

**CHITTENDEN CENTRAL SUPERVISORY UNION**  
**Summit Street School**  
**School Action Plan for Continuous Improvement**  
**K-12 Needs Assessment and Summit's S.M.A.R.T. Goals**  
**2010 – 2012**

| <b>21<sup>st</sup><br/>Century<br/>Framework</b> | <b>CCSU K-12 Comprehensive Areas Targeted for Improvement:<br/>Administrative Data Analysis and Comprehensive Needs Assessment</b>   | <b>Summit Street School 2010-2012<br/>S.M.A.R.T. Goals:</b> |              |             |              |             |              |             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |      |              |             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |          |      |      |      |      |              |             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |     |    |     |         |      |              |             |     |     |     |     |     |     |     |     |     |     |    |     |  |         |      |      |              |             |           |     |     |     |     |     |      |     |     |     |     |     |     |      |      |      |              |             |           |     |     |     |     |     |      |     |     |     |     |     |      |         |      |      |              |             |           |     |     |     |     |     |      |      |      |      |              |             |           |     |     |     |     |     |      |
|--|--|---|--------------|-------------|--------------|-------------|--------------|-------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|--------------|-------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----------|------|------|------|------|--------------|-------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|----|-----|----|-----|---------|------|--------------|-------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|-----|--|---------|------|------|--------------|-------------|-----------|-----|-----|-----|-----|-----|------|-----|-----|-----|-----|-----|-----|------|------|------|--------------|-------------|-----------|-----|-----|-----|-----|-----|------|-----|-----|-----|-----|-----|------|---------|------|------|--------------|-------------|-----------|-----|-----|-----|-----|-----|------|------|------|------|--------------|-------------|-----------|-----|-----|-----|-----|-----|------|
| <b>21st CENTURY STANDARDS FOR ALL STUDENTS</b>   | <p><b>Student Achievement Needs Statements:</b><br/>         Improve and /or sustain competence in <u>reading</u> achievement (<b>over 80%</b>) (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"> <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><b>FOCUS AREA OF NEED:</b> Improve performance of all underachieving students (29% of CCSU students <b>below proficiency in 2008</b>) 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"> <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> <table border="1"> <thead> <tr> <th>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 (<b>55% of CCSU students below proficiency in 2008</b>) 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"> <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><b>OVERARCHING ACHIEVEMENT IMPROVEMENT NEEDS:</b><br/>         Narrow and close achievement gaps for all underperforming subgroups in all CCSU schools.<br/> <b>EJSD: Improve math support to students through Title I resource allocation.</b><br/> <b>to improve student achievement.</b></p> <p><b>Essential Questions to Guide Action Planning:</b></p> <ul style="list-style-type: none"> <li>• How does the school community communicate high expectations for all students?</li> <li>• Are students able to articulate those expectations and monitor their own achievement?</li> <li>• Have learning and teaching goals to improve achievement been developed and prioritized in school action plans?</li> </ul> | 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><b>Student Achievement:</b><br/> <b>2<sup>nd</sup> Graders Tested at the Beginning of 3<sup>rd</sup> Grade</b></p> <table border="1"> <thead> <tr> <th>Reading</th> <th>2007</th> <th>2008</th> <th>2009 Current</th> <th>2010 Target</th> <th>2011 Goal</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>80%</td> <td>81%</td> <td>90%</td> <td>90%</td> <td>&gt;90%</td> </tr> <tr> <td>FRL</td> <td>62%</td> <td>48%</td> <td>50%</td> <td>55%</td> <td>60%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Math</th> <th>2007</th> <th>2008</th> <th>2009 Current</th> <th>2010 Target</th> <th>2011 Goal</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>80%</td> <td>80%</td> <td>90%</td> <td>90%</td> <td>&gt;90%</td> </tr> <tr> <td>FRL</td> <td>62%</td> <td>45%</td> <td>63%</td> <td>68%</td> <td>&gt;70%</td> </tr> </tbody> </table> <p><b>3<sup>rd</sup> Graders Tested at the Beginning of 4th Grade</b></p> <table border="1"> <thead> <tr> <th>Reading</th> <th>2007</th> <th>2008</th> <th>2009 Current</th> <th>2010 Target</th> <th>2011 Goal</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>83%</td> <td>76%</td> <td>80%</td> <td>89%</td> <td>&gt;90%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Math</th> <th>2007</th> <th>2008</th> <th>2009 Current</th> <th>2010 Target</th> <th>2011 Goal</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>77%</td> <td>77%</td> <td>84%</td> <td>89%</td> <td>&gt;90%</td> </tr> </tbody> </table> <p>By April 2012, sustain or increase the 2009 achievement percentages for students scoring proficient or above in each subject, as measured by the 2011 NECAP test results in reading and math.</p> <p>By April 2012, set aggregate achievement targets based on the 2010 results, for increasing the percentage of students scoring proficient or above in each subject area, as measured by the 2011 NECAP results.</p> | Reading | 2007 | 2008 | 2009 Current | 2010 Target | 2011 Goal | ALL | 80% | 81% | 90% | 90% | >90% | FRL | 62% | 48% | 50% | 55% | 60% | Math | 2007 | 2008 | 2009 Current | 2010 Target | 2011 Goal | ALL | 80% | 80% | 90% | 90% | >90% | FRL | 62% | 45% | 63% | 68% | >70% | Reading | 2007 | 2008 | 2009 Current | 2010 Target | 2011 Goal | ALL | 83% | 76% | 80% | 89% | >90% | Math | 2007 | 2008 | 2009 Current | 2010 Target | 2011 Goal | ALL | 77% | 77% | 84% | 89% | >90% |
| 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%          |             |              |             |              |             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |      |              |             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |          |      |      |      |      |              |             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |     |    |     |         |      |              |             |     |     |     |     |     |     |     |     |     |     |    |     |  |         |      |      |              |             |           |     |     |     |     |     |      |     |     |     |     |     |     |      |      |      |              |             |           |     |     |     |     |     |      |     |     |     |     |     |      |         |      |      |              |             |           |     |     |     |     |     |      |      |      |      |              |             |           |     |     |     |     |     |      |
| Reading  | 2007   | 2008  | 2009 Current | 2010 Target | 2011 Goal    |             |              |             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |      |              |             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |          |      |      |      |      |              |             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |     |    |     |         |      |              |             |     |     |     |     |     |     |     |     |     |     |    |     |  |         |      |      |              |             |           |     |     |     |     |     |      |     |     |     |     |     |     |      |      |      |              |             |           |     |     |     |     |     |      |     |     |     |     |     |      |         |      |      |              |             |           |     |     |     |     |     |      |      |      |      |              |             |           |     |     |     |     |     |      |
| ALL  | 80%  | 81%   | 90%          | 90%         | >90%         |             |              |             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |      |              |             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |          |      |      |      |      |              |             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |     |    |     |         |      |              |             |     |     |     |     |     |     |     |     |     |     |    |     |  |         |      |      |              |             |           |     |     |     |     |     |      |     |     |     |     |     |     |      |      |      |              |             |           |     |     |     |     |     |      |     |     |     |     |     |      |         |      |      |              |             |           |     |     |     |     |     |      |      |      |      |              |             |           |     |     |     |     |     |      |
| FRL  | 62%  | 48%   | 50%          | 55%         | 60%          |             |              |             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |      |              |             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |          |      |      |      |      |              |             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |     |    |     |         |      |              |             |     |     |     |     |     |     |     |     |     |     |    |     |  |         |      |      |              |             |           |     |     |     |     |     |      |     |     |     |     |     |     |      |      |      |              |             |           |     |     |     |     |     |      |     |     |     |     |     |      |         |      |      |              |             |           |     |     |     |     |     |      |      |      |      |              |             |           |     |     |     |     |     |      |
| Math   | 2007   | 2008  | 2009 Current | 2010 Target | 2011 Goal    |             |              |             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |      |              |             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |          |      |      |      |      |              |             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |     |    |     |         |      |              |             |     |     |     |     |     |     |     |     |     |     |    |     |  |         |      |      |              |             |           |     |     |     |     |     |      |     |     |     |     |     |     |      |      |      |              |             |           |     |     |     |     |     |      |     |     |     |     |     |      |         |      |      |              |             |           |     |     |     |     |     |      |      |      |      |              |             |           |     |     |     |     |     |      |
| ALL  | 80%  | 80%   | 90%          | 90%         | >90%         |             |              |             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |      |              |             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |          |      |      |      |      |              |             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |     |    |     |         |      |              |             |     |     |     |     |     |     |     |     |     |     |    |     |  |         |      |      |              |             |           |     |     |     |     |     |      |     |     |     |     |     |     |      |      |      |              |             |           |     |     |     |     |     |      |     |     |     |     |     |      |         |      |      |              |             |           |     |     |     |     |     |      |      |      |      |              |             |           |     |     |     |     |     |      |
| FRL  | 62%  | 45%   | 63%          | 68%         | >70%         |             |              |             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |      |              |             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |          |      |      |      |      |              |             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |     |    |     |         |      |              |             |     |     |     |     |     |     |     |     |     |     |    |     |  |         |      |      |              |             |           |     |     |     |     |     |      |     |     |     |     |     |     |      |      |      |              |             |           |     |     |     |     |     |      |     |     |     |     |     |      |         |      |      |              |             |           |     |     |     |     |     |      |      |      |      |              |             |           |     |     |     |     |     |      |
| Reading  | 2007   | 2008  | 2009 Current | 2010 Target | 2011 Goal    |             |              |             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |      |              |             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |          |      |      |      |      |              |             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |     |    |     |         |      |              |             |     |     |     |     |     |     |     |     |     |     |    |     |  |         |      |      |              |             |           |     |     |     |     |     |      |     |     |     |     |     |     |      |      |      |              |             |           |     |     |     |     |     |      |     |     |     |     |     |      |         |      |      |              |             |           |     |     |     |     |     |      |      |      |      |              |             |           |     |     |     |     |     |      |
| ALL  | 83%  | 76%   | 80%          | 89%         | >90%         |             |              |             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |      |              |             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |          |      |      |      |      |              |             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |     |    |     |         |      |              |             |     |     |     |     |     |     |     |     |     |     |    |     |  |         |      |      |              |             |           |     |     |     |     |     |      |     |     |     |     |     |     |      |      |      |              |             |           |     |     |     |     |     |      |     |     |     |     |     |      |         |      |      |              |             |           |     |     |     |     |     |      |      |      |      |              |             |           |     |     |     |     |     |      |
| Math   | 2007   | 2008  | 2009 Current | 2010 Target | 2011 Goal    |             |              |             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |      |              |             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |          |      |      |      |      |              |             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |     |    |     |         |      |              |             |     |     |     |     |     |     |     |     |     |     |    |     |  |         |      |      |              |             |           |     |     |     |     |     |      |     |     |     |     |     |     |      |      |      |              |             |           |     |     |     |     |     |      |     |     |     |     |     |      |         |      |      |              |             |           |     |     |     |     |     |      |      |      |      |              |             |           |     |     |     |     |     |      |
| ALL  | 77%  | 77%   | 84%          | 89%         | >90%         |             |              |             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |      |              |             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |          |      |      |      |      |              |             |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |    |    |     |    |     |         |      |              |             |     |     |     |     |     |     |     |     |     |     |    |     |  |         |      |      |              |             |           |     |     |     |     |     |      |     |     |     |     |     |     |      |      |      |              |             |           |     |     |     |     |     |      |     |     |     |     |     |      |         |      |      |              |             |           |     |     |     |     |     |      |      |      |      |              |             |           |     |     |     |     |     |      |

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|   | <p><b><u>Equity (Student Demographics) Needs Statements:</u></b></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. 83% of <b>Students with Disabilities</b> score below proficiency in math.</p> <p><i>EJSD: Improve math support to students through Title I resource allocation.</i></p> <p><b>Essential Questions to Guide Action Planning:</b></p> <ul style="list-style-type: none"> <li>• <b>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?</b></li> <li>• <b>What evidence persists that they do not, and is that evidence addressed in school action plans?</b></li> </ul>  | <p><b><u>Equity (Student Demographics):</u></b></p> <p>By December 2010, create a profile for each student within each vertical K-3 team including the learning style, interests, demographic, and academic data, as measured by base line progress scores and teacher/team-reported differentiated programming.</p> <p>By December 2010 and March 2011, implement a continuum of learning within each (K-3) vertical team, as measured by curriculum maps developed, posted and shared by each grade level educator.</p> <p>By June 2011, implement a reading and math, benchmark-based progress monitoring system for FRL students, as measured by tools that document identified targets and measurable interventions that are implemented with fidelity.</p> <p>By June 2011, implement a reading and math, benchmark-based progress monitoring system for IEP students, as measured by tools that document identified targets and measurable interventions that are implemented with fidelity.</p> <p>By June 2011, implement a reading and math, benchmark-based progress monitoring system for other at-risk students, as measured by tools that document identified targets and measurable interventions that are implemented with fidelity.</p> <p>By May 2012, determine the effectiveness of benchmark-based progress monitoring systems, as measured by standards-based progress reports (over time).</p> |
| <b>21<sup>ST</sup> CENTURY LEADERSHIP</b> | <p><b><u>Leadership Needs Statements:</u></b></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><b>Essential Questions to Guide Action Planning:</b></p> <ul style="list-style-type: none"> <li>• <b>In what ways does the Central Office support the school’s teacher leaders and administrators in their school improvement efforts?</b></li> <li>• <b>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?</b></li> <li>• <b>In what ways has the ELT established a culture of trust and institutionalized a commitment to continuous improvement and accountability for performance?</b></li> <li>• <b>How is distributed leadership demonstrated and what evidence do we have that it is effective?</b></li> </ul> | <p><b><u>Leadership:</u></b></p> <p>By August 2010, begin communication to stakeholders Summit’s focused improvement initiatives based on data analysis, as measured by materials presented/available at School Report Night, PTO presentations, web page documentation, posted goals within school house (so that targets are visible).</p> <p>By June 2011, implement distributed roles and responsibilities within vertical teams that facilitate student- centered decision making, communication, collaboration, and co-teaching opportunities, as measured by team documentation (agenda, minutes) of fully implemented components of Universal Classroom.</p> <p>By June 2011, establish weekly learning specialists meetings to analyze student progress, share expertise and build capacity across vertical teams to ensure individual student academic, social, physical and emotional needs are met, as measured by a monitoring chart maintained by each team.</p>  |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">21<sup>ST</sup> CENTURY SUPPORT SYSTEMS: CURRICULUM, AND INSTRUCTION; CORE SUBJECTS AND 21<sup>ST</sup> CENTURY THEMES; LIFE AND CAREER SKILLS; LEARNING AND INNOVATION SKILLS</p> | <p><b>Curriculum, Assessment and Instruction (“Backwards Design”) Needs Statements:</b></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.</i><br/> <i>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><b>Essential Questions to Guide Action Planning:</b></p> <ul style="list-style-type: none"> <li>• Is there a supervisory union curriculum that is aligned with national and state standards and grade expectations?</li> <li>• Do all teachers use the curriculum in planning instruction?</li> <li>• Is there a process to ensure that curriculum is fully implemented?</li> <li>• 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?</li> <li>• To what extent are all students engaged in learning?</li> <li>• Are assessments designed to measure performance in ways that advance learning through the development of critical thinking and problem solving skills?</li> <li>• How is assessment data used to drive instructional practice and address student needs during the learning?</li> </ul> | <p><b>Curriculum, Assessment and Instruction:</b></p> <p>By June 2011, implement a standards-based progress report for each trimester with benchmarked evidence consistently reported by calibrated educators within each grade level, as measured by standards based reports and common evidence-based portfolios.</p> <p>By June 2011, document the implementation of differentiated instructional methods aligned with Universal Classroom, as measured by student-centered programming based on student learning profiles.</p> <p>By June 2012, support students’ articulation of standard-based learning goals as well as the indicators that mark their progress, as measured by agendas for student-led conferences.</p> |
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21<sup>ST</sup> CENTURY SUPPORT SYSTEMS: LEARNING ENVIRONMENTS  
 CORE SUBJECTS AND 21<sup>ST</sup> 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 <sup>th</sup> grade | 9 <sup>th</sup> grade | 10 <sup>th</sup> grade | 11 <sup>th</sup> grade | 12 <sup>th</sup> 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 <sup>th</sup> 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?

**Educational Support System Needs Statements:**

**Safe , Healthy, Student-Centered Learning Environments:**

By August 2010, identify and respond to training needs and opportunities, based on analysis of data sets, for creating and maintaining safe and healthy school environments at Summit Street School with the CCSU Prevention/Wellness Coordinator, as measured by the coordinator's monthly Prevention and Wellness activity reports and subsequent data sets.

By June 2011, support the design of a natural playground that includes suggestions from students, educators, parents and community members that promotes healthy outdoor activity, as measured by photorealistic design.

By June 2011, increase capacity in supporting respectful learning communities by implementing the Responsive Classroom "buddy system" across Summit Street School, as measured by system design and implementation records.

**Educational Support System:**

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|  | <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><b>Essential Questions to Guide Action Planning:</b></p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• What structures are in place for serving special populations (e.g., ELL, Title I, special education, academically talented) students?</li> <li>• To what extent are staff members trained to meet the needs of these special populations?</li> <li>• 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?</li> </ul>   | <p>By June 2011, implement a progress monitoring system for each vertical team that tracks the progress of each student within the team, as measured by team charts that display data results, intervention, monitoring, and instructional adjustments.</p> <p>By June 2011, establish educational teams (vertical, grade level, and learning specialists) that regularly analyze student data/work to inform instruction and ensure progress, as measured by documentation of team activity.</p> <p>By June 2011, establish an integrated collaborative consultation system within each vertical team, as measured by documentation of data analysis results, implemented interventions, and student outcomes.</p> <p>By June 2011, implement differentiated technology applications for students who nearly meet, just meet, and do not meet benchmarks in reading and mathematics so that progress is tracked and ensured, as measured by documentation on student profile.</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>21<sup>st</sup> CENTURY STUDENT OUTCOMES: INFORMATION, MEDIA, AND TECHNOLOGY SKILLS – INFORMATION LITERACY, MEDIA LITERACY, AND ICT LITERACY</b></p> | <p><b><u>Information, Communication, and Educational Technology Literacy Needs Statements:</u></b></p> <p>Improve the preparation of students to meet 21<sup>st</sup> 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 21<sup>st</sup> Century Skills or vision for using technology as a tool to research, organize, evaluate, and communicate information.</p> <p><b>Essential Questions to Guide Action Planning:</b></p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• To what extent do we have a shared and common definition and set of expectations with respect to 21<sup>st</sup> Century Skills?</li> </ul> | <p><b><u>TECHNOLOGY PLAN GOALS:</u></b></p> <p>By May 2011, showcase differentiated learning examples utilizing information and communication technologies that reflect student interests, learning styles, independence and collaborative engagement within a global perspective, as measured by student presentations of learning during student-led conferences</p> <p>By June 2011, showcase school and classroom standards-based learning opportunities, as measured by newsletters, digital stories, special projects, photos of learning, announcements of celebrations of learning, class web pages, etc.</p>  |

**CHITTENDEN CENTRAL SUPERVISORY UNION**  
**Summit Street School**  
*School Action Plan for Continuous Improvement*  
**K-12 Needs Assessment and Summit's S.M.A.R.T. Goals**  
**2010 – 2012**

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| 21 <sup>ST</sup> CENTURY PARTNER-SHI PS | <p><b><u>Staff, Parent , and Community Involvement and Engagement Needs Statements:</u></b></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><b><i>Essential Questions to Guide Action Planning:</i></b></p> <ul style="list-style-type: none"> <li>• To what extent do CCSU schools maintain positive relationships with parents and communicate frequently about students?</li> <li>• What community businesses and organizations work in partnership with our schools?</li> <li>• What do the partners contribute?</li> <li>• How do we acknowledge their contributions?</li> </ul> | <p>By October 2010, present standards-based snapshots by educators as part of curriculum night so that parents are informed of the standards, as measured by agenda provided to principal.</p> <p>By June 2011, encourage, promote, and support parent involvement, as measured by parent –teacher conference participation, parent attendance at school events, and numbers of participants attending parent meetings.</p> <p>By June 2011, focus school newsletters on student work and progress toward meeting standards, as measured by documented newsletters on web page.</p> |
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