

So, How Do We Educate the 21st Century Learner?

- Shared belief and vision for all learners
- Knowledgeable practitioners
- An abundance of technological resources
- Instructing with rigor and relevance based on research
- Building relationships

Dora L. Small School

- We believe that the Small School community should be a **respectful, caring, and safe environment** that is conducive to learning.
- Children learn best in a supportive environment that recognizes **diverse learning styles, encourages risk taking, and fosters active involvement.**
- We believe that learning should be **developmentally appropriate with high expectations** that take into account the different learning styles and varying rates at which students learn.
- **On-going, meaningful assessment of student learning and analysis of these assessments** among students, teachers, and parents will guide instruction.
- Staff, parents, and community **work collaboratively** to support education and provide resources for all aspects of student learning.
- We believe that learning for each of us is a life-long process that should be **challenging, enriching, and inspiring.**

SMALL SCHOOL STAFF

2009/20010 (56 members)

Principal
Secretary
Kindergarten Teachers
Grade 1 Teachers
Grade 2 Teachers
Grade 3 Teachers
Grade 4 Teacher
Grade 5 Teaches
Resource Room Teacher
Academic/Life Skills
Special Education Techs.
Teachers of Academically Gifted
Art Teachers
Music Teachers
Instrumental Music Teacher
Phys. Ed. Teachers
Literacy Instructor K-2
Literacy Specialist K-2
Literacy Specialist 3-5
Kindergarten Literacy Support
Literacy Tutor
Technology Integration Specialist
Speech & Language Teacher
Occupational Therapist
School Psychological Service Provider
Guidance Counselor
Social Worker
Nurse
Librarian
Library Media Specialist 3-5
School-Based Ed. Techs.
Grade 4 Education Technician III
Custodians
Cafeteria Specialists
Lunch/Playground Support Staff

Bonnie Hicks
Lindsay Niles
Sarah Pike, Joyce Thompson, Rachael Flaxman
Barbara Grant, Lee Storms, Karen Williamson
Laura Stevens, Anita Wood, Nancy Olson
Anne Tewhey, Shannon Grady
Anne Cloutier, Rebecca Dadmun
Douglas Caldwell, Kristine Poore
Laura Ellis
Rachel Ranger
Mark Calkins, Courtney Monti, Jamie Ortengren, Judith Sarapas,
Lisa Austin, Carol Bibeau
Leslie DeGeorge, Sue Cox
Rosemary Osann, John Rimkunis
John Furman
Phil Conley, Briana Roberts
Sandra Jones
Jackie Elliot
Stephanie McLaughlin
David Cidorowich
Amy Bromwell
John Thurlow
Judy Magnuson
Carolyn Eisner
Dorota Lech
Kurt Hebert
Lynne Johnston
Louise Cormier
Anne Mason
Amanda Kozaka
Sheila Evans, Donna Freeman, Lynn Wells
Lori Fowler
Jerry Collett, Dana Ferrante
Alley DiCenso
Dana Flechtner, Debi Kelly, Beth Desjardins

RIGOR

"...learning in which students demonstrate a thorough in-depth mastery of challenging tasks to develop cognitive skills through reflective thought, analysis, problem solving, evaluation, or creativity. It is the quality of thinking, not the quantity, that defines academic rigor..."

How do we know rigor is met?

Students will meet or exceed the standards of a broad based assessment system that links assessment, essential learning, and instruction.

Here is a real quick peek of some evidence...

Developmental Reading Assessments (DRA) Grades K-2 Spring 2009

Grade	Meet/Exceeded Standard
Kindergarten	100% (50 students)
First	83 % (45/54 students)
Second	95 % (41/43 students)

Percentage of Students Scoring Above the 40th% - MAP Spring 2009

(This indicates on or above grade level expectations)

Grade	Reading		Math	
	Meets/Exceeds		Meets/Exceeds	
	District	SMALL	District	SMALL
3	69.4%	86.3%	56.5%	70.6%
4	74.3%	85.4%	63.0%	68.3%
5	67.5%	68.5%	54.4%	55.6%

State, District & School MEA Percentages Meeting or Exceeding Standards 2008-2009

Grade	Reading		Math		Science	
	Meets/Exceeds		Meets/Exceeds		Meets/Exceeds	
	District / State	Small	District / State	Small	District / State	Small
3	65% 65%	86%	73% 69%	82%	NA	NA
4	71% 71%	88%	63% 66%	73%	NA	NA
5	69% 67%	77%	60% 65%	56%	52% 55%	68%

RELEVANCE

“...learning in which students apply core knowledge, concepts, or skills to solve real-world problems. Relevant learning is interdisciplinary and contextual...”



RELATIONSHIPS

- “Students are more likely to make a personal commitment to engage in rigorous learning when they know that teachers, parents, and other students actually care about them..
- On average, Small School logs 3,100 volunteer hours yearly!

To build relationships and teach to our fullest,

we still need our young learners to come to school EVERY day

Attendance
Criteria for 2008-2009
of Students = $\geq 10\%$ days absent (18+ days)
 ≥ 10 days or more tardy

School: Small			
Grade	Number of Students	June '08 Enrollment	% of students considered habitually truant
K	9	50	18% (- 8%)
1st	14	53	26% (+10%)
2nd	7	43	29% (+7%)
3rd	10	51	20% (+6%)
4th	8	41	20% (+6%)
5th	9	54	16 % (+1%)

