

# Champlain Valley Union HS Action Plan

**Name of School:** Champlain Valley Union High School

**Grade Levels:** 9-12

**Supervisory Union:** CSSU

**Year:** September 2006-June 2009

**Faculty Adoption Date:**

**School Board Approval Date:** 11/8/06

**Reporting Cluster or Focus Area:** School wide

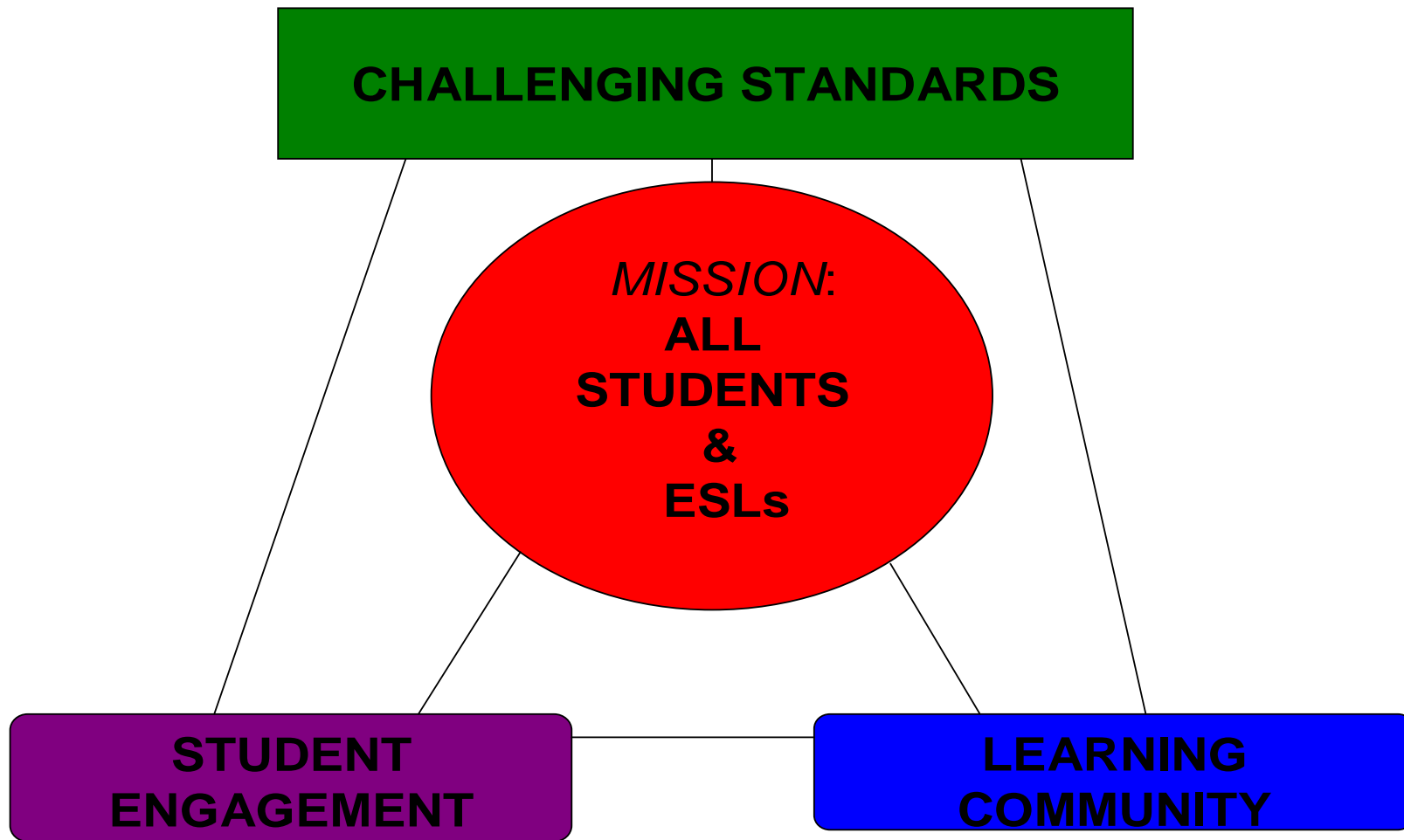
The CVU Mission Statement reads:

We believe that every student can demonstrate the behaviors, skills and knowledge essential for a contributing member of a democratic society. The mission of CVU and the community is to ensure this learning for all students and challenge them to develop excellence in their individual pursuits.

The CVU Mission Statement is at the center of our educational vision (the CVU Frameworks) along with our Expectations for Student Learning (ESLs). The other three components of the educational vision, which are all interconnected, are: Challenging Standards, Student Engagement and Learning Community. Further explanation of the CVU Frameworks can be found attached to the Action Plan.

The CVU Frameworks has been the primary document in the development of this action plan. It is important to understand that all *Targets for the Program* included in the Action Plan are interrelated and require the attention of all stakeholders to support the implementation of the CVU Frameworks and success of the mission. In addition, data from national, state and local assessments is and will continue to be used to inform decision-making regarding the Action Plan.

# CVU FRAMEWORK



Targets for the Program	Indicators of Success	Expected Completion Date	Action Steps
<p><b>ESLs</b> To graduate CVU students based on successful achievement of the expectations for student learning (ESLs) in addition to credit requirements.</p>	<ol style="list-style-type: none"> <li>1. The expectations for student learning (ESLs) are defined in measurable terms with specific levels of performance/rubrics</li> <li>2. Curriculum maps reflect the appropriate vertical and horizontal integration of the ESLs.</li> <li>3. The curriculum provides students with the opportunities needed to meet the ESLs.</li> <li>4. The course descriptions will include the ESLs.</li> <li>5. Students, parents and the community demonstrate and understanding of the ESLs as a graduation requirement.</li> </ol>	<p>June 2009</p> <p>June 2009</p> <p>June 2008</p> <p>June 2009</p> <p>June 2009</p>	<ol style="list-style-type: none"> <li>1. CCH will conduct an annual review of ESLs for measurability.</li> <li>2. Faculty will revise where in the curriculum the expectations for student learning (ESLs) will be taught and assessed.</li> <li>3. CCH will build an ESL matrix to demonstrate opportunities for students to meet the ESLs across the curriculum.</li> <li>4. Departments will attach ESLs to course descriptions for CCH to review.</li> <li>5. Students will be educated on the ESLs as a graduation requirement through internal modes. Public forums will be held to educate parents and community members. Information will be</li> </ol>

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	<p>6. The faculty will incorporate the ESL rubrics into common assessments across the curriculum with at least two significant common assessments reflecting student work on achieving the ESLs.</p> <p>7. A system for the administration of common assessments, assessment of reliability and validity and recording of the results will be in place.</p> <p>8. Professional development will occur in the areas of:  - administration of common assessments  - assessing and calibrating student work against ESL rubrics.</p>	<p>June 2008</p> <p>June 2009</p> <p>June 2009</p>	<p>disseminated through a variety of modes such as CVU Newsletter, CVU website, mailings, CVU at-a-Glance, and/or local newspapers.</p> <p>6. Inservice time will be spent allowing teachers to collaborate on the development and calibration of common assessments.</p> <p>7. CCH will develop a system for the administration of common assessments and recording of the results with support from departments, Leadership, Technology Committee and Program Council</p> <p>8. CCH and Leadership will plan professional development regarding the administration of common assessments, assessing and calibrating of student work against ESL rubrics with external support if needed.</p>

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	<p>9. CORE and 10<sup>th</sup> grade (English/Social Studies) programs will reflect interdisciplinary connections in their curriculum maps and continue to develop new meaningful connections</p> <p>10. Faculty will use curriculum maps to explore new areas of the curriculum to develop meaningful interdisciplinary connections.</p>	<p>June 2009</p> <p>June 2009</p>	<p>9. CORE and 10<sup>th</sup> grade programs will create a system to document current and future interdisciplinary connections</p> <p>10. Release time and professional development support will be provided for teachers to explore and develop meaningful interdisciplinary connections.</p>
<p><b>MISSION</b> School programs will be in place that support the CVU mission and the implementation of the CVU Frameworks</p>	<p>1. Students will know what curricular path will lead them to the successful achievement of the ESLs</p>	<p>June 2009</p>	<p>1. Students will meet with their Advisor to map out their curricular path and successful achievement of the ESLs through the CVU curriculum in the 10<sup>th</sup> and 11<sup>th</sup> grade years. Students will meet with Guidance counselors annually in groups and individually as needed to inform decision-</p>

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	<p>2. Curricular pathways for all areas will be in the Program of Studies and presented to students</p> <p>3. The faculty will know how Personal Learning Plans (PLPs) and the ESLs are involved in planning a path through the curriculum</p> <p>4. Advisory provides the opportunity for every student to develop meaningful relationships, focusing on personalized academic, civic and social growth</p> <p>5. CORE and 10<sup>th</sup> Grade program will meet established goals</p>	<p>June 2009</p> <p>June 2009</p> <p>June 2009</p> <p>Ongoing</p>	<p>making regarding their curricular options and choices.</p> <p>2. Guidance, CCH and Pathways will collaborate to review curricular pathways for all areas and represent them in the Program of Studies and present them to students</p> <p>3. The Advisory-PLP committee will provide leadership in designing support and professional development for advisors in knowing how Personal Learning Plans (PLPs) and the ESLs are involved in planning a path through the curriculum.</p> <p>4. The Advisory-PLP committee will devise meaningful methods for measuring the effectiveness of the purpose of Advisory.</p> <p>5. CORE and 10<sup>th</sup> grade will build meaningful methods of measuring how they</p>

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	6. Students will recognize and utilize the Learning Center as an academic support.	Ongoing	<p>meet their established goals.</p> <p>6. The Learning Center will record the number of students receiving support and their areas of need.</p>
<p><b>CHALLENGING STANDARDS:</b> A standards-based curriculum is in place to address the learning needs of students in specific program areas:</p> <ul style="list-style-type: none"> <li>• English</li> <li>• Mathematics</li> <li>• Social Studies</li> <li>• Science</li> <li>• Languages</li> <li>• Wellness</li> <li>• Arts</li> </ul>	<p>1. Clearly defined standards of performance are in place through ESLs and in curriculum maps.</p> <p>2. Knowledge of each student's performance on these standards is documented.</p> <p>3. An intervention/support system will be in place to ensure the achievement of these standards.</p>	<p>June 2009</p> <p>June 2009</p> <p>June 2009</p>	<p>1. CCH, Leadership and Program Council will collaborate to ensure that clearly defined standards of performance are in place through ESLs and in curriculum maps.</p> <p>2. CCH will develop a system to record the results of each student's performance on the ESLs with support from departments, Leadership, Technology Committee and Program Council.</p> <p>3. Leadership, Program Council, CCH, Guidance and the Learning Center will collaborate to ensure that an intervention/support system will be in place to ensure the achievement of these standards.</p>

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	<p>4. The K-12 curriculum will be incorporated into the 9-12 programs.</p> <p>5. A system of teacher supervision and evaluation will be in place that supports the growth and development of excellent teachers</p>	<p>June 2009</p> <p>Ongoing</p>	<p>4. CVU will engage in the K-12 curriculum process as defined by CSSU.</p> <p>5. Leadership will supervise and evaluate all teachers according to the CSSU Supervision &amp; Evaluation Model.</p>
<p><b>LEARNING COMMUNITY</b> The school is a place where all members of the community demonstrate understanding of differences and work to create a safe and respectful community</p>	<p>1. The students, faculty and staff feel safe and respected in the school.</p> <p>2. Students and staff practice emergency procedures on a monthly basis.</p> <p>3. Students are aware of policies and expectations for respecting people and property</p>	<p>June 2008</p> <p>Ongoing</p> <p>Ongoing</p>	<p>1. The Climate committee will design and administer a school wide feedback instrument to measure safety and respect.</p> <p>2. Leadership will plan and document monthly emergency procedure drills.</p> <p>3. Leadership will ensure that students are aware of policies and expectations for respecting people and property through annual distribution of the Handbook, assemblies and advisory.</p>

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	<p>4. The curriculum and specialized programs will clearly include diversity training.</p>	Ongoing	<p>4. Working on Respecting Differences (WORD) will provide diversity training for students. The Climate committee will review the curriculum for evidence of diversity.</p>
<p><b>MISSION</b> To use data to measure how we are meeting the CVU mission.</p>	<p><u>Behaviors</u></p> <p>1. Lower incidence of risky behaviors and increase in number of students citing an adult they can go to for help as indicated by Youth Risk Behavior Survey (YRBS).</p> <p>2. A comprehensive program of services related to alcohol, tobacco and other drugs (ATOD).</p>	<p>June 2008</p> <p>June 2008</p>	<p><u>Behaviors</u></p> <p>1. Support and expand Connecting Youth (CY) activities focused on reducing risky behaviors.</p> <p>1. Expand opportunities to increase individual contact time between students and adults.</p> <ul style="list-style-type: none"> <li>a. Advisory/PLP</li> <li>b. Small class size</li> <li>c. Co-curricular</li> </ul> <p>2. Dissemination of the YRBS data to appropriate staff, i.e. SAP, Guidance, Wellness, Health Svcs, and CY</p> <p>2. Coordination/integration of prevention, intervention and treatment resources by</p>

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	<p><u>Skills</u></p> <ol style="list-style-type: none"> <li>1. Every CVU student meets the standards of the Graduation Challenge program</li> <li>2. Every student demonstrates progress on the Degrees of Reading Power (DRP) assessment in 9<sup>th</sup> and 10<sup>th</sup> grade</li> <li>3. ESLs (see page 3)</li> </ol> <p><u>Knowledge</u></p> <ol style="list-style-type: none"> <li>1. To provide a rigorous Advance Placement program with a variety of opportunities</li> <li>2. More students enrolled</li> </ol>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>appropriate staff, i.e. SAP, Guidance, Wellness, Health Svcs, and CY</p> <p><u>Skills</u></p> <ol style="list-style-type: none"> <li>1. To continue to support the Graduation Challenge program with the Learning Coordinator position, Advisory program and time for reading groups.</li> <li>2. Continue to administer pre- and post- DRP assessments in 9<sup>th</sup> and 10<sup>th</sup> grade</li> <li>2. Reading instructor will identify 9<sup>th</sup> and 10<sup>th</sup> graders reading below grade level and develop intervention strategies with the support of the CVU Literacy Committee</li> </ol> <p><u>Knowledge</u></p> <ol style="list-style-type: none"> <li>1. CCH will review the AP curriculum annually and make recommendations for modifications</li> <li>2. Teachers of AP courses will</li> </ol>

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	<p>in AP courses who are taking the respective AP test</p> <p><u>Knowledge &amp; Skills</u></p> <ol style="list-style-type: none"> <li>1. New England Common Assessment Plan (NECAP) results will exceed state and regional averages in all areas</li> <li>2. PSAT/SAT results will continue to exceed national averages in all areas</li> <li>3. PLAN/ACT results will continue to exceed national averages in all areas</li> </ol> <p><u>Knowledge, Skills &amp; Behavior</u></p> <ol style="list-style-type: none"> <li>1. More students eligible for Free or Reduced lunch access this service</li> <li>2. Continue the upward</li> </ol>	<p>June 2008</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>encourage students to participate in the appropriate AP test and financial support will be available if needed</p> <p><u>Knowledge &amp; Skills</u></p> <ol style="list-style-type: none"> <li>1. NECAP data will be used to assess individual and curricular strengths and areas of need</li> <li>2. PSAT/SAT data will be used to assess individual and curricular strengths and areas of need</li> <li>3. PLAN/ACT data will be used to assess individual and curricular strengths and areas of need</li> </ol> <p><u>Knowledge, Skills &amp; Behavior</u></p> <ol style="list-style-type: none"> <li>1. Home-School coordinators will contact eligible families to encourage the use of the Free or Reduced Lunch program</li> <li>2. Continue to support the Raising Aspirations</li> </ol>

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	<p>trend of the percentage of graduates reporting their intention to attend 4yr. or 2 yr institutions of higher education</p> <p>3. Offer a comprehensive summer program for students and community members</p>	Ongoing	<p>program, access to college entrance testing opportunities and Guidance services.</p> <p>3. Expand the summer school offerings to respond to student needs.</p> <p>3. Continue to support CVU Summer Camp, SummerLink and Summer ACCESS</p>