

**“One Plan Planning”**  
**CCSU Comprehensive Plan for Continuous Improvement**  
**S.M.A.R.T. Goals and Action Steps**  
**Summit Street School**  
**2009 – 2010**

21 <sup>st</sup> 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	School-Based S.M.A.R.T. Steps (School Action Plans for 2009-2010)
<b>21<sup>st</sup> CENTURY STANDARDS FOR ALL STUDENTS</b>	<p><b><u>Student Achievement</u></b></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 <b>students with disabilities</b> 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 June 2010, increase by 20% the number of children who meet the standard who previously <b>nearly met</b> the standard in reading and mathematics, as measured by designated common local and state assessments, with progress reported to the Principal every six weeks.</p> <p>By June 2010, increase the percentage of <b>FRL students</b> who meet the standard in reading and mathematics on local and state assessments by 20% as reported to the Principal every six weeks.</p> <p>By June 2010, increase by 20% the percentage of <b>students with disabilities</b> who meet or exceed the benchmarks on local and state assessments as reported to the Principal every six weeks.</p>
	<p><b><u>Equity (Student Demographics)</u></b></p> <p>Improve understanding and cultural appreciation of all students and hold high expectations for their achievement.</p> <p>Improve equitable access to challenging curriculum.</p> <p>Close achievement gaps for all subgroups.</p>	<p>By March 2010, examine data on student academic performance, discipline, attendance, dropout and graduation rates, involvement in extracurricular activities, special education classification, and access to student services at the leadership level to identify areas of inequity in student success and participation using disaggregated data for race/ethnicity, socioeconomic status, gender, disability, and English language proficiency.</p>	<p>By October 2009, implement a schedule/plan to allow <b>greater access to resources, instruction and enriching academic experiences for FRL and students with disabilities</b> through double dosing that is not limited by the school day schedule (including expanded learning center offerings, technology workshops, tutoring, etc.) to increase by 20% those who meet the benchmark as designated by common and local assessments, while reporting progress each six weeks to the Principal.</p> <p>By November 2009, school counselor, nurse, and home school coordinator, in collaboration with grade level teams, investigate and communicate <b>available resources to support FRL students within and beyond the school house</b> to encourage home-school connection, parenting workshop attendance, access to community resources and enhanced partnerships regarding specific established learning goals to increase by 20% the number of FRL who meet the standard on local and state assessment as reported to the Principal.</p>

<p>21<sup>ST</sup> CENTURY LEADERSHIP</p>	<p><b><u>Leadership</u></b></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 “<b>Universal Classroom</b>” 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 October 2009, <b>grade level teams</b> will develop a <b>trimester instructional plan</b> implementing the CCSU power standards and GLE’s through curriculum mapping to include a trimester reporting/conference schedule.</p> <p>By October 2009, <b>specialists as well as reading and math teachers</b> will provide monthly training to teachers on <b>effective intervention strategies</b> that are aligned with best practice in improving the progress for underachieving students and responsive to data analysis.</p> <p>By January 2010, <b>grade level teams</b> and Principal will establish “<b>teacher/administrator learning walks</b>” to gather evidence of targeted instructional strategies as outlined in Standards of Practice and students’ school based intervention plans.</p> <p>By January 2010, <b>grade level teams</b> will establish <b>Standards of Practice</b>, which are aligned with the principles of Universal Classroom and include intervention strategies for literacy and mathematics that will be observed in teacher/administrator learning walks.</p> <p>By June 2010, Formative Assessment Project (<b>FAP</b>) <b>team members</b> will have generalized <b>formative assessment strategies</b> to grade level team members as evidenced within unit development, student intervention plans and measured during learning walks.</p>
<p>21<sup>ST</sup> CENTURY SUPPORT SYSTEMS: STANDARDS AND ASSESSMENT; CURRICULUM, AND INSTRUCTION; CORE SUBJECTS AND 21<sup>ST</sup> CENTURY THEMES; LIFE AND CAREER SKILLS; LEARNING AND INNOVATION SKILLS</p>	<p><b><u>Curriculum, Assessment and Instruction (“Backwards Design”)</u></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>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>Beginning in October 2009, <b>Fontas and Pinnell Benchmark Assessments</b> will be utilized across grade levels to determine student text levels, document progress and inform instruction.</p> <p>By December 2009 and June 2010, grade level teams will develop <b>writing units of study at each grade level</b> utilizing the “<b>Backwards Design</b>” to prepare students to meet 21<sup>st</sup> Century demands for communication and technology literacy, including assessment scoring guides, essential knowledge aligned with G.E.’s, assessment tasks, and differentiated learning activities that will improve student progress in writing constructed responses as measured by the NECAP and common grade level tasks and reported to the Principal every six weeks.</p>

<p>21<sup>ST</sup> CENTURY SUPPORT SYSTEMS: PROFESSIONAL DEVELOPMENT</p>	<p><b><u>Professional Development for High Quality Professional Staff</u></b></p> <p>Identify a responsive comprehensive plan for professional development in the components of <b>“Universal Classroom”</b> 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 <b>“Universal Classroom.”</b></p> <p>By June 2010, assess the implementation and effectiveness of professional development that targets aspects of need identified in school-based professional development plans.</p>	<p>By September 2009, grade level teams will study research findings on successful interventions from <b><u>90/90/90 Schools</u></b> to determine most beneficial interventions for FRL students.</p> <p>By September 2009, faculty will read <b><u>Creating Young Writers</u></b> by Vicki Spandel as a basis for developing writing units to improve percentage of students who meet standards as measured by common local and state assessments.</p> <p>By October 2009, a <b><u>data coach</u></b> will begin to meet every six weeks with grade level teams to deepen understanding of <b><u>data analysis</u></b> to inform instruction and develop differentiated instructional plans for groups of students who are nearly meeting the standard on local and state assessments.</p> <p>By October 2009, a <b><u>literacy coach</u></b> will begin meeting every six weeks with grade level teams to develop common <b><u>writing units</u></b> for grade level students, utilizing <b><u>Backward Design</u></b> to include essential knowledge, common assessments and differentiated learning activities that are integrated across the curriculum.</p> <p>By October 2009, <b><u>special educator, speech teacher, reading and math teachers</u></b> will begin to provide training to faculty and staff every six weeks on effective <b><u>intervention strategies</u></b> in literacy and mathematics to develop an “intervention tool box” for educators to use to close the achievement gap as measured by fidelity of implementation during learning walks.</p> <p>By June 2010, grade level teams will collaborate with the technology educator to <b><u>integrate instructional 21<sup>st</sup> century technology tools</u></b> that promotes differentiation and fosters student – centered authentic learning opportunities.</p>
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<p>21<sup>ST</sup> CENTURY SUPPORT SYSTEMS: LEARNING ENVIRONMENTS CORE SUBJECTS AND 21<sup>ST</sup> CENTURY THEMES: CIVIC AND HEALTH LITERACY</p>	<p><b><u>Safe , Healthy, Student-Centered Learning Environments</u></b></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 November 2009, implement a <b><u>writing portfolio system</u></b> (including technology portfolios) where learning goals are established with each student, with evidence collected throughout the academic year indicating progress towards established goals and communicated with parents at conferences (including for some student-led conferences) in May.</p> <p>By January 2010, in collaboration with PTO, contract with a professional natural playground company to elicit input from children, families and community members to design a plan for <b><u>natural playground elements</u></b> to be incorporated within the Summit playground that will enhance curriculum and support the physical, emotional, and intellectual growth of children.</p> <p>By June 2010, conduct an <b><u>evacuation</u></b> of Summit Street students and faculty to Fleming School with the goal to support the safety and learning for members of both schools.</p>
	<p><b><u>Educational Support System</u></b></p> <p>Improve processes for supporting students in meeting standards by aligning the Educational Support System with the components of <b>“Universal Classroom.”</b></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” (<b>Universal Classroom</b>).</p>	<p>By January 2010, representatives from grade level data/collaborative consultation teams will utilize technology to establish a system to <b><u>document and communicate intervention plans</u></b> to parents, other educators and Principal.</p> <p>By June 2010, Summit grade level educators with guidance from special educator and speech language teacher will establish <b><u>integration of technology tools</u></b> to improve learning for students with disabilities so that cognitive engagement is improved and differentiated learning is promoted.</p>