

Cornish Elementary School Superintendent of Schools Entry Plan 2011-2012

Introduction

This entry plan process was designed to assist me in developing a comprehensive picture of the Cornish Elementary School by meeting staff, Board members, and community stakeholders. My plan consisted of conducting several interviews as well as reviewing a number of plans and documents to develop future goals, objectives and programs involving the Cornish Elementary School, and SAU #6.

General Goals

1. To learn about the Cornish Elementary School , SAU #6, and its people as much as possible in a brief period of time;
2. To examine key issues involving the District's past in order to clarify how such issues were addressed to identify the norms and values to plan for how the school district may function in the future;
3. To identify the tasks which need to be done in a prioritized manner; and,
4. To establish how these tasks should be accomplished.

Specific Objectives of the Entry Plan Process

1. Examine the procedures and protocols which have governed how the School Board has conducted business in the past;
2. Develop with the School Board a set of ground rules and procedures that will govern how we operate in the future;
3. To determine the issues that the School Board believes we should concentrate on in the next year, and then ask the School Board to prioritize them;
4. To develop work plans for the tasks necessary which District and School leadership will undertake next year. The work plans will describe not only what has to be done, but how (the steps, the time frame, and the roles/responsibilities);
5. To determine the key issues at the building level;
6. To clarify the role and responsibilities of Principal and how she coordinates with Central Office administration, as well as how her work as building leader can best be supported;
7. To determine what the key issues are for the stakeholders.

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Major Findings

1. Issues raised about the Cornish Elementary School:
 - a.) NECAP test scores
 - b.) School culture (collaborative; congenial)
 - c.) Attracting and retaining excellent teachers
 - d.) Academic expectations (curriculum and instruction)
2. It is unclear whether the Cornish staff are prepared to fully implement K-8 Power Standards by September 2012;
3. The current SAU #6 website is not user friendly. Subsequently, communication with parents and community members is limited.
4. The cost of Special Education is a concern.
5. The Cornish community values their school, but is uncertain with student progress as demonstrated by NECAP results. Many expect more academic progress as a result of their investment.
6. Some question if Cornish students are prepared for the academic demands of high school following eighth grade.

Recommendations

1. Prepare for full implementation in September 2012 of K-8 Power Standards by the following:
 - a.) Provide teachers and administration time for cross-grade and common grade articulation discussions to clarify the Power Standards for each grade level (i.e., essential skills, or, *what do we want students in each grade to know, and be able to accomplish by the end of each school year*);
 - b.) Provide teachers and administration opportunities for cross-grade discussions to address the challenges associated with transitioning from grade to grade;
 - c.) Use of Common Summative Assessments and rubrics involving Power Standards in order to inform instruction, and identify students who require intervention and/or enrichment.
2. Sustain opportunities for the SAU #6 building leadership to focus on “best practices” involving supervision and evaluation of staff with the goal of improving instruction and learning.
3. Examine all K-8 student programs, courses and policies to determine if any are outdated, or no longer relevant with preparing students for the 21st century world.

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(Recommendations, continued)

4. Implement a strategic planning effort to review the mission, goals, and programs resulting in a combined focus and clarity for the administration, teaching staff School Board, and community.
5. School Board presentations by building principal and staff to illustrate how Cornish Elementary School utilizes data to inform instruction, identify students in need of academic intervention, and determine budgetary priorities regarding curriculum and instruction.
6. Annually survey former Cornish students to evaluate how well prepared each was for high school, and beyond;
7. Review the Cornish Elementary School's bullying intervention protocols.
8. Complete a Special Education program audit to assess programs, staff, and student intervention models.
9. Complete a district-wide evaluation of the SAU #6 schools' technology infrastructure to identify and implement a multi-year instructional technology hardware plan supported by technology training for staff
10. Expand and upgrade SAU #6 and Cornish Elementary School websites