



**Chittenden Central Supervisory Union
WESTFORD ELEMENTARY SCHOOL
Action Plan for Continuous Improvement
Needs Assessment and S.M.A.R.T. Goals
2010 – 2012**

21 st Century Framework	CCSU K-12 Comprehensive Areas Targeted for Improvement: <i>Administrative Data Analysis and Comprehensive Needs Assessment</i>	2010-2012 WESTFORD ELEMENTARY SCHOOL 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"> <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>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"> <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 (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"> <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>Narrow and close achievement gaps for all underperforming subgroups in all CCSU schools.</p> <p>Essential Questions to Guide Action Planning:</p> <ul style="list-style-type: none"> • How does the school community communicate high expectations for all students? • Are students able to articulate those expectations and monitor their own achievement? • Have learning and teaching goals to improve achievement been developed and prioritized in school action plans? 	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>By September 2010, implement school-based plans to improve the performance of all Westford students including those in sub-groups (students with disabilities and students receiving Free and Reduced Lunch) in critical areas as measured by the NECAP, as measured by reports of progress to the Superintendent at designated times of the school year.</p> <table border="1"> <thead> <tr> <th>Reading</th> <th>2005</th> <th>2006</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>81%</td> <td>80%</td> <td>86%</td> <td>83%</td> <td>82%</td> <td>87%</td> </tr> <tr> <td>FRL</td> <td>60%</td> <td>59%</td> <td>67%</td> <td>60%</td> <td>74%</td> <td>79%*</td> </tr> <tr> <td>IEP</td> <td>++</td> <td>20%</td> <td>36%</td> <td>29%</td> <td>40%</td> <td>45%*</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Math</th> <th>2005</th> <th>2006</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>76%</td> <td>79%</td> <td>84%</td> <td>81%</td> <td>77%</td> <td>84%</td> </tr> <tr> <td>FRL</td> <td>56%</td> <td>59%</td> <td>62%</td> <td>60%</td> <td>70%</td> <td>75%*</td> </tr> <tr> <td>IEP</td> <td>23%</td> <td>20%</td> <td>36%</td> <td>36%</td> <td>27%</td> <td>32%*</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Writing – 5</th> <th>2005</th> <th>2006</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>69%</td> <td>69%</td> <td>64%</td> <td>72%</td> <td>--</td> <td>77%</td> </tr> <tr> <td>FRL</td> <td>++</td> <td>++</td> <td>++</td> <td>++</td> <td>--</td> <td>**</td> </tr> <tr> <td>IEP</td> <td>++</td> <td>++</td> <td>++</td> <td>++</td> <td>--</td> <td>**</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Writing – 8</th> <th>2005</th> <th>2006</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>69%</td> <td>41%</td> <td>74%</td> <td>78%</td> <td>--</td> <td>80%</td> </tr> <tr> <td>FRL</td> <td>++</td> <td>++</td> <td>++</td> <td>++</td> <td>--</td> <td>**</td> </tr> <tr> <td>IEP</td> <td>++</td> <td>++</td> <td>++</td> <td>++</td> <td>--</td> <td>**</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Science – 4</th> <th>2008</th> <th>2009</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>62%</td> <td>56%</td> <td>64%</td> </tr> <tr> <td>FRL</td> <td>++</td> <td>++</td> <td>**</td> </tr> <tr> <td>IEP</td> <td>++</td> <td>++</td> <td>**</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Science – 8</th> <th>2008</th> <th>2009</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>30%</td> <td>30%</td> <td>51%</td> </tr> <tr> <td>FRL</td> <td>++</td> <td>++</td> <td>**</td> </tr> <tr> <td>IEP</td> <td>++</td> <td>++</td> <td>**</td> </tr> </tbody> </table> <p>*Students may be in multiple sub-groups ** Indicates sub groups with numbers too small to publish results or set meaningful targets</p>	Reading	2005	2006	2007	2008	2009	2011	ALL	81%	80%	86%	83%	82%	87%	FRL	60%	59%	67%	60%	74%	79%*	IEP	++	20%	36%	29%	40%	45%*	Math	2005	2006	2007	2008	2009	2011	ALL	76%	79%	84%	81%	77%	84%	FRL	56%	59%	62%	60%	70%	75%*	IEP	23%	20%	36%	36%	27%	32%*	Writing – 5	2005	2006	2007	2008	2009	2011	ALL	69%	69%	64%	72%	--	77%	FRL	++	++	++	++	--	**	IEP	++	++	++	++	--	**	Writing – 8	2005	2006	2007	2008	2009	2011	ALL	69%	41%	74%	78%	--	80%	FRL	++	++	++	++	--	**	IEP	++	++	++	++	--	**	Science – 4	2008	2009	2011	ALL	62%	56%	64%	FRL	++	++	**	IEP	++	++	**	Science – 8	2008	2009	2011	ALL	30%	30%	51%	FRL	++	++	**	IEP	++	++	**
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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.</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>By March 2010 and March 2011, examine student performance data and develop targeted instructional interventions in the areas of mathematics, writing and science specific to students who have IEPs, EST plans, and/or are identified as eligible for free or reduced lunch as measured by school professional development agenda and action items.</p>
<p>21ST CENTURY LEADERSHIP</p>	<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>Essential Questions to Guide Action Planning:</i></p> <ul style="list-style-type: none"> • In what ways does the Central Office support the school’s teacher leaders and administrators in their school improvement efforts? • To what extent does the ELT focus on educational leadership that explores the linkages among educational leadership, improving schools, and positive achievement outcomes for students? • In what ways has the ELT established a culture of trust and institutionalized a commitment to continuous improvement and accountability for performance? • How is distributed leadership demonstrated and what evidence do we have that it is effective? 	<p><u>Leadership:</u></p> <p>By September 2010, establish distributed representation (K-8) on CCSU curricular leadership teams and a communication protocol that provides an input and feedback loop for teachers serving on CCSU curricular leadership teams as measured by professional development agenda, action items, and documentation from leadership team meetings.</p> <p>By December 2010 and October 2011, identify common <u>Differentiated Instruction</u> practices in alignment with “Universal Classroom” that could be observed teachers and administrators in Westford classrooms as measured by school professional development agenda and feedback from ELT walk-throughs.</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><u>Curriculum, Assessment and Instruction (“Backwards Design”) Needs Statements:</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 the use of Power Standards-based formative assessments to measure student progress and achievement.</p> <p><i>Essential Questions to Guide Action Planning:</i></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><u>Curriculum, Assessment and Instruction:</u></p> <p>By March 2010, provide explicit instruction to insure that students in grades four and eight have developed skills in writing constructed responses to questions in the area of Science as measured by professional development agendas and student work samples.</p> <p>By January 2011 and October 2012, analyze grade level curriculum delivery plans to identify and implement opportunities for purposeful integration of inquiry based science curriculum with other content areas as measured by professional development agendas, lesson/unit plans, and student work samples.</p> <p>By March 2011, provide students with additional practice in data representation and analysis in mathematics, science, and other classes to create relevant alignment of skills associated with the scientific method and overall scientific literacy in multiple content areas as measured by administrator walk-throughs, student work samples, and teacher unit/lesson plans.</p> <p>By November 2010, conduct a needs-assessment to determine and prioritize professional learning opportunities that support improved achievement in science as measured by data analysis and subsequent resource allocation and adjustments to PD delivery where necessary.</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).

Essential Questions to Guide Action Planning:

- Have the CCSU schools intentionally personalized the learning environments?
- What evidence do we have that our students are satisfied with our schools?
- Are clear and fair practices, policies, and procedures in place to support safe, healthy, student-centered learning environments?

Safe, Healthy, Student-Centered Learning Environments:

By October 2010, identify and respond to training needs and opportunities, based on analysis of Westford specific YRBS data sets, for creating and maintaining safe and healthy school environments with a particular focus on the categories of fighting and alcohol use as measured by professional development agendas, meeting minutes, action steps and subsequent data sets including but not limited to YRBS.

By October 2010 and October 2011, analyze Spring 2010 Westford Student and Parent Climate surveys to identify and respond to needs and opportunities for creating a safe and healthy school environment to be measured by professional development agendas, meeting minutes, possible action steps and subsequent school climate survey data.

By October 2010, analyze school attendance data in correlation with student achievement data to identify and respond to student absenteeism as measured by professional development agendas, meeting minutes, possible action steps and subsequent data sets including but not limited student attendance and achievement data.



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	<p><u>Educational Support System Needs Statements:</u></p> <p>Improve the alignment of educational supports with the broader K-12 reform initiatives, within a shared design framework, to provide for more seamless student support in achieving standards.</p> <p><i>Essential Questions to Guide Action Planning:</i></p> <ul style="list-style-type: none"> • Do all CCSU schools have programs of aligned support services that fully support the academic, social, and emotional well-being of all children as well as the improvement initiatives? • What structures are in place for serving special populations (e.g., ELL, Title I, special education, academically talented) students? • To what extent are staff members trained to meet the needs of these special populations? • To what extent do specialists (e.g. ELL, Title I, special education, guidance, and social workers) collaborate with regular education teachers to support student achievement? 	<p><u>Educational Support System:</u></p> <p>By November 2010 and October 2011, conduct a school-based needs assessment in order to identify and implement steps toward improvement in the alignment of educational supports with broader K-12 reform initiatives, as measured by surveys administered to Westford's educational support team.</p> <p>By January 2011, identify a school based team that will attend the spring 2011 Vermont MASONS Comprehensive Assessment and Recovery Effort (CARE) training with the goal of aligning educational supports as measured by team notes and possible action steps.</p>
<p>21st CENTURY STUDENT OUTCOMES: INFORMATION, MEDIA, AND TECHNOLOGY SKILLS – INFORMATION LITERACY, MEDIA LITERACY, AND ICT LITERACY</p>	<p><u>Information, Communication, and Educational Technology Literacy Needs Statements:</u></p> <p>Improve the preparation of students to meet 21st Century challenges related to information, communication, and technological literacy.</p> <p>Improve awareness of the ethical/legal issues surrounding the access and use of information and technological tools.</p> <p>Improve the use of digital technology, communication tools and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy.</p> <p>There is no common definition of 21st Century Skills or vision for using technology as a tool to research, organize, evaluate, and communicate information.</p> <p><i>Essential Questions to Guide Action Planning:</i></p> <ul style="list-style-type: none"> • How effectively is technology used in organizational and instructional practices throughout the supervisory union? How do we use the CCSU technology plan to fully inform and measure implementation of improvements by Technology PLC's such as school-based tech teams, the C21 Team, the Librarians Vertical Team, the ETIS Vertical Team, and the ELT? • To what extent do we have a shared and common definition and set of expectations with respect to 21st Century Skills? 	<p>By June 2012, provide multiple staff training opportunities for differentiated technology integration that supports 21st Century skills at a variety of times including before, during, and after school as well as during in-service days as measured by meeting minutes and possible action steps.</p> <p>By October 2010, implement a plan to present internet safety topics in an age-appropriate way via existing processes (i.e. health classes, computer lab time, independent assignments via the web), as measured by example unit/lesson plans and student assessments.</p> <p>By June 2012, train staff and fully utilize the PowerSchool student information system to manage attendance, achievement, and other student data towards performance improvement goals.</p>



Chittenden Central Supervisory Union
WESTFORD ELEMENTARY SCHOOL
Action Plan for Continuous Improvement
Needs Assessment and S.M.A.R.T. Goals
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21ST CENTURY PARTNER-SHIP	<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 September 2010, revise current school newsletter as needed to include focus on student work and progress toward meeting standards.</p> <p>By September 2010 and September 2011, increase community awareness of student work and progress toward meeting the standards through postings on the school web page and the Westford Front Porch Forum as measured by archive of web postings.</p>
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