

**WESTFORD SCHOOL
2009-2010 SCHOOL ACTION
and
PROFESSIONAL
DEVELOPMENT PLAN**

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Action Planning Team: School Faculty & CCSU Administration

“One Plan Planning”
CCSU Comprehensive Plan for Continuous Improvement
Westford Elementary School
S.M.A.R.T. Goals and Action Steps
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	Westford Elementary School School-Based S.M.A.R.T. Steps
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 February 2010, review 2009 NECAP writing data in comparison with local formative assessment data (Writing Prompt).</p> <p>By February 2010, review 2009 NECAP math data to determine accuracy of target for 2010 Smart Goal.</p> <p>By May 2010, collaboratively set student achievement targets for the annual Action Plan with school and CCSU faculty and staff.</p> <p>By February 2011, increase the percentage of students scoring at proficiency or higher on the NECAP in the area of writing by 12 %</p> <p>By February 2011, increase the percentage of students scoring at proficiency or higher on the NECAP in the area of math by 9 %</p> <p>By November 2009, conduct data analysis of 2008 and 2009 NECAP Science results in order to identify achievement targets.</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 December 2009, examine student performance data in the areas of mathematics, writing and science specific to students who have IEPs, EST plans, receive mental health support services, and/or are identified as eligible for free or reduced lunch.</p> <p>By February 2010, identify differentiated instructional strategies for responding to the needs of students who have IEPs, EST plans, receive mental health support services, and/or are identified as eligible for free or reduced lunch.</p>

21 ST CENTURY LEADERSHIP	<p><u>Leadership</u></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 September 2009, establish distributed representation (K-8) on CCSU curricular leadership teams.</p> <p>By September 2009, establish communication protocol that provides an input and feedback loop for teachers serving on CCSU curricular leadership teams.</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><u>Curriculum, Assessment and Instruction (“Backwards Design”)</u></p> <p>Improve equitable access to challenging curriculum.</p> <p>Expand the use of research-based differentiated instructional methods aligned with “Universal Classroom” to support all students in reading and writing across the curriculum, as well as math and science.</p> <p>Improve 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 June 2010, expand K-8 formative writing assessment:</p> <ul style="list-style-type: none"> • Use a variety of standardized prompts • Adapt assessment tools based on curricular goals • Use disaggregated data to identify and support successful teaching strategies. <p>By June 2010, pilot the use of the Connected Math Program to teach algebraic concepts in Grade 8</p> <ul style="list-style-type: none"> • Integrate sections of five different units into Algebra unit plans. • Use formative and summative assessments to measure student learning during this pilot program.
21 ST CENTURY SUPPORT SYSTEMS: PROFESSIONAL DEVELOPMENT	<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 June 2010, provide professional development on the topic of Guided Reading through an on-going, needs-based, consultative model.</p> <p>By June 2010, provide professional development on the topic of Differentiated Instruction through a training session(s) and an on-going study group.</p> <p>By June 2010, provide multiple opportunities for differentiated technology training of staff at a variety of times including before, during, and after school as well as during in-service days.</p>

Professional Development Map for 2009-2010

Name of School: Westford Elementary Planning Team Participants: Westford Elementary School Faculty

21 ST CENTURY SUPPORT SYSTEMS: LEARNING ENVIRONMENTS CORE SUBJECTS AND 21 ST CENTURY THEMES: CIVIC AND HEALTH LITERACY	<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 June 2010, provide staff training on the topic of teaching students with depression.</p> <p>By June 2010, provide staff training on the topic of suicide prevention.</p> <p>By November 2009, research models that provide developmentally appropriate suicide prevention instruction for middle school students.</p> <p>By June 2010, provide developmentally appropriate suicide prevention instruction for students in one of the two middle school teams.</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 August 2009, identify strategies from the Vermont Mason’s CARES model that would improve the performance of Westford’s Educational Support Team.</p> <p>By October 2009, provide training to classroom teachers on methods and procedures being used by the EST in order to provide a Supported Learning Environment for students.</p>

CCSU Ongoing Prof. Learning Forums 2009-2010	August	September	October	November	December	January (Jan. 18th in-service)	February	March	April	May	June Monday Meetings
	<i>CCSU Convocation</i>	Monday Meetings	Monday Meetings	Monday Meetings	Monday Meetings	Monday Meetings	Monday Meetings	Monday Meetings	Monday Meetings	Monday Meetings	
	Pre-service training					Monday Meetings					Post-service training

Essential Questions	<ul style="list-style-type: none"> • How will all students meet or exceed the standards in the areas of math, writing, and science? • How will the faculty improve equitable access to challenging curriculum and close the achievement gaps for students who have IEPs, EST plans, receive mental health support services, and/or are identified as eligible for free or reduced lunch? • How will the faculty improve the distributed K-8 representation on all CCSU curricular leadership teams? • How will the faculty support communication of teacher based work on CCSU curricular leadership teams? • How will middle school math teachers utilize the Connected Math Program to teach algebraic concepts in grade 8? • How will students benefit from formative assessment across curricular areas based on rubrics written from the CCSU Writing Power Standards? • How will the faculty benefit from professional development in the areas of Guided Reading, Differentiated Instruction, and Technology Integration? • What should our academic achievement targets be for the 2009-2010 school year? • How will the faculty benefit from professional development on the topic of teaching students with depression? • How will the faculty benefit from professional development on the topic of suicide prevention? • How will students benefit from increased instruction on the topic of suicide prevention? • How can the performance of the Educational Support Team be improved by utilizing strategies from the Vermont Mason’s CARES program? • How will the faculty benefit from training on methods and procedures being used by the EST in order to provide a Supported Learning Environment for students?
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Content	<ul style="list-style-type: none"> • Connected Math Program and CCSU Mathematics Power Standards • CCSU Power Standards for Math, Writing and Science • Guided Reading support materials • Differentiated Instruction support materials • Vermont Mason’s CARES materials • Best practices in technology integration
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	August	September	October	November	December	January	February	March	April	May	June
Timeline for Evidence/Deliverables	<p>Review 2009 NECAP writing data in comparison with local formative assessment data →</p> <p>Review 2009 NECAP math data to determine accuracy of 2010 Smart Goal →</p> <p>Set annual student achievement targets in collaboration with school and CCSU faculty and staff →</p> <p>Analyze 2008-09 NECAP Science data order to identify achievement targets →</p> <p>Analyze student performance in sub groups →</p> <p>Identify differentiated instructional strategies to meet needs of students in sub groups →</p> <p>Expand K-8 formative writing assessment →</p> <p>Pilot use of Connected Math Program to teach algebraic concepts in Grade 8 →</p> <p>Teachers take part in professional development on the topic of Guided Reading through an on-going, needs-based, consultative model →</p> <p>Teachers take part in professional development on the topic of Differentiated Instruction through an on-going, needs-based, consultative model →</p> <p>Teachers take part in differentiated technology training at a variety of times throughout the year →</p> <p>Teachers and related staff take part in training on the topic of teaching students with depression →</p> <p>Identify strategies from the Vermont Mason's CARES model to improve the performance of Westford's EST →</p> <p>Provide training to classroom teachers on EST methods & procedures →</p>										
Consultants, Trainers, In-house Facilitators, Teacher Leaders	<p>David Davidson, CCSU Educational Technologist</p> <p>Linda Keating, Executive Director of Curriculum, Instruction and Assessment</p> <p>Westford Faculty</p>										
Materials/Resources	<p>Guided Reading support materials</p> <p>Differentiated Instruction support materials</p> <p>Vermont Mason's CARES support materials</p>										