Curricular Activities**

- 1) Offer classes/clubs in: Exercise, Gymnastics, Dance, Fencing and Volleyball
- 2) Cross Country skiing during recess or as after school club
- 3) Other sports/activities of interest

#### Step 1

- 1) Begin to address need for more space
  - a) Explore cost differences of new building versus building 2nd level
  - b) Look into grant writing
- 2) Conduct survey of students to learn interests in other activities not currently offered
  - a) Seek parent/community volunteers to teach these activities
- 3) Explore grant writing for Fencing equipment.

#### Step 2

Continue with new building/more space feasibility

- 2) Explore community volunteers:
  - a) Artist in Residence Program
    - 1) Incorporate in daytime schedule perhaps
  - b) High School/College student interns to facilitate:
    - 1) Exercise program
    - 2) Gymnastics/Dance program

#### Step 3

- 1) Explore grants for Exercise/P.E. equipment

#### Step 4

- 1) Acquire tennis net to install on basketball court

#### Step 5

- 1) Explore getting cross country skis through grants

### **Monitor Student Population**

The School Board has had frequent discussions on the topic of space needs at the Barnet School. It is evident that there is no extra space left in the school. There are a number of rooms that were originally meant for storage or janitorial uses, but have been used for offices, one-on-one and planning room type spaces. There also was a classroom originally designated for Family Consumer Science (FCS) and Industrial Arts, that is currently being used for a classroom due to space needs and lack of a part time instructor for the two programs. Due to the large number of students in the primary grades and the addition of pre-school into the building, all classroom space is being used full time. This situation leaves little flexibility for future growth at the school.

The Facilities Committee and the School Board have talked about hiring an architect at a cost of approximately \$10,000. The architect would be asked to develop preliminary plans to add two classrooms to the end of the primary wing and/or the secondary wing of the school. The theory was that if the plans and construction cost estimates were completed, this would allow Barnet School to construct an addition in a reasonable amount of time rather than starting from scratch. This preliminary work would also put the school in a more advantageous position for state funding. In order to justify spending this amount of money, School Director Jim Schenck performed a population study inclusive of 1988 to present. The data showed that the student population was higher than current enrollment from 1986 to 2001. The highest population was 249 students in 1997 and the low was 157 students in 2003. The population has slowly grown since 2003 to the current 180 students. This trend seems to suggest that the school population will continue to grow slowly for the next five steps. There is also a greater emphasis on smaller class sizes and the need for one-on-one spaces than in the past. In the School Board's opinion, the study was not conclusive enough to warrant spending the money on the architectural design work at this time.

It is evident based on the lack of space in the school that the student population should continue to be monitored closely to determine the need for future construction. It also seems prudent to monitor the status of the Peacham Elementary School. Some 7<sup>th</sup> and 8<sup>th</sup> grade students from Peacham currently attend Barnet School. If Peacham School were to close, there would be a significant student population increase in Barnet. This would also potentially present an opportunity to share the Peacham School facility.