

THOMAS FLEMING SCHOOL 2008-2009 SCHOOL ACTION PLAN

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“One Plan Planning”
CCSU Comprehensive Plan for Continuous Improvement
S.M.A.R.T. Goals and Action Steps
2008-2009
THOMAS FLEMING SCHOOL
2008-2010 ACTION PLAN

21 st Century Framework	Comprehensive Areas Targeted for Continuous Improvement	CCSU S.M.A.R.T. Goals	Fleming S.M.A.R.T. Steps (Fleming 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>By September 2008, School Data Team/FEST will document a roster of students identified as in need of instructional interventions in reading and or mathematics as evidenced by NECAP scores, Gates scores, DSA scores, QRI scores and classroom assessments.</p> <p>By October 2008 a plan of interventions and supports will be developed, implemented and monitored for each of these identified students. Students will be involved in setting goals for improvement. Struggling learners will be supported through targeted interventions delivered through double dosing and/or in class services support.</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 December 2008, School Data Team will provide school staff with a data analysis of the gender learning gaps evidenced by the 2007 NECAP Data in order to develop school wide action steps to close identified gender learning gaps in reading, math, writing and science.</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 September 2009 (on-going), increase opportunities for students to demonstrate understanding of text/math concepts framed in constructed response and short answers using release tasks from math and reading as teaching tools.</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 set targets for improvement for 2009-2010 action plans in identified areas of inequity in access and/or achievement.</p>	<p>By December 2008 provide faculty and staff with resources that help develop a better school wide understanding of the changing demographics of the EJ School District and of the best practices needed for supporting the diverse learning needs of our students living in poverty.</p> <p>By February 2009 identify changes in school practices that reflect improved understanding of the diverse cultural and socio economic profile of our school community and take steps to address inequities and which best can have the effect of leveling the learning landscape at Fleming School.</p> <p>By December 2008 establish a Fleming School Equity Task Team to begin to examine data on student academic performance, discipline, attendance, special education classification, EST referrals, enrichment program participation, and access to student services to identify areas of inequity in student success and participation using SASI to disaggregated data for race/ethnicity, socioeconomic status, gender, disability, and English language proficiency. (use new data software)</p> <p>By October 2008 review prior year’s school discipline data including planning room referrals and principal discipline actions using disaggregated data for race/ethnicity, socioeconomic status, gender, disability, and English language proficiency. Take steps necessary to address inequities revealed by this data during the 2008-09 school year.</p> <p>By December 2008 develop a plan that will increase the daily access and use of learning resources available in our Fleming School Learning Center. Include in the plan possible ways to make the learning center available before and after school , evenings, and during school vacations. Plan should include possible budget supports.</p>
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	<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 meeting 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>By September 2008, ongoing, Fleming educators will continue to meet monthly as Fleming PLC for the purpose of professional community-building, shared professional practice and the allocation of time as a resource in support of student learning.</p> <p>By October 2008 implement a PLC self assessments to determine the continuous improvement work plan that will further advance the focused work of the Fleming Professional Learning Community.</p> <p>By October 2008 , Fleming teachers and administration will have established a Monday meeting calendar with anticipated agenda themes and a distributed leadership plan for preparing for and responsibility for leading each meeting. The Fleming educational team will also develop clearer understanding and practice of decision making modes within a more distributive leadership school based meeting structure.</p> <p>By January 2009 work with the Fleming School Learning Community to develop a mission and vision statement for Fleming School that is reflective of the values and beliefs of our school and in alignment with the CCSU vision.</p> <p>By February 2009 establish the practice of teacher learning walks which will further support our work as Fleming PLC and reinforce professional learning from the Formative Assessment Program (FAP) and RTI/DI professional development learning.</p>
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<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>By September 2008 review all district approved Power Standards and Indicators with all Fleming Staff and develop a common understanding of these standards and begin to integrate into units of study and lesson planning. Grade level teams work collaboratively at weekly team meetings to develop and map new units of study in science and social studies using approved District Power Standards and Indicators.</p> <p>By October 2008 educate parents/guardians and community about Curriculum and Assessment changes and introduce Power Standards and Indicators at Fleming’s Curriculum Night, through newsletters, through web pages, and through student work.</p> <p>By January 2009, create a social studies curriculum resource collection for teachers to support implementation of new designed social studies units (Social Studies Teacher Leader).</p> <p>By January 2009 establish a school grading and reporting action team (SDI) with the goal of developing new ways to utilize technology to monitor student learning progress and to report that progress to parents that is power standards reflective and communicated in a manner that is meaningful and understood by our students’ parents/guardians. Advocate further for a trimester system and schedule plan to be implemented in 2009-2010.</p> <p>By June 2009, ongoing, continue to monitor the full implementation of the CCSU Science curriculum.</p> <p>By September 2009 continue the development of a curriculum mapping and scheduling plan by grade level for each of the core curriculum areas and begin to develop a projected time study and schedule to best support the scope of the school curriculum and local assessment plan.</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. 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 September 2008, establish the Fleming Formative Assessment Project Improvement Team led by the Fleming FAP Leader to review current data and monitor the effective implementation of instruction and assessment practices which are targeted to improve student performance results for the 2008-2009 school year.</p> <p>By September 2008 continue to implement math support services that follow a push in inclusion based model and collect and analyze data which can evidence the effectiveness of this intervention model. (Math Specialist)</p>

		<p>By June 2009, develop sets of student expectations and instructional practices in core academic area for grades prek-12/tech.</p>	<p>By September 2008, work in collaboration with math specialist to continue to develop and refine a math service delivery plan that is inclusion based and gives “double dosing” instructional opportunities for students whose identified and monitored needs can not be fully met in a differentiated classroom math program.</p> <p>By September 2008 review and analyze what the current opportunities to learn handwriting and keyboarding skills are across all grades and develop a plan for instructional integration of consistent regular learning opportunities for all students to advance these skills.</p> <p>By October 2008, ensure implementation by core reading teachers of essential components for organizing classrooms for core reading instruction though guided and independent reading by establishing literacy standards of practice and using common resources that follow a continuum and which support the full range of learners abilities in each classroom or team of classrooms.</p> <p>By November 2008, increase instructional opportunities in all content areas for students to provide written responses that demonstrate understanding and evidence meeting writing power standards.</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>By December 2008, pilot K-12 selected local assessment tasks in targeted areas of science and math.</p> <p>By December 2008 K-5 Literacy Leaders and administrators will review DSA data and establish a data collection and reporting plan for the formative use of this literacy data.</p> <p>By December 2008, develop a plan to monitor student progress through formative assessment practices. (EDM math unit tests, Reading A-Z assessments, writing prompts, science anchor tasks, fitness gram integrated learning)</p> <p>By January 2009 develop a set of local writing assessments (rubrics) that can be used to evidence Fleming students’ level of writing proficiency and to monitor their growth in each writing genre during the two years that they are students at Fleming School.</p> <p>By June 2009 host a K-8 Writing Assessment and Instruction Professional sharing day opportunity to frame and produce a writing continuum and a linked writing assessment plan between the EJ schools.</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>By August 2008 provide professional training opportunities for teams of teachers to be trained through the Formative Assessment Project program. This professional learning focus will be supported through a FAP coach and regular planned teacher team and faculty meetings that build upon this professional learning.</p> <p>By August 2008 , work with consultant Amy Cole to develop a comprehensive professional development plan which targets professional learning and improved professional practice in the areas identified by Fleming’s professional needs assessment. (Formative Assessment (FAP), and Universal Classroom (RTI, DI, EST).</p> <p>By November 2008 begin to implement a differentiated professional learning plan to advance all Fleming educators knowledge, skills and effective use of technology in their work. (Educational Technologist, IT, Tech needs survey)</p> <p>By March 2009 offer PLC discussion opportunities concerning Fleming School’s grading practices, homework expectations, report card criteria, conferences, and the proposed establishment of a trimester system.</p> <p>By May 2009 implement a professional development needs assessment to re- assess professional growth and develop a responsive professional development plan for 2009-2010.</p>
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	<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 needed disciplinary action in the SU.</p> <p>By June 2009, assess the involvement of students in decision making about learning.</p>	<p>By September 2008 students and staff will review expectations in the district school handbook and they will provide input into how classroom and school expectations can best support a safe and civil learning environment at Fleming. What needs further clarification and what needs amending?</p> <p>By February 2009 we will survey students, staff, and parents, to learn how the new scheduling plan and implementation of new curriculum is serving the learner centered vision of the school district.</p> <p>By May 2009 pilot an opportunity for student led conferences which allow students to take greater ownership for their learning and enhance the celebration of their learning growth across all curriculums.</p> <p>By May 2009 conduct a school safety and climate survey of students, staff, and parents and analyze/ report results</p> <p>By June 2009 we will ask students to identify the areas that they have choice and voice and are empowered to direct their own learning at Fleming School. We will review this student feedback and use it as a faculty to develop ways to promote student engagement and student voice in their school environment and with learning opportunities.</p> <p>By June 2009 We will review safety drill logs kept during the school year to use with our school safety team to calibrate safety practices and make improvements where needed to ensure everyone's" safety at school.</p> <p>By June 2009 Fleming will practice a school evacuation to one of the two identified evacuation sites. (Summit/Fairgrounds)</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 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 receiving Free/Reduced Lunch at Essex High School.</p>	<p>From August 2008 to June 2009, develop and implement professional development that will specifically address the implementation of a universal classroom approach. Fleming Educational Support Team will receive training and support to revise its practices and protocols to align with an RTI tiered approach.</p> <p>By September 2008, School Data Team/FEST will document a roster of students identified as in need of instructional interventions in reading and or mathematics as evidenced by NECAP scores, Gates scores, DSA scores, QRI scores and classroom assessments.</p> <p>By October 2008 a plan of interventions and supports will be developed, implemented and monitored for each of these identified students. Students will be involved in setting goals for improvement. Struggling learners will be supported through targeted interventions delivered through double dosing and/or in class services support.</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>By September 2008 Fleming WITH Team will meet monthly to collaborate and coordinate educational support intervention plans and services. This WITH Team will establish and monitor the effectiveness of systems responsive programs such as Nightingale Program, WITH study skills program, and reading and math fluency interventions which provide supplemental targeted learning support for identified struggling learners.</p> <p>By June 2009 provide teachers with necessary resources and training to expand their teacher “toolboxes” with formative assessments, instructional strategies, and differentiated plans to establish a universal classroom infrastructure in each classroom.</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 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>By October 2008 begin provide regular opportunities for faculty to engage in reflective professional dialogue in response to Connectivity 21 Professional Learning Initiative and to the Convocation presentations by Daniel Pink and Allen November.</p> <p>By November 2008 begin to implement a differentiated professional learning plan to advance all Fleming educators knowledge, skills and effective use of technology in their work. (Educational Technologist, IT, Tech needs survey)</p> <p>By December 2008 develop a three year educational technology resource plan and budget plan with input from faculty, staff and student technology supported learners.</p> <p>By December 2008 support the establishment of classroom web pages linked to the Fleming School webpage for all ten classrooms.</p> <p>By June 2009 develop a plan to increase students’ access to and appropriate learning focused use of technology within the school and from home to school.</p>

<p>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>By September expand upon the content and use applications of the school web page to provide community with a greater window in on school events and weekly learning activities through the use of photos, reports, PTO meeting minutes, health and guidance information, podcast links.</p> <p>2008-2010, maintain weekly newsletter and monthly Coffee Chat and introduce Principal's Podcast.</p> <p>By October 2008 use results of PTO Spring Survey to provide improved communications, parent workshops, and to enhance a connection to partner with the school in meeting the mission/vision in support of all learners.</p> <p>By January 2009, create a communication plan to inform and engage stakeholders in the 21st Century Framework.</p>
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