

“One Plan Planning”
CCSU 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	CCSU S.M.A.R.T. Goals for the Educational Leadership Team	School-Based S.M.A.R.T. Steps (School Action Plans for 2009-2010)
21 st CENTURY STANDARDS FOR ALL STUDENTS	<p><u>Student Achievement</u> Improve performance of all students in math, writing, and science.</p> <p>Close achievement gaps in reading, math, writing, and science for all subgroups.</p>	<p>By September 2009, implement school-based plans to improve the performance of students with disabilities in writing, math, and science as measured by the NECAP, reporting progress to the Superintendent as designated times of the school year.</p>	<p>By August 2009, develop a roster of students identified by the data team as needing support in literacy, mathematics and science based on NECAP scores, Gates scores, report cards as well as discipline, health and attendance information for review by the team level and school-wide EST's.</p> <p>By August 2009, develop planning processes for identified students to facilitate team and school-wide EST's for regular monitoring of students' progress. Modifications to plans will be made based on formative and evaluative data.</p> <p>By August 2009, determine the percentage of students who will move from Level 1 to Level 2 and Level 2 to Level 3 on their math and reading NECAP assessments based on the ADL Data Team's analysis.</p> <p>Throughout the 09-10 school year, map curriculum by subject areas and within teams to focus on reading and writing strategies that will increase student achievement for each student.</p> <p>By August of 2009, begin implementation of the science teachers' plan that addresses the areas of below standard performance on the science NECAP.</p>

	<p>Equity (Student Demographics) Improve understanding and cultural appreciation of all students and hold high expectations for their achievement.</p> <p>Improve equitable access to challenging curriculum.</p> <p>Close achievement gaps for all subgroups.</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 using disaggregated data for race/ethnicity, socioeconomic status, gender, disability, and English language proficiency.</p>	<p>Throughout the 09-10 school year, provide the faculty and staff with articles by Ruby Payne and circulate copies of her book, <u>A Framework for Understanding Poverty</u> as well as additional research on teaching children of poverty and facilitate discussion that creates a shared knowledge base for understanding institutional barriers to achievement.</p> <p>Throughout the 09-10 school year, utilize the background knowledge of children living in poverty to implement differentiated instruction and formative assessment strategies at the team level that will gauge student progress and inform instruction.</p> <p>Throughout the 09-10 school year, identify and collect baseline data that will enable the ADL Math Team to measure student progress within heterogeneously grouped classes and the new algebra seminar to ensure responsiveness to the learning needs all of all students.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">21ST CENTURY LEADERSHIP</p>	<p>Leadership 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).</p> <p>Improve the distribution of leadership within, between, and among schools throughout the supervisory union.</p> <p>Improve systems to sustain teacher leadership.</p>	<p>By December 2009, identify common overarching Standards as well as beginning Standards of Practice (SOPs) that align with “Universal Classroom” as well as school action and professional development plans that could be observed in walk- throughs, teacher learning walks, and supervision and evaluation.</p>	<p>By August 2009, assess and improve the transparency of the decision-making processes by increasing the engagement of the ADL community as a means to enhance student achievement.</p> <p>By September 2009, create protocols for shared decision making and how those decisions and protocols will be communicated by increasing the engagement of the ADL community as a means to enhance student achievement.</p> <p>By September 09, utilize the TAC team to format faculty meetings and in-service topics and discussions focused on student achievement.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">21ST CENTURY SUPPORT SYSTEMS: STANDARDS AND ASSESSMENT; CURRICULUM, AND INSTRUCTION; CORE SUBJECTS AND 21ST CENTURY THEMES; LIFE AND CAREER SKILLS; LEARNING AND INNOVATION SKILLS</p>	<p><u>Curriculum, Assessment and Instruction ("Backwards Design")</u></p> <p>Improve equitable access to challenging curriculum.</p> <p>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.</p> <p>Improve assessment literacy for all CCSU educators.</p> <p>Improve the use of Power Standards-based formative assessments to measure student progress and achievement.</p>	<p>By September 2009, review curriculum cycle and establish curriculum leadership goals.</p> <p>By January 2010, design responsive mapping, scheduling, organizational, and reporting out practices that include technological efficiencies to support the delivery of comprehensive local curriculum (which includes the safety net).</p> <p>By January 2010, report out on the implementation of differentiated instruction strategies in all CCSU schools.</p> <p>By February 2010, analyze K-12 student assessment data sets in all schools to set targets for improving student achievement and equity in learning outcomes.</p>	<p>By October 2009, implement a faculty and staff self-assessment on their levels of experience in using DI, formative assessment, literacy strategies and technology integration.</p> <p>By October 15, 2009, one faculty and staff annual goal based on DI and a second goal based on formative assessment, literacy or technology integration will be identified as a means to meet the varying needs of our learners.</p> <p>Throughout the 09-10 school year, use faculty and instructional assistant meetings/in-service time for professional development in DI, formative assessment, literacy and technology integration.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Y SUPPORT SYSTEMS: PROFESSIONAL DEVELOPMENT</p>	<p><u>Professional Development for High Quality Professional Staff</u></p> <p>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>	<p>By August 2009, utilize the National Staff Development Council Standards (NSDCS) as a "best practice" framework for all professional development initiatives and related resource allocation.</p> <p>By November 2009, establish Teacher Learning Walks to increase opportunities for peer observation of best practices related to "Universal Classroom."</p> <p>By June 2010, assess the implementation and effectiveness of professional development that targets aspects of need identified in school-based professional development plans.</p>	<p>By August 2009, initiate and maintain the consultation and coaching on the implementation of DI strategies in all content area classes with DI consultant Bill Rich.</p> <p>By August 2009, create a timeline for faculty meetings that will include topics around literacy across the content areas, differentiated instruction, formative assessment and technology integration.</p> <p>By October 2009, train faculty on development of team web pages as a means of communication between home and school.</p> <p>Throughout the 09-10 school year, train faculty/teams on technology integration at monthly meetings.</p> <p>Throughout the 09-10 school year, continue work with Carol Smith around teaming.</p> <p>By June 2010, share reflections from yearly goals and plan next steps as a faculty.</p>

21ST CENTURY SUPPORT SYSTEMS: LEARNING ENVIRONMENTS CORE SUBJECTS AND 21ST CENTURY THEMES: CIVIC AND HEALTH LITERACY	<p><u>Safe , Healthy, Student-Centered Learning Environments</u></p> <p>Improve opportunities to engage student voices in the creation of safe and respectful 21 century learning environments that promote civic and digital literacies.</p>	<p>By October 2009, schools will identify training needs and opportunities for creating and maintaining safe school environments with the CCSU Prevention/Wellness Coordinator.</p> <p>By June 2010, assess the involvement of students in decision making about learning.</p>	<p>By June 2009, create a survey for ADL students to gather information about learning, climate and health.</p> <p>By October 2009, administer survey to establish baseline data.</p> <p>In April 2010, re-administer survey and establish an action plan for improving school safety and climate based on data collected.</p> <p>By June 2010, research social skills curriculum such as PBIS for consideration of adoption at ADL based on results of survey data.</p>
	<p><u>Educational Support System</u></p> <p>Improve processes for supporting students in meeting standards by aligning the Educational Support System with the components of “Universal Classroom.”</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 reviewing individual students from an ESS perspective.</p> <p>By June 2010, develop a set of training guidelines for classroom teachers and paraeducators across CCSU to shift from a remediation model to “Supported Learning Environment” (Universal Classroom).</p>	<p>By October '10, identify criteria the school-wide EST can use to evaluate the success of the new EST model implemented in 08-09 and make modifications as needed.</p>