

CHITTENDEN CENTRAL SUPERVISORY UNION
Center for Technology, Essex
School Action Plan for Continuous Improvement
Needs Assessment and 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	2010-2012 S.M.A.R.T. Goals:																																																																																																																																												
21st CENTURY STANDARDS FOR ALL STUDENTS	<p>CCSU K-12 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="background-color: #ffff00;">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 style="background-color: #ffff00;">ALL</td> <td>75%</td> <td>77%</td> <td>79%</td> <td>81%</td> <td>82%</td> <td>86%</td> </tr> <tr> <td style="background-color: #ffff00;">FRL</td> <td>52%</td> <td>51%</td> <td>56%</td> <td>57%</td> <td>59%</td> <td>62%</td> </tr> <tr> <td style="background-color: #ffff00;">IEP</td> <td>15%</td> <td>18%</td> <td>25%</td> <td>26%</td> <td>31%</td> <td>31%</td> </tr> </tbody> </table> <p>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="background-color: #ffff00;">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 style="background-color: #ffff00;">ALL</td> <td>77%</td> <td>73%</td> <td>65%</td> <td>71%</td> <td>70%</td> <td>76%</td> </tr> <tr> <td style="background-color: #ffff00;">FRL</td> <td>55%</td> <td>51%</td> <td>45%</td> <td>44%</td> <td>48%</td> <td>49%</td> </tr> <tr> <td style="background-color: #ffff00;">IEP</td> <td>16%</td> <td>20%</td> <td>17%</td> <td>24%</td> <td>17%</td> <td>29%</td> </tr> </tbody> </table> <p><i>Writing*</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="background-color: #ffff00;">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 style="background-color: #ffff00;">ALL</td> <td>58%</td> <td>62%</td> <td>50%</td> <td>57%</td> <td>65%</td> <td>63%</td> </tr> <tr> <td style="background-color: #ffff00;">FRL</td> <td>36%</td> <td>46%</td> <td>24%</td> <td>31%</td> <td>40%</td> <td>36%</td> </tr> <tr> <td style="background-color: #ffff00;">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="background-color: #ffff00;">Science</th> <th>2008</th> <th>2009 CURRENT</th> <th>2010 TARGET</th> </tr> </thead> <tbody> <tr> <td style="background-color: #ffff00;">ALL</td> <td>45%</td> <td>47%</td> <td>50%</td> </tr> <tr> <td style="background-color: #ffff00;">FRL</td> <td>19%</td> <td>26%</td> <td>24%</td> </tr> <tr> <td style="background-color: #ffff00;">IEP</td> <td>11%</td> <td>5%</td> <td>17%</td> </tr> </tbody> </table> <p>Narrow and close achievement gaps for all underperforming subgroups in all CCSU schools.</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> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="background-color: #ffff00;">Reading</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2011 Target</th> </tr> </thead> <tbody> <tr> <td style="background-color: #ffff00;">ALL</td> <td>46%</td> <td>54%</td> <td>*</td> <td>60%</td> </tr> <tr> <td style="background-color: #ffff00;">FRL</td> <td>*</td> <td>*</td> <td>*</td> <td></td> </tr> <tr> <td style="background-color: #ffff00;">IEP</td> <td>*</td> <td>*</td> <td>*</td> <td></td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="background-color: #ffff00;">Math</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2011 Target</th> </tr> </thead> <tbody> <tr> <td style="background-color: #ffff00;">ALL</td> <td>11%</td> <td>17%</td> <td>*</td> <td>21%</td> </tr> <tr> <td style="background-color: #ffff00;">FRL</td> <td>*</td> <td>*</td> <td>*</td> <td></td> </tr> <tr> <td style="background-color: #ffff00;">IEP</td> <td>*</td> <td>*</td> <td>*</td> <td></td> </tr> </tbody> </table> <p>2010-2012, work with DOE to obtain data in a timely manner.</p> <p>2010-2012, continue our efforts to provide students with practice and instruction designed to improve performance as measured by lesson plans and documented activities by Math and English teachers in technical programs and in “pull out” classes.</p> <p>By January 2011, complete the linear study detailing the NECAP performance scores for students.</p> <p>By May 2011, complete revisions of the curriculum in the Pre Technical program to improve the academic rigor and relevance in Math, English, Science and Social Studies. [An on-going effort to write the curriculum began in Spring 09 and will conclude in the Spring of 2011.]</p> <p>By January 2012, post documented outcomes for students. By April 2012, meet or exceed State defined targets for student achievement on the NECAP tests, as measured by the 2011 NECAP results.</p> <p>By April 2012, improve the performance of all underachieving students in the content areas and to further analyze performance in persistently low sub-topics as measured by 2011 NECAP results.</p>	Reading	2007	2008	2009	2011 Target	ALL	46%	54%	*	60%	FRL	*	*	*		IEP	*	*	*		Math	2007	2008	2009	2011 Target	ALL	11%	17%	*	21%	FRL	*	*	*		IEP	*	*	*	
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	<p>CCSU K-12 Equity (Student Demographics) Needs Statements:</p> <p>Hold and communicate high expectations for achievement for all students (<i>no 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.</p> <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 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>Equity (Student Demographics):</p> <p>By September 2010, establish practices, activities and procedures that promote improved achievement of CTE students in each of the above areas as measured by data provided to parents, staff and the general public on a regular basis.</p> <p>By June 2010, review state data on technical skill assessment (number and percent of students who pass state approved assessments), placement of technical education concentrators (post secondary, employment, military), non-traditional participation and completion, number of concentrators who earned industry recognized credentials, and number of concentrators who earned transcribed college credits.</p> <p>By June 2011 and again in June 2012, document progress and detail next steps for improvement.</p>
<p>21ST CENTURY LEADERSHIP</p>	<p>CCSU K-12 Leadership Needs Statements:</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>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>Leadership:</p> <p>2010-2012, monitor the responsiveness of professional learning opportunities in developing a deeper understanding of the components of “Universal Classroom” and how the components respond to the achievement and social and emotional needs of CTE students.</p> <p>By June 2011, provide extensive professional development to all CTE staff on the new student data management system (PowerSchool) as measured by professional development activity agendas and products developed in the activities.</p> <p>By June 2011, draft and implement center-wide common grading procedures, and a common grading scale using the new system (measured by documents developed and presented to parents and students).</p> <p>By June 2012, document PowerSchool implementation activities and next steps for improvements.</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>CCSU K-12 Curriculum, Assessment and Instruction (“Backwards Design”) Needs <u>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>Improve the use of Power Standards-based formative assessments to measure student progress and achievement.</p> <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><u>Curriculum, Assessment and Instruction:</u></p> <p>By January 2011, plan and implement the PowerSchool public portal feature in 50% of CTE program areas.</p> <p>By January 2011, review and plan a two year process to address all aspects of the May 2010 NEASC report for accreditation with all staff.</p> <p>By April 2011, develop a plan with timelines and deliverables for all CTE programs for recommended uses for the portal feature.</p> <p>By January 2012, document public portal activity in all CTE programs.</p> <p>By January 2012, document steps taken to address the NEASC report with all staff.</p>
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21ST CENTURY SUPPORT SYSTEMS: LEARNING ENVIRONMENTS
 CORE SUBJECTS AND 21ST CENTURY THEMES: CIVIC AND HEALTH LITERACY

CCSU K-12 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).

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:

2010 to 2012, improve opportunities to engage student voices in the creation of safe and respectful 21st century learning environments that promote multiple literacies (i.e. civic, digital, economic, social, emotional, and aesthetic).

By June 2011, review all NEASC and other available data (Youth Behavior Risk Survey, state data).

By September 2012, implement a plan with staff, parent, and student input to establish and implement activities meant to improve school atmosphere and climate.

By June 2012, document progress on school climate and detail next steps for continuous improvement.

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	<p>CCSU K-12 Educational Support System Needs Statements:</p> <p>Improve the alignment of educational supports with the broader K-12 reform initiatives, within a shared design framework, to provide for more seamless student support in achieving standards.</p> <p>Essential Questions to Guide Action Planning:</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>Educational Support System:</p> <p>By October 2010, review the NEASC report in order for the student services team to address all recommendations made by the May 2010 visiting team.</p> <p>By June 2011 and June 2012, document improvements made and detail next steps for continuous improvement.</p>
<p>21st CENTURY STUDENT OUTCOMES: INFORMATION, MEDIA, AND TECHNOLOGY SKILLS – INFORMATION LITERACY, MEDIA LITERACY, AND ICT LITERACY</p>	<p>Information, Communication, and Educational Technology Literacy Needs Statements:</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>Essential Questions to Guide Action Planning:</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>CTE Technology Goals are included above in all sections related to implementing the PowerSchool student management system and utilizing it as a means to document student progress and communicate with parents.</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>By June 2011, annually determine our effectiveness in encouraging, promoting, and supporting parent involvement and community partnerships by implementing the parent portal in the Powerschool software and documenting this for each CTE program.</p>
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