

# Charlotte Central School

## Strategic Plan for 2006-2012



As presented to the CCS Board of Education  
June 6, 2006



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## ***CHARLOTTE CENTRAL SCHOOL DISTRICT 2006 -2012 STRATEGIC PLAN SUMMARY***

In October 2005 the Charlotte School Board created a strategic planning committee composed of parents, community members, school administrators and staff. The specific charge given to the committee was “to engage the community in developing the school’s long-term strategic plan for the seven year period starting in 2007”. The driving force for creating a strategic plan was the desire to ensure that every Charlotte Central School student has the opportunity to learn well and prepare for their future. In addition, the school board wanted to insure that the school operates efficiently and effectively. They did not want to leave the challenge of educating Charlotte students to chance. The board believed that the work of the school needs to be guided by a coherent working document designed to specifically:

- Build off of the previous six year strategic plan to insure continuous and coordinated progress.
- Include the voices of Charlotte citizens.
- Communicate the direction our school is taking to the entire community.
- Guide fiscal decisions, allocation and re-allocation of resources.
- Insure attainment of goals for educating students.
- Holding the school district accountable to accomplishing its articulated standards and expectations.

The work of the committee in crafting this new strategic plan began in November of 2005 and continued at numerous meetings through May, 2006. The committee launched into the endeavor by first reviewing the status and accomplishments realized through the previous five year plan. This review confirmed the need to continue to focus on five primary planning areas: Curriculum, Educational Technology and Information Literacy, Facilities, Positive Learning Environment and Support Services. The committee then drafted goals, strategies for implementing goals and indicators for measuring progress in each of the five focus areas. In addition, a proposed timeline and alignment of resources needed for each focus area was developed.

The process of developing this Strategic Plan also included both formal and informal mechanisms for obtaining input from community members, parents, teachers and staff. The committee hosted a focus forum specifically designed to get input on goals for each focus area. At this forum, a power point presentation on future trends in education was presented to help set the stage for the bigger thinking of strategies for Charlotte Central School. Committee members also facilitated meetings with teachers and staff to get their input. The planning group utilized surveys, newspaper articles, school news instruments and electronic communications to obtain information from community members. Extensive research was conducted by committee members. Professional and news media, state resources and statutes, experts in the various fields, plans from other districts and states and other resources were used to inform the development of the goals and strategies.

This Strategic Plan was presented to the School Board as a working document on June 6, 2006. The Board adopted the Plan on August \_\_\_\_, 2006. It is the recommendation of this committee that the school board conduct a quarterly review of the strategic plan at open meetings.

## ***CURRICULUM***

**Goal I - Continue implementation of the Chittenden South Supervisory Union (CSSU) Curriculum Frameworks across all subject areas, so that students will be prepared for high school.**

### **Strategies**

1. Develop assessments and resources to complement the established curriculum goals in the areas of: Science, Social Sciences, Technology Literacy, The Arts, World Languages, Guidance and Physical Education, using the CSSU Curriculum Frameworks as a foundation.
2. Develop a CCS Action Plan for each of the above curriculum areas, outlining goals, action steps and measurable targets.  
\*The Vital Results as outlined in the Vermont Frameworks of Standards and Learning Opportunities need to be addressed across the curriculum areas (Fields of Knowledge).
3. Review and update Action Plans in the areas of Literacy and Mathematics curriculum.
4. Continue to use local assessments as a tool to identify, address and meet the needs of all students.
5. Provide professional development opportunities for staff as appropriate.
6. Support teachers in professional development towards collaborating and developing two year looping strategies.

### **Indicators of Progress**

1. Local Assessment Plans are in place.
2. Action Plans for each curriculum area are in place.
3. Teachers take advantage of professional development opportunities and implement new learning in classrooms.
4. Collaboration among classrooms/teams takes place on a regular basis.
5. Students demonstrate progress as measured by a variety of assessment tools.

**Goal II - Clarify and enhance systems of communication regarding the curriculum among teachers, administrators, parents/guardians and the school board.**

**Strategies**

1. Clearly articulate, publish and publicize a “chain of communication” appropriate to different grade levels to help resolve curriculum issues as they arise.
2. Have a curriculum night for every grade/team at the beginning of the school year. Expectations of communication regarding the curriculum need to be clear for parents, teachers and students.
3. Reevaluate the role of Parent Advisory Councils (PACs), customizing them at each grade level to better serve families and teachers.
4. Regular written communication between classroom and families will be sent home.
5. Establish a consistent reporting out system for Report Cards. Include sections for both progress in Fields of Knowledge and Vital Results. (See Vermont Framework of Standards).
6. Establish opportunities for members of the CCS community to be educated about and voice concerns about broader curriculum issues.

**Indicators of Progress**

1. Communication guidelines are published in CCS Student Handbook, newsletter, and website.
2. Curriculum meetings for classrooms/teams take place annually.
3. Learning Team guidelines, expectations and curriculum maps are available to families.
4. PACs are evaluated regularly.
5. Report cards are standardized.
6. Two-sided communication is happening. All parties feel well informed.

**Goal III - Introduce World Language instruction in the primary grades so that students are proficient in a second language by eighth grade.**

\*Globalization makes it essential for students to develop an awareness of the vast diversity in the world and to effectively communicate in a multilingual society. Proficiency in a second language will create greater opportunities for students and prepare them to be global citizens.

**Strategies**

1. Proficiency is defined as the practical use of language in real situations. Students will be able to understand, converse and present information in both English and a second language by the eighth grade.
2. The School Board will charge a committee to investigate World Language and Culture issues. This committee will make recommendations on:
  - Which language/s will be offered at CCS (coordinate with CSSU).
  - Which grade level language instruction will begin.
  - Staffing and budget requirements.
  - Ways to share knowledge and resources with other CSSU schools.
3. Provide ongoing professional development so that World Language instruction can be integrated with other disciplines and subjects as appropriate (i.e. Introduce World Language vocabulary into Social Sciences.)

**Indicators of Progress**

1. Committee is in place.
2. Language program is implemented.
3. Students are proficient in a second language.

**Goal IV - Develop cross-cultural awareness so that students can interact effectively in a culturally diverse world.**

\*In an increasingly global society students need to develop a strong awareness of the world beyond their community, broadening their knowledge and acceptance of other cultures and traditions.

**Strategies**

1. The School Board will charge a committee to investigate World Language and Culture issues (as in Goal 3 above). This committee will:
  - Make recommendations on ways to integrate cultural awareness across the curriculum at CCS.
  - Form a liaison between CCS and an outside program that focuses on World Language and Culture issues. (Such as the Asian Studies Outreach Program at UVM).
  - Collaborate with schools in CSSU and beyond to share knowledge and resources regarding cultural issues.
  - Consider ways of implementing recommendations made in The Governor's Council on International Education (October 1, 2004).
2. Enhance the study of world geography at all levels of the curriculum.
3. Provide opportunities for students to experience other cultures such as:
  - Assemblies, guest teachers, foreign exchange students, residencies (similar to Jon Gailmore music residency), field trips (such as African dance at the Flynn) etc.

**Indicators of Progress**

1. Committee is in place.
2. Opportunities for students to experience other cultures are provided.
3. Outside resources are utilized by CCS to enhance cultural awareness.
4. Students have broader cultural awareness.

**Goal V - The option of all-day Kindergarten will be offered as part of the CCS educational program.**

“Given the advent of the new Vermont Grade Expectations and the educational research around best practices for kindergarten programs, it is the recommendation of this committee that the schools of CSSU investigate the possibility of providing a full-day kindergarten program option for all students in each district. Providing the option for students allows families to participate in a rich program which can meet the needs of the students who would benefit from early intervention, students who need enrichments activities and alleviate the number of transitions for students and families who use after-kinder care as a source of daycare.” CSSU Kindergarten Study June 12, 2005.

**Strategies**

1. Implementation will follow the guidelines proposed by the CSSU Kindergarten Study (June 12, 2005).
2. CCS staff will determine how the lengthened day will be structured to best meet the needs of students and families. (See 2004-05 CCS Budget Pack).

**Indicators of Progress**

1. Staff determines structure of kindergarten schedule.
2. All day kindergarten is an option for students.

## ***EDUCATIONAL TECHNOLOGY AND INFORMATION LITERACY***

**Goal I - Establish Charlotte Central School (CCS) as a learning community that utilizes the power of educational technology and information literacy to facilitate and improve students' academic performance, broaden learning opportunities, and prepare children for a dynamic future.**

### **Strategies**

1. Based on the concepts identified in the goal statement, administrators articulate a school-wide vision for the value of technology, and develop expectations for teachers to support shared vision.
2. Using National Education Technology Standards (NETS) guidelines, conduct needs assessment of teachers, staff and administration in order to develop school-wide and individualized professional development plans.
3. Establish baseline technology competencies for new hires.
4. Provide resources (fiscal, time) for professional development.
5. Create a Curriculum Resource Support Team, (consisting of Educational Technology, Library, Enrichment, math, literacy, social studies and science leaders).
6. Establish technology leaders at each grade level.
7. Hold regularly scheduled curriculum summits in which this new team is involved in curriculum implementation with all teachers. The team will provide comprehensive curriculum support and resources to expand differentiated learning opportunities.
8. On an annual basis, attain the CSSU replacement formula for workstations necessary to support the curriculum standards.
9. Define and procure an essential "Toolkit for Technology" for each classroom. Develop and attain replacement schedule for Toolkits.
10. Provide annual "State of technology at CCS" presentation to school board, outlining progress towards strategic plan goals, and needs assessment.
11. Improve reliability of educational technology through increased technical support, including a protocol to determine technical support priorities.

### **Indicators Of Progress**

1. Students utilize technology to develop critical thinking skills by accessing, analyzing and communicating information.
2. Administration and faculty adopt and utilize technology standards and performance indicators (for example, NETS).
3. Professional development plans include technology integration across all curricular areas and are executed by faculty, staff and administrators.
4. CSSU replacement formula for workstations has been fully funded.
5. "Toolkit for Technology" has been defined and funded for each classroom.
6. Decrease in technology support response time.

**Goal II - Streamline administration, faculty and staff administrative operations at CCS through the use of technology including student information databases, telecommunications systems, application sharing and internet usage.**

**Strategies**

1. Develop an online inventory and description of hardware, software, and websites. The inventory should be fully searchable and include descriptions, reviews, and costs.
2. Develop and implement standardized input and access to student information to facilitate knowledge sharing, ie. Modular Management System for School (MMS), Vermont Data Warehouse.
3. Develop and implement plans to streamline administrative processes and activities through the use of technology.

**Indicators Of Progress**

1. Hardware/software resource inventory is developed and utilized.
2. A process to upload local data to the state-wide data warehouse is developed.
3. School action plans for student learning have been developed based on the correlation of the local data with the state-wide data warehouse.
4. Activities and processes that can benefit from technology have been identified. Implementation plans have been developed.

**Goal III - Strengthen the partnership among CCS, families and the Charlotte community through the use of technology.**

**Strategies**

1. Increase usage of dynamic and interactive websites allowing for secure two-way communication.
2. Establish a protocol for using email and voice mail to communicate with parents and the community.
3. Use the CCS website and email to communicate with students, parents and the community. Encourage community participation where appropriate.
4. Facilitate parental involvement and knowledge of technology to extend learning beyond the traditional school day and into their homes.
5. Provide teachers and students with improved home access to school work.
6. Continue to implement a program to teach safe and ethical technology practices to students, staff, administrators, parents and community members.
7. Host community classes and events to maximize the ability of the community to use the school facilities, especially educational technology and information.

**Indicators Of Progress**

1. Decrease in response time to emails.
2. Methods of accessing schoolwork from home developed with resulting increase in number of faculty, students and families utilizing home access.
3. Increase in number of community members utilizing CCS technology resources.
4. Families, students, faculty and the Charlotte community feel informed, engaged, and connected to CCS.

## ***FACILITIES***

**Goal I - Create and maintain a healthy and safe physical environment to optimize learning for students, staff and community.**

**Goal II - Allocate and manage space (site and building) in accordance with changing occupancy levels, requirements and community needs.**

**Goal III - Manage building operations and systems to have a positive environmental impact through energy and water efficient practices and waste reduction efforts.**

### **Strategies**

In order to achieve these goals, we envision a cohesive strategy that addresses the integral nature of the site, building, and their users.

1. Adopt a School Energy and Environmental Policy.
2. The School Board will charge a diverse facilities committee to assist the Board and Administration in implementing the Energy and Environmental Policy.
3. Quick hits – address code compliance (such as lack of ventilation in multi-purpose room) issues immediately, share information about immediate successes and long term plan.
4. Develop a Facilities Plan that identifies short and long term needs for students, staff and the community, sets targets and defines activities necessary to fulfill the goals.
5. Develop a plan for integrating the School Energy and Environmental Policy into school activities and curriculum on an ongoing basis.
6. Share plans with stakeholders.
7. Implement – Administration has primary responsibility for implementation of non-capital items and for integration into curriculum; School Board works with Administration to budget for and implement capital expense measures.

### **Indicators of Progress**

1. The multipurpose room is adequately ventilated.
2. A comprehensive facilities plan is developed and supported by the community.
3. Students and staff are actively involved in improving the school's environmental impact.
4. School energy use is reduced.
5. Tonnage of solid waste produced at the school is reduced.
6. School bus ridership increases.
7. Facilities and grounds satisfy community and school needs with minimum environmental impact.

## ***POSITIVE LEARNING ENVIRONMENT***

**Goal I - Nurture a positive learning environment within the school community based on the values of respect, integrity, honesty and kindness.**

### **Strategies**

1. Encourage individual responsibility in the school community.
2. Focus on acceptance and embracing diversity.
3. Change school motto to better reflect this goal.
4. Have fun maintaining CCS traditions.
5. Renew CCS Agreement with students, staff, administration and parents to emphasize positive values.
6. Promote a positive teaching environment for the CCS staff.
7. Increase opportunities for multi-age experiences such as student government, music, drama and sports.
8. Create opportunities for academic and social mentoring.
9. Develop a comprehensive and accurate log and reporting system that reflects the risk behavior categories in the Vermont Department of Health's Youth Risk Survey.

### **Indicators of Progress**

1. Number of disciplinary incidents and referrals to opportunity room go down (includes bullying).
2. Reduction in recidivism by same students.
3. Smiling, happy students, staff, administration and parents.
4. Low staff turnover and increase in job satisfaction for employees.
5. Increase in number of students who feel safe, feel their personal property is safe, and reduction in students who are bullied, threatened and engaged in fighting at CCS as reflected in the Vermont Department of Health's Youth Risk Behavior Survey.

**Goal II – Continue to develop a discipline system that allows for educational growth and nurturing around student behavior.**

**Strategies**

1. Improve the existing supervision of students in non-classroom settings. Nurture personal responsibility for behavior to reduce the need for such supervision.
2. Revise CCS Bullying Prevention Plan to develop intervention and prevention strategies that include perpetrators, victims, bystanders and their families. Address the issue of cyber-bullying as part of the plan.
3. Establish clear standards regarding appropriate discipline and define the roles of teachers, behavior specialist, administration and parents. Be specific about consequences and follow through.
4. Include student input in the revisions to the Bullying Prevention Plan and Discipline System.
5. Implement existing standards for the Vermont Framework Vital Results and assess student achievement in this area.

**Indicators of Progress**

1. Revised Bullying Prevention Plan, including cyber-bullying is published in the School Handbook.
2. Revised standards for discipline, including defined consequences and follow-through actions, are published in the School Handbook.
3. Reduction in bullying incidents.
4. Parents and students have a clear understanding of CCS discipline system; faculty and administration implement it consistently.
5. Increasing numbers of students receive high marks on Vital Results section of report cards.

**Goal III - Create a comprehensive wellness and health plan, including nutrition, physical activity and other school based activities, which promotes the physical and emotional health and safety of students and staff.**

**Strategies**

1. Adopt FEED (Food Education Every Day) Program.
2. Establish an advisory committee, including parents, to review the existing curriculum for sex education and recommend appropriate changes.
3. Establish an advisory committee, including parents, to review the existing curriculum for drug and alcohol education and recommend appropriate changes.
4. Provide students opportunities to connect with community members and staff as role models regarding health and wellness goals.
5. Expand extracurricular athletic and intellectual activities.
6. Establish alternative physical education class (example: Hunt School Program in Burlington, VT)

**Indicators of Progress**

1. Number of students, staff and administration participating in school food program increase and the amount of waste in the kitchen decreases.
2. Increase in healthy eating habits at CCS to include increase in the consumption of fruits, vegetables and calcium products.
3. The newly adopted sex education and drug and alcohol curriculum has a positive effect in student behavior as demonstrated by the Vermont Department of Health's Vermont Youth Risk Survey and the Swisher Survey.
4. Increase the number of students involved in the mentoring program with community members who promote healthy choices and lifestyles.
5. Number and diversity of extracurricular activities increases as well as number of students, staff and administrators involved.
6. Increase the number of students, staff and administrators actively designing and participating in their own physical well being and education.

**Goal IV – Establish a comprehensive, accessible and effective communication system between the school and parents.**

**Strategies**

1. Information on school-wide issues will be made available to everyone in a timely manner. Include a “Principal’s Page” in the newsletter with appropriate frequency. Use this page to address school-wide issues such as discipline, curriculum or staffing updates, concerns, events, educational research, accomplishments or awards.
2. Publish multiple methods for parents to communicate with teachers and the administration in order to receive timely responses.
3. Clarify the communication hierarchy so people understand who to contact first with an issue or concern, and how to proceed if they cannot resolve the issue at that level. Publish it annually in the Parent/Student Handbook and the Directory. Publish it periodically in the newsletter. Hand it out with other information at the beginning of the school year at parent information night.
4. Establish a clear protocol to identify which events or situations would prompt the school to contact parents and who would do so (teacher, nurse, Principal, Behavior Specialist, etc.).

**Indicators of Progress**

1. Parents feel adequately informed about school issues.
2. Parents understand how to communicate with teachers and administration and receive responses within a satisfactory timeframe.
3. Parents are informed in a timely manner when necessary about events or situations at CCS involving their child.
4. PACs are viewed as an effective tool for relating information or discussing concerns within teams.

**Goal V - Expand the relationship between CCS and Charlotte households without school age children, in order to increase reciprocal understanding.**

**Strategies**

1. Continue and develop outreach programs to give back to the community. For example; Green up Day, Empty Bowls Project, Senior Center activities.
2. Create varied opportunities to include community members with and without school children in the budget process.
3. Use The Charlotte News to inform and welcome the community to all events, such as concerts and plays, and team games.
4. Have students contribute articles to The Charlotte News about their learning experiences.
5. Expand the links between young families and seniors and the school.
6. Maximize the ability of the community to use the school facilities including the library and cafeteria.
7. Use the CCS website as a gateway to educate the community about the learning goals, challenges and accomplishments of the students. Encourage community participation where appropriate.

**Indicators of Progress**

1. There has been wide attendance and participation by community members of all ages at school and outreach programs.
2. Community members have been engaged in providing constructive input and ideas for appropriate spending on school programs.
3. Exchange of information between the community and the school has been frequent, thorough and has included varied mediums.

## ***SUPPORT SERVICES***

**Goal I - Provide a comprehensive system of timely support services for all students, whether below, at, or exceeding grade level standards.**

\*Support services include, but are not limited to: supports implemented by classroom teacher based on his/her individual assessment of students' needs or as a result of Kidtalk recommendations; supports through Educational Support Team (EST) decisions (e.g. literacy, math, consultation); supports through the Enrichment Program; supports through Curriculum Resources Team; and supports deemed necessary through the 504 or Special Education process.

### **Strategies**

1. Define support services.
2. Examine current model of support services to identify strengths, weaknesses, and areas of concern.
3. Using the pyramid model, clarify the different levels of support.
  - a. How does the system work?
  - b. What are the resources at each level?
  - c. How are individual students identified and referred?
  - d. How is it determined what services a student qualifies for?
  - e. What actions will happen?
4. Combine all support services pyramid models (enrichment, literacy, math etc.) into a single matrix.
5. Create time guidelines to ensure that students receive support quickly when a referral is made.
6. Clearly identify paths of communication between teachers, staff and families.
7. Provide training for all teachers/staff to understand the support services system.
8. Provide support for teachers/staff as needed, such as para-educators, clerical support, clinical supervision for school counselors.

### **Indicators of Progress**

1. Data collection shows that:
  - a. Every student who needs services receives them.
  - b. Services are always provided in a timely manner.
  - c. Services are continued grade to grade as needed.
2. Teachers and staff have a clear understanding of the support services system, receive ongoing training, are meeting the needs of all students and can articulate the process to parents.

**Goal II - Clearly communicate to parents, students and staff the support services system and how to access it.**

**Strategies**

1. Create a support services handbook.
2. Post the unified support services matrix on CCS website.
3. Provide staff/teacher training.
4. Provide resources and support for parents.

**Indicators of Progress**

1. The unified support service matrix, including time guidelines and paths of communication, appears in parent and staff handbooks and on the CCS website.
2. Families, teachers and staff have a clear understanding of the support services system and access it as needed.
3. Parents are supported through information nights, support groups, etc., and receive a copy of the support services handbook.

**Goal III - Better meet the enrichment needs of all students.**

**Strategies**

1. Define enrichment.
2. Examine the current enrichment model to identify strengths, weaknesses, areas of concern.
3. Develop a proactive referral process for more intensive individualized and small group services for highly able students or those exhibiting high potential and/or passion for a topic.
4. Add enrichment to the support services pyramid.
5. Provide time & resources for students to explore individual passions.
6. Use the community as a resource by organizing and training volunteers.
7. Develop a data collection mechanism to provide information for analysis of the enrichment program.
8. Increase the Enrichment Coordinator to a full-time position.
9. Recruit and hire support staff.
10. Provide professional development opportunities for the Enrichment Coordinator; make training opportunities available to CCS staff and volunteers as appropriate.

**Indicators of Progress**

1. Sufficient teachers/staff are hired and trained, and are meeting the enrichment needs of students.
2. Data collection shows an increase in the number of students being served, individually and in groups.
3. Community volunteers are organized, trained, and used.
4. The Enrichment PAC continues to serve as a resource for staff, parents and students.

