



Canaan Schools' School- Wide ACTION PLAN

2013-2015

Introduction

The following Action Plan was developed by the Canaan Steering Committee to drive school improvement at Canaan Schools. The Canaan Steering Committee is made up of members of the local community including: teachers, students, administrators, parents, and school board members. This Action Plan will be continuously reviewed and updated biennially.

Formulation of this Action Plan involved group analysis of a variety of data. Assessment information included current NECAP and DIBELS were reviewed.. Data from the DOE was used along with Graduation and Drop Out rates. In order to stay consistent with other plan formats devised for the school, the planning sheet from Green Mountain Star was used.

Local Assessment Plan

Our Local Assessment Plan involves analysis of how Canaan's students performed on the following:

| Assessment Type | Grades Tested | Description |
|---|--|--|
| The New England Common Assessment Program (NECAP) | Grades 3-8 Reading and Math Grades 5 and 8 Writing Grades 4,8,11 Science | This is a standards based assessment. The NECAP is developed jointly by Vermont, New Hampshire, and Rhode Island and measures skills in Reading, Math, Science, and Writing. |
| Writing Portfolios | Grades 7-12 | Writing portfolios are developed by the English department for all students in the Junior High and High School. |
| DIBELS | K-6 th Grade | Set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. |

Strategies to Attract Highly Qualified Staff

Canaan Schools maintains full membership with SchoolSpring.com to maintain a state, regional, and national recruiting presence on the Internet. Additional advertisement of teaching vacancies occurs in regional and local newspapers. These strategies have been very effective in recruiting highly qualified teachers to our school. We follow up these effective recruitment strategies with needs-based professional

development and strong mentoring experiences.

Parental Involvement

We see parental involvement as an essential component to being a successful school. This belief led to the establishment of the Canaan Schools Parent/School Compact which describes how the staff, students and parents can work together to support the learning of students. The Compact is published annually in the Canaan Voice and in the Parent and Student handbooks. Parents are also members of the Steering Committee.

Pre-School Transition

Canaan Schools houses the supervisory union's pre-school program for 3-year old and 4-year old students. We have a certified Preschool teacher who will be working in the Special Education department in the mornings. Students who transition to Kindergarten, first grade and second grade will be moving on to three teachers who have also taught Preschool. This should make their transition through these first few years of school much smoother. Canaan Schools also employs three full-time special education teachers, one of whom is licensed in early education disabilities to assist the pre-school teacher with understanding the special needs of pre-school students.

Teacher Involvement with Assessment Development

Teachers are involved with developing the local assessment plan and with interpreting assessment results and translating those results into recommendations for instructional program improvement. Teachers have mapped out the K-12 curriculum and are looking at gaps and overlaps. Once this is complete, teacher will use this data to align their curriculum to the CCSS.

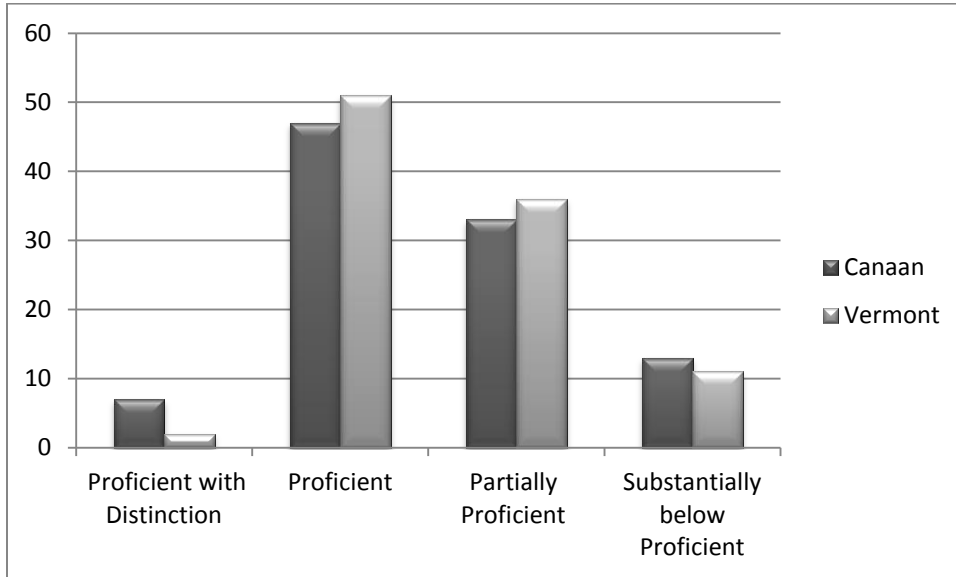
Assistance to Students

Students that are in need of assistance are referred to the school's Educational Support System (ESS). Referrals can be made by a parent, teacher, administrator or student. Canaan School's ESS is organized into one core team, and other staff members are invited to attend meetings for elementary students and students in grades 7-12. Through this process, students are provided one-on-one tutoring, peer tutoring, or additional assistance during the schools' after school homework club. Students can also be referred to other services such as counseling through the school's SAP counselor, mental health counseling, special education services, speech services, OT/PT, and other health services.

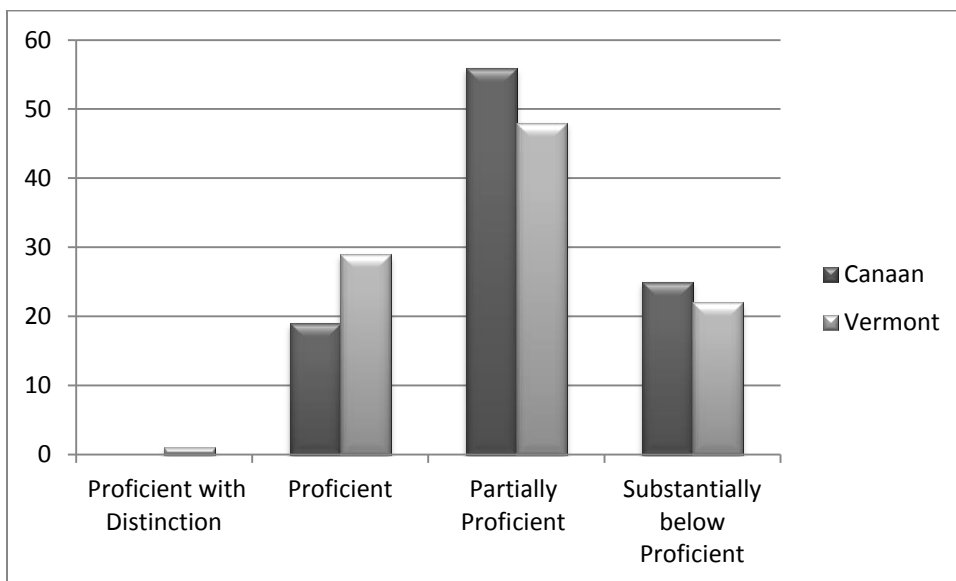
Data and Discussion of Assessment Results
NECAP Science Assessments Results – May 2012

In May of 2012, Canaan's 4th, 8th, and 11th grade students were given the New England Common Assessment Program (NECAP) Science tests. The results were as follows:

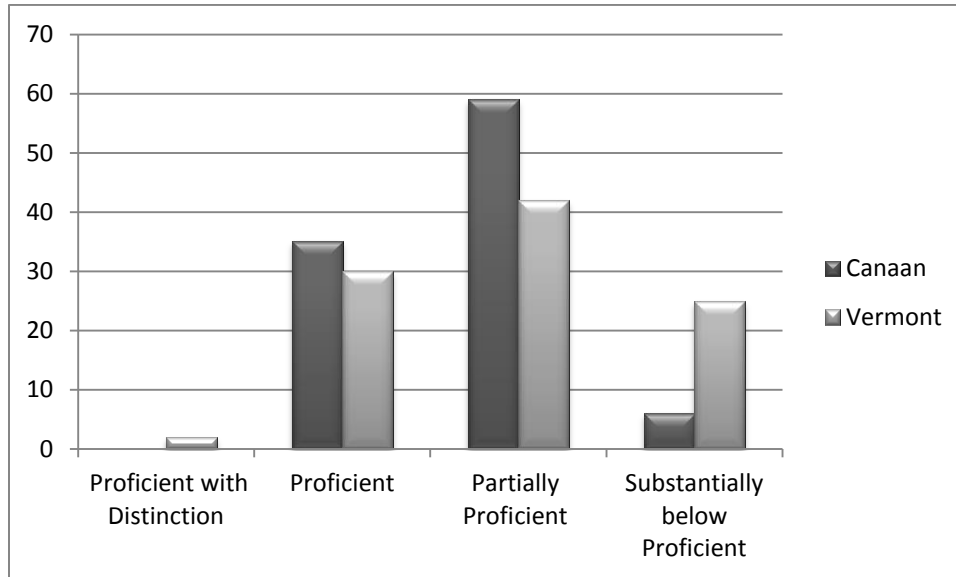
Canaan to State of Vermont Comparison for Grade 4 Science



Canaan to State of Vermont Comparison for Grade 8 Science



Canaan to State of Vermont Comparison for Grade 11 Science



Results and Conclusions:

The good news:

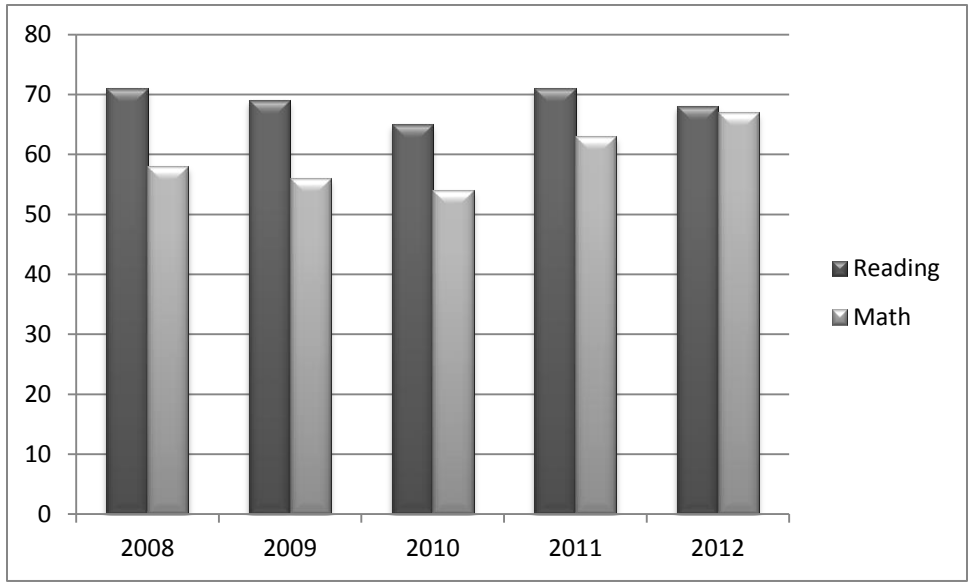
- The 4th and 8th graders were above the state average in proficient with distinction.
- No 11th graders are substantially below proficient and over half are partially proficient

The bad news:

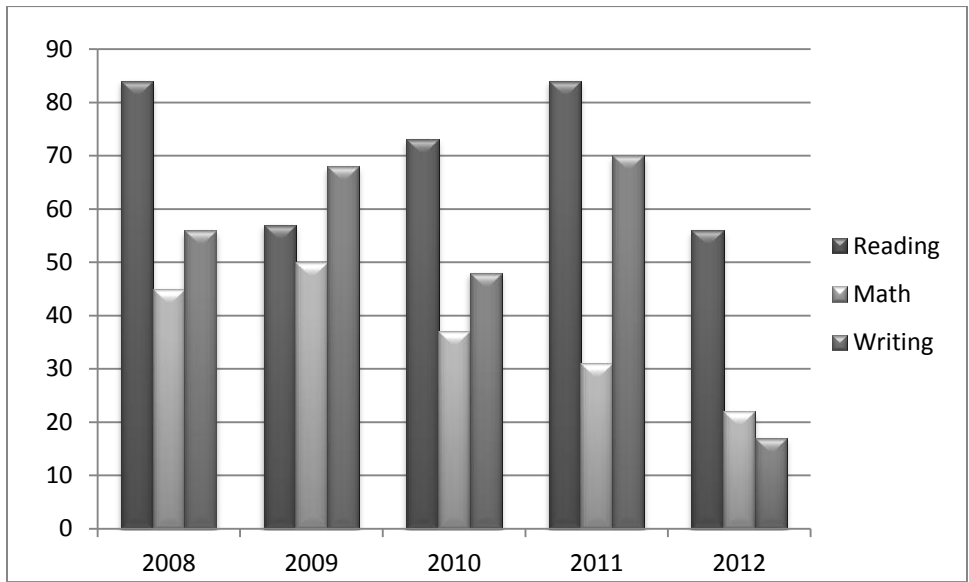
- The majority of Canaan students are partially proficient in Science along with the rest of the state.

If these tests are an accurate measurement of the state standards for Science, then Canaan, along with many other schools in the state of Vermont have some adjustments to do in Science instruction.

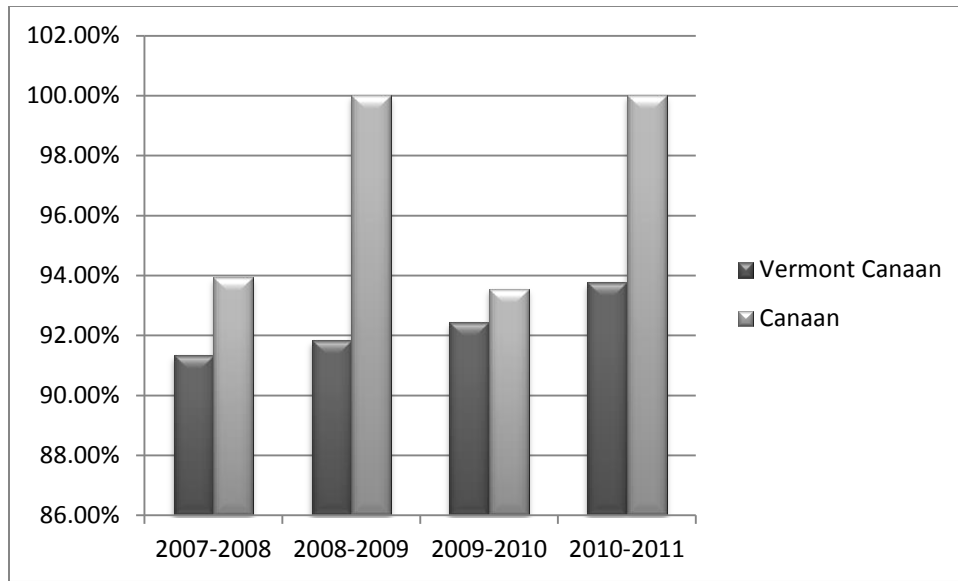
Trends in Canaan's Grade3-8 NECAP Scores over the Last Five Years



Trends in Canaan's 11th Grade NECAP Scores over the Last Five Years

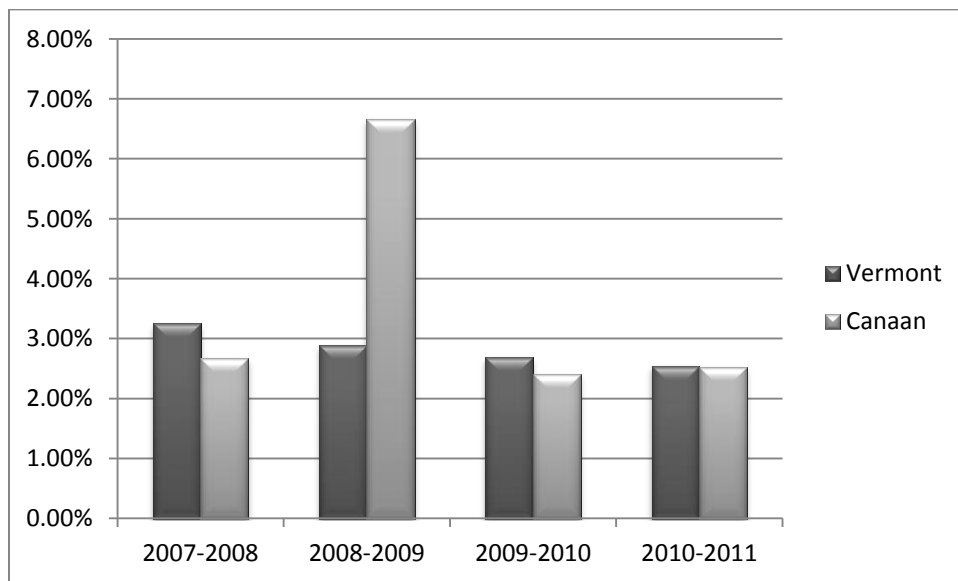


Trends in Graduation Rates over the Last Four Years



- Our Graduation rates continue to be higher than the states average.

Trends in Drop Out Rates Grades 9-12 over the Last Four Years



- Our dropout rate fluctuates compared to the state but continues to be a small percentage of our student body.

*****HS06 - The school will provide freshmen students with formal supports as they make the transition to high school (e.g., summer bridge programs, freshman academies).**

Plan

- Students will have Individualized Learning Plans to lower the sense of anonymity and address individual needs by Fall 2014.
- A data monitoring system (NWEA) will be used to diagnose why students are struggling and will be used to hold the school accountable.
- Canaan Schools will address the needs of students who enter high school unprepared for rigorous, college preparatory work by addressing their instructional needs.
- Students will make connections within the community and with higher education institutions to help them see the relevance of their coursework.

Tasks

- The EST Core Team and Data Monitoring Team will collect data from NWEA, Necaps, and Fountas & Pinnell on those students who are struggling
- The EST core team will develop Individualized Learning Plans for those students who struggle within the traditional classroom setting.
- Introductory courses will be developed in core subject areas to help prepare students for the standard and honors courses. Review of basic writing, reading and math skills will be covered in these courses to prepare them for higher level courses.
- Community speakers, college admissions personnel and college students will be invited to the school to hold discussions with the students on the importance of the coursework they are involved in

*****CIN02 - The school will maintain an official document that clearly defines the curriculum and instruction for each of the tiers in reading, mathematics, written language, and social behavior. (648)***

Plan

- Canaan Schools will have a clearly articulated and aligned curriculum, instruction and assessment document
 - Canaan Schools will focus on matters that create greater learning opportunities, particularly school climate and scheduling
 - This document will have a sustained focus over time, building on existing strengths and examining areas for growth
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Tasks

- Canaan teachers will continue to use early release days, in-service days and the first Tuesday of the month to articulate and align the K-12 curriculum and instruction for each of the tiers in all content areas.
- Canaan Schools will develop a K-12 curriculum that is vertically aligned to the CCSS with instruction for each of the tiers in all content areas
- Canaan Schools will develop an assessment plan (formative, pre-assessment, post assessment, performance tasks) with clearly defined benchmarks for common/local assessments
- Canaan Schools will develop documentation showing a common agreement regarding grading policy and practice

Canaan Schools recognizes that students should have a safe, orderly, civil and positive learning environment and that bullying, hazing and harassment have no place and will not be tolerated.

Plan

- Students will report in writing personally or anonymously to teachers and school administrators any act of bullying, hazing or harassment
 - Staff members will report in writing any bullying, hazing or harassment incidents they witness.
 - Staff members will report in writing any bullying, hazing or harassment incidents that are reported to them.
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Tasks

- Students will leave a note describing incidents of bullying, hazing or harassment in the box on the Principal's desk.
- Students will report directly to the principal or assistant principal any incidents of bullying, hazing or harassment.
- Any staff who witness acts of bullying, hazing or harassment, or receives reports of either will notify the principal or assistant principal.

Canaan Students will exhibit an increase in Science skills as evidenced by the NECAP and NWEA scores.

Plan

- Students Science skills will increase each time the NWEA assessment is administered.
- By spring of 2014 students NECAP scores will have increased from the 2013 scores.

Tasks

- The NWEA will be administered twice during the 2013-2014 year and then three times during the following school year- fall, winter and spring.
- Teachers will complete the assessment prior to the end of September 2013 to become familiar with the assessment so they can prepare the students for the exam format.
- Teachers will analyze the results from each NWEA assessment to assist them with ways to improve scores.
- Analysis of NECAP released items will be used as a formative assessment tool to help students prepare for the exam format.

Plan

- Regular assigned homework will build student independence. The amount of time devoted to homework should increase through the grade levels.
- Written or verbal comments on homework will help students detect areas that need further practice
- Teacher evaluation of homework will help teachers detect areas that need further teaching as well as areas of proficiency

Tasks

- Homework will be used for practice and mastery.
- Homework will be graded, corrected and promptly returned to students
- Teachers will demonstrate what the expectations are on homework through written or verbal comments.
- Teachers will provide students with clear evaluations of their progress in reaching the learning goals
- Teachers will assign work that connects prior learning to new learning
- Teachers will assign 10 minutes of homework times the grade level (i.e. grade 2 x 10 minutes = 20 minutes of homework)
- The homework policy with rationale will be documented and shared with students and families
- Research and discuss the kinds of student specific feedback that would be most helpful to enhance/foster proficiency

** These denote School Improvement Core Indicators from the Green Mountain Star handbook which we utilized for our school's Improvement Plan.