

“One Plan Planning”
Chittenden Central Supervisory Union
Comprehensive Plan for Continuous Improvement
S.M.A.R.T. Goals and Action Steps
2009 – 2010

| 21 st Century Framework | Comprehensive Areas Targeted for Improvement: Collaborative Data Analysis and Needs Assessment | Educational Leadership Team S.M.A.R.T. Goals | | | | | | | | | | | | | | | | |
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| 21st CENTURY STANDARDS FOR ALL STUDENTS | <p>Student Achievement</p> <ul style="list-style-type: none"> Improve performance of all students in math, writing, and science. Close achievement gaps in reading, math, writing, and science for all identified subgroups. <p>Essential Questions to Guide Action Planning:</p> <ul style="list-style-type: none"> How does the school community communicate high expectations for all students? Have teaching and learning goals to improve achievement been developed and prioritized in school action plans? Has the ELT determined how goals and targets are developed? How do students know what is expected and are they able to articulate those expectations and monitor their own achievement? | <p>Action Focus for Central Office: <i>Make Decisions Based on Data</i></p> <p>By September 2009, implement school-based plans to improve the performance of students with disabilities and students receiving Free and Reduced Lunch in writing, math, and science as measured by the NECAP, reporting progress to the Superintendent as designated times of the school year.</p> <p>CCSU Aggregate Achievement targets: Increase the percent of students scoring proficient or above in each subject, as measured by the NECAP tests to be administered in May 2010 (science) and September 2010 (reading, math, and writing):</p> <table border="0"> <tr> <td>READING</td> <td>WRITING</td> </tr> <tr> <td>All students: from 81% to 86%</td> <td>All students: from 57% to 63%</td> </tr> <tr> <td>FRL: from 57% to 62%</td> <td>FRL: from 31% to 36%</td> </tr> <tr> <td>IEP: from 26% to 31%</td> <td>IEP: from 17% to 22%</td> </tr> <tr> <td>MATH</td> <td>SCIENCE</td> </tr> <tr> <td>All students: from 71% to 76%</td> <td>All students: from 45% to 50%</td> </tr> <tr> <td>FRL: from 44% to 49%</td> <td>FRL: from 19% to 24%</td> </tr> <tr> <td>IEP: from 24% to 29%</td> <td>IEP: from 12% to 17%</td> </tr> </table> | READING | WRITING | All students: from 81% to 86% | All students: from 57% to 63% | FRL: from 57% to 62% | FRL: from 31% to 36% | IEP: from 26% to 31% | IEP: from 17% to 22% | MATH | SCIENCE | All students: from 71% to 76% | All students: from 45% to 50% | FRL: from 44% to 49% | FRL: from 19% to 24% | IEP: from 24% to 29% | IEP: from 12% to 17% |
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| <p>Equity (Student Demographics)</p> <ul style="list-style-type: none"> Improve understanding and cultural appreciation of all students and hold high expectations for their achievement. Improve equitable access to challenging curriculum. Close achievement gaps for all subgroups. <p>Essential Questions to Guide Action Planning:</p> <ul style="list-style-type: none"> What evidence exists to ensure that all students have access to the CCSU Guaranteed, Viable Curriculum? | <p>Action Focus for Central Office: <i>Commit to Sustaining Reform</i></p> <p>By March 2010, 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 for subgroups in order to set improvement targets for subsequent action plans.</p> | | | | | | | | | | | | | | | | | |

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| 21ST CENTURY LEADERSHIP | <p>Leadership</p> <ul style="list-style-type: none"> • 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). • Improve the distribution of leadership within, between, and among schools throughout the supervisory union. • Improve systems to sustain teacher leadership. <p>Essential Questions to Guide Action Planning:</p> <ul style="list-style-type: none"> • 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>Action Focus for Central Office: Redefine Leadership and Implement Strong Accountability Systems</p> <p>By December 2009, identify common overarching Standards as well as beginning Standards of Practice (SOPs) that align with “Universal Classroom” and school action and professional development plans that could be observed in walk- throughs, teacher learning walks, and through supervision and evaluation to establish baseline percentage data on current practice.</p> |
| 21ST CENTURY SUPPORT SYSTEMS: CURRICULUM, AND INSTRUCTION; CORE SUBJECTS AND 21ST CENTURY THEMES; LIFE AND CAREER SKILLS; LEARNING AND INNOVATION SKILLS | <p>Curriculum, Assessment and Instruction (“Backwards Design”)</p> <ul style="list-style-type: none"> • Improve equitable access to challenging curriculum. • Expand the use of research-based differentiated instructional methods aligned with “Universal Classroom” to support all students in reading and writing across the curriculum, as well as math and science. • Improve assessment literacy for all CCSU educators. • Improve the use of Power Standards-based formative assessments to measure student progress and achievement. <p>Essential Questions to Guide Action Planning:</p> <ul style="list-style-type: none"> • Is there a supervisory union curriculum that is aligned with national and state standards and grade expectations? • 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>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>By September 2009, review curriculum cycle and improvement goals established by the ELT and Curriculum Leadership Vertical Teams, and communicate to faculties in order to fully integrate the Leadership Teams’ work into school-based improvement.</p> <p>By January 2010, design responsive mapping, scheduling, organizational, and reporting out practices that include technological efficiencies to support and monitor the delivery of comprehensive local curriculum (which includes the safety net) in all CCSU schools.</p> <p>By January 2010, survey and report out on the implementation of differentiated instruction strategies in all CCSU schools based on strategies identified by the ELT to collect baseline percentage data.</p> <p>By February 2010, analyze NECAP student assessment data in all CCSU schools to evaluate continuous improvements and set targets for improving student achievement and equity in learning outcomes.</p> |

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| <p>21ST CENTURY SUPPORT SYSTEMS: PROFESSIONAL DEVELOPMENT</p> | <p><u>Professional Development for High Quality Professional Staff</u></p> <ul style="list-style-type: none"> Identify a responsive comprehensive plan for professional development in the components of “Universal Classroom” to develop and maintain high quality educators to meet the needs of CCSU students. <p><i>Essential Questions to Guide Action Planning:</i></p> <ul style="list-style-type: none"> 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? Do teachers feel they receive adequate professional development? | <p>Action Focus for Central Office: <i>Embed Professional Development</i></p> <p>By August 2009, utilize the National Staff Development Council Standards (NSDCS) with the ELT as a “best practice” framework for all professional development initiatives and related resource allocation in order to collect baseline percentage data on the application of this framework and its effectiveness.</p> <p>By November 2009, establish Teacher Learning Walks to increase opportunities for peer observation of best practices related to “Universal Classroom” and the development of Standards of Practice.</p> <p>By June 2010, survey teachers to assess the implementation and effectiveness of professional development that targets aspects of need identified in school-based professional development plans to collect baseline percentage data for subsequent improvements.</p> |
| <p>21ST CENTURY SUPPORT SYSTEMS: LEARNING ENVIRONMENTS CORE SUBJECTS AND 21ST CENTURY THEMES: CIVIC AND HEALTH LITERACY</p> | <p><u>Safe, Healthy, Student-Centered Learning Environments</u></p> <ul style="list-style-type: none"> Improve opportunities to engage student voices in the creation of safe and respectful 21 century learning environments that promote civic and digital literacies. <p><i>Essential Questions to Guide Action Planning:</i></p> <ul style="list-style-type: none"> Have the CCSU schools intentionally personalized the learning environments? What evidence do we have that our students are satisfied with our schools? Are clear and fair practices, policies, and procedures in place to support safe, healthy, student-centered learning environments? | <p>Action Focus for Central Office: <i>Commit to Sustaining Reform</i></p> <p>By October 2009, identify training needs and opportunities for creating and maintaining safe school environments with the CCSU Prevention/Wellness Coordinator.</p> |
| | <p><u>Educational Support System</u></p> <ul style="list-style-type: none"> Improve processes for supporting students in meeting standards by aligning the Educational Support System with the components of “Universal Classroom.” <p><i>Essential Questions to Guide Action Planning:</i></p> <ul style="list-style-type: none"> Do all CCSU schools have programs of aligned support services that fully support the academic, social, and emotional well-being of all children? 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? | <p>Action Focus for Central Office: <i>Commit to Sustaining Reform</i></p> <p>By October 2009, revise the CCSU ESS guidelines to align with a Universal Classroom Framework.</p> <p>By December 2009, create a set of diagnostic questions for teams to use in reviewing individual students from an ESS perspective.</p> <p>By June 2010, develop a set of training guidelines for classroom teachers and para-educators across CCSU to track progress in shifting from a remediation model to “Supported Learning Environment” (Universal Classroom).</p> |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">21ST CENTURY STUDENT OUTCOMES: INFORMATION, MEDIA, AND TECHNOLOGY SKILLS – INFORMATION LITERACY, MEDIA LITERACY, AND ICT LITERACY</p> | <p><u>Information, Communication, and Educational Technology Literacy</u></p> <ul style="list-style-type: none"> • 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. <p><i>Essential Questions to Guide Action Planning:</i></p> <ul style="list-style-type: none"> • How effectively is technology used in organizational and instructional practices throughout the supervisory union? | <p>Action Focus for Central Office: <i>Commit to Sustaining Reform</i></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.</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.</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.</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.</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> |
| <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> <ul style="list-style-type: none"> • Address Title I parent involvement requirements in EJSJ. • Improve SU and school-based engagement evaluation methods. • Focus communication with parents on student learning <p><i>Essential Questions to Guide Action Planning:</i></p> <ul style="list-style-type: none"> • To what extent do CCSU schools maintain positive relationships with parents and communicate frequently about students, including the need for supplemental services? • What community businesses and organizations work in partnership with our schools? What do the partners contribute? How do we acknowledge their contributions? | <p>Action Focus for Central Office: <i>Commit to Sustaining Reform</i></p> <p>By June, 2010, encourage, promote, and support parent involvement and community partnerships at all CCSU schools to increase stakeholder engagement in improving student achievement as measured by parent –teacher conference participation, parent attendance at school events, numbers of participants attending parent meetings, numbers of community partners involved in outreach activities, and agreed-upon parent and community survey tools used to establish baseline data for goal setting.</p> <p><i>CCSU schools will:</i></p> <ul style="list-style-type: none"> • Implement a Home-School Compact that focuses on student work and progress toward meeting Standards (Title I Schools). • Revise current newsletters as needed to focus on student work and progress toward meeting standards. • Create a standards-snapshot by grade level that highlights student’s work and informs parents of the standards that their students are working toward at open-house events. • Have 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. |