

CHITTENDEN CENTRAL SUPERVISORY UNION
Hiawatha Elementary School
School Action Plan for Continuous Improvement
K-12 Needs Assessment and School-based S.M.A.R.T. Goals
2011 – 2013

21st Century Framework	<p>CCSU K-12 Comprehensive Areas</p> <p>Targeted for Improvement by the CCSU Educational Leadership Team:</p> <p><i>Collaborative Data Analysis and Comprehensive Needs Assessment</i></p> <p><i>(Requirement of No Child Left Behind and The Consolidated Federal Grant Program)</i></p>	<p>Hiawatha Elementary School</p> <p>2011-2013</p> <p>S.M.A.R.T. Goals/Action Steps:</p>																																																																																																																																																																																																												
21st CENTURY STANDARDS FOR ALL STUDENTS	<p><u>STUDENT ACHIEVEMENT CRITICAL CHALLENGES AND NEEDS :</u></p> <p>80% of CCSU students were proficient or above in reading. The Essex Junction School District did not make AYP for the third year for students receiving free and reduced lunch and for students with disabilities. For the first time, Fleming, Albert D. Lawton, and Essex High School did not meet AYP in reading for students receiving free and reduced lunch. 72% of CCSU students were proficient or above in math. The Essex Junction School District did not make AYP for the third year for students receiving free and reduced lunch, students with disabilities, and white students. For the first time, Albert D. Lawton did not meet AYP in math for students receiving free and reduced lunch and white students. Fleming and EHS did not meet AYP for the first time in math for students receiving free and reduced lunch. To further measure progress and growth there is a need to provide grade-level specific training on the use of NECAP scaled scores and locally designed formative assessments to drive instructional programming and lesson design at the classroom level.</p> <p>Improve and /or sustain competence in READING achievement (over 80%). Analyze performance in persistently low sub-topics: analysis and interpretation; informational text <i>where applicable</i>) based on school-based “trends over time” analysis and interventions in SAPs.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Reading</th> <th>2005</th> <th>2006</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010 TARGET</th> <th>2010 ACTUAL</th> <th>2011 TARGET</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>76%</td> <td>78%</td> <td>79%</td> <td>81%</td> <td>82%</td> <td>86%</td> <td>80%</td> <td>82%</td> </tr> <tr> <td>FRL</td> <td>51%</td> <td>53%</td> <td>57%</td> <td>57%</td> <td>60%</td> <td>62%</td> <td>62%</td> <td>65%</td> </tr> <tr> <td>IEP</td> <td>15%</td> <td>21%</td> <td>23%</td> <td>26%</td> <td>30%</td> <td>31%</td> <td>27%</td> <td>31%</td> </tr> </tbody> </table> <p>Improve performance of all underachieving students (28% of CCSU students below proficiency in 2010) in the content area of MATH (further analyze performance in persistently low sub-topics: geometry and measurement and data, numbers sense, statistics and probability <i>where applicable</i>) based on school-based “trends over time” analysis and interventions in SAPs.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Math</th> <th>2005</th> <th>2006</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010 TARGET</th> <th>2010 ACTUAL</th> <th>2011 TARGET</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>77%</td> <td>75%</td> <td>65%</td> <td>71%</td> <td>71%</td> <td>76%</td> <td>72%</td> <td>76%</td> </tr> <tr> <td>FRL</td> <td>55%</td> <td>52%</td> <td>46%</td> <td>45%</td> <td>51%</td> <td>49%</td> <td>53%</td> <td>58%</td> </tr> <tr> <td>IEP</td> <td>15%</td> <td>19%</td> <td>15%</td> <td>25%</td> <td>16%</td> <td>29%</td> <td>12%</td> <td>20%</td> </tr> </tbody> </table> <p>Writing*</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>2005</th> <th>2006</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010 TARGET</th> <th>2010 ACTUAL</th> <th>2011 TARGET</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>59%</td> <td>62%</td> <td>50%</td> <td>58%</td> <td>65%</td> <td>63%</td> <td>62%</td> <td>70%</td> </tr> <tr> <td>FRL</td> <td>36%</td> <td>46%</td> <td>22%</td> <td>35%</td> <td>36%</td> <td>36%</td> <td>35%</td> <td>40%</td> </tr> <tr> <td>IEP</td> <td>0%</td> <td>0%</td> <td>9%</td> <td>18%</td> <td>17%</td> <td>22%</td> <td>4%</td> <td>10%</td> </tr> </tbody> </table> <p>Improve performance of all underachieving students (55% of CCSU students below proficiency in 2010) in the content area of SCIENCE (further analyze performance in low sub-topics: inquiry and earth, universe, and environment <i>where applicable</i>) based on “trends over time” analysis.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Science</th> <th>2008</th> <th>2009</th> <th>2010 TARGET</th> <th>2010 ACTUAL</th> <th>2011 Target</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>47%</td> <td>47%</td> <td>50%</td> <td>53%</td> <td>56%</td> </tr> <tr> <td>FRL</td> <td>19%</td> <td>27%</td> <td>24%</td> <td>23%</td> <td>27%</td> </tr> <tr> <td>IEP</td> <td>11%</td> <td>5%</td> <td>17%</td> <td>9%</td> <td>15%</td> </tr> </tbody> </table> <p>Narrow and close achievement gaps for all underperforming subgroups in all CCSU schools. Address AYP identification in reading and math for EJSD, Fleming, ADL, and Essex High School through unified action and PD steps. [AGGREGATED SCORES AVERAGED AND ROUNDED USING EDW TEACHING YEAR DATA]</p>	Reading	2005	2006	2007	2008	2009	2010 TARGET	2010 ACTUAL	2011 TARGET	ALL	76%	78%	79%	81%	82%	86%	80%	82%	FRL	51%	53%	57%	57%	60%	62%	62%	65%	IEP	15%	21%	23%	26%	30%	31%	27%	31%	Math	2005	2006	2007	2008	2009	2010 TARGET	2010 ACTUAL	2011 TARGET	ALL	77%	75%	65%	71%	71%	76%	72%	76%	FRL	55%	52%	46%	45%	51%	49%	53%	58%	IEP	15%	19%	15%	25%	16%	29%	12%	20%		2005	2006	2007	2008	2009	2010 TARGET	2010 ACTUAL	2011 TARGET	ALL	59%	62%	50%	58%	65%	63%	62%	70%	FRL	36%	46%	22%	35%	36%	36%	35%	40%	IEP	0%	0%	9%	18%	17%	22%	4%	10%	Science	2008	2009	2010 TARGET	2010 ACTUAL	2011 Target	ALL	47%	47%	50%	53%	56%	FRL	19%	27%	24%	23%	27%	IEP	11%	5%	17%	9%	15%	<p>Student Achievement:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Reading</th> <th>2005</th> <th>2006</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>66%</td> <td>68%</td> <td>69%</td> <td>82%</td> <td>75%</td> <td>75%</td> <td>77%</td> <td>79%</td> </tr> <tr> <td>FRL</td> <td>33%</td> <td>39%</td> <td>44%</td> <td>53%</td> <td>55%</td> <td>62%</td> <td>64%</td> <td>66%</td> </tr> <tr> <td>IEP</td> <td>++</td> <td>++</td> <td>++</td> <td>++</td> <td>20%</td> <td>30%</td> <td>50%</td> <td>60%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Math</th> <th>2005</th> <th>2006</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>67%</td> <td>66%</td> <td>69%</td> <td>75%</td> <td>75%</td> <td>75%</td> <td>77%</td> <td>79%</td> </tr> <tr> <td>FRL</td> <td>33%</td> <td>39%</td> <td>44%</td> <td>53%</td> <td>55%</td> <td>62%</td> <td>64%</td> <td>66%</td> </tr> <tr> <td>IEP</td> <td>++</td> <td>++</td> <td>++</td> <td>++</td> <td>40%</td> <td>45%</td> <td>50%</td> <td>60%</td> </tr> </tbody> </table> <p>Aggregate student achievement averages (end of second grade and end of third grade scores) at Hiawatha Elementary School will increase from 75% in reading and math to 77% as measured by the Fall 2011 New England Common Assessment Program.</p> <p>Disaggregated FRL student achievement averages will increase from 55% in reading and math to 64% as measured by the Fall 2011 New England Common Assessment Program.</p> <p>Although the number of special education students at Hiawatha are lower than needed for a statistical comparison, we do place significant emphasis on supporting these children. Thus, we have formed a SMART goal for this subgroup of Hiawatha learners. Disaggregated IEP student achievement averages will increase from 20% (reading) & 40% (math) to 50% in reading & math as measured by the Fall 2011 New England Common Assessment .</p>	Reading	2005	2006	2007	2008	2009	2010	2011	2012	ALL	66%	68%	69%	82%	75%	75%	77%	79%	FRL	33%	39%	44%	53%	55%	62%	64%	66%	IEP	++	++	++	++	20%	30%	50%	60%	Math	2005	2006	2007	2008	2009	2010	2011	2012	ALL	67%	66%	69%	75%	75%	75%	77%	79%	FRL	33%	39%	44%	53%	55%	62%	64%	66%	IEP	++	++	++	++	40%	45%	50%	60%
Reading	2005	2006	2007	2008	2009	2010 TARGET	2010 ACTUAL	2011 TARGET																																																																																																																																																																																																						
ALL	76%	78%	79%	81%	82%	86%	80%	82%																																																																																																																																																																																																						
FRL	51%	53%	57%	57%	60%	62%	62%	65%																																																																																																																																																																																																						
IEP	15%	21%	23%	26%	30%	31%	27%	31%																																																																																																																																																																																																						
Math	2005	2006	2007	2008	2009	2010 TARGET	2010 ACTUAL	2011 TARGET																																																																																																																																																																																																						
ALL	77%	75%	65%	71%	71%	76%	72%	76%																																																																																																																																																																																																						
FRL	55%	52%	46%	45%	51%	49%	53%	58%																																																																																																																																																																																																						
IEP	15%	19%	15%	25%	16%	29%	12%	20%																																																																																																																																																																																																						
	2005	2006	2007	2008	2009	2010 TARGET	2010 ACTUAL	2011 TARGET																																																																																																																																																																																																						
ALL	59%	62%	50%	58%	65%	63%	62%	70%																																																																																																																																																																																																						
FRL	36%	46%	22%	35%	36%	36%	35%	40%																																																																																																																																																																																																						
IEP	0%	0%	9%	18%	17%	22%	4%	10%																																																																																																																																																																																																						
Science	2008	2009	2010 TARGET	2010 ACTUAL	2011 Target																																																																																																																																																																																																									
ALL	47%	47%	50%	53%	56%																																																																																																																																																																																																									
FRL	19%	27%	24%	23%	27%																																																																																																																																																																																																									
IEP	11%	5%	17%	9%	15%																																																																																																																																																																																																									
Reading	2005	2006	2007	2008	2009	2010	2011	2012																																																																																																																																																																																																						
ALL	66%	68%	69%	82%	75%	75%	77%	79%																																																																																																																																																																																																						
FRL	33%	39%	44%	53%	55%	62%	64%	66%																																																																																																																																																																																																						
IEP	++	++	++	++	20%	30%	50%	60%																																																																																																																																																																																																						
Math	2005	2006	2007	2008	2009	2010	2011	2012																																																																																																																																																																																																						
ALL	67%	66%	69%	75%	75%	75%	77%	79%																																																																																																																																																																																																						
FRL	33%	39%	44%	53%	55%	62%	64%	66%																																																																																																																																																																																																						
IEP	++	++	++	++	40%	45%	50%	60%																																																																																																																																																																																																						

CHITTENDEN CENTRAL SUPERVISORY UNION
Hiawatha Elementary School
School Action Plan for Continuous Improvement
K-12 Needs Assessment and School-based S.M.A.R.T. Goals
2011 – 2013

21ST CENTURY STANDARDS FOR ALL STUDENTS	<p><u>EQUITY CRITICAL CHALLENGES AND NEEDS:</u></p> <p>Improve understanding of how demographic variables impact achievement of all students (a collaborative review of Demographic Profiles is needed) and how that relates to setting and holding HIGH EXPECTATIONS for all students; target efforts in the collection of student behavior data/school climate data to ensure that all students are accessing classroom instruction – especially those students that are found in multiple disaggregated groups and to narrow and close achievement gaps for all students.</p> <p>Action Focus for Central Office: <i>Commit to Supporting and Sustaining Reform</i></p> <p><u>Essential Questions to Guide our Responses to Critical Challenges:</u> What evidence exists to ensure that all students have access to the CCSU Guaranteed, Viable Curriculum as well as rigorous Comprehensive Curriculum at all grade levels? What evidence persists that they do not, and is that evidence addressed in school action plans?</p>	<p><u>Equity (Student Demographics):</u></p> <p>Our staff will continue to utilize practices reviewed within our Formative Assessment Project work to provide equal access to learning for all students including differentiated learning based on student interests, student backgrounds, and student readiness.</p> <p>Our staff will work towards identifying and refining common standards of practice that will provide predictable, consistent, and common teaching & learning approaches between classrooms and across grade levels.</p> <p>Our staff will continue to work as grade level/specialist & school-wide data teams in analyzing student demographic data – and understanding how demographic shifts require changing practices and instructional approaches.</p> <p>Data teams at various levels will be directed to form grade level goals that focus on the narrowing of achievement gaps for individual learners within the classroom setting.</p> <p>Use student demographic and student behavior data to correlate student achievement with student misbehavior.</p> <p>Communicate behavior and learning expectations to all parents in a timely and engaging manner.</p>
21ST CENTURY LEADERSHIP	<p><u>LEADERSHIP CRITICAL CHALLENGES AND NEEDS:</u></p> <p>Improve leadership skill set related to the components of “Universal Classroom” (learning communities, a mapped, guaranteed, viable curriculum, differentiated instruction, formative assessment, and supported learning environments) and map out and fully communicate among all stakeholders a 3-5 year roadmap of what the CCSU will look like with all components of a Universal Classroom fully implemented, taking into account the readiness variability of schools.</p> <p>Re-establish common goals in utilizing and gathering data related to improvement systems- approaches such as distributed leadership, collaborative teaming, professional learning communities , and calibrated classroom walk-throughs.</p> <p>Action Focus for Central Office: <i>Redefine Leadership and Implement Strong Accountability Systems</i></p> <p><u>Essential Questions to Guide our Responses to Critical Challenges:</u> In what ways does the Central Office support the school’s teacher leaders and administrators in their school improvement efforts? To what extent does the ELT focus on educational leadership that explores the linkages among educational leadership, improving schools, and positive achievement outcomes for students? In what ways has the ELT established a culture of trust and institutionalized a commitment to continuous improvement and accountability for performance? How is distributed leadership demonstrated and what evidence do we have that it is effective?</p>	<p><u>Leadership:</u></p> <p>Provide continued participation in CCSU content area leadership teams.</p> <p>Weekly team meetings will continue to include teacher leader presentations regarding school and CCSU initiatives.</p> <p>Select staff members will participate in literacy leadership initiatives sponsored at the State level.</p> <p>Select staff members will continue to design, organize, and plan K-3, K-5, and K-8 communication events for parents and other learning community members.</p> <p>Weekly team meetings will focus on changes in practice, including a comprehensive change in the student services’ support model.</p>

CHITTENDEN CENTRAL SUPERVISORY UNION
Hiawatha Elementary School
School Action Plan for Continuous Improvement
K-12 Needs Assessment and School-based S.M.A.R.T. Goals
2011 – 2013

<p>21ST CENTURY SUPPORT SYSTEMS: CURRICULUM, AND INSTRUCTION; CORE SUBJECTS AND 21ST CENTURY THEMES; LIFE AND CAREER SKILLS; LEARNING AND INNOVATION SKILLS</p>	<p><u>CURRICULUM, INSTRUCTION, AND ASSESSMENT CRITICAL CHALLENGES AND NEEDS:</u></p> <p>Improve CCSU knowledge base of the Common Core Standards and the Smarter Balanced Assessment and develop a timeline with action steps to implement the Common Core that will also address alignment issues with Common Core.</p> <p>Ensure proficiency in utilizing differentiated instruction and standards-based curriculum, instruction, and assessment to support a Universal Classroom by establishing common understandings and shared expectations.</p> <p>Action Focus for Central Office : Take a System-wide Approach to Improving Instruction and Create a District Curriculum Aligned with Standards and Assessments</p> <p>Essential Questions to Guide our Responses to Critical Challenges: Is there a supervisory union curriculum that is aligned with the Common Core Standards in English Language Arts and Math? Do all teachers use the curriculum in planning instruction? Is there a process to ensure that curriculum is fully implemented? What evidence is there that all teachers have a deep knowledge and understanding of their content and best practice strategies for how to teach it? To what extent are all students engaged in learning? Are assessments designed to measure performance in ways that advance learning through the development of critical thinking and problem solving skills? How is assessment data used to drive instructional practice and address student needs during the learning?</p>	<p>Curriculum, Assessment and Instruction:</p> <p>Ongoing work in curriculum mapping including literacy instruction, math instruction, science instruction, social studies instruction, and technology integration. Work will be completed during weekly team meetings.</p> <p>Ongoing student support services’ shift work in supporting the design of Universal Classroom within each grade level.</p> <p>Support specialists’ professional development needs through regular vertical teaming.</p> <p>Continue to develop and refine Formative Assessment Project strategies such as clear learning indicators, data team analysis work, and team dialogue in supporting a Universal Classroom Design for each classroom.</p> <p>Continue to develop and refine Differentiated Instruction strategies such as daily formative assessment, appropriate grouping of small instructional groups, and provide accessible learning opportunities in supporting a Universal Classroom Design for each Classroom.</p>
<p>21ST CENTURY SUPPORT SYSTEMS: PROFESSIONAL DEVELOPMENT</p>	<p><u>PROFESSIONAL DEVELOPMENT FOR HIGH QUALITY STAFF CRITICAL CHALLENGES AND NEEDS:</u></p> <p>Improve decision-making and communication for focused improvement initiatives in DI and FA and their relationship to professional learning.</p> <p>Narrow and close achievement gaps by designing multiple year implementation plans that outline the P.D., timeline, and communication for each identified outcome.</p> <p>Address educators “need to know” concerning the Common Core and SBAC through the creation of a timeline with action steps to implement the Common Core.</p> <p>Action Focus for Central Office: Coordinate and Embed On-going Professional Development Opportunities</p> <p>Essential Questions to Guide our Responses to Critical Challenges: Is there evidence that professional learning to advance student achievement is valued? What professional development opportunities do teachers receive to assist them in implementing the curriculum and their school’s action steps? What evidence is there that student learning is tied to teacher learning? How relevant is our professional development to teaching, learning, research, or creative inquiry? Do teachers feel they receive adequate professional development?</p>	<p>Professional Development</p> <p>Support the shift in our student services’ model throughout the school year through regular meetings, work with consultants, periodic assessment focusing on target behaviors, and data analysis of student performance data to 2011.</p> <p>Continue to develop and refine Differentiated Instruction strategies such as daily formative assessment, appropriate grouping of small instructional groups, and provide accessible learning opportunities in supporting a Universal Classroom Design for each Classroom.</p> <p>Support specialists’ professional development needs through regular vertical teaming.</p> <p>Continue to develop and refine Formative Assessment Project strategies such as clear learning indicators, data team analysis work, and team dialogue in supporting a Universal Classroom Design for each classroom.</p> <p>Our staff will work towards identifying and refining common standards of practice that will provide predictable, consistent, and common teaching & learning approaches between classrooms and across grade levels.</p>

CHITTENDEN CENTRAL SUPERVISORY UNION
Hiawatha Elementary School
School Action Plan for Continuous Improvement
K-12 Needs Assessment and School-based S.M.A.R.T. Goals
2011 – 2013

THIS SECTION IS STILL UNDER DEVELOPMENT BY THE ELT

SAFE, HEALTHY, STUDENT-CENTERED LEARNING ENVIRONMENT CRITICAL CHALLENGES AND NEEDS:

YRBS Executive Summary

Availability of Illegal Drugs on School Property: Essex High School students are more likely than students statewide to be offered, sold, or given an illegal drug on school property.

		ALL	8 th grade	9 th grade	10 th grade	11 th grade	12 th grade
Percent of students who were offered, sold, or given illegal drugs on school property	CCSU	25%	5%	23%	24%	30%	33%
	Statewide	19%	10%	17%	24%	23%	21%
	Comparison	+6	-5	+6	-	+7	+12

Perception of Risks from Marijuana Use: The perception of the risks of using marijuana regularly has declined significantly from 2007.

		ALL
Percent of students who think there is a great risk in using marijuana regularly	CCSU 2007	52%
	CCSU 2009	46%
	Comparison	-8

Alcohol Use Among High School Seniors: Alcohol use has been rising steadily among high school seniors since 2003, and is now above statewide levels.

		12 th grade		
		CCSU	State	Comparison
Percent of students who consumed at least one drink of alcohol in the past 30 days	1999	51%	60%	-9
	2001	55%	58%	-3
	2003	41%	56%	-15
	2005	48%	50%	-2
	2007	53%	55%	-2
	2009	56%	50%	+6

Continuously improve opportunities to engage student voices in the creation of safe and respectful 21 century learning environments that promote multiple literacies (i.e. civic, digital, economic, social, emotional, and aesthetic).

Build capacity of educators to support students with behavioral challenges within classrooms and schools.

Facilitate the implementation of biennial school climate surveys that are age/grade level appropriate.

Improve access to service learning opportunities both within and outside the school.

Action Focus for Central Office: Commit to Supporting and Sustaining Reform

Safe, Healthy, Student-Centered Learning Environments:

Continue to implement a school based Positive Learning Team that supports a positive learning environment before school, after school, within classrooms, in hallways/restrooms, and during lunch/recess for all students.

Conduct regular analysis of school wide behavior data; and use data to inform practices at the classroom and school wide level.

Develop, refine, and communicate school wide expectations & consequences to all children, parents, and staff throughout the school year.

Acknowledge student achievement and model behavior using genuine, authentic responses to children's behavior. Acknowledgments will take place at the individual, small group, classroom, and whole school level.

Refine our regularly scheduled Green Mountain Sing (school assembly) to support our school wide effort in maintaining a Positive Learning Environment for all children.

Design and implement a positive school discipline approach that is clear and consistent for all students.

Develop and communicate a parent/student contract that outlines individual student and parent responsibilities in maintaining civil & respectful behavior while at school.

Create a learning opportunity for children that models appropriate social behavior when resolving conflicts, learning games, & engaging in respectful and age-appropriate play.

CHITTENDEN CENTRAL SUPERVISORY UNION
Hiawatha Elementary School
School Action Plan for Continuous Improvement
K-12 Needs Assessment and School-based S.M.A.R.T. Goals
2011 – 2013

	<p><u>EDUCATIONAL SUPPORT SYSTEM CRITICAL CHALLENGES AND NEEDS:</u></p> <p>Use survey results to:</p> <p>Improve the quality and fidelity of the skill set within the educational support systems in functional behavior assessments, co-teaching, research-based interventions in reading and math.</p> <p>Improve understanding of students exhibiting characteristics of being on the autism spectrum and strategies to support them.</p> <p>Action Focus for Central Office: Commit to Supporting and Sustaining Reform</p> <p><u>Essential Questions to Guide our Responses to Critical Challenges:</u> Do all CCSU schools have programs of aligned support services that fully support the academic, social, and emotional well-being of all children as well as the improvement initiatives? What structures are in place for serving special populations (e.g., ELL, Title I, special education, academically talented) students? To what extent are staff members trained to meet the needs of these special populations? To what extent do specialists (e.g. ELL, Title I, special education, guidance, and social workers) collaborate with regular education teachers to support student achievement?</p>	<p><u>Educational Support System:</u></p> <p>Support the shift in our student services’ model throughout the school year through regular meetings, work with consultants, periodic assessment focusing on target behaviors, and data analysis of student performance data to 2011.</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 CRITICAL CHALLENGES:</u></p> <p>Improve the preparation of students to meet 21st Century challenges related to information, communication, and technological literacy and ensure students have the skills to take the online SBAC assessment in by 2015.</p> <p>Improve awareness of the ethical/legal issues surrounding the access and use of information and technological tools and ensure the implementation of an Internet Safety measures that are age appropriate.</p> <p>Implement a common definition of 21st Century Skills or vision for using technology as a tool to research, organize, evaluate, and communicate information using the ISTE NETS)for students, teachers, ITs, and administrators) and the Vermont tech GE’s, and improve alignment with vertical curriculum work .</p> <p>Improve the inclusion of assistive technology applications when designing 504, EST or 504 plans (students with significant cognitive, emotional, social, and/or behavioral difficulties).</p> <p>Action Focus for Central Office: Commit to Sustaining Reform</p> <p><u>Essential Questions to Guide our Responses to Critical Challenges:</u> How effectively is technology used in organizational and instructional practices throughout the supervisory union? How do we use the strategic planning informed by research (such as The 2011 Horizon Report) to fully inform and measure implementation of improvements by Technology PLC’s such as school-based tech teams, the C21 Team, the Librarians Vertical Team, the ETIS Vertical Team, and the ELT? To what extent do we have a shared and common definition and set of expectations with respect to 21st Century Teaching and Learning and related, measurable skills?</p>	<p><u>CCSU EDUCATIONAL TECHNOLOGY PLAN GOALS:</u></p> <p>Goal 1: Student Centered Learning - CCSU will create 21st century learning environments in which students use information and communication technologies in ways that both reflect their interests and foster independent and collaborative engagement in meaningful, relevant, and authentic learning tasks (<i>measurement is Goal 5</i>).</p> <p>Goal 2: Leadership to promote a Student Centered Environment - CCSU will foster the development of administrator, teacher, and student leadership that aligns with the International Society of Technology Education’s National Educational Technology Standards (ISTE-NETS) to create and sustain student centered, 21st century learning environments (<i>measurement is Goal 5</i>).</p> <p>Goal 3: Flexible Learning Communities - CCSU will use technology, including distance learning, to enhance educational opportunities for all students and to provide resources that allow for varied technology access during and beyond the traditional school day (<i>measurement is Goal 5</i>).</p> <p>Goal 4: Engaged Community Partners - CCSU will use technology tools to develop partnerships within the local, regional, state, and global communities to share information and provide exemplary 21st century learning opportunities (<i>measurement is Goal 5</i>).</p> <p>Goal 5: Effective Local Technology Plan Evaluation – CCSU will evaluate the effectiveness of this plan using data collection on meeting the “Indicators of Success”.</p>

CHITTENDEN CENTRAL SUPERVISORY UNION
 Hiawatha Elementary School
School Action Plan for Continuous Improvement
 K-12 Needs Assessment and School-based S.M.A.R.T. Goals
 2011 – 2013

21 ST CENTURY PARTNER-SHI PS	<p><u>STAFF, PARENT, AND COMMUNITY INVOLVEMENT AND ENGAGEMENT CRITICAL CHALLENGES AND NEEDS:</u></p> <p><i>Improve and focus communication</i> with parents on student learning.</p> <p><i>Improve connections and increase parent participation</i> with parents of “at risk” students through the development of a more positive process that includes more personal contact, especially when trying to schedule student-led conferences, in order to involve our parents as their children move to middle and high school.</p> <p><i>Collaboratively determine the timeline</i> for parent access to Power School for student grade information and provide parents with training and information on the purposes and non-purposes of this portal.</p> <p>Action Focus for Central Office: <i>Commit to Supporting and Sustaining Reform</i></p> <p><u>Essential Questions to Guide our Responses to Critical Challenges:</u> To what extent do CCSU schools maintain positive relationships with parents and communicate frequently about students? What community businesses and organizations work in partnership with our schools? What do the partners contribute? How do we acknowledge their contributions?</p>	<p><i>In order to measure the effectiveness of communication on an annual basis, the Educational Leadership Team will monitor the practices by which CCSU schools:</i></p> <ul style="list-style-type: none"> * Revise current school newsletters as needed to focus on student work and progress toward meeting standards. * Create standards-based snapshot by grade level, team, department, etc. that highlights student’s work and informs parents of the standards as a part of open-house events. * Share current best practices for active parent, teacher, and community/business members’ participation in key school events. * Provide educational opportunities for parents to meet identified needs which may include parenting styles and practices, expectations for student behavior, academic performance, CCSU Standards, and/or health issues. * Provide orientation and workshop training for parents on scientifically research-based instructional activities in content specific areas as needed.
---	--	---