

CHITTENDEN CENTRAL SUPERVISORY UNION
Hiawatha Elementary 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>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 AREA 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>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></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><small>*2009 Results are for grade 11 only. No results were reported for 5 and 8 in 2009.</small></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>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. <i>to improve student achievement.</i></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%		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>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>66%</td> <td>68%</td> <td>69%</td> <td>82%</td> <td>75%</td> <td>77%</td> <td>79%</td> </tr> <tr> <td>FRL</td> <td>33%</td> <td>39%</td> <td>44%</td> <td>53%</td> <td>55%</td> <td>57%</td> <td>59%</td> </tr> <tr> <td>IEP</td> <td>++</td> <td>++</td> <td>++</td> <td>++</td> <td>20%</td> <td>30%</td> <td>50%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>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>67%</td> <td>66%</td> <td>69%</td> <td>75%</td> <td>75%</td> <td>77%</td> <td>79%</td> </tr> <tr> <td>FRL</td> <td>33%</td> <td>39%</td> <td>44%</td> <td>53%</td> <td>55%</td> <td>57%</td> <td>59%</td> </tr> <tr> <td>IEP</td> <td>++</td> <td>++</td> <td>++</td> <td>++</td> <td>40%</td> <td>45%</td> <td>50%</td> </tr> </tbody> </table> <p>Aggregate student achievement averages (end of second grade and end of third grade scores) at Hiawatha Elementary School will increase from 75% in reading and math to 79% as measured by the Fall 2011 New England Common Assessment Program.</p> <p>Disaggregated FRL student achievement averages will increase from 55% in reading and math to 59% as measured by the Fall 2011 New England Common Assessment Program.</p> <p>Although the number of special education students at Hiawatha are lower than needed for a statistical comparison, we do place significant emphasis on supporting these children. Thus, we have formed a SMART goal for this subgroup of Hiawatha learners. Disaggregated IEP student achievement averages will increase from 20% (reading) & 40% (math) to 50% in reading & math as measured by the Fall 2011 New England Common Assessment Program.</p>	Reading	2005	2006	2007	2008	2009	2010	2011	ALL	66%	68%	69%	82%	75%	77%	79%	FRL	33%	39%	44%	53%	55%	57%	59%	IEP	++	++	++	++	20%	30%	50%	Math	2005	2006	2007	2008	2009	2010	2011	ALL	67%	66%	69%	75%	75%	77%	79%	FRL	33%	39%	44%	53%	55%	57%	59%	IEP	++	++	++	++	40%	45%	50%
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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>Our staff will continue to utilize practices reviewed within our Formative Assessment Project work to provide equal access to learning for all students including differentiated learning based on student interests, student backgrounds, and student readiness.</p> <p>Our staff will work towards identifying and refining common standards of practice that will provide consistent and common teaching & learning approaches between classrooms and across grade levels.</p> <p>Our staff will continue to work as grade level/specialist & school-wide data teams in analyzing student demographic data – and understanding how demographic shifts require changing practices and instructional approaches.</p> <p>Data teams at various levels will be directed to form grade level goals that focus on the narrowing of achievement gaps for individual learners within the classroom setting.</p> <p>Use student demographic and student behavior data to correlate student achievement with student misbehavior.</p> <p>Communicate behavior and learning expectations to all parents in a timely and engaging manner.</p>
21ST CENTURY LEADERSHIP	<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>Provide continued participation in CCSU content area leadership teams.</p> <p>Monthly all-staff dialogues will continue to include teacher leader presentations regarding school and CCSU initiatives.</p> <p>Select staff members will participate in literacy leadership initiatives sponsored at the State level.</p> <p>Select staff members will continue to design, organize, and plan K-3, K-5, and K-8 communication events for parents and other learning community members.</p> <p>Weekly team meetings will focus on changes in practice, including a comprehensive change in the student services’ support model.</p> <p>Provide an opportunity for a Professional Learning Community through participation in the Formative Assessment Project (if funded at the State level for the 2010 – 2011 school year).</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>Curriculum, Assessment and Instruction (“Backwards Design”) Needs Statements:</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>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>Curriculum, Assessment and Instruction:</p> <p>Ongoing work in curriculum mapping including literacy instruction, math instruction, science instruction, social studies instruction, and technology integration. Work will be completed during weekly team meetings.</p> <p>Ongoing student support services’ shift work in supporting the design of Universal Classroom within each grade level.</p> <p>Support specialists’ professional development needs through regular vertical teaming.</p> <p>Implement a trimester report card that is aligned with our currently adopted power standards and power indicators as outlined by our content area leadership teams.</p> <p>Continue to develop and refine Formative Assessment Project strategies such as clear learning indicators, data team analysis work, and team dialogue in supporting a Universal Classroom Design for each classroom.</p> <p>Continue to develop and refine Differentiated Instruction strategies such as daily formative assessment, appropriate grouping of small instructional groups, and provide accessible learning opportunities in supporting a Universal Classroom Design for each Classroom.</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:

Implement recommendations from the December 2009 Howard Center behavior management study that took place at Hiawatha.

Implement a school based Positive Learning Team that supports a positive learning environment before school, after school, within classrooms, in hallways/restrooms, and during lunch/recess for all students.

Conduct regular analysis of school wide behavior data; and use data to inform practices at the classroom and school wide level.

Develop, refine, and communicate school wide expectations & consequences to all children, parents, and staff throughout the school year.

Acknowledge student achievement and model behavior using genuine, authentic responses to children's behavior. Acknowledgments will take place at the individual, small group, classroom, and whole school level.

Refine our regularly scheduled Green Mountain Sing (school assembly) to support our school wide effort in maintaining a Positive Learning Environment for all children.

Design and implement a positive school discipline approach that is clear and consistent for all students.

Develop and communicate a parent/student contract that outlines individual student and parent responsibilities in maintaining civil & respectful behavior while at school.

Create a learning opportunity for children that models appropriate social behavior when resolving conflicts, learning games, & engaging in respectful and age-appropriate play.

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	<p><u>Educational Support System Needs Statements:</u></p> <p>Improve the alignment of educational supports, including Title I in Essex Junction School District, 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><u>Essential Questions to Guide Action Planning:</u></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>Support the shift in our student services' model throughout the school year through regular meetings, work with consultants, periodic assessment focusing on target behaviors, and data analysis of student performance data to 2011.</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><u>Essential Questions to Guide Action Planning:</u></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>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>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>

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21ST CENTURY PARTNER-SHIPS	<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 at all CCSU schools to increase stakeholder engagement in improving student achievement, as measured by parent –teacher conference participation, parent attendance at school events, numbers of participants attending parent meetings, numbers of community partners involved in outreach activities, and agreed-upon parent and community survey tools used to establish baseline data for goal setting.</p> <p><i>In order to measure the effectiveness of communication on an annual basis, the Educational Leadership Team will monitor the practices by which CCSU schools:</i></p> <ul style="list-style-type: none"> * Revise current school newsletters as needed to focus on student work and progress toward meeting standards. *Create standards-based snapshot by grade level, team, department, etc. that highlights student’s work and informs parents of the standards as a part of open-house events. *Share current best practices for active parent, teacher, and community/business members’ participation in key school events. *Provide educational opportunities for parents to meet identified needs which may include parenting styles and practices, expectations for student behavior, academic performance, CCSU Standards, and/or health issues. *Provide orientation and workshop training for parents on scientifically research-based instructional activities in content specific areas as needed.
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