

School Action Plan

Focus Area: Collegiality

Goal: To facilitate communication and interactions between staff in order to strengthen professional relationships and foster mutual knowledge and respect.

	2006-07	2007-08	2008-09
Action Steps	<ul style="list-style-type: none"> • Have staff connect over monthly social celebrations • Sharing sessions built into faculty meetings/ professional time: level to level or within level • Develop team partnerships for students from one level to another where sharing of performances (ie: Book Buddies, Study Buddies, Techno Buddies) • Full school activities: assemblies, sing-a-longs, celebrations 	<ul style="list-style-type: none"> • Continue this practice 	<ul style="list-style-type: none"> • Continue this practice
Resources	<ul style="list-style-type: none"> • Each other • Professional leave time to go to observe other grades and teams within or outside of own level • Conferences where a group of faculty go together 	<ul style="list-style-type: none"> • Continue this practice 	<ul style="list-style-type: none"> • Continue this practice
Personnel Responsible	<ul style="list-style-type: none"> • Leadership Council and Administrative team to make decisions to introduce procedures to coordinate sharing 		

Success Indicators:

- Tuesday Faculty Meeting Feedback (team, level, whole-school and subject area, etc)
- Attendance Social Committee Events
- Leadership Council Feedback
- Develop and Implement Annual Climate Survey

School Action Plan

Focus Area: Differentiated Instruction

Goal: To create greater capacity to meet the diverse academic needs of our students

	2006-07	2007-08	2008-09
Action Steps	<ul style="list-style-type: none"> • Create steering committee • Identify/define D.I. for the entire staff (common language) • Committee to do research on best practice and then develop timeline for school year • Target specific content areas to address (start small) • Determine training needs, develop a training protocol • Create study/support groups • Determine then build in budget needs for 2007-2008 	<ul style="list-style-type: none"> • Committee meeting calendar set • In each Target Area(s): <ul style="list-style-type: none"> *Professional Development needs identified *Initiate training protocol *Support groups established and times set for meeting • Committee to identify next target areas, later in the year 	<ul style="list-style-type: none"> • Expand to new content areas • Further training
Resources	<ul style="list-style-type: none"> • Time • Staff 	<ul style="list-style-type: none"> • Time • Materials • training 	
Personnel Responsible	Administration, Leadership, D.I. Steering Committee, Support Teams		

Success Indicators:

- Embedded Professional Development
- Modeling Best Practices by Math and Literacy Coordinators
- Use Coordinators to do Needs Assessment with Teachers
- Meeting Schedule of Differentiated Instruction Committee
- Use of the "Enrichment" Chart by Teachers and Teams
- Entrance and Exit Criteria Developed for Math and Literacy Plans
- Pre and Post Assessment Results of Students Served in both Programs
- Numbers of CST Enrichment Referrals Monitored and Tracked

School Action Plan

Focus Area: Literacy

Goal: Improve student writing skills at the K-8 level

	2006-07	2007-08	2008-09
Action Steps	<ul style="list-style-type: none"> • Review current SCS reading and writing curriculum and align it with GEs and NECAPs • Provide time for teachers to create lessons together for each genre • Provide time for teachers to score writing pieces together and share successful practices • Provide ongoing professional development in writing instruction, and scoring evaluation • Continue to develop "on demand" writing assessments and scoring rubrics • Continue to develop strategies and common language for teaching comprehension skills in the area of reading • Continue to refine current assessment process 	<ul style="list-style-type: none"> • Implement and refine the framework • Provide teachers time to talk at grade levels to develop common language and instructional sequences • Refine and share practices • Continue grade level and across grade level scoring • Select instructional goals • Teachers score "on demand" writing assessments (report) • Implement the instructional sequence across the K-8 levels • Implement the new assessment process 	<ul style="list-style-type: none"> • Continue to work on the framework • Evaluate progress • Continue to refine and share practices • Evaluate grade level and across grade level scoring • Refine assessments • Evaluate and refine the instructional sequence across the K-8 levels • Evaluate and refine the new assessment process
Resources	<ul style="list-style-type: none"> • Time for professional development/meetings • Literacy coordinator, GE's, NECAP results, "on demand" rubrics 	<ul style="list-style-type: none"> • Teacher meeting time • Literacy coordinator • GE's, NECAP results, "on demand" rubrics 	<ul style="list-style-type: none"> • Teacher meeting time • Literacy coordinator
Personnel Responsible	<ul style="list-style-type: none"> • K-8 teachers • Administration 		

Success Indicators:

- Comparative (triangulated) Lists of Students Receiving Services (based on NECAP, Local and Classroom Assessment)
- Use of Intervention Chart at CST Meetings
- Scores of On-Demand Writing Assessments
- NECAP Analysis with All Special Education Students Included for 2006
- Increase the Percentages of Students who score Proficient with Distinction (Move from Level 2 and 3 into Level 4)
- Increase the Percentages of Students who score Proficient (Move from Level 1 and 2 into Level 3)
- Increase the Mean Scaled Score in all Grades 3—8

School Action Plan

Focus Area: Math

Goal: Students will show progress towards meeting math GE's

	2006-07	2007-08	2008-09
Action Steps	<ul style="list-style-type: none"> ◦ K-8 math educators will meet to discuss NECAP, CSSU and local assessment results ◦ Based on these results, specifically focused professional development focusing on quality vs. quantity of instruction, especially concerning strands that need strengthening ◦ Refine model of intervention to meet student individual needs across the continuum ◦ Professional development bridge the K-8 math continuum ◦ Math conversations 2-3 and 5-6 teams 	<ul style="list-style-type: none"> ◦ Continue to reflect, assess and target areas for professional development needs 	<ul style="list-style-type: none"> ◦
Resources	<ul style="list-style-type: none"> ◦ Time for professional development during faculty meetings ◦ CSSU Curriculum ◦ State and local assessment ◦ Math coordinator 	<ul style="list-style-type: none"> ◦ 	<ul style="list-style-type: none"> ◦
Personnel Responsible	<ul style="list-style-type: none"> ◦ Math coordinator, ◦ Math teachers ◦ Administration 		

Success Indicators:

- Comparative (triangulated) Lists of Students Receiving Services (based on NECAP, Local and Classroom Assessment)
- Use of Intervention Model at CST Meetings
- Math Unit Conversions between grades 2/3, and grades 5/6
- Scores of Math Inventories for Local Assessments
- NECAP Analysis with All Special Education Students Included for 2006
- Increase the Percentages of Students who score Proficient with Distinction (Move from Level 2 and 3 into Level 4)
- Increase the Percentages of Students who score Proficient (Move from Level 1 and 2 into Level 3)
- Increase the Mean Scaled Score in all Grades 3—8

School Action Plan

Focus Area: Report Cards

Goal: Ensure that SCS report cards reflect GE's and that there is consistency among grade levels

	2006-07	2007-08	2008-09
Action Steps	<ul style="list-style-type: none"> • Create a report card committee with representation from each level and UA • Collect and review current report card templates • Check for alignment with GE's • Check for consistency among grade levels and K-8 • Level discussion of findings and purposes 	<ul style="list-style-type: none"> • Level to Level discussion • Create drafts for feedback • Role of technology 	
Resources	<ul style="list-style-type: none"> • Report card template K-8 • Copies of GE's K-8 • Tech Educator • CSSU 		
Personnel Responsible	Report Card Committee		

Success Indicators:

- Newly developed Report Cards which reflect Grade Expectations
- Minutes from K-8 Committee Work

School Action Plan

Focus Area: Science

Goal: Discuss and align the K-8 curriculum with GE's and CSSU Curriculum.

	2006-07	2007-08	2008-09
Action Steps	<ul style="list-style-type: none"> • K-2, 3-5, 6-8 levels discuss how they teach science and share ideas on best practices • Align K-2, 3-5 curriculum with GE's. Create one document of aligned curriculum and GE's • K-8 list of professional development needs • K-8 Professional development opportunities which include best practices 	<ul style="list-style-type: none"> • Intra level meetings. K-5 teachers meet to discuss aligned curriculum, units of study and strands • Intra level meetings. 3-5 teachers to K-2 and 6-8 to 3-5 share a "wish list" of students' gained science concepts • Discussion of science curriculum and configuration • Discuss common assessment/performance task • K-8 professional development 	<ul style="list-style-type: none"> • K-8 teachers meet to review cycles of units and ensure K-8 spiral • Discuss common assessment/performance task • Ensure report card reflects science curriculum and GE's • K-8 professional development opportunities
Resources	<ul style="list-style-type: none"> • Time for professional development, meetings • CSSU curriculum • GE's • CSSU Science Committee 	<ul style="list-style-type: none"> • Time for professional development, meetings • CSSU curriculum • GE's • CSSU Science Committee 	<ul style="list-style-type: none"> • Time for professional development, meetings • CSSU curriculum • GE's • CSSU Science Committee
Personnel Responsible	<ul style="list-style-type: none"> • CSSU Science Committee • K-8 teachers, administration 		

Success Indicators:

- Aligned K-8 Curriculum
- Minutes from K-8 Committee Work
- Attendance at CSSU Science Committee, Preparation for NECAP (local assessment)

School Action Plan

Focus Area: Social Studies

Goal: Align SCS Social Studies curriculum with CSSU Social Studies Curriculum

	2006-07	2007-08	2008-09
Action Steps	<ul style="list-style-type: none"> • Align units/lessons with CSSU curriculum • Offer professional development opportunities, including best practices • Coordination meetings for 3/5 and 6/8 	<ul style="list-style-type: none"> • Refine units • Offer professional development opportunities • Promote awareness of and use of outside agencies, experts and organizations 	<ul style="list-style-type: none"> • Review alignment with state GE's • Offer professional development opportunities • Review coordination with outside resources or activities
Resources	<ul style="list-style-type: none"> • Release time to refine units • Release time to meet Inter and intra grade level • Funding to subsidize field trips • CSSU Curriculum Coordinator 	<ul style="list-style-type: none"> • Release time to refine units • Release time to meet Inter and intra grade level • Funding to subsidize field trips 	<ul style="list-style-type: none"> • Release time to refine units • Release time to meet Inter and intra grade level • Funding to subsidize field trips
Personnel Responsible	CSSU Social Studies Committee K-8 teachers Administration		

Success Indicators:

- Aligned K-8 Curriculum
- Minutes from 3-8 Committee Work
- Attendance at CSSU Social Studies Committee

School Action Plan

Focus Area: Student Relationships

Goal: To increase the level of respect and mutual understanding between students particularly in common areas.

	2006-07	2007-08	2008-09
Action Steps	<p>Best Committee should consider the following:</p> <ul style="list-style-type: none"> • Develop common expectations/vision for student behavior and relationships in common areas written as a public document • Share information with staff • Form school climate/BEST committee to oversee creation of public document and other Action Plan steps • All teachers will meet with their classes to discuss appropriate common area behavior in Sept. and Jan. • Revise and give student surveys • Review surveys • Evaluate and refine current practices to increase levels of respect and mutual understanding between students. 	<ul style="list-style-type: none"> • Continue para training on common area expectations • Give surveys to faculty, students, staff • Evaluate and refine previous interventions • Analyze data from surveys 	<ul style="list-style-type: none"> • Begin to implement common areas expectations thru classroom meetings • Resurvey students, faculty and staff • Analyze data from surveys (3 years) • Review 2006-2009 initiatives
Resources	<ul style="list-style-type: none"> • Release time for Climate/Best Committee work • Faculty meeting time 	<ul style="list-style-type: none"> • Release time for Climate/Best Committee work 	<ul style="list-style-type: none"> • Release time for Climate/Best Committee work
Personnel Responsible	<ul style="list-style-type: none"> • All faculty and staff • BEST Committee 		

Success Indicators:

- Completed common area expectations document
- Surveys completed
- Survey results will indicate improvements in student relationships
- PR data indicate fewer negative student relationships and interaction

School Action Plan

Focus Area: Student Support/Behavior—School “Climate”

Goal: To continue to build on and develop the support systems and practices that promotes responsible and independent student behavior and learning.

	2006-07	2007-08	2008-09
Action Steps	<ul style="list-style-type: none"> ◦ Review/update CST process of referrals ◦ Formalize communication of the processes for CST ◦ Continue bi-annual staff training on the CST process ◦ Investigate other meeting times for CST ◦ Planning room to do a survey on student safety (adapt model used two years ago where paras, faculty and students were surveyed) ◦ Team from SCS attend BEST Institute to research best practices in student management, climate 	<ul style="list-style-type: none"> ◦ Guidance/Planning Room continue to coordinate with classroom teachers the implementation of K-8 preventative lessons addressing respect and safe and healthy choices ◦ Develop and implement BEST team information, training for all staff to provide consistency throughout the school 	<ul style="list-style-type: none"> ◦ Review effectiveness of new CST process ◦ Review coordination of preventative lessons (Guidance, Planning Room, teachers) ◦ Continue to implement BEST strategies
Resources	<ul style="list-style-type: none"> ◦ Time needed for CST teams ◦ Faculty meeting time for training ◦ Release time for adapting, implementing and collating surveys 	<ul style="list-style-type: none"> ◦ BEST Funds ◦ Time to coordinate 	<ul style="list-style-type: none"> ◦ Faculty meetings for training
Personnel Responsible	Teachers, Guidance, Administration, Planning Room, appropriate CST teams, Technology Committee, SCS staff for BEST team		

Success Indicators:

- Survey students
- Refined CST Process K-8

School Action Plan

Focus Area: Technology

Goal: Students will become technologically literate and meet the technology GE's

	2006-07	2007-08	2008-09
Action Steps	<ul style="list-style-type: none"> ◦ Review responsibilities and assessment procedures ◦ Continue to refine technology standards/ checklists review ◦ Determine who is responsible for technology curricula ◦ Review/determine the roles of classroom/JA teachers for curricula (minimize redundancy) ◦ Share teacher assessment procedures and strategies for determining "yes" on standards 	<ul style="list-style-type: none"> ◦ Continue to fully implement professional development and training for staff 	<ul style="list-style-type: none"> ◦ Re-assess and evaluate
Resources	<ul style="list-style-type: none"> ◦ Technology Committee ◦ Vermont State GE Requirements ◦ Teaching Staff 	<ul style="list-style-type: none"> ◦ Time 	
Personnel Responsible	<ul style="list-style-type: none"> ◦ Technology Trainer ◦ Library Media Specialists ◦ Classroom teacher 		

Success Indicators:

- New Standards from the State Aligned with our Local Assessments
- Revised Teacher Check Lists

School Action Plan

Focus Area: Wellness

Goal: Implementation of Priorities in CSSU Wellness Report (attached)

	2006-07	2007-08	2008-09
Action Steps	<ul style="list-style-type: none"> • Adoption of CSSU Policy by SCS Board • Appointment of SCS Wellness Committee • Publicize policy and priorities to faculty and community • Explore resource alignment (money, people, schedules, configuration) 	<ul style="list-style-type: none"> • Investigate hiring a Health Educator (at least for Pilot Program) • Create timeline for implementation of CSSU priorities • Explore funding sources 	<ul style="list-style-type: none"> • Implementation of at least some of the CSSU priorities
Resources	<ul style="list-style-type: none"> • CSSU Wellness Group • SCS Administration • SCS Wellness Committee • CSSU administration 		
Personnel Responsible	Same as above		

Success Indicators:

- SCS Action Plan is Aligned with CSSU Initiatives

School Action Plan

Focus Area: World Languages

Goal: To participate in the CSSU committee study of world languages and implement recommended programs.

	2006-07	2007-08	2008-09
Action Steps	<ul style="list-style-type: none"> • Participate in CSSU committee 	<ul style="list-style-type: none"> • Review and study recommendations • Budget any personnel, ELL for implementation in the Master Schedule 	<ul style="list-style-type: none"> • Assess program
Resources	<ul style="list-style-type: none"> • Committee work • CSSU Report 	<ul style="list-style-type: none"> • Personnel and budget 	
Personnel Responsible	World language teachers and CSSU committee		

Success Indicators:

- SCS Action Plan is Aligned with the CSSU Initiative