

CHITTENDEN CENTRAL SUPERVISORY UNION
ALBERT D. LAWTON SCHOOL
School Action Plan for Continuous Improvement
K-12 Needs Assessment and ADL S.M.A.R.T. Goals
2010 – 2012

21st Century Framework	CCSU K-12 Comprehensive Areas Targeted for Improvement: Administrative Data Analysis and Comprehensive Needs Assessment	ADL 2010-2012 S.M.A.R.T. Goals:																																																																																																																																																																																																			
21st CENTURY STANDARDS FOR ALL STUDENTS	<p>Student Achievement Needs Statements: Improve and /or sustain competence in <u>reading</u> achievement (over 80%) (further analyze performance in persistently low sub-topics: analysis and interpretation; informational text <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 style="text-align: left;">Reading</th> <th>2005</th> <th>2006</th> <th>2007</th> <th>2008</th> <th>2009 CURRENT</th> <th>2010 TARGET</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>75%</td> <td>77%</td> <td>79%</td> <td>81%</td> <td>82%</td> <td>86%</td> </tr> <tr> <td>FRL</td> <td>52%</td> <td>51%</td> <td>56%</td> <td>57%</td> <td>59%</td> <td>62%</td> </tr> <tr> <td>IEP</td> <td>15%</td> <td>18%</td> <td>25%</td> <td>26%</td> <td>31%</td> <td>31%</td> </tr> </tbody> </table> <p>FOCUS AHEAD OF NEED: Improve performance of all underachieving students (29% of CCSU students below proficiency in 2008) in the content area of <u>math</u> (further analyze performance in persistently low sub-topics: geometry and measurement and data, statistics and probability <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 style="text-align: left;">Math</th> <th>2005</th> <th>2006</th> <th>2007</th> <th>2008</th> <th>2009 CURRENT</th> <th>2010 TARGET</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>77%</td> <td>73%</td> <td>65%</td> <td>71%</td> <td>70%</td> <td>76%</td> </tr> <tr> <td>FRL</td> <td>55%</td> <td>51%</td> <td>45%</td> <td>44%</td> <td>48%</td> <td>49%</td> </tr> <tr> <td>IEP</td> <td>16%</td> <td>20%</td> <td>17%</td> <td>24%</td> <td>17%</td> <td>29%</td> </tr> </tbody> </table> <p>Writing*</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="text-align: left;">Writing*</th> <th>2005</th> <th>2006</th> <th>2007</th> <th>2008</th> <th>2009 CURRENT</th> <th>2010 TARGET</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>58%</td> <td>62%</td> <td>50%</td> <td>57%</td> <td>65%</td> <td>63%</td> </tr> <tr> <td>FRL</td> <td>36%</td> <td>46%</td> <td>24%</td> <td>31%</td> <td>40%</td> <td>36%</td> </tr> <tr> <td>IEP</td> <td>0%</td> <td>0%</td> <td>9%</td> <td>17%</td> <td>8%</td> <td>22%</td> </tr> </tbody> </table> <p><i>*2009 Results are for grade 11 only. No results were reported for 5 and 8 in 2009.</i></p> <p>Improve performance of all underachieving students (55% of CCSU students below proficiency in 2008) in the content area of <u>science</u> (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 style="text-align: left;">Science</th> <th>2008</th> <th>2009 CURRENT</th> <th>2010 TARGET</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>45%</td> <td>47%</td> <td>50%</td> </tr> <tr> <td>FRL</td> <td>19%</td> <td>26%</td> <td>24%</td> </tr> <tr> <td>IEP</td> <td>11%</td> <td>5%</td> <td>17%</td> </tr> </tbody> </table> <p>OVERARCHING ACHIEVEMENT IMPROVEMENT NEEDS: Narrow and close achievement gaps for all underperforming subgroups in all CCSU schools. EJSD: Improve math support to students through Title I resource allocation. to improve student achievement.</p> <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? • 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? 	Reading	2005	2006	2007	2008	2009 CURRENT	2010 TARGET	ALL	75%	77%	79%	81%	82%	86%	FRL	52%	51%	56%	57%	59%	62%	IEP	15%	18%	25%	26%	31%	31%	Math	2005	2006	2007	2008	2009 CURRENT	2010 TARGET	ALL	77%	73%	65%	71%	70%	76%	FRL	55%	51%	45%	44%	48%	49%	IEP	16%	20%	17%	24%	17%	29%	Writing*	2005	2006	2007	2008	2009 CURRENT	2010 TARGET	ALL	58%	62%	50%	57%	65%	63%	FRL	36%	46%	24%	31%	40%	36%	IEP	0%	0%	9%	17%	8%	22%	Science	2008	2009 CURRENT	2010 TARGET	ALL	45%	47%	50%	FRL	19%	26%	24%	IEP	11%	5%	17%	<p>Student Achievement:</p> <p>Sustain high achievement in reading by ensuring that 80% or more of ADL students score proficient or above, as measured by the 2011 NECAP.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="text-align: left;">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>78%</td> <td>85%</td> <td>78%</td> <td>79%</td> <td>82%</td> <td>Monitor Results, Adjust Actions</td> <td>>80%</td> </tr> <tr> <td>FRL</td> <td>50%</td> <td>58%</td> <td>57%</td> <td>63%</td> <td>61%</td> <td></td> <td>64%</td> </tr> <tr> <td>IEP</td> <td>8%</td> <td>17%</td> <td>22%</td> <td>26%</td> <td>30%</td> <td></td> <td>34%</td> </tr> </tbody> </table> <p>Sustain high achievement in math by ensuring that 74% or more of ADL students score proficient or above, as measured by the 2011 NECAP.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="text-align: left;">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>80%</td> <td>78%</td> <td>65%</td> <td>76%</td> <td>74%</td> <td>Monitor Results, Adjust Actions</td> <td>74%</td> </tr> <tr> <td>FRL</td> <td>47%</td> <td>46%</td> <td>51%</td> <td>56%</td> <td>61%</td> <td></td> <td>64%</td> </tr> </tbody> </table> <p><i>*IEP subgroup for math number is too small to report</i></p> <p>Increase achievement in writing by ensuring 60 % or more of ADL grade 8 students score proficient or above, as measured by the 2011 NECAP.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="text-align: left;">Writing</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>67%</td> <td>67%</td> <td>55%</td> <td>55%</td> <td>*</td> <td>Monitor Results, Adjust Actions</td> <td>60%</td> </tr> <tr> <td>FRL</td> <td>47%</td> <td>39%</td> <td>22%</td> <td>36%</td> <td>*</td> <td></td> <td>40%</td> </tr> </tbody> </table> <p><i>*2009 Results are for grade 11 only. 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	<p><u>Equity (Student Demographics) Needs Statements:</u></p> <p>Hold and communicate high expectations for achievement for all students (no <i>common expectations</i> currently exist other than the adoption of Power Standards).</p> <p>Improve understanding of how demographic variables impact achievement of all students (a collaborative review of Demographic Profiles is needed).</p> <p>Continuously improve equitable access to challenging curriculum (tracking patterns create barriers for groups of students in accessing challenging curriculum).</p> <p>Narrow and close achievement gaps for all subgroups. 83% of <i>Students with Disabilities</i> score below proficiency in math.</p> <p><i>EJSD: Improve math support to students through Title I resource allocation.</i></p> <p><i>Essential Questions to Guide Action Planning:</i></p> <ul style="list-style-type: none"> • 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><u>Equity (Student Demographics):</u></p> <p>By June 2012, increase the percentage of FRL students successfully completing Algebra Seminar from 10 % (baseline participation) to 20%, as measured by class rosters and report cards.</p> <p>By June, 2012, increase the number of ADL students actively engaged in co/extracurricular activities to 100%, as measured by activity/club/team rosters.</p>
<p>21ST CENTURY LEADERSHIP</p>	<p><u>Leadership Needs Statements:</u></p> <p>Improve communication to stakeholders concerning focused improvement initiatives.</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).</p> <p>Improve the distribution of leadership within, between, and among schools throughout the supervisory union through collaborative teaming and PLC processing.</p> <p><i>EJSD: Improve the coordination of math support to students through Title I resource allocation</i></p> <p><i>Essential Questions to Guide Action Planning:</i></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><u>Leadership:</u></p> <p>By June 2011, establish a baseline % in order to increase opportunities for teachers to share their expertise and best practices with peers, as measured by the compiled list of completed sharing opportunities.</p> <p>By June 2011, establish a baseline % in order to increase opportunities for students and families to participate in ADL decision making, as measured by the compiled list of completed participation opportunities.</p> <p>By June 2011, establish a baseline % in order to increase the number of decisions made by faculty/staff, as measured by the compiled list of completed decision making opportunities.</p>

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<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, Assessment and Instruction (“Backwards Design”) Needs Statements:</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><i>EJSD: Expand the use of research-based differentiated instructional methods students in reading and math beyond the school day and school year through Title I resource allocation. Improve the coordination of support to teachers to improve instruction in math with regular coaching in math instruction and assessment best practices through Title I resource allocation.</i></p> <p>Improve the use of Power Standards-based formative assessments to measure student progress and achievement.</p> <p><i>Essential Questions to Guide Action Planning:</i></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><u>Curriculum, Assessment and Instruction:</u></p> <p>By June 2013, 100% of ADL teachers will use differentiated instruction as standard practice in their instructional planning and delivery of curriculum school year, as measured by teacher self-reporting, yearly goal setting and classroom walkthroughs.</p> <p>By June 2012, complete a study to determine a consistent reporting system that is linked to CCSU curriculum power standards and indicators as measured by PowerSchool availability to all ADL teachers.</p>
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21ST CENTURY SUPPORT SYSTEMS: LEARNING ENVIRONMENTS
 CORE SUBJECTS AND 21ST CENTURY THEMES: CIVIC AND HEALTH LITERACY

Safe , Healthy, Student-Centered Learning Environments Needs Statements:

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).

EISD: Improve transition experiences between and among schools for students at risk of not meeting standards in reading and math to ensure seamlessness of support through Title I resource allocation.

Essential Questions to Guide Action Planning:

- 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?

Safe , Healthy, Student-Centered Learning Environments:

By October 2010, identify and respond to training needs and opportunities, based on analysis of data sets, for creating and maintaining safe and healthy school environments with the CCSU Prevention/Wellness Coordinator, as measured by the coordinators monthly Prevention and Wellness activity reports at ADL and subsequent data sets.

By May 2012, 100% of all ADL students will report having a meaningful connection to at least one adult at school, as measured by a student learning environment survey.

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	<p><u>Educational Support System Needs Statements:</u></p> <p>Improve the alignment of educational supports, <i>including Title I in Essex Junction School District</i>, with the broader K-12 reform initiatives, within a shared design framework, to provide for more seamless student support in achieving standards.</p> <p><i>EJSD: Improve transition experiences between and among schools for students at risk of not meeting standards in reading and math to ensure seamless support through Title I resource allocation.</i></p> <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 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><u>Educational Support System:</u></p> <p>By December 2010, review ESS at ADL to determine the level of effectiveness in meeting the needs of identified students, as measured by team monitoring of plan follow-through and student growth academically and/or socially.</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 Literacy Needs Statements:</u></p> <p>Improve the preparation of students to meet 21st Century challenges related to information, communication, and technological literacy.</p> <p>Improve awareness of the ethical/legal issues surrounding the access and use of information and technological tools.</p> <p>Improve 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.</p> <p>There is no common definition of 21st Century Skills or vision for using technology as a tool to research, organize, evaluate, and communicate information.</p> <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? How do we use the CCSU technology plan 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 Skills? 	<p><u>ADL Educational Technology Learning Plan:</u></p> <p>By June 2012, ADL 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 within the school's focus on differentiated instruction as measured by teacher identified measures of success.</p>

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21ST CENTURY PARTNER-SHI PS	<p><u>Staff, Parent , and Community Involvement and Engagement Needs Statements:</u></p> <p>Improve and focus communication with parents on student learning.</p> <p>Improve connections and increase parent participations and with parents of “at risk” students.</p> <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? • What community businesses and organizations work in partnership with our schools? • What do the partners contribute? • How do we acknowledge their contributions? 	<p>*ADL 21st Century Partnership Goals are Included in the Leadership Section of this Action Plan</p>
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