

ALBERT D. LAWTON INTERMEDIATE SCHOOL 2008-2009 SCHOOL ACTION PLAN

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Action Planning Team:

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“One Plan Planning”
CCSU Comprehensive Plan for Continuous Improvement
S.M.A.R.T. Goals and Action Steps
2008-2009

21 st Century Framework	Comprehensive Areas Targeted for Continuous Improvement	CCSU S.M.A.R.T. Goals	Site-Based S.M.A.R.T. Steps (School Action Plans for 2008-2009)
21 st CENTURY STANDARDS FOR ALL STUDENTS	<p><u>Student Achievement</u></p> <p>Improve performance of all students to meet state expectations as measured by the state and local assessments.</p> <p>Close the achievement gap between FRL and non-FRL students in literacy and math.</p> <p>Close the achievement gap for students with disabilities in literacy and math.</p> <p>Improve local access to data storage for data analysis.</p> <p>Increase capacity and standardize procedures to increase access to local and state data.</p>	<p>By October 2008, implement school-based plans to improve the performance of students with disabilities in reading and math by 10% as measured by the NECAP, reporting progress to the Superintendent and the EJ Prudential Committee in December and March.</p> <p>By January 2009, improve student performance on state assessments in meeting state targeted AMO’s in all areas for all subgroups by 10% as measured by the 2008 NECAP.</p> <p>By January 2009, provide initial access to CCSU NECAP achievement data through the Vermont Data Consortium.</p> <p>By January 2009, increase student reading and math performance for FRL students that meets or exceeds the standard in by 20% as measured by the 2008 NECAP</p> <p>By October 2008, convene school-based data teams across the SU and determine analysis and reporting charge, meeting cycle, and action plan progress monitoring for the year.</p> <p>By June 2009, use differentiated instructional strategies in reading and math to improve aggregate student achievement by 15% as measured by the 2009 NECAP.</p>	<p><i>By August 2008, document roster of students identified by the data team as needing support in reading and/or mathematics based on NECAP scores, Gates scores and report card information for review by the team level and school-wide EST’s.</i></p> <p><i>By October 2008, formulate individual plan for each identified student, including intervention strategies and measurable goals set by the EST Team.</i></p> <p><i>By December of 2008, analyze gender gaps in NECAP score with the data team in order to develop school-wide action steps to close performance gaps.</i></p>
	<p><u>Equity (Student Demographics)</u></p> <p>Improve understanding and cultural appreciation of all students and hold high expectations for their achievement.</p> <p>Identify areas of inequity.</p> <p>Increase CCSU capacity to know students at all levels and understand the diversity of the student population.</p> <p>Address achievement gaps for students living in poverty.</p> <p>Address achievement gaps for students with disabilities.</p>	<p>By January 2009, provide leadership in implementing “best practice” for responding to the diverse needs of students living in poverty.</p> <p>By January 2009, provide leadership in implementing “best practice” for responding to the diverse needs of students with disabilities.</p> <p>By January 2009, increase student reading and math performance for FRL students that meets or exceeds the standard in by 20% as measured by the 2008 NECAP.</p> <p>By March 2009, examine data on student academic performance, discipline, attendance, dropout and graduation rates, involvement in extracurricular activities, special education classification, and access to student services at the leadership level to identify areas of inequity in student success and participation using disaggregated data for race/ethnicity, socioeconomic status, gender, disability, and English language proficiency.</p> <p>By March 2009, develop statistical measures to assess equity in all identified areas in order to set targets for 2009-2010 action plans in identified areas of inequity in access and/or achievement.</p>	<p><i>By October 2008, provide the faculty and staff with articles by Ruby Payne and circulate copies of her book, <u>A Framework for Understanding Poverty</u> and facilitate discussion that creates a shared knowledge base for understanding institutional barriers to achievement.</i></p> <p><i>By November 2008, identify performance status of students on FRL and special education with the data team using first quarter report cards.</i></p> <p><i>By December 2008, coordinate a final implementation plan with Essex Middle School to fully integrate algebra into the 8th grade CMP program to make algebra accessible to more students.</i></p>

<p>21ST CENTURY LEADERSHIP</p>	<p><u>Leadership</u></p> <p>Continue to foster a stronger, cohesive leadership framework by developing common standards of practice, and facilitating increased communication and decision-making from a PreK-12/Tech perspective (connecting programs and buildings, and understanding the impact of decisions on other programs/levels).</p> <p>Unite educational practices around the SU vision, mission, and goals.</p> <p>Improve learning for all students by organizing adults into learning communities whose goals are aligned across CCSU to improve learning for all students.</p> <p>Increase capacity for distributed leadership by developing cadres of teacher leaders to implement steps of the school action plans.</p>	<p>By August 2008, create implementation plans for S.M.A.R.T. steps and map meetings and check-in timelines for the CPCI.</p> <p>By August 2008, identify school-based teams for the Leadership Development Institute to facilitate distributed leadership in response to school improvement needs as outlined in action plans across the supervisory union.</p> <p>By January 2009, identify common Standards Of Practice (SOPs) that align with school action and professional development plans that can be collaboratively observed in walk throughs and teacher learning walks.</p>	<p><i>By September 2008, convene the new teacher advisory council to establish goals for the 08-09 school year.</i></p> <p><i>By December 2008, write vision statements that align with the new ADL mission statement during faculty meetings.</i></p> <p><i>By June 2009, write action steps to carry out the vision statements written in December to benchmark collaborative leadership and decision making opportunities to further align all ADL programs around one mission.</i></p>
<p>21ST CENTURY SUPPORT SYSTEMS: STANDARDS AND ASSESSMENT; CURRICULUM, AND INSTRUCTION; CORE SUBJECTS AND 21ST CENTURY THEMES; LIFE AND CAREER SKILLS; LEARNING AND INNOVATION SKILLS</p>	<p><u>Curriculum</u></p> <p>Improve and align existing curriculum and create model curricula that are framed by Vermont’s Standards, CCSU Power Standards, Vermont’s Grade Expectations, and CCSU Power Indicators using “backwards design.”</p> <p>Communicate “essential learnings” needed to meet local proficiency thresholds by collaboratively developing Power Standards and Power Indicators in all core academic areas.</p>	<p>By October, 2008 establish and publish on the CCSU website all Curriculum Leadership goals for the 2008-2009 school year.</p> <p>By December 2008, expand the cadre of teacher leaders trained in <i>Understanding by Design</i> through local coursework.</p> <p>By December 2008, publish Power Standards and Indicators (drafts and final revisions) on the CCSU website and disseminate, with school-based curriculum leaders, in various forums at schools.</p> <p>By January 2009, finish power standards, power indicators, essential concepts, and common expectations for any curricular areas not already addressed.</p> <p>By June 2009, research and design responsive mapping, scheduling, organizational, and reporting out practices that include technological efficiencies to support the delivery of comprehensive local curriculum (which includes the safety net) and benchmarked local assessments.</p>	<p><i>By August 2008, create a timeline for faculty meetings that will include topics around reading and writing across the content areas, differentiated instruction, and technology integration by using agreed upon common Power Standards across the disciplines.</i></p>
<p><u>Instruction</u></p> <p>Expand the use of research-based instructional methods used to support all students in learning.</p> <p>Improve student literacy achievement in all CCSU schools.</p> <p>Design, develop, support, and monitor literacy initiatives that result in high quality instruction in all classrooms.</p>	<p>By September 2008, implement a schedule for double-dosing of instruction to improve the achievement of students not meeting standards in reading and math.</p> <p>By October 2008, determine the status of classroom implementation of differentiated instructional strategies in reading and math to improve student achievement as measured by the NECAP.</p> <p>By January 2009, articulate 21st century themes to frame instruction that improves student outcomes.</p> <p>By June 2009, develop sets of student expectations and instructional practices in core academic area for grades preK-12/tech.</p>	<p><i>By August 2008, agree upon 5 differentiated instructional strategies that will be utilized school-wide by all teachers for the 08-09 school year.</i></p> <p><i>By December 2008, visit Colchester High School with a representative group of ADL teachers to observe DI in practice and report out the faculty at a December faculty meeting.</i></p> <p><i>By June 2009, teachers will have taught at least one differentiated lesson or unit using UBD and shared results with colleagues to determine as a faculty our next steps with implementation of differentiated instruction school-wide..</i></p>	

	<p><u>Comprehensive Assessment</u></p> <p>Create a plan for local assessments for targeted Power Standards and Power Indicators at benchmarked years.</p> <p>Analyze local assessment data at the building level to target improvements for teaching and learning.</p> <p>Improve management of and access to local assessment data.</p>	<p>By December 2008, pilot K-12 selected local assessment tasks in targeted areas of science and math.</p> <p>By January 2009, assess status of use of formative assessments in making instructional decisions in all CCSU schools.</p> <p>By February 2009, analyze K-12 student data sets in all schools to set targets for improving student learning and equity in learning outcomes.</p> <p>By June 2009, complete the selection of assessment items aligned with power indicators in required curricular areas.</p> <p>By June 2009, calibrate scoring of common local assessment by grade level/grade cluster/department (both formative and summative).</p>	<p><i>By October 2008, create a school-wide writing rubric using the Writing Power Standards and train faculty and staff to use the rubric to assess student writing</i></p> <p><i>By December 2008, establish PLC discussion opportunities concerning ADL grading and homework practices that align with our mission and vision statements.</i></p> <p><i>By January 2009, teachers will benchmark constructed responses during faculty meetings as a tool to employ consistent strategies and expectations for students to follow in their writing and for teachers in assessment</i></p> <p><i>By June 2008, formulate a plan with the data team to enable to use data to inform instruction and that emphasizes formative assessment over evaluative assessment.</i></p>
	<p><u>Professional Development for High Quality Professional Staff</u></p> <p>Identify a responsive comprehensive plan for professional development that is needs-based, research-based, ongoing, and results driven to develop and maintain high quality educators to meet the needs of CCSU students.</p>	<p>By August 2008, utilize the National Staff Development Council Standards (NSDCS) as a "best practice" framework for all professional development initiatives and related resource allocation.</p> <p>By September 2008, articulate school plans for improving student achievement through the integration of literacy instruction using informational text (reading and writing) across the curriculum.</p> <p>By November 2008, establish Teacher Learning Walks to increase opportunities for peer observation of best practices outlined in the CPCI and professional development plans.</p> <p>By June 2009, teachers in grades K-12 participate in professional development that targets aspects of need identified in school-based professional development plans.</p>	<p><i>By August 2008, create a timeline for faculty meetings that will include topics around reading and writing across the content areas, differentiated instruction, and technology integration.</i></p> <p><i>By September 2008, establish committees to research best practices in school climate, formative assessment, and differentiated instruction.</i></p> <p><i>By October 2008, provide the faculty and staff with articles by Ruby Payne and circulate copies of her book, <u>A Framework for Understanding Poverty</u> and facilitate discussion that creates a shared knowledge base for understanding institutional barriers to achievement.</i></p> <p><i>By December 2008, work with Consultant Carol Smith for a day around teaming best practices for 6th grade team and set goals in an action plan that aligns with the ADL mission statement.</i></p> <p><i>By December 2008, establish PLC discussion opportunities concerning ADL grading and homework practices that align with our mission and vision statements.</i></p> <p><i>By December 2008, visit Colchester High School with a representative group of ADL teachers to observe DI in practice and report out the faculty at a December faculty meeting.</i></p> <p><i>By January 2009, establish the three 7-8 teams for the 09-10 school year.</i></p> <p><i>By June 2009, complete the meeting cycle for all teams to meet with Carol Smith to set goals in an action plan that aligns with the ADL mission statement.</i></p> <p><i>By June 2008, share lessons plans used during the school year that are based on DI between and among ADL teachers.</i></p>

	<p><u>Safe , Healthy, Student-Centered Learning Environments</u></p> <p>Ensure safe, healthy, student centered learning environments that engage students in learning through the promotion of respectful interactions, attitudes, common expectations, and shared beliefs.</p> <p>Engage student voices in the creation of safe and engaging learning environments that promote civic literacy.</p>	<p>By October 2008, schools will identify training needs and opportunities for creating and maintaining safe school environments with the CCSU Prevention/Wellness Coordinator.</p> <p>By June 2009, decrease by 10%.the number of incidents needing disciplinary action in the SU.</p> <p>By June 2009, assess the involvement of students in decision making about learning.</p>	<p><i>By September 2008, create a school-wide schedule for pep rallies, faculty/student games, assemblies and special lunches.</i></p> <p><i>By October 2008, plan quarterly test tasting of new foods for students to sample in order to expand their awareness of healthy food choices.</i></p> <p><i>By October 2008, continue to support bystanders who witness bullying by establishing common practices and expectations among the faculty and staff.</i></p> <p><i>By June 2009, agree as a faculty and staff upon common strategies that promote student engagement and student voice in decision-making.</i></p> <p><i>By April 2009, create a survey for students and adults at ADL to establish baseline data around school safety and climate.</i></p> <p><i>By September 2009, establish an action plan for improving school safety and climate based on data collected from the April survey.</i></p>
	<p><u>Educational Support System</u></p> <p>Improve structured intervention and support systems to better align with classroom instruction and monitor progress and response to instruction (RTI).</p> <p>Improve the effectiveness of Educational Support Teams in ensuring student success.</p> <p>Address achievement gaps for students with disabilities.</p> <p>Address achievement gaps for students with Free/Reduced hot lunch.</p>	<p>From August 2008 to June 2009, develop and implement professional development that will specifically address the implementation of a universal classroom approach that includes collaboration between classroom teachers and specialists, implementation of benchmarks in reading, writing, and math, an initial understanding of formative assessment, progress monitoring, and the initiation of professional development in the area of differentiated instruction.</p> <p>By June 2009, implement a comprehensive system of progress monitoring for students in special education. The system that provides alignment between IEP goals and classroom instruction in Essex Junction PreK-8 schools.</p> <p>By June 2009, implement a comprehensive system of data collection and assessment for students who are receiveing Free/Reduced Lunch at Essex High School.</p> <p>By June 2009, fully implement the Pyramid of Interventions through application of Core, Supplemental and Intensive interventions to decrease achievement gaps in the areas of math, literacy and behavior as identified through local assessment and state assessment data.</p> <p>By June 2009, develop a comprehensive plan for a system-design that provides multiple ways to achieve essential learning indicators in basic skill areas including but not limited to the use of computer assisted learning technology.</p>	<p><i>By August 2008, document roster of students identified by the data team as needing support in reading and/or mathematics based on NECAP scores, Gates scores and report card information for review by the team level and school-wide EST's.</i></p> <p><i>By October 2008, formulate individual plan for each identified student, including intervention strategies and measurable goals set by the EST Team.</i></p> <p><i>By August 2008, use the Pyramid of Interventions at EST as a guiding tool to write plans and chart student progress.</i></p> <p><i>By December 2008, provide an EST plan at the team or school level for students identified as needing significantly more academic challenge.</i></p> <p><i>By June 2009, review student progress over the 08-09 school year for students on the EST caseload and create a transition plans for the following year.</i></p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">21ST CENTURY STUDENT OUTCOMES: INFORMATION, MEDIA, AND TECHNOLOGY SKILLS – INFORMATION LITERACY, MEDIA LITERACY, AND ICT LITERACY</p>	<p><u>Information, Communication, and Educational Technology Literacy</u></p> <p>Prepare students to meet 21st Century demands for information, communication, and technological literacy.</p> <p>Increase awareness of the ethical/legal issues surrounding the access and use of information.</p> <p>Increase the use of digital technology, communication tools and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy.</p> <p>Articulate a vision for using technology as a tool to research, organize, evaluate and communicate information.</p>	<p>By August 2008, identify Connectivity 21 Core Leadership Team.</p> <p>By October 2008, articulate follow-up design for input/feedback loop framing the Connectivity 21 Professional Learning Initiative.</p> <p>By October 2008, distribute vision/mission to schools within a professional design that facilitates school leadership and ownership and increase awareness of technology policies.</p> <p>By June 2009, develop and communicate a “technology integration framework” for each curricular document that frames both instructional and assessment best practices.</p> <p>By June 2009, utilize technological resources to expand core, remedial (including assistive), and enriching e-learning opportunities in core curricular areas.</p> <p>By June 2009, provide broad based, focused, and individualized professional development in technology applications using Open Source and web-based media that results in increased use of available and emerging technologies, and innovative delivery strategies.</p> <p>By June 2009, assess the “current status” impact of a 21st Century Framework to improve outcomes in teaching and learning.</p>	<p><i>By September 2008, post homework on the ADL webpage when assigned by teachers.</i></p> <p><i>By October 2008, establish a webpage that is updated regularly within all grade level teams, UA/PE team, special education, library, nurse, guidance, and main office.</i></p> <p><i>By October 2008 and beyond, provide professional development in using Groupwise (specifically the calendar function to schedule computer lab time), Moodle, SASI, and use of the mobile lab during faculty meeting and in-service time. 1:1 support and small group sessions will also be available to those who need specific training.</i></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">21ST CENTURY PARTNER-SHIPS</p>	<p><u>Staff, Parent , and Community Involvement and Engagement</u></p> <p>Communicate 21st Century Framework to all stakeholders.</p>	<p>By January 2009, create a communication plan to inform and engage stakeholders in the 21st Century Framework.</p>	<p><i>By July 2008, disaggregate the parent survey conducted in April and post results on the ADL webpage and develop an action plan to address key issues.</i></p> <p><i>By April 2009, offer parent information nights on “Tweens,” technology safety, and teaming.</i></p> <p><i>By January 2009, increase Parents as Partners’ membership by 10%.</i></p> <p><i>By January 2009, increase the number of regularly scheduled volunteers at ADL by 10%.</i></p>