



**CHITTENDEN CENTRAL SUPERVISORY UNION
WESTFORD ELEMENTARY SCHOOL**
School Action Plan for Continuous Improvement
**K-12 Needs Assessment and School-based S.M.A.R.T. Goals
2010 – 2012 (Updated in the spring of 2011)**

<p>21st Century Framework</p>	<p align="center">CCSU K-12 Comprehensive Areas Targeted for Improvement by the CCSU Educational Leadership Team: <i>Collaborative Data Analysis and Comprehensive Needs Assessment (Requirement of No Child Left Behind and The Consolidated Federal Grant Program)</i></p>	<p align="center">Westford Elementary School 2010-2012 S.M.A.R.T. Goals/Action Steps:</p>																																																																																																																																																																																																																																																																																																												
<p align="center" style="writing-mode: vertical-rl; transform: rotate(180deg);">21st CENTURY STANDARDS FOR ALL STUDENTS</p>	<p><u>STUDENT ACHIEVEMENT CRITICAL CHALLENGES AND NEEDS :</u> 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"> <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"> <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"> <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> <p>Improve performance of all underperforming subgroups in all CCSU schools. 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[AGGREGATED SCORES AVERAGED AND ROUNDED USING EDW TEACHING YEAR DATA]</p> <table border="1"> <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>	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><u>Essential Questions to Guide Action Planning:</u> 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> <table border="1"> <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> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>81%</td> <td>80%</td> <td>86%</td> <td>83%</td> <td>82%</td> <td>85%</td> <td>87%</td> </tr> <tr> <td>FRL</td> <td>60%</td> <td>59%</td> <td>67%</td> <td>60%</td> <td>74%</td> <td>65%</td> <td>79%*</td> </tr> <tr> <td>IEP</td> <td>++</td> <td>20%</td> <td>36%</td> <td>29%</td> <td>40%</td> <td>44%</td> <td>45%*</td> </tr> </tbody> </table> <table border="1"> <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> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>76%</td> <td>79%</td> <td>84%</td> <td>81%</td> <td>77%</td> <td>81%</td> <td>84%</td> </tr> <tr> <td>FRL</td> <td>56%</td> <td>59%</td> <td>62%</td> <td>60%</td> <td>70%</td> <td>75%</td> <td>75%*</td> </tr> <tr> <td>IEP</td> <td>23%</td> <td>20%</td> <td>36%</td> <td>36%</td> <td>27%</td> <td>19%</td> <td>32%*</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Writing – 5</th> <th>2005</th> <th>2006</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>69%</td> <td>69%</td> <td>64%</td> <td>72%</td> <td>--</td> <td>50%</td> <td>77%</td> </tr> <tr> <td>FRL</td> <td>++</td> <td>++</td> <td>++</td> <td>++</td> <td>--</td> <td>++</td> <td>**</td> </tr> <tr> <td>IEP</td> <td>++</td> <td>++</td> <td>++</td> <td>++</td> <td>--</td> <td>++</td> <td>**</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Writing – 8</th> <th>2005</th> <th>2006</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>69%</td> <td>41%</td> <td>74%</td> <td>78%</td> <td>--</td> <td>85%</td> <td>80%</td> </tr> <tr> <td>FRL</td> <td>++</td> <td>++</td> <td>++</td> <td>++</td> <td>--</td> <td>++</td> <td>**</td> </tr> <tr> <td>IEP</td> <td>++</td> <td>++</td> <td>++</td> <td>++</td> <td>--</td> <td>++</td> <td>**</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Science – 4</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>62%</td> <td>56%</td> <td>63%</td> <td>64%</td> </tr> <tr> <td>FRL</td> <td>++</td> <td>++</td> <td>++</td> <td>**</td> </tr> <tr> <td>IEP</td> <td>++</td> <td>++</td> <td>++</td> <td>**</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Science – 8</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>30%</td> <td>30%</td> <td>30%</td> <td>51%</td> </tr> <tr> <td>FRL</td> <td>++</td> <td>++</td> <td>++</td> <td>**</td> </tr> <tr> <td>IEP</td> <td>++</td> <td>++</td> <td>++</td> <td>**</td> </tr> </tbody> </table> <p>*Students may be in multiple sub-groups ++ Indicates sub groups with numbers too small to publish results or set meaningful targets</p>	Reading	2005	2006	2007	2008	2009	2010	2011	ALL	81%	80%	86%	83%	82%	85%	87%	FRL	60%	59%	67%	60%	74%	65%	79%*	IEP	++	20%	36%	29%	40%	44%	45%*	Math	2005	2006	2007	2008	2009	2010	2011	ALL	76%	79%	84%	81%	77%	81%	84%	FRL	56%	59%	62%	60%	70%	75%	75%*	IEP	23%	20%	36%	36%	27%	19%	32%*	Writing – 5	2005	2006	2007	2008	2009	2010	2011	ALL	69%	69%	64%	72%	--	50%	77%	FRL	++	++	++	++	--	++	**	IEP	++	++	++	++	--	++	**	Writing – 8	2005	2006	2007	2008	2009	2010	2011	ALL	69%	41%	74%	78%	--	85%	80%	FRL	++	++	++	++	--	++	**	IEP	++	++	++	++	--	++	**	Science – 4	2008	2009	2010	2011	ALL	62%	56%	63%	64%	FRL	++	++	++	**	IEP	++	++	++	**	Science – 8	2008	2009	2010	2011	ALL	30%	30%	30%	51%	FRL	++	++	++	**	IEP	++	++	++	**
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2010 – 2012 (Updated in the spring of 2011)

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><u>Equity (Student Demographics):</u></p> <p>By November 2011 and March 2012, examine student performance data and develop targeted classroom based instructional interventions in core academic areas specific to students who have IEPs as measured by school professional development agenda and action items.</p>
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><u>Leadership:</u></p> <p>By September 2011, identify Professional Learning Community (PLC) teams, which will include regular and special educators, and protocols and schedules that will be used throughout the school year to support the implementation of Differentiated Instruction strategies across all curriculum areas.</p>



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"> 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 style="color: purple;"><u>Action Focus for Central Office : Take a System-wide Approach to Improving Instruction and Create a District Curriculum Aligned with Standards and Assessments</u></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><u>Curriculum, Assessment and Instruction:</u></p> <p>By June 2011, implement a training and preparation schedule for Standards Based Reporting (SBR) as evidenced by committee and team meeting notes. By December 2011, present a status report on the transition to SBR and outline necessary steps and training, including communication with all stake holders for the implementation of SBR in either the fall of 2012 or the fall of 2013.</p> <p>By August 2011, establish Vertical Writing Team which will review alignment of PK-8 writing curriculum and instruction with work to be reviewed once each month by grade level teams and once each semester by the entire faculty as evidenced by committee and team meeting notes, lesson/unit plans, and student work samples</p> <p>By August 2011, continue the purposeful integration of inquiry based science instruction, and inquiry based instruction across multiple curriculum areas where appropriate, as supported by PLC teams and consultation with science consultant as measured by PLC notes, lesson/unit plans, and student work samples.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"> 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 style="color: purple;"><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>(These goals are included in other components of the School Action Plan)</p>



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

By January 2012, analyze YRBS data sets from the administration of this survey in grades 5-8 during the 2010-2011 school year to identify potential areas of need for student services and staff development.

By October 2011, analyze Westford Student and Parent Climate surveys to identify and respond to needs and opportunities for creating a safe and healthy school environment to be measured by professional development agendas, meeting minutes, possible action steps and subsequent school climate survey data.



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	<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: <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><u>Educational Support System:</u></p> <p>By September of 2011, review the school-based needs assessment conducted during the winter of 2011 by CCSU to improve practices around the following areas:</p> <ul style="list-style-type: none"> • Current EST Structure • Role of Team Members • Use of Data • Referral Process • Follow-up on Plans • Use of the FBA process • Use of Research Based Strategies • Review of good first instruction
<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: <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, provide multiple opportunities for differentiated technology integration training of staff at a variety of times including before, during, and after school as well as during in-service Days with the goal of increasing students' high level opportunities to use technology as a learning tool as measured by meeting minutes, lesson plans, and student work samples.</p> <p>By October 2011, plan and implement lessons that follow CCSU adopted internet safety curriculum via existing avenues (i.e. health classes, computer lab time, etc.), as measured by example unit/lesson plans and student assessments.</p>



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<p>21ST CENTURY PARTNER-SHI PS</p>	<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>By August 2011 develop an implementation plan, in conjunction with CCSU IT support to bring the Power School Parent Portal online for grades 5-8 in the fall of 2011.</p> <p>By the fall of 2011, develop and implement training sessions for parents on the use of the Power School Parent Portal (May be done in conjunction with CCSU if implementation timelines match).</p>
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