

CHITTENDEN CENTRAL SUPERVISORY UNION
Essex High School
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>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: yellow;">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: yellow;">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: yellow;">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: yellow;">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: yellow;">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: yellow;">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: yellow;">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: yellow;">IEP</td> <td>16%</td> <td>20%</td> <td>17%</td> <td>24%</td> <td>17%</td> <td>29%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="background-color: yellow;">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: yellow;">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: yellow;">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: yellow;">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: yellow;">Science</th> <th>2008</th> <th>2009 CURRENT</th> <th>2010 TARGET</th> </tr> </thead> <tbody> <tr> <td style="background-color: yellow;">ALL</td> <td>45%</td> <td>47%</td> <td>50%</td> </tr> <tr> <td style="background-color: yellow;">FRL</td> <td>19%</td> <td>26%</td> <td>24%</td> </tr> <tr> <td style="background-color: yellow;">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? 	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	<p><u>CCSU K-12 Equity (Student Demographics) Needs Statements:</u></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><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>Between April and August of 2010-2012, improve resources for the successful transition of grade 8 to grade 9 for academically at risk students from all sending schools, as measured by communication of transition programs, evaluation of transition resources, student management data systems information, and student, teacher, and parent surveys.</p> <p>By September 2011, add required grade 9 science class to Freshmen Core, with 100% of freshmen participating, as measured by freshman registration.</p> <p>By September 2011, increase access to Algebra 1 in the Freshman Core by collapsing two levels of Pre-Algebra into one and increasing access to math lab, as measured by Freshman schedules and FTE re-allocation.</p> <p>By September 2012, increase access to Algebra 1 as a minimum requirement in the Freshman Core to 100%, as measured by freshman registration.</p> <p>By September 2012, increase scheduled access to Core Learning Time through literacy lab and STEM lab core extensions, aligned with math and literacy lab practices, as measured by Freshman schedules and FTE re-allocation.</p>
21ST CENTURY LEADERSHIP	<p><u>CCSU K-12 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>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 September 2010, implement initial portals of Power School, our upgraded student data base system, as measured by teacher, staff, and administrative trainings, and follow-up timelines.</p> <p>By September 2010, 2011, and 2012, align and communicate Student Advisory Committee, Student Government, and all PLCs charges and goals to increase student and teacher input and decision-making opportunities, as measured by administrative review of goals and student surveys.</p> <p>By September 2010, determine a communication plan for NEASC standards and accreditation, as measured by the implementation of the communication plan.</p> <p>By November 2010, identify teacher leaders to chair NEASC Committees for the upcoming accreditation and evaluation process, as measured by committee charges and timelines.</p> <p>By June 2011, utilize all portals of Power School as assigned, as measured by completion of trainings, follow-up timeline, and implementation evaluation.</p>

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21ST CENTURY SUPPORT SYSTEMS: CURRICULUM, AND INSTRUCTION; CORE SUBJECTS AND 21ST CENTURY THEMES; LIFE AND CAREER SKILLS; LEARNING AND INNOVATION SKILLS

CCSU K-12 Curriculum, Assessment and Instruction (“Backwards Design”) Needs

Statements:

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 the use of Power Standards-based formative assessments to measure student progress and achievement.

Essential Questions to Guide Action Planning:

- 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?

Curriculum, Assessment, and Instruction:

By September of 2010, 2011, and 2012, charge departments with ensuring the development, monitoring, and evaluation of improvement strategies focused on subcategories identified in March and September NECAP (reading, math, writing, and science) analysis, as measured by administrative and department review of strategic improvement goals, course grades, key metrics, and annual NECAP results.

READING	Word ID & Voc	Literary	Info <i>(Reading in the Content Areas)</i>	Initial Und	A & I <i>(Reading in the Content Areas)</i>
2009-2010	79%	68%	70%	79%	63%

MATH	N & O	G & M	F & A	D, S & P
2009-2010	43%	48%	61%	46%

WRITING	Response to Text <i>(Writing Across the Curriculum)</i>	Informational <i>(Writing Across the Curriculum)</i>	Expressive
2009-2010	54%	60%	58%

SCIENCE	Phys Sci	Earth Space Sci	Life Sci	Inquiry
2008-2009	67%	60%	60%	59%

By January 2012, increase implementation of formative assessment measures in 100% of Essex High School classes, as measured by administrative and department review of goal setting and classroom observations.

By June 2012, increase implementation of differentiated instruction as standard practice when planning instruction and in curriculum delivery to 100% of Essex High School teachers, as measured by administrative and department review of goal setting and classroom observations.

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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:

By September 2010, September 2011, and September 2012, work with Essex Police and Central Office to reduce baseline behaviors by ten percent for EHS students who were offered, sold, or given illegal drugs on school property, as measured by our school based discipline data, SAP reporting, and Youth Risk Behavior Survey 2011 results.

By September 2010, increase the students' perception of risks associated with regular marijuana use / abuse from 46% to 54 % by placing emphasis in our Health Classes on instruction on the risks associated with regular marijuana use / abuse, as measured by revised curriculum, local discipline data, and the 2011 Youth Risk Behavior Survey results.

By September 2010, assign a minimum of three students to each PLC to work with teachers and administrators to provide necessary student input concerning social and emotional as well as academic goal-setting and decision making, as measured by inclusiveness of charges, goals, action steps, and student surveys.

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	<p><u>CCSU K-12 Educational Support System Needs Statements:</u></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><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 June 2011 and June 2012, increase the number of students passing year- long class for those students participating the Response to Failure program by ten % annually, as measured by final grade tabulation at the end of June.</p> <p>By June 2011, determine the effectiveness of the summer math transition program and the literacy and math labs, as measured by the % of students earning CORE credits at the end of the 2011 school year (as compared to baseline % of freshmen entering September in 2010).</p>
<p>21st CENTURY STUDENT OUTCOMES: INFORMATION, MEDIA, AND TECHNOLOGY SKILLS – INFORMATION LITERACY, MEDIA LITERACY, AND ICT LITERACY</p>	<p><u>CCSU K-12 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>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 (<i>measurement is Goal 5</i>).</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 (<i>measurement is Goal 5</i>).</p> <p>EHS Focus-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 (<i>measurement is Goal 5</i>).</p> <p>EHS Focus - 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 (<i>measurement is Goal 5</i>).</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>

CHITTENDEN CENTRAL SUPERVISORY UNION
Essex High School
School Action Plan for Continuous Improvement
Needs Assessment and S.M.A.R.T. Goals
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21ST CENTURY PARTNER-SHIP	<p>CCSU K-12 Staff, Parent , and Community Involvement and Engagement Needs</p> <p><u>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 September 2010, 2011, 2012 , expand standards-based snapshots by department/academy/program etc. that highlight student work and inform parents of the standards as a part of open-house events, as measured by open-house agendas and parent feedback on open house.</p> <p>By October 2010, increase parent conference attendance of parents of FRL students from 34 % to over 50%, as measured by teacher collection of participation data.</p> <p>By October 2012, assess the preliminary impact of the Power School parent portal on parent teacher conference attendance, as measured by parent portal access and teacher collection of participation data.</p> <p>By June 2012, provide expanded educational opportunities for parents in order to meet identified needs, which may include parenting styles and practices, expectations for student behavior (including acceptable use policy), academic performance, , and/or other Prevention/Wellness, health issues, as measured by increase in number of parent offerings and parent attendance.</p>
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