

CCS STRATEGIC PLAN 2006-2012
IMPLEMENTATION TIMELINE RESOURCE MATRIX

Area	Goals / Strategies	Clerical Support			Committee			Significant Cost Implications			Additional Personnel			Administrative Support			Pilot Program			Professional Development			Other		
		I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III
Curriculum	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.																								
	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.																								
	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.																								
	II - Clarify and enhance systems of communication regarding the curriculum among teachers, administrators, parents/guardians and the school board.																								
	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.																								
	III - Introduce World Language instruction in the primary grades so that students are proficient in a second language by eighth grade.																								
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).																									

CCS STRATEGIC PLAN 2006-2012
IMPLEMENTATION TIMELINE RESOURCE MATRIX

Area	Goals / Strategies	Clerical Support			Committee			Significant Cost Implications			Additional Personnel			Administrative Support			Pilot Program			Professional Development			Other			
		I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	
Educational Technology & Information Literacy	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.																									
	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.	X			X									X							X					
	2. Using National Education Technology (NETS) guidelines, conduct needs assessment of teachers, staff and administration in order to develop school-wide and individualized professional development plans.	X						X						X							X					
	3. Establish baseline technology competencies for new hires.		X			X				X					X							X				
	4. Provide resources (fiscal, time) for professional development.													X							X					
	5. Create a Curriculum Resource Support Team (consisting of Educational Technology, Library, Enrichment, math, literacy, social studies and science leaders).				X									X							X					
	6. Establish technology leaders at each grade level.				X									X							X					
	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.	X			X									X							X					
	8. On an annual basis, attain the CSSU replacement formula for workstations necessary to support the curriculum standards.				X	X	X	X	X	X				X	X	X										
	9. Define and procure an essential "Toolkit for Technology" for each classroom. Develop and attain replacement schedule for Toolkits.				X				X					X								X				
	10. Provide annual "State of Technology at CCS" presentation to school board, outlining progress towards strategic plan goals, and needs assessment.				X	X	X							X	X	X					X	X	X			
11. Improve reliability of educational technology through increased technical support, including a protocol to determine technical support priorities.				X			X	X					X								X					
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.																										
1. Develop an online inventory and description of hardware, software, and websites. The inventory should be fully searchable and include descriptions, reviews, and costs.		X		X				X					X								X					
2. Develop and implement standardized input and access to student information to facilitate knowledge sharing, i.e. Modular Management System for Schools (MMS), Vermont Data Warehouse.				X				X					X								X					
3. Develop and implement plans to streamline administrative processes and activities through the use of technology.		X		X									X								X					
III - Strengthen the partnership among CCS, families and the Charlotte community through the use of technology.																										
1. Increase usage of dynamic and interactive websites allowing for secure two-way communication.		X			X								X					X			X					
2. Establish a protocol / policy for using email and voice mail to communicate with parents and the community.	X												X								X					
3. Use the CCS website and email to communicate with students, parents and the community. Encourage community participation where appropriate.	X			X								X								X	X	X				
4. Facilitate parental involvement and knowledge of technology to extend learning beyond the traditional school day and into their homes.		X			X			X			X			X				X					X			
5. Provide teachers and students with home access to school work.				X			X						X								X					
6. Continue to implement a program to teach safe and ethical technology practices to students, staff, administrators, parents and community members.				X									X								X					
7. Host community classes and events to maximize the ability of the community to use the school facilities, especially educational technology and information.				X			X			X			X				X									

CCS STRATEGIC PLAN 2006-2012
IMPLEMENTATION TIMELINE RESOURCE MATRIX

Area	Goals / Strategies	Clerical Support			Committee			Significant Cost Implications			Additional Personnel			Administrative Support			Pilot Program			Professional Development			Other		
		I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III
Facilities	I - Create and maintain a healthy and safe physical environment to optimize learning for students, staff and community.																								
	II - Allocate and manage space (site and building) in accordance with changing occupancy levels, requirements and community needs.																								
	III - Manage building operations and systems to have a positive environmental impact through energy and water efficient practices and waste reduction efforts.																								
	1. Adopt a School Energy and Environmental Policy.	X			X									X											
	2. The School Board will charge a diverse facilities committee to assist the Board and Administration in implementing the Energy and Environmental Policy.				X									X									X		
	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.				X			X						X											
	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					X		X						X	X	X							X	X	
	5. Develop a plan for integrating the School Energy and Environmental Policy into school activities and curriculum on an ongoing basis.					X	X	X						X	X		X					X	X		
6. Share plans with stakeholders		X	X		X	X							X	X							X	X		X	X
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.					X		X	X					X	X		X					X	X		X	

CCS STRATEGIC PLAN 2006-2012
IMPLEMENTATION TIMELINE RESOURCE MATRIX

Area	Goals / Strategies	Clerical Support			Committee			Significant Cost Implications			Additional Personnel			Administrative Support			Pilot Program			Professional Development			Other			
		I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	
Positive Learning	I - Nurture a positive learning environment within the school community based on the values of respect, integrity, honesty and kindness.																									
	1. Encourage individual responsibility in the school community.														X	X	X				X	X	X	X	X	X
	2. Focus on acceptance and embracing diversity.														X	X	X				X	X	X			
	3. Change school motto to better reflect this goal.														X									X		
	4. Have fun maintaining CCS traditions.														X	X	X									
	5. Renew CCS Agreement with students, staff, administration and parents to emphasize positive values.														X	X	X							X	X	X
	6. Promote a positive teaching environment for the CCS staff.														X	X	X				X	X	X			
	7. Increase opportunities for multi-age experiences such as student government, music, drama and sports.														X	X	X									
	8. Create opportunities for academic and social mentoring.														X	X	X							X	X	X
	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.														X						X					
	II - Continue to develop a discipline system that allows for educational growth and nurturing around student behavior.																									
	1. Improve the existing supervision of students in non-classroom settings. Nurture personal responsibility for behavior to reduce the need for such supervision.														X	X	X							X	X	X
	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.														X									X		
	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.														X									X		
	4. Include student input in the revisions to the Bullying Prevention Plan and Discipline System.														X									X		
	5. Implement existing standards for the Vermont Framework Vital Results and assess student achievement in this area.															X									X	
	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.																									
	1. Adopt FEED (Food Education Every Day) Program.				X			X							X											
	2. Establish an advisory committee, including parents, to review the existing curriculum for sex education and recommend appropriate changes.				X										X									X		
	3. Establish an advisory committee, including parents, to review the existing curriculum for drug and alcohol education and recommend appropriate changes.				X										X									X		
	4. Provide students opportunities to connect with community members and staff as role models regarding health and wellness goals.															X	X								X	X
5. Expand extracurricular athletic and intellectual activities.										X			X		X									X		
6. Establish alternative physical education class (example: Hunt School Program in Burlington, VT)										X		X		X												

CCS STRATEGIC PLAN 2006-2012
IMPLEMENTATION TIMELINE RESOURCE MATRIX

Area	Goals / Strategies	Clerical Support			Committee			Significant Cost Implications			Additional Personnel			Administrative Support			Pilot Program			Professional Development			Other			
		I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	
Positive Learning (cont'd)	IV - Establish a comprehensive, accessible and effective communication system between the school and parents.																									
	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.														X											
	2. Publish multiple methods for parents to communicate with teachers and the administration in order to receive timely responses.	X													X									X		
	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.														X									X		
	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.).														X									X		
	V - Expand the relationship between CCS and Charlotte households without school age children, in order to increase reciprocal understanding.																									
	1. Continue and develop outreach programs to give back to the community. For example; Green up Day, Empty Bowls Project, Senior Center activities.														X	X	X							X	X	X
	2. Create varied opportunities to include community members with and without school children in the budget process.														X									X		
	3. Use The Charlotte News to inform and welcome the community to all events, such as concerts and plays, and team games.	X													X									X		
	4. Have students contribute articles to The Charlotte News about their learning experiences.	X													X									X		
5. Expand the links between young families and seniors and the school.														X									X			
6. Maximize the ability of the community to use the school facilities including the library and cafeteria.								X	X	X				X	X	X										
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.	X	X	X											X	X	X										

CCS STRATEGIC PLAN 2006-2012
IMPLEMENTATION TIMELINE RESOURCE MATRIX

Area	Goals / Strategies	Clerical Support			Committee			Significant Cost Implications			Additional Personnel			Administrative Support			Pilot Program			Professional Development			Other			
		I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	
Support Services	I - Provide a comprehensive system of timely support services for all students, whether below, at, or exceeding grade level standards.																									
	1. Define support services.				X										X											
	2. Examine current model of support services to identify strengths, weaknesses, and areas of concern.				X																					
	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?							X								X										
	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.	X														X										
	5. Create time guidelines to ensure that students receive support quickly when a referral is made.															X										
	6. Clearly identify paths of communication between teachers, staff and families.															X										
	7. Provide training for all teachers/staff to understand support services system.															X						X				
	8. Provide support for teachers/staff as needed, such as para-educators, clerical support, clinical supervision for School Counselors.	X							X			X				X						X				
	II - Clearly communicate to parents, students and staff the support services system and how to access it.																									
	1. Create a support services handbook.	X														X										
	2. Post the unified support services matrix on CCS website.	X														X						X				
	3. Provide staff/teacher training.															X						X				
	4. Provide resources and support for parents.															X						X				
	III - Better meet the enrichment needs of all students.																									
	1. Define enrichment.				X											X						X				
	2. Examine the current enrichment model to identify strengths, weaknesses, areas of concern.				X											X						X				
	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.				X											X						X				
	4. Add enrichment to the support services pyramid.															X						X				
	5. Provide time & resources for students to explore individual passions.	X														X						X				
	6. Use the community as a resource by organizing and training volunteers.												X													
	7. Develop a data collection mechanism to provide information for analysis of the Enrichment Program.	X			X											X						X				
	8. Increase the Enrichment Coordinator to a full-time position.				X											X										
	9. Recruit and hire support staff.								X			X				X										
	10. Provide professional development opportunities for the Enrichment Coordinator; make training opportunities available to CCS staff and volunteers as appropriate.															X						X				