

CHITTENDEN CENTRAL SUPERVISORY UNION
Summit Street School
School Action Plan for Continuous Improvement
K-12 Needs Assessment and School-based S.M.A.R.T. Goals
2011 – 2012

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>Summit Street School</p> <p>2011-2012</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;"> <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;"> <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>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;"> <thead> <tr> <th>Writing*</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> <table border="1" style="width: 100%; border-collapse: collapse;"> <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%	Writing*	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> <p>2nd Graders Tested at the Beginning of 3rd Grade</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Reading</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010 Target</th> <th>2010 Current</th> <th>2011 Target</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>80%</td> <td>81%</td> <td>90%</td> <td>90%</td> <td>80%</td> <td>85%</td> </tr> <tr> <td>FRL</td> <td>62%</td> <td>48%</td> <td>50%</td> <td>55%</td> <td>50%</td> <td>55%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Math</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010 Target</th> <th>2010 Current</th> <th>2011 Target</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>80%</td> <td>80%</td> <td>90%</td> <td>90%</td> <td>84%</td> <td>87%</td> </tr> <tr> <td>FRL</td> <td>62%</td> <td>45%</td> <td>63%</td> <td>68%</td> <td>65%</td> <td>68%</td> </tr> </tbody> </table> <p>3rd Graders Tested at the Beginning of 4th Grade</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Reading</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010 Target</th> <th>2010 Current</th> <th>2011 Goal</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>83%</td> <td>76%</td> <td>80%</td> <td>89%</td> <td>77%</td> <td>85%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Math</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010 Target</th> <th>2010 Current</th> <th>2011 Goal</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>77%</td> <td>77%</td> <td>84%</td> <td>89%</td> <td>79%</td> <td>85%</td> </tr> </tbody> </table> <p>Student Achievement:</p> <p>By April 2013, sustain or increase the 2010 achievement percentages for students scoring proficient or above in each subject, as measured by the 2012 NECAP test results in reading and math.</p> <p>Achievement Goal:</p> <p>By April 2013, set aggregate achievement targets based on the Fall 2011 results, for increasing the percentage of students scoring proficient or above in each subject area, as measured by the 2011 NECAP results.</p> <p>Essential Questions to Guide Action Planning:</p> <p>What are the KEY TRENDS in our data? What are our CRITICAL CHALLENGES in achievement? What are our measures of progress over time? How does the school community communicate high expectations for all students? Are students able to articulate those expectations and monitor their own achievement? Have learning and teaching goals to improve achievement been developed and prioritized in school action plans? To what extent are they aligned with KEY TRENDS over time?</p>	Reading	2007	2008	2009	2010 Target	2010 Current	2011 Target	ALL	80%	81%	90%	90%	80%	85%	FRL	62%	48%	50%	55%	50%	55%	Math	2007	2008	2009	2010 Target	2010 Current	2011 Target	ALL	80%	80%	90%	90%	84%	87%	FRL	62%	45%	63%	68%	65%	68%	Reading	2007	2008	2009	2010 Target	2010 Current	2011 Goal	ALL	83%	76%	80%	89%	77%	85%	Math	2007	2008	2009	2010 Target	2010 Current	2011 Goal	ALL	77%	77%	84%	89%	79%	85%
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21ST CENTURY STANDARDS FOR ALL STUDENTS	<p><u>EQUITY CRITICAL CHALLENGES AND NEEDS:</u></p> <p><i>Improve understanding of how demographic variables impact achievement</i> 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>By June 2012 narrow and close achievement gaps for children on FRL as measured by NECAP and local assessments by:</p> <ul style="list-style-type: none"> ▪ Aligning common expectations across grade levels; ▪ Determining the characteristics, programs and intervention strategies that work for the FRL students who meet the standards and analyze their transferability other students; ▪ Implementing interventions as children enter school strategically and with fidelity.
21ST CENTURY LEADERSHIP	<p><u>LEADERSHIP CRITICAL CHALLENGES AND NEEDS:</u></p> <p><i>Improve leadership skill set</i> 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><i>Re-establish common goals in utilizing and gathering data related to improvement systems- approaches such as</i> 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>By June 2012 narrow and close achievement gap for FRL students and expand learning opportunities for those already meeting benchmarks as measured by NECAP and local assessments by:</p> <ul style="list-style-type: none"> ▪ Expanding use and understanding of Responsive Classroom’s <i>Academic Choice</i> in order to differentiate learning while considering readiness, interest and learning style.
21ST CENTURY SUPPORT SYSTEMS: CURRICULUM, AND INSTRUCTION; CORE SUBJECTS AND 21ST CENTURY	<p><u>CURRICULUM, INSTRUCTION, AND ASSESSMENT CRITICAL CHALLENGES AND NEEDS:</u></p> <p><i>Improve CCSU knowledge base</i> 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><i>Ensure proficiency</i> 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>By June 2012 narrow and close achievement gap for FRL students and expand learning opportunities for those already meeting benchmarks as measured by NECAP and local assessments by:</p> <ul style="list-style-type: none"> ▪ Designing common mathematic assessments that are aligned with power standards to monitor student progress and inform instruction (geometry and measurement); ▪ Increasing the use of power standards-based formative assessments for each content area; ▪ Designing daily opportunities across the curriculum for students to write in response to complex text (nonfiction).

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	<p><u>Action Focus for Central Office</u> : Take a System-wide Approach to Improving Instruction and Create a District Curriculum Aligned with Standards and Assessments</p> <p><u>Essential Questions to Guide our Responses to Critical Challenges:</u> 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>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><u>Action Focus for Central Office: Coordinate and Embed On-going Professional Development Opportunities</u></p> <p><u>Essential Questions to Guide our Responses to Critical Challenges:</u> 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>By June 2012 narrow and close achievement gap for FRL students and expand learning opportunities for those already meeting benchmarks as measured by NECAP and local assessments by:</p> <ul style="list-style-type: none"> ▪ Providing a professional coach to support students’ writing in response to analyzing complex text in different content areas; ▪ Providing a professional coach to support differentiating the learning program based on individual student profiles; ▪ Providing a professional coach to assist in establishing and maintaining a learning community that supports students who are behaviorally challenged.

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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

By June 2012 reduce the number of behavioral referrals so as to narrow and close achievement gap for FRL students and expand learning opportunities for those already meeting benchmarks as measured by NECAP and local assessments by:

- Increasing educators' ability to support students with behavioral challenges;
- Establishing pathways of responses to support students that are aligned with Responsive Classroom approaches;
- Improving use of data to monitor student progress as related to safety and behavior.

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	<p><u>EDUCATIONAL SUPPORT SYSTEM CRITICAL CHALLENGES AND NEEDS:</u></p> <p>Use survey results to:</p> <p><i>Improve the quality and fidelity</i> of the skill set within the educational support systems in functional behavior assessments, co-teaching, research-based interventions in reading and math.</p> <p><i>Improve understanding</i> of students exhibiting characteristics of being on the autism spectrum and strategies to support them.</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> 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>By June 2012 narrow and close achievement gap for FRL students and expand learning opportunities for those already meeting benchmarks as measured by NECAP and local assessments by:</p> <ul style="list-style-type: none"> ▪ Instituting a schedule for principal, teacher and learning specialist to regularly review progress of students; ▪ Designing the annual educator professional goal as grade level teams after analyzing data from current students to determine focus; ▪ Adding three benchmark assessments in mathematics to student profile.
<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><i>Improve the preparation of students</i> 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><i>Improve awareness</i> 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><i>Implement a common definition</i> 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 <i>improve alignment</i> with vertical curriculum work .</p> <p><i>Improve the inclusion of assistive technology</i> 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: <i>Commit to Sustaining Reform</i></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>By June 2012 narrow and close achievement gap for FRL students and expand learning opportunities for those already meeting benchmarks as measured by NECAP and local assessments by:</p> <ul style="list-style-type: none"> ▪ Increasing use of assistive technology (for 504, IEP and EST plans) and other technology tools when designing learning programs; ▪ Designing curriculum units of study intentionally integrating technology tools to reach beyond school walls when appropriate; ▪ Implementing an internet safety curriculum that is age appropriate.

CHITTENDEN CENTRAL SUPERVISORY UNION
Summit Street School
School Action Plan for Continuous Improvement
K-12 Needs Assessment and School-based S.M.A.R.T. Goals
2011 – 2012

<p>21ST CENTURY PARTNER-SHI PS</p>	<p><u>STAFF, PARENT, AND COMMUNITY INVOLVEMENT AND ENGAGEMENT CRITICAL CHALLENGES AND NEEDS:</u></p> <p>Improve and focus communication with parents on student learning.</p> <p>Improve connections and increase parent participation 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>Collaboratively determine the timeline 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: Commit to Supporting and Sustaining Reform</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>By June 2012 narrow and close achievement gap for FRL students and expand learning opportunities for those already meeting benchmarks as measured by NECAP and local assessments by:</p> <ul style="list-style-type: none"> ▪ Providing regular communication about standards based learning and teaching to assist students, parents and community members in understanding desired outcomes