

**Commission on Public Elementary and Middle Schools
Two-Year Progress Report of Rye Elementary School (Due 4/1/11)**

**Report on the Status of the Highlighted Recommendations from Notification Letter
(As of 6/15/10)**

Recommendation	Classification TYPR Status	Explanation
<p><u>Highlighted Recommendations</u></p> <p>1. Ensure that the woodchips under the play structures provide complete handicapped accessibility to the playground equipment. <i>(Community Resources #11)</i></p> <p>2. Implement an annual review and revision plan for the mission statement, which includes all stakeholders including students, and find creative ways to communicate the mission to students and the community at large. <i>(Mission #1)</i></p>	<p><i>Completed 2009/10</i></p> <p><i>Completed 2009/10</i></p>	<p>1. <i>The current playground surface is ADA certified engineered wood fiber. Some other wood chips may be mixed in. Staff is investigating the options for additional accessible playground surfaces for future consideration only.</i></p> <p>2. <i>The Mission Statement is reviewed and revisions solicited annually at the first staff meeting, School Board meeting and PTA meeting. Additional opportunity for input from parents and community members is available through the Principal's Advisory Council. The Mission is reviewed with students annually by classroom teachers as a part of beginning of the year Rachel's Challenge/Respect activities. It is communicated to all stakeholders through postings around the school building, on the Rye Elementary website, in the Student/Parent handbook and on report cards. The principal will publish the Mission Statement annually in the September newsletter.</i></p>

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3. Develop a formal orientation/mentoring program for support staff. <i>(Leadership #1)</i>	<i>In Progress Anticipated Completion September 2010</i>	3. <i>Monies have been budgeted for a mentor program for support staff for the 2010/11 school year. The principal, lead teacher, mentor program coordinator and another teacher met with Irv Richardson on May 19th from NEA to discuss establishing an ESP training/mentor program. Principal and lead teacher will meet over the summer to finalize plans for the program.</i>
4. Provide common planning time for teachers to discuss best practices in instruction and instructional issues. <i>(Instruction #1)</i>	<i>Completed 2009/10</i>	4. <i>As of 9/09, a monthly staff meeting has been established for the purpose of allowing discussion of best practices in instruction and instructional issues. Staff meetings minutes are posted on the school server Bigchief by the Principal and Technology Technician.</i> <i>In 2010-11, a minimum of one common planning time each month will be devoted to RTI data review and instructional decisions.</i> <i>In 2010-11, a daily thirty-minute RTI school-wide instructional time will be built into every grade level's schedule.</i>
5. Develop common assessments across the curriculum. <i>(Assessment #1,3)</i>	<i>In Progress Anticipated Completion March 2011</i>	5. <i>SAU 50 Professional Learning Communities, overseen by the SAU 50 Curriculum Coordinator, will develop common assessments across the curriculum. All new assessments will be aligned to NH Grade Level Expectations:</i> <i>SAU level Professional Learning Communities are in the process of developing common assessments across the curriculum for Language Arts.</i> <i>End-of-year assessments have been developed for grade 3-5 in math. Teacher-to-teacher initiatives have been set up and will be creating unit assessments in late June and early July 2010.</i>

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<p>6. Develop a curriculum revision calendar to make sure that all curriculum content areas are reviewed on a regular basis. (Curriculum #2)</p> <p>7. Relocate books and other materials in the library/media center to age-appropriate heights so that students can safely access them. (School Resources #6)</p>	<p><i>Completed March 2010</i></p> <p><i>In Progress Anticipated Completion September 2010</i></p>	<p><i>DuFours training began at the SAU workshop and continued with training of a DuFours leader for each grade level team.</i></p> <p><i>Social Studies and Science CORE documents are being developed.</i></p> <p>6. <i>All curriculum content area documents are “living documents” that are reviewed and revised by staff on a continual basis during regularly scheduled Professional Learning Community meetings. This work is done under the direction of the SAU 50 Curriculum Coordinator. Evidence includes the schedule for the Professional Learning Communities meetings for school year 2009-10 and a copy of an agenda.</i></p> <p>7. <i>As of 12/09, the Media Specialist is weeding the library collection and will work with the Technology Technician to redesign the library space. Additional lower bookshelves were purchased with 2009/10 unexpended funds and an additional shelf has been budgeted for the 2010/11 budget cycle.</i></p> <p><i>The Technology Technician has been assigned the responsibility of maintaining and repairing audio-visual equipment. A plan has been developed so that every learning space will have a wall-mounted television. Televisions previously housed in the library have been distributed to classrooms and mounted at appropriate heights. Seven additional televisions will be installed for the 2010-11 school year. Additional televisions will be included in the budget for installation in 2011-12</i></p>

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<p>8. Develop and implement a plan for the sharing of science kits and supplemental materials. (Instruction #5)</p> <p>9. Standardize the math supplemental materials being used at each grade level so that all students receive the same learning opportunities. (Instruction #3)</p>	<p><i>Completed 2009-10</i></p> <p><i>In Progress Anticipated Completion September 2010</i></p>	<p>8. <i>The Science Committee has met and reviewed needs. All grade levels have adequate science kits and have developed lists of required consumable materials that will be budgeted for on an annual basis.</i></p> <p><i>File cabinets have been purchased for the 4th & 5th grade disposable materials. (The only grades that wanted them).</i></p> <p><i>All grade levels ordered science materials and consumables and all their requests were granted.</i></p> <p>9. <i>10/09 staff meetings will address the need for the standardization of supplemental math materials. A format will be agreed upon in which just one or two supplementary math publishers will be consistently used in K – 5 to supplement the Math Trailblazers program. For the 10/11 school year, the Math Specialist has budgeted for K– 5 supplemental materials from Math Connects and Envision Math, 2 industry-leading math programs with strong correlations to NH’s Grade Level Expectations. Materials from Math Connects have been in consistent use across all grade 2 and grade 3 classrooms since 9/08, with very positive teacher feedback.</i></p> <p><i>Grades 2 – 5 have met and are agreeing on a selection of math materials across the grade levels.</i></p> <p><i>Summer 2010 Teacher to Teacher Proposals have targeted this area:</i></p> <ul style="list-style-type: none"> <i>• Providing supplemental materials to the current Math Trailblazers program</i> <i>• Aligning the GLE’s with Math Trailblazers</i>