

KES STRATEGIC PLAN 2014-2015



SAU 16 Vision Statement

To provide a rigorous and comprehensive education that will prepare our students for diverse post-secondary educational opportunities, a competitive workplace, and active civic participation.

SAU 16 Mission Statement

To help students gain knowledge and skills that build intellect, character, and a lifelong thirst for learning.

KENSINGTON ELEMENTARY SCHOOL VISION STATEMENT

It is the vision of KES families, staff and community that our students are prepared to be contributing members of the ever-changing world by becoming independent lifelong learners.

KENSINGTON ELEMENTARY SCHOOL MISSION STATEMENT

At KES, we work together with families and community members to provide a safe learning environment that fosters academic, emotional, social and physical growth for all students.

KENSINGTON ELEMENTARY SCHOOL BELIEF STATEMENTS

We believe in high academic standards.
We believe in celebrating the uniqueness of each child.
We believe all children can learn.
We believe that children learn best in a safe and nurturing environment.
We believe learning is best when students and teachers are passionate about education.
We believe learning can be fun.
We believe that children learn best when they are active participants in their educational choices, when appropriate.
We believe that a partnership between community, family and school is necessary for learning.
We believe clear expectations are a foundation for success.
We believe in holding children and adults accountable for their actions.
We believe in respect, responsibility and citizenship.
We believe in educating the whole child.
We believe in fostering the creativity in each child.
We believe in teaching children to understand themselves as learners.
We believe in fostering a strong sense of self.
We believe in fostering a healthy child.
We believe in fostering cooperation.
We believe in making students of Kensington aware of their place in the world.
We believe that good communication skills are necessary to succeed.
We believe in fostering social skills among students.

We believe in creating a cohesive environment.

We believe KES is a community.

AND

We believe that all KES students will leave prepared to meet the challenges in their academic futures.

SAU 16 Communications Goals - KES Action Plan

GOAL:

To review the current communications systems in the SAU school community, assess their effectiveness and make recommendations for improvement in each of the following areas:

- School to Community
- SAU to Community
- School to School
- SAU to School

Ensure timely communication between schools and parents/community members:

- Establish a policy of keeping all school Internet communication up-to-date.
 - The KES website is a good source of information for parents and others interested in finding out more about our school.
 - Monthly Principal and Superintendent Newsletters are posted to the website home page.
 - The monthly KES calendars are posted to the website.
 - Monthly school lunch menus are posted to the website.
 - Photos and write-ups of special events are added to the website on a regular basis.
- Our goal is to continue to update all sections of our website including class pages for all grade levels, PTO, Student Activities, etc. establish a specific schedule for teachers to update their grades regularly on Power School.
 - KES faculty has not used Power School for grades so far.
 - Our goal will be to use Power School when we move to a standards based report card as a SAU initiative.
- Establish an expectation that all school personnel will return e-mail and/or telephone messages from parents in a timely fashion.
 - All KES staff are expected to check email at least once a day and return emails within 24 hours.
- Ensure great care to the quality and accuracy of all electronic communications.
 - Staff has reviewed expectations for use of electronic communications. This included review of confidentiality in emails, social media etiquette and limitations, and professional use of electronic communication.

Improve communication regarding student expectations and progress:

- Ensure regular communication from each elementary school, and its teachers, to the parents.
 - Teachers are expected to send newsletters, emails or blogs to parents updating class happenings and learning focuses.
- Strengthen communication between CMS and EHS teachers in terms of expectations for students.
- Review the procedures for parent-teacher conferences in all SAU16 schools.
 - Teachers are expected to meet at least two times a year with all parents during conferences held in November and April of each school year.
 - Relevant data will be shared with each parent regarding their child.
- Review the skills and knowledge being measured on report cards in all SAU 16 elementary schools.
 - Report card revision is a goal for the faculty of KES.
 - KES faculty would like to see a SAU 16 standards based report card developed for all elementary teachers using the CCSS.

Improve communications involving administrators, paraprofessionals, and staff:

- Provide additional time/opportunity for faculty to meet with one another on professional matter, both formally and informally.
 - KES teachers have PLC time each week for 45 minutes during the school day.
 - KES teachers have daily, common grade level planning time.
 - KES teachers have two faculty meetings a month.
 - Professional development money from the operating budget will be used to provide consultants to work with teachers on ELA and Math CCSS implementation, differentiating instruction, advanced learners and for summer professional development.
- Administrators need to seek additional methods for enhancing communication with their staffs.
 - Morning notices are sent on to all staff at least three times a week to keep everyone updated on upcoming events, procedures for specific events, information on specific topics, etc.
 - PLC time is available weekly for communication around data, curriculum, instruction and RTI services, etc.
- Improve lines of communication with paraprofessionals to include information relative to the students with whom they work.
 - KES faculty use time daily for consulting with teaching assistants.
 - Principal has monthly meetings with all teaching assistants on Monday mornings during school for 45 minutes.
- Restore the middle management department positions, (i.e. Learning Area Leaders/Department Heads) at CMS and EHS.
- SAU administrators need to work with all non-teaching personnel to pinpoint communication concerns and then work in unison to address the problems.
 - All staff receive the weekly morning notices via email.
 - Non-teaching staff have direct access to the principal for communication as needed.
 - The principal has on going conversations with the KES Administrative Assistant, custodians, bus drivers and Kitchen staff.

SAU 16 Design and Philosophy Goals – KES Action Plan

GOAL:

The committee believes that 21st century literacy and knowledge of technology are core skills and should be considered an important part of the curriculum. The SAU should commit to developing paper-less practices, ones that support collaboration, connectivity and the development of learning networks that will extend beyond the formal education SAU 16 provides.

- Provide more flexibility for students to move among levels, courses, and disciplinary tracks before and after courses have begun.
 - All students work at their highest level of ability in all classes at KES.
- Create a committee to explore the transitions between the elementary schools and the middle school, and between the middle school and the high school.
 - KES faculty would like a SAU 16 committee to be formed between all SAU 16 fifth grade teachers and special education teachers and the sixth grade CMS faculty and administration. We hope that this committee could meet quarterly to improve the transition process.

SAU 16 Community Involvement Goals –KES Action Plan

GOAL:

The entire SAU16, from students to administrators, will recognize and support the value of community service and look for ways to strengthen community involvement in our schools. This is the first step to encourage growth in the connectedness of all the SAU communities.

SAU16 shall establish a community service website, linked to each school's website, which enables individual districts to:

- Publicize a master list of community volunteers.
 - The KES PTO will keep a list of volunteers and their work.
- Encourage students to be active, caring members of the community.
 - KES students participate in multiple community service projects each year such as donations to the Chamber Children's Fund, "Surprise a Sailor", holiday cards for the troops, 68 Hours of Hunger, donations to the local food pantry, etc.
- Provide opportunities for community service.
 - KES is an engaged partner with donations to local food pantries, UNICEF, SPCA, etc.

SAU 16 Curriculum and Assessment Goals – KES Action Plan

Improve the clarity and consistency of K-12 curricula:

- Establish a simplified one-page core curriculum for each class, with progressively increasing levels of depth and complexity through each grade level.
 - KES faculty members participate in SAU curriculum work, including the following committees: Reading, Writing, Mathematics, Science, Technology, Safety, Professional Development, Teacher Effectiveness, Health, Music, PE, Art, and Guidance. These committees have created useful documents for all grades, K-5.
- Enhance standard curricula by implementing consistent procedures and programs for remediation and extension in all SAU 16 schools.
 - Through the use of school wide data (Star Reading, Star Mathematics, DRAs, Literacy CBMs) and classroom data, students are identified that are in need of RTI to enhance skills or enrich skills.
 - The Literacy Specialist has enabled KES to identify students that are at risk for not meeting the standards and to offer them Reading Recovery and Level III- intensive intervention.
 - Teachers at KES are providing Level I intervention in the classrooms. Additional KES staff (Reading teaching assistant, Math teaching assistant, Speech therapist and classroom teaching assistants) are providing Level II interventions in and out of the classrooms. They are gathering and tracking data.
 - Students that are high achievers are identified through the use of data and offered extended learning opportunities in the classrooms by the teachers. KES has an “Advanced Learners Committee”, consisting of faculty and parents to address this topic, which started meeting last year.

Facilitate teacher development, coordination, and review of curricular changes to achieve a consistent and cohesive educational program:

- Create more time for common planning, curriculum development, and interdisciplinary collaboration.
 - KES teachers meet weekly in PLC grade level teams during the school day.
 - KES teachers have common planning time with their grade level colleagues.
- Enhance professional development by improving on-site training opportunities and implementing a consistent teacher mentor program in all SAU 16 schools.
 - UNH consultant will be providing consultation to teachers to assist with the full implementation of CCSS in Math.
 - KES teachers participate in the SAU 16 Mentoring program when new faculty is hired.

Increase rigor throughout the curriculum and clarify, as well as promote, all possible learning opportunities:

- Address specific needs identified within each subject area.
 - KES teachers continue to review curriculum in the following areas: reading, writing, spelling, mathematics, science, social studies, technology and Open Circle. Through the study of the CCSS in these areas, teachers will prepare for the depth of knowledge required.
- Increase administrative support for teachers in their pursuit of higher standards.
 - The principal encourages teachers to have students continue to reach higher. The use of technology is promoted and supported at KES.

Improve the statistical validity and consistency of K-12 assessments:

- Evaluate student learning with teacher-developed annual exit assessments that are aligned to the curriculum.
 - KES teachers worked with the SAU math committee to create end of quarter assessments based on the CCSS.
 - KES teachers will continue this work in other curriculum areas this year.
- Create a committee to study our standardized assessment program to make it more statistically relevant and useful.
 - KES uses many all school assessments (mentioned above already) to monitor the progress of the students, K-5.
- Improve communication among schools and parents by creating a system to capture and store assessment data on student skill levels that identifies those who have mastered the material and those who remain deficient.
 - KES teachers will work with grade level colleagues and SAU committees to create an effective system.
 - KES will look into using “Performance Pathways” as a possibility for storing our data.

SAU 16 Governance Goals –KES Action Plan

- Continue the community-wide discussion to identify ways to increase the efficiency and effectiveness of the SAU governing structure.
 - KES teachers will continue to be highly involved in all SAU initiatives.
 - The principal will be the link to the SAU and will continue to provide vital information to the KES staff.
 - The KES School Board will work with the EKES School Board next year to see what ways we might be able to combine some services to lower our budgets.

SAU 16 Lifestyles Goals – KES Action Plan

- By 2015, SAU 16 schools will provide a healthy environment for our students, faculty, and staff with a yearly inspection of the physical plants for mold, mildew, ventilation, pests, and other environmental problems.
 - KES takes care of these issues with the assistance of the day and night time custodians, SAU 16 maintenance professionals and contracts with outside vendors.
- By 2015, all food offerings including vending machines in the SAU 16 schools will comply with the gold standard A list from the USDA and encourage a lifetime of healthy eating.
 - The KES Wellness Committee meets on at least a quarterly basis and continues to look at ways to promote healthy eating at school and at home. We send quarterly pamphlets home to families with student report cards. We also sponsor a “Healthy Spirit Week” each spring.
 - In March 2013, KES won the Bronze level of the “Healthier US School Challenge (HUSSC) Award” sponsored by USDA/Michelle Obama for our outstanding food service program.
 - There are no vending machines at KES.
- By December 2011, SAU 16 schools will continue to move forward in providing an environment and programs where students and staff can learn to care for each other and to appreciate individual differences. The entire school community will treat each other with respect and bullying and other degrading behaviors will not be tolerated.

- All KES staff has been trained in the “Open Circle Program”, which is a researched program of the Wesley Centers for Women at Wesley College. All the lessons at each grade level, K-5, are organized around creating a cooperative classroom/school environment and building positive relationships and solving problems skills.
- KES staff also uses some components of Responsive Classroom, including Morning meeting, setting classroom goals and rules and solving problems using logical consequences.
- SAU 16 shall continue to provide a breadth of offerings in the arts to address the whole student and their interests and talents. This shall include the opportunity for a minimum of weekly participation in music, art, or drama from grades K-12.
 - KES students, K-5, have Art and Music once a week for 45 minutes.
 - KES offers a variety of Artist in Residences program through the funds raised by the PTO and the operating budget.
 - The KES Art teacher supervises an after school club, “Heart of Art”, that meets every other week all school year.
 - KES has an instrumental music program that offers lessons before and after school with our outstanding Music teacher. The KES band performs throughout the school year at various events.
 - KES musicians also participated in the SAU 16 Super Band and Super Strings.
- By 2012, regular physical activity will be required of all students with an increased breadth of choices—team sports, club sports, individual sports, and life sports. The staff will be encouraged to model good exercise habits by participating when and where possible with the students.
 - KES has a Cross Country Team with about 40 fourth and fifth grade boys and girls. They practice and have meets during the month of September to early October.
 - All students, K-5, have Physical Education twice a week for 45 minutes each.
 - The KES PE teacher offers before school activities such as Walking Club, Jump Rope Club, Dodge ball, Soccer, Cup Stacking, Yoga, Dance Dance Revolution, etc.
 - Students in grades K-3 have two recesses per day (15-20 minutes each). Students in grades 4 & 5 have one recess per day (20 minutes).
 - KES would like to offer again a “Girls on the Run Program” in the fall 2014.

SAU 16 Special Education Goals –KES Action Plan

- Work toward a common governance agreement among districts for a SAU-wide preschool program. (This would include the Exeter Region Cooperative District because it governs the Wright Start Pre-School program that is part of the Seacoast School of Technology.)
 - KES continues to find creative ways to serve our preschool population using typical Pre-schools in the local surrounding towns.
- Increase the graduation rate of students with disabilities to 90% by June 2015.
- Further investigate special education across all districts for potential sharing of resources.
 - In the past, KES has shared resources such as School Counselor, School Psychologist, ESOL teacher, Speech and Language Therapist and OT with other schools in SAU 16.