

THOMAS FLEMING SCHOOL 2009-2010 SCHOOL ACTION AND PROFESSIONAL DEVELOPMENT PLAN

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Fleming PTO Reviewed

“One Plan Planning”
CCSU Comprehensive Plan for Continuous Improvement
S.M.A.R.T. Goals and Action Steps
THOMAS FLEMING SCHOOL ACTION PLAN
GRADES 4 and 5
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	Thomas Fleming S.M.A.R.T. Steps (School Action Plan for 2009-2010)
21st CENTURY STANDARDS FOR ALL STUDENTS	<p><u>Student Achievement</u></p> <p>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 January 2010, increase the % of FRL students that meet or exceed the standard in reading and math by 20% as measured by the 2009NECAP.</p> <p>*By January 2010 develop school based plans to address the need to improve the performance of all students in science as measured by the NECAP Science Assessment in Spring of 2011.</p> <p>*By October 2009, implement school-based AYP plans to improve the performance of students with disabilities in reading and math by 10% as measured by the 2009 NECAP, reporting progress to the Superintendent and the EJ Prudential Committee in December and March.</p>
	<p><u>Equity (Student Demographics)</u></p> <p>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>By October 2009 develop a plan to increase the daily access and use of learning resources available in our Fleming School Learning Center. Include in the plan possible ways to make the learning center literacy and technology/media resources available before and after school, evenings, and during school vacations. Plan should include possible budget supports.</p> <p>By December 2010 collaborate to establish an Essex Junction Schools Transition Impact Task Team to begin to examine data between sending and receiving schools and explore the challenges and successes indicated by the continuum of student performance data. The Transition Task Team will examine practices which might be correlated to patterns revealed by cohort group data analysis.[In 2011 develop specific action steps to improve performance of students during their first year of learning in the receiving district school.(ie. Fourth/sixth grade) (use new data software)</p> <p>By November 2009 audit students’ weekly opportunities to engage in individual reading and writing tasks. Analyze the results of this literacy audit and determine any possible changes in classroom/school practice.</p>

21 ST CENTURY LEADERSHIP	<p>Leadership</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.</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 December 2009 lead the Fleming Professional Learning community in constructing common shared understanding of the beliefs and practices that form the Universal Classroom Framework: supported learning environment, learning communities, a mapped guaranteed, viable curriculum, differentiated instruction, and formative assessment.</p> <p>By August 2009 develop and begin to implement a trimester plan that includes revised curriculum mapping plans and reporting /conferencing plans which align with a trimester systems approach.</p> <p>By February 2010, establish “teacher learning walks” within and beyond Fleming School to gather evidence of best UC practices. Participation and performance of students receiving FRL support will be given focused attention.</p> <p>By October 2009, determine lead teachers to facilitate common formative assessment work in the three focal content areas: language arts, science, and math).</p>
21 ST CENTURY SUPPORT SYSTEMS; STANDARDS AND ASSESSMENT; CURRICULUM, AND INSTRUCTION; CORE SUBJECTS AND 21 ST CENTURY THEMES; LIFE AND CAREER SKILLS; LEARNING AND INNOVATION SKILLS	<p>Curriculum, Assessment and Instruction (“Backwards Design”)</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 April 2010, align constructed response to support assessment of curriculum power standards and indicators (UC)</p> <p>By March 2010, collect benchmarks for key skill areas and developmental levels (language arts, science, and math).</p> <p>*By February 2010, data team convenes to examine common assessment results, examine strengths and challenges, and develops appropriate instructional directions based on patterns of student performance.</p> <p>*By March 2010, use results to differentiate instruction (UC) for several levels of performance in each grade level.</p> <p>By November 2009, develop a common language and common formative assessment (UC) prompts for evaluating student performance in language arts, science, and math. (SOP)</p> <p>By December 2009, adapt established constructed response rubrics (Westford) and align rubrics with lower grade criteria (performance continuum).</p>

			<p>By January 2010, administer common assessment prompts by grade level in targeted area(s) and calibrate to collaboratively score student work across grade levels.</p> <p>By January 2010 establish a cross school grading and reporting action team (eg. SDI) with the goal of developing new ways to utilize technology to monitor student learning progress and to report that progress to parents that is power standards reflective and communicated in a manner that is meaningful and understood by our students' parents/guardians.</p> <p>By June 2010 revamp grade level curriculum maps in literacy,math,science,health,world language, and social studies to ensure alignment with CCSU standards, and align with a trimester schedule plan.</p> <p>*By September 2009, math teachers will work in collaboration with math specialist to continue to develop and refine a math service delivery plan that is differentiated within each classroom learning space, gives all students access to rich math instruction, and follows an inclusion based model. Students whose identified and monitored needs cannot be fully met in a differentiated classroom math program are provided "double dosing" interventions for support or enrichment.</p>
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	<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 September 2009, use the Fleming Professional Learning Community (UC) model (e.g.Fleming Data team, FAP teams, FEST) to focus faculty in improving student performance in constructed responses in the classroom in language arts, science, and math (short answer):</p> <ul style="list-style-type: none"> • Develop a clear definition – exit outcome/standard for constructed response • Compile resources for specific skill development • Determine best practices in instruction based on information gained from assessments, and drawn from Professional Learning Community discussions (e.g., model marking up text across the curriculum) • Plan multiple opportunities to respond to additional prompts • Agree on number of tasks to be assigned over defined periods of time • By January2009, provide training in establishing formative assessment systems to measure learning progress over time in targeted power standards. <p>By August 2009, implement a plan to provide monthly opportunities for FAP teams to meet to advance their professional learning and support improvement of formative assessment and instruction practices in all classrooms.</p> <p>By June 2010 conduct comprehensive school trainings on differentiated instruction and progress monitoring.</p> <p>*By June 2010 offer Fleming staff PD learning opportunities that expand the focus of creativity in teaching and learning. (Daniel Pink, <i>Six Senses of the Conceptual Age</i>) (Sir Ken Robinson, <u>The Element, How Finding Your Passion Changes Everything.</u></p>
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<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> <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 May 2010 offer students opportunities to facilitate student led conferences to demonstrate their learning progress during the year of learning. Students will keep a portfolio of their learning work across all curriculum areas where instruction is provided.</p> <p>By June 2010 effectively host an evacuation of Summit Street School to Fleming School that supports safety and learning about safety for both the school communities.</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 January 2010 offer PLC discussion opportunities concerning Fleming School’s grading practices, homework expectations, report card criteria, conferences, and the planned establishment of a trimester system.</p> <p>By June 2010 evaluate and adjust where necessary the FEST system to best align with a Universal Classroom and Supported Learning Environment beliefs and practice.</p>
<p>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> <p>Prepare students to meet 21st Century demands for information, communication, and technological literacy.</p> <p>Increase awareness of the ethical/legal issues surrounding the access and use of information.</p> <p>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.</p> <p>Articulate a vision for using technology as a tool to research, organize, evaluate, and communicate information.</p>	<p><i>(See CCSU 2009-2012 Technology Plan)</i></p>	<p>By September 2009 continue to implement a differentiated professional learning plan to advance and support all Fleming educators’ knowledge, skills and effective use of technology in their work. (Educational Technologist, IT, Tech needs survey/CCSU TECH ACTION PLAN)</p> <p>By December 2009 develop a three year educational technology resource plan and budget plan with input from faculty, staff and student technology supported learners.</p> <p>By June 2010 develop a plan to increase students’ access to and appropriate 21st century learning focused use of technology within the school and from home to school.</p>