

Timberlane Regional Middle
School

School Action Plan

2013-2014



Michael Hogan- Principal

May 3, 2013

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Mission Statement

- Timberlane Regional Middle School is committed to sustaining a collaborative learning environment so that our students may become successful, independent learners. It is our mission to: Provide a safe, respectful, and nurturing environment that encourages enthusiasm for learning.
- Foster responsible citizenship and provide opportunities for students to acquire and demonstrate leadership and service.
- Provide a challenging, integrated, standards-based curriculum.
- Meet the individual needs of students by identifying differences and using assessment to differentiate instruction and learning.

Principal's Message

When you walk in the front door of Timberlane Regional Middle School, you immediately sense the pulse of a school that is warm and inviting. Instantly you have made a connection, quite possibly because someone held the door open for you or greeted you with a smile. An atmosphere of excitement and positive energy radiates throughout the building of nearly 1,000 students and over 100 full-time staff members. A sense of community is unveiled before you, revealing a rich and engaging environment that is motivating, challenging and personalized.

Creating an environment that is responsive to the social-emotional needs of young adolescents is critical in supporting their learning and growth. Each morning in our advisory our staff and students participate in a variety of warm-up activities that help build positive relationships. Advisory helps us build and maintain a school culture that encourages students to live by our core values of respect, responsibility and right choices and where every student matters. Advisory is not a separate entity at TRMS, it is part of the fabric of our entire day.

At TRMS, teachers operate as members of teams. Our teachers operate as a Professional Learning Community (PLC) where the exchange of new ideas and best practices happen daily. Facilitated by daily team meetings, weekly content meetings and monthly grade level meetings, our professional environment is one of interdependence, where teachers actively seek opportunities to dialogue and learn from each other. This shared educational purpose has resulted in a culture of learning where students have choice, learn by doing, talk and process together in teams and problem solve. Our professional staff regularly presents at faculty meetings, sharing ideas about practice that have led to changes in assessment, technology integration, conferencing, teaming practices and instruction. Our primary goal is to create meaningful learning experiences for our students.

Our heterogeneous Universal instruction helps all students understand content material such as math, science, social studies language arts and unified arts, by giving them strategies to help them read to learn. In addition to core content instruction, our Response to Instruction (RTI) instructional approach integrates Literacy skills into our daily 50 minute Literacy Block. Teachers use data to monitor progress to help assign students to the appropriate tiered intervention.

In 2010, TRMS was recognized as the Middle School of Excellence winner for the State of New Hampshire. The “EDies” award specifically recognizes one state winner as an exemplary school dedicated to personalization of student learning. Excellent instruction, teaming practices, significant professional development, innovation and collegiality prompted the New England League of Middle Schools (NELMS) to honor TRMS as a Spotlight School in 2012. This honor is recognition is reserved for only a few schools who exemplify extraordinary middle level practices.

Action Plan

A. Assessment of Plan

Add your assessments here...

B. Goal Statements

Goal #1: Throughout the 2013-2014 school year, core content teams will develop pedagogy and strategies to integrate Common Core content literacy into all disciplines. Achievement of this goal will be evidenced through PLC agendas and minutes and administrative observation.

Action Steps/Monitoring Plan

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	Targeted Walk Through Data	Fall 2013-Spring 2014	A-Team Gustafson
2	Content Team Discussions (Planning using CCSS)	Fall 2013-Winter 2014	A-Team Gustafson
3	Professional Development Course	Fall – June 2014	A-Team Gustafson
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Goal #2: In the 2013-2014 School Year, TRMS will develop a tracking system for monitoring students who are engaging in specific at-risk behaviors. This data will be used to provide targeted behavioral interventions. Evidence of goal achievement will be demonstrated through school data team analysis and reporting.

Action Steps/Monitoring Plan

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	Behavior: Creating tracking system for tracking data related to student success (academic and social-emotional)	Fall 2013	A-Team Asst. Principals
2	Behavior: Use of tracking system for data related to student success (academic and social-emotional)	Fall 2013-Spring 2014	A-Team Asst. Principals and Guidance Counselors
3	Data Team Analysis	Fall 2013-Spring 2014	Asst. Principals/Guidance Counselors and Teachers
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Goal #3: In the 2013-2014 school year, TRMS will increase the utilization of available technology through on-going professional development. Areas for PD will be identified through a gap analysis survey of staff to determine levels of proficiency and need. Achievement of this

goal will be demonstrated through completed survey results, identified areas of PD and PLC minutes.

Action Steps/Monitoring Plan

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	Create a technology mentoring team	Fall 2013	A-Team Hogan
2	Gap Analysis Survey Implemented	Fall 2013	A-Team Hogan Tech. Mentors
3	Walkthrough tracking of technology use	School year 2013-2014	A-Team Hogan
4	Related PD Opportunities	School Year 2013-2014	A-Team Hogan Tech. Mentors
5			

C. Related Professional Development

Dates	Topic Description	Grade(s)	Times(s)	Location	Facilitator	Goal # (if applicable)
Each Thurs during the school year	Content PLC's: Grade 6 Math Content Grade 6 Social Studies Grade 6 Language Arts Grade 6 Science	6	Either 12:35-1:25 or 1:25-2:10	PLC Member's Classroom or Curriculum Office	J. Gustafson, CC M.Hutnick, AP L. Pouliot or PLC member	1, 2, 3
Each Thurs during the school year	Content PLC's: Grade 7 Math Content Grade 7 Social Studies Grade 7 Language Arts Grade 7 Science	7	Either 9:40-10:30 or 10:30-11:20	PLC Member's Classroom or Curriculum Office	J. Gustafson, CC C. Mrowka, AP L. Pouliot or PLC member	1, 2, 3
Each Thurs during the school year	Content PLC's: Grade 8 Math Content Grade 8 Social Studies Grade 8 Language Arts Grade 8 Science	8	8:50-9:40	PLC Member's Classroom or Curriculum Office	J. Gustafson, CC H. Roy, AP L. Pouliot or PLC member	1, 2, 3
First Monday per month during school year	Faculty Meeting monthly	All faculty	1 hour	library	Admin Team	1, 2, 3

Every 3 rd Monday during the school year	Faculty PLC	6-8	2:30-3:30	TBD and will vary	TBD and will vary among Administrative team members, teacher leaders, and district specialists	1,2,3
TBD	Curriculum Workshops: Topics reflective of CCSS, RtI and Implementing new Technology	6-8	Times will vary and will fall during any of the following M, Th, or F: 8-8:50 8:50-9:40 9:40-10:30 10:30-11:40 11:40-12:30 12:35-1:25 1:25-2:10 2:30-3:30		<ul style="list-style-type: none"> - Curriculum Coordinator - Assistant Principal - Teacher Leader - Topic experts from within the district 	1,2,3
One Friday per month during school year	Grade Level Meeting : Best Practices, RTI Technology, CCSS, Teacher Share	8	30 minutes per month 8:50-9:40	Designated Classroom	H. Roy, Grade 8 AP	1, 2, 3
One day per week per team, Tuesday or Wednesday, during school year	Team Meetings: Best Practices, RTI CCSS, Teacher Share	8	45 minutes weekly at 8:00-8:50 or 8:50-9:40	Designated classroom	H. Roy, Grade 8 AP	1, 2, 3
Once weekly during the school year	Tufts Grant/PI Math PLC	Cohort of math teachers in grant G 6 - 12	1hour 45 minutes	Room 1601	Dianne Sherman Grant math mentor and Tufts Professors attend monthly	Math Pedagogy and Content (Tufts University)
One Friday per month during school year	Grade Level Meeting : Best Practices, RTI Technology, CCSS, Teacher Share	7	30 minutes per month 9:40-10:30	Designated Classroom	Carol Mrowka, Grade 7 AP	1, 2, 3

One day	Team Meetings:	7	Each team	Asst.	Carol Mrowka,	1, 2, 3
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per week per team, Tuesday or Wednesday, during school year	Best Practices, RTI CCSS, Teacher Share		meets 45 minutes weekly at 9:40-10:30 or 10:30-11:20	Principal's office	Grade 7 AP	
One Friday per month during school year	Grade Level Meeting : Best Practices, RTI Technology, CCSS, Teacher Share	6	30 minutes per month 9:40-10:30	Designated Classroom	Marilyn Hutnick, Grade 6 AP	1, 2, 3
One day per week per team, Tuesday or Wednesday, during school year	Team Meetings: Best Practices, RTI CCSS, Teacher Share	6	Each team meets 45 minutes weekly at 12:45-1:25 or 1:25- 2:10	Designated Classroom	Marilyn Hutnick. Grade 6 AP	1, 2, 3
Once every other week during school year	Reading/Literacy Interventions, Common Core (Special Educators)	6-8	7:30-8:00	Reading Suite	Lindsay Pouliot	1, 2
Once every other week during school year on Tuesday	Math Interventions, Common Core (Special Educators)	6-8	7:30-8:00	Reading Suite	Lorin Caffelle,	1, 2
2 times per month during the school year on Tuesday	Common Core, Technology to support student learning, targeted interventions (Paraeducators)	6-8	7:30-8:00	Conference room, computer lab, or Reading Suite	Lorin Caffelle, Lois Paul	1, 2, 3

4 days per week during the school year: M, W, Th, F	Literacy Interventions, Common Core (Special Educators)	6-8	7:30-8:00	Reading Suite	Lindsay Pouliot	1, 2
4 days per week during the school year: M, W, Th, F	Behavior Interventions and Data (Emotional Disabilities Team)	6-8	7:30-8:00	EH team room	Robyn Ficek, Charlene Caswell, Cathy Lonergan, Lorin Caffelle (rotates based on topic/grade level being discussed)	2
Every other Thursday during school year	Common Core, Interventions/ Supports, Technology (Related Services)	6-8	11:30-12:30	Conference Room	Lorin Caffelle	1, 2, 3

Leadership Team Members

School: *Timberlane Regional Middle School*

Chair/Principal: *Michael Hogan-Principal*

Administrators & Teachers: *Marilyn Hutnick, Carol Mrowka, Heather Roy, Janet Gustafson, Lorin Caffelle*

Staff: TRMS Administrative Team

Assessment Team:

- *Language Arts, Social Studies, Science and Math content teams*
- *Data team (Administrative team and Reading Specialist)*
- *RtI teams in Language Arts, Math, and Behavior Support*
- *Members of technology mentoring team*

School Site Assessment

Goal #1: *Common Core*-Achievement of this goal will be evidenced through PLC agendas and minutes and administrative observation.

Goal #2: *RTI Behavior*- Achievement of this goal will be demonstrated through school data team analysis and reporting using the creation of our tracking system.

Goal #3: *Technology*- Achievement of this goal will be demonstrated through completed survey results and the subsequent professional development.

Submission Page

Submitted By: Michael Hogan

Appendix

A. Safety Procedures

1. All doors to the middle school are to be locked at all times, including during after school activities.
2. All visitors to the middle school must enter through the main entrance at the front of the school. Visitors will be issued a bright yellow pass if they are staying for a specific purpose. All visitors must sign in and sign out.

B. Fire Drills

1. All students and staff evacuate the building through the nearest exit.
2. Administration “sweeps” the building to make sure everyone is out of the building.
3. Teachers/Staff use school safety bags to take attendance and report missing students.
4. Command center established in the front of the school.
 - a. Secretaries receive attendance slips from administrators
 - b. Teachers not on-duty report to command center
 - c. Principal or designee gives the all clear to re-enter the building

C. PAC Evacuation

1. All students and staff evacuate the building through the nearest exit.
2. Fire drill procedures are followed.
3. Unable to re-enter the middle school, the Principal or designee orders all students and staff to move the PAC.
4. Students have assigned seating by TEAM and attendance is taken again.
5. Students will wait for Principal or designee to issue order to return the middle school or prepare for off-site evacuation plan to be implemented.

D. Off-Site Evacuation Plan

All students and staff leave the building through the nearest exit using the current fire drill protocol.

1. Administration notifies the SAU.
2. Administration notifies the PAC and TRHS.
3. Attendance protocol for evacuation is followed, accounting for all students.
4. Upon knowledge that re-entry to the building is not possible, administration notifies the PAC in order to safely move students there.
5. If entry to the PAC is not possible, re-locating to TRHS would be considered.

6. If re-locating to TRHS is not possible, and the SAU administration determines that students will go home, the following steps will occur:
 - a. SAU calls for bus transportation.
 - b. SAU sends an AlertNow to parents.
 - c. The 4 town elementary schools would be notified.
 - d. TRMS students will be moved to a designated loading area and assembled by town and bus #.
 - e. TRMS administration and front office staff will coordinate the bus departure for the 4 towns, as well as the walkers and students who will leave with a family staff member. TRMS Administrators have bus lists in their safety pack.
 - f. Students will be dropped off at their homes. Students who cannot gain entry into their home will be dropped at the elementary school of the town they live in and wait for parent pick-up.

E. Lockdown

1. Principal or designee activates alarm with code.
2. Students and staff quickly enter nearest classroom.
3. Teacher or staff member locks door from the hallway, covers door glass, ushers students to quiet corner, turns off the lights and pulls down shades.
4. Administrative secretaries hit silent alarm to police and call 911.
5. Principal and designees notify SAU, PAC and High School.
6. Administration “sweeps” hallways to make sure everyone is in a secure space.

F. Shelter In-Place

1. Principal or designee uses intercom system to announce that all students and staff are
to remain in their classes until notified otherwise.
2. Administration “sweeps” the hallways to make sure all students and staff are in a secure space.
3. Principal and designee notify SAU, PAC and High School.