

**WESTFORD 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

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)
21st 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 August 2008, identify school staff to serve on a Data Team.</p> <p>By February 2009, review 2008 NECAP writing data to determine effectiveness of formative assessment implementation and curricular re-alignment.</p> <p>By February 2009, review 2008 NECAP math data to determine accuracy of target for 2010 Smart Goal.</p> <p>By May 2009, collaboratively set student achievement targets for the annual Action Plan with the school Data Team, Specialist Team, and Faculty.</p> <p>By February 2010, increase the percentage of students scoring at proficiency or higher on the NECAP in writing.</p> <p>By February 2010, increase the percentage of students scoring at proficiency or higher on the NECAP in the math target areas of geometry and measurement by 8%.</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>By January 2009, provide leadership in implementing “best practices” for responding to the diverse needs of students living in poverty.</p> <p>By January 2009, provide leadership in implementing “best practices” for responding to</p>	<p>By February 2009, examine data on student academic performance, in the areas of mathematics and writing, specific to students who are receiving supplemental instruction/support and students who are identified as eligible for free or reduced lunch.</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>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 May 2009, implement “best practice” for responding to the needs of students who are receiving supplemental instruction/support and students who are identified as eligible for free or reduced lunch.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">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>By September 2008, identify a school-based team for the Leadership Development Institute in response to Westford’s school improvement needs.</p> <p>By January 2009, review the role of the Math and Reading Specialist as teacher leaders to optimize their efficiency in working with teachers, and the Specialist Team to improve the learning of students not achieving the standards.</p> <p>By June 2009, review data gathered through collaborative walk throughs and teacher learning walks to identify and engage teacher leadership in communicating and modeling “best practices.”</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>By October 2008, determine delivery model for the following scientifically based Prevention and Wellness curricula:</p> <ul style="list-style-type: none"> • Second Step • Know Your Body • Steps to Respect • Puberty the Wonder Years • Project Northland <p>By June 2009, fully implement the Connected Math program with units focused on the Power Standards in grades 7 & 8.</p> <p>By June 2009, conduct an audit of Prevention and Wellness curricula implementation.</p> <p>By June 2009, fully implement two social studies units in each grade, K-8, that are aligned with CCSU Social Studies curriculum and Power Standards.</p> <p>By June 2009, map the full implementation of CCSU Social Studies curriculum for the 09-10 school year.</p> <p>By August 2009, assign Westford representatives for the design and development of a CCSU Assessment to determine outcomes of the Prevention and Wellness curriculum.</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</p>	<p>By June 2009, design a set of writing rubrics, based on the CCSU Writing Power Standards, to be used by students and teachers across curricular areas.</p> <p>By June 2009, conduct an audit of core classroom based instructional practices in grades K-4 to determine which practices meet the needs of students not meeting the standards in the areas of reading and math with a focus on the practices of Guided Reading, Push-In instruction, and Double –Dosing of instruction.</p> <p>By June 2009, conduct an audit of core classroom based instructional practices in grades 5-8 to</p>

		and instructional practices in core academic area for grades prek-12/tech.	determine which practices meet the needs of students not meeting the standards with a focus on Differentiated Instruction.
	<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 June 2009, develop common formative assessments based on Power Standards and NECAP data to improve student learning outcomes in the area of writing.</p> <p>By June 2009, align K-6 report cards with the Power Standards and Indicators in the area of Mathematics.</p>

Professional Development for High Quality Professional Staff

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.

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.

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.

By November 2008, establish Teacher Learning Walks to increase opportunities for peer observation of best practices outlined in the CPCI and professional development plans.

By June 2009, teachers in grades K-12 participate in professional development that targets aspects of need identified in school-based professional development plans.

By October 2008, train identified school staff serving on the Westford Data Team in data driven decision making.

By January 2008, train staff in the use of Teacher Learning Walks to increase opportunities for peer observation of best practices outlined in the CPCI and professional development plans.

By January 2009, engage in school wide and team based professional development in the use of the Pyramid of Intervention to increase student achievement.

By June 2009, train staff in the use of formative assessments based on Power Standards and NECAP data that will improve student learning outcomes in the area of writing.

By January 2010, ensure that all teaching staff are trained in Responsive Classroom/Design.

<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 June 2009, implement two Responsive Classroom/design approaches in every classroom, K-8.</p> <p>By June 2009, conduct survey of students to determine the effect of the C.A.R.E.S. program on the student learning environment.</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>By October 2008, establish a Specialist Team consisting of a Special Educator, Speech and Language Pathologist, Math Specialist, Reading Specialist and the EST Coordinator with the purpose of holding regular weekly meetings and setting collaborative goals of ensuring student success.</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 in each grade level team with the support of the Specialist Team.</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>	
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21st CENTURY STUDENT OUTCOMES: INFORMATION, MEDIA, AND TECHNOLOGY SKILLS – INFORMATION LITERACY, MEDIA LITERACY, AND ICT LITERACY

Information, Communication, and Educational Technology Literacy

Prepare students to meet 21st Century demands for information, communication, and technological literacy.

Increase awareness of the ethical/legal issues surrounding the access and use of information.

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.

Articulate a vision for using technology as a tool to research, organize, evaluate and communicate information.

By August 2008, identify Connectivity 21 Core Leadership Team.

By October 2008, articulate follow-up design for input/feedback loop framing the Connectivity 21 Professional Learning Initiative.

By October 2008, distribute vision/mission to schools within a professional design that facilitates school leadership and ownership and increase awareness of technology policies.

By June 2009, develop and communicate a “technology integration framework” for each curricular document that frames both instructional and assessment best practices.

By June 2009, utilize technological resources to expand core, remedial (including assistive), and enriching e-learning opportunities in core curricular areas.

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.

By June 2009, assess the “current status” impact of a 21st Century Framework to improve outcomes in teaching and learning.

By November 2008, provide training for all necessary staff in the use of wireless laptops and in-class computer projection systems.

By June 2009, provide multiple opportunities for technology training of staff based on Westford’s technology survey.

By June 2009, train each Westford teacher in the creation and use of a classroom web site.

<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>By October 2008, compile e-mail lists by which all parents can be notified of school events and information.</p> <p>By June 2009, expand use of Westford’s web-site so that each teacher has a web page to provide information to parents.</p> <p>By June 2009, expand use of Westford’s web-site to include a webpage for each teacher, which includes up-to-date parent information.</p>
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