

**COLCHESTER MIDDLE SCHOOL
COLCHESTER SCHOOL DISTRICT**
- SCHOOL IMPROVEMENT PLAN -
(IN YEAR 1 IMPROVEMENT)

1) School/SU Information:

School Name: Colchester Middle School	SU Name: Colchester School District
Principal: Dawn Gruss	Superintendent: Lawrence Waters
Principal Phone # & Email: 802-264-5800 grussd@csdvt.org	Superintendent Phone # & Email: 802-264-5986 watersl@csdvt.org
Date of School Board Approval: September 20, 2011	Date Plan will be implemented: Beginning September 2011

2) School Improvement Planning Team:

List the names and contact information of the School Improvement Planning Team members and their position.

Name	Contact Information		Position
	Phone	Email	
Lawrence Waters	802-264-5986	watersl@csdvt.org	Superintendent
Dawn Gruss	802-264-5800	grussd@csdvt.org	Principal
Carrie Lutz	802-264-5986	lutzc@csdvt.org	Special Education Director
Gwendolyn Carmolli	802-264-5986	carmollig@csdvt.org	Curriculum Coordinator (if applicable)
Dovid Yagoda	802-264-5800	yagodad@csdvt.org	Assistant Principal
Peg Gillard	802-264-5800	gillardp@csdvt.org	Assistant Principal

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List the names and positions of all individuals consulted in developing the plan. The school must consult with parents, school staff, the LEA, and outside experts.

Name	Position
Carol Smith – Science Facilitator	Educational Leadership Team Member/Teacher
Ian Bleakney – Science Teacher, Member at Large	Educational Leadership Team Member/Teacher
Julie Rutz – Math Facilitator	Educational Leadership Team Member/Teacher
Julie Tanguay – Special Education Facilitator	Educational Leadership Team Member/Teacher
Aubrey Garrison – Humanities Facilitator	Educational Leadership Team Member/Teacher
Jennifer Roberge – Humanities Facilitator	Educational Leadership Team Member/Teacher
Kara Pawlusiak – Guidance Facilitator	Educational Leadership Team Member/Teacher
Ken Remsen – Department of Education	School Improvement Coordinator
Deb Lesure – Department of Education	School Improvement Coordinator
Raymond Proulx – University of Vermont and the Vermont Snelling Institute	Principal Mentor
Parents in Education (P.I.E. – the equivalent of Colchester School District’s PTO)	Parent-base

3) Describe below how the school will provide written notice, in a format that parents can understand, about:

- **The school’s identification for improvement,**
- **What the school is doing to address the problem of low achievement, and**
- **What the LEA is doing to help the school address this problem.**

The Colchester Middle School will provide information to parents about school improvement in the following ways:

- A written letter to parents, meeting the above stated criteria will be mailed
- Above referenced letter will be posted on the Colchester Middle School website on the same day
- A district letter will be mailed to parents indicating results and improvement strategies regarding district identification statue and identified school statues for Colchester Middle School and Mallett’s Bay School
- Above referenced letter will be posted on the Colchester School District Website

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- Quarterly updates on local data and improvement strategies will be included in newsletters to parents which are sent electronically, posted in the school, and posted on the school website

4) Specify the responsibilities of the school and the LEA in implementing the plan:

The school will:

- Develop a School Improvement Plan (SIP) Team, which will support and monitor the SIP
- Draft the SIP, based on analysis of disaggregated NECAP results
- Create and maintain the necessary school wide structures and procedures for the improvement strategies to be successful
- Report out progress of improvement goals and strategies to the school and parent Maintain documentation of the School Improvement Plan, school planning team, progress toward goals, communication to parents and meetings related to the School improvement Plan

The district will:

- Develop a district School Improvement Plan, which will support and monitor the progress of the School Improvement Plan
- Review and approve the School Improvement Plan
- Create and maintain the necessary district wide structures and procedures for the improvement strategies to be successful
- Maintain documentation of the district planning team meeting

5) Describe below the policies and practices the school will adopt concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students will meet the State's proficient level of achievement on NECAP.

Policy:

- No changes to policy are needed at this time.

Practices:

- Curriculum maps and pacing guides for literacy and math will be developed and implemented
- Literacy and math assessments will implemented, analyzed and discussed at Curriculum Area Team meetings
- Curriculum Area Team meetings will occur weekly

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- Curriculum nights for parents in literacy and math will be implemented
- Special educators will be included in Curriculum Area Team meetings and involved in curriculum planning
- Math support units will be created and implemented

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6.) What Results are We Currently Getting? Student Achievement NECAP Data:

Subgroups (List each subgroup identified)	Reading (Check here if subgroup is identified)	Math (Check here if subgroup is identified)
All students	X	X
White Students	X	X
Free/Reduced Lunch	X	X

Data Analysis (List all data/information analyzed and explain what the data revealed):

NECAP* Results (Meeting Standard):

Category	Reading	Math
All students	58%	48%
White students	73%	66%
Free/Reduced Lunch	43%	37%

Data Analysis:

The data reviewed was the fall 2010 NECAP data. At the time of development of the School Improvement Plan no other assessments were given in a coordinated and calibrated manner.

Reading ~

Though 70% of all students met or exceeded standard on the NECAP assessment, only 49% of students on free/reduced lunch and only 14% of students with disabilities met or exceeded standard. There were fewer than 40 students so students with disabilities did not meet the number to be counted for Adequate Yearly Progress status. The results for this sub-group indicate a need to improve outcomes.

When looking at the target Annual Measurable Objective all students came close, with a 17 point gap, but students on free/reduced lunch had a gap of 66 points and students with disabilities had a 147 point gap. There are large achievement gaps in reading for students with financial need and students with disabilities.

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Math ~

Though 67% of all students met or exceeded standard on the NECAP assessment, only 44% of students on free/reduced lunch and only 11% of students with disabilities met or exceeded standard. There were fewer than 40 students so students with disabilities did not meet the number to be counted for Adequate Yearly Progress status. The results for this sub-group indicate a need to improve outcomes.

When looking at the target Annual Measurable Objective all students came close, with a 26 point gap, but students on free/reduced lunch had a gap of 82 points and students with disabilities had a 189 point gap. There are large achievement gaps in math for students with financial need and students with disabilities.

****Note: Please see the attached NECAP data from the 2004-2005 and 2009-2010 academic years.***

Prior Action Plan Strategies:

- What prior Action Plan strategies have been successful in increasing student achievement?
- What evidence have you collected that demonstrates the success of these improvement/strategies?
- Which prior efforts in your Action Plan had little impact on increasing student achievement?
- What is the evidence?

○ **Successful Action Plan Strategies ~**

A previous Action Plan strategy that worked was collecting and analyzing Connected Math unit test scores.

Evidence:

Scores increased substantially, resulting in an exit from School Improvement Status

○ **Unsuccessful Action Plan Strategies ~**

A previous Action Plan strategy that has been unsuccessful has been the mapping of literacy curriculum.

Evidence:

Teachers are covering different content and concepts rather than using curriculum maps to guide instructional planning.

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7) Why Are We Getting These Results? Root Cause Identification:

- Based upon the analysis of student performance data, prior strategies in the Action Plan, and other applicable information, explain the root cause and evidence supporting this conclusion. Be sure that your plan is treating the root cause and not just the symptoms.
- The root causes of the achievement gaps can be attributed to many factors:

Curriculum ~

- There is a lack of consistency in curriculum across grade levels and content areas— teachers have been teaching different things, not always based on state standards and grade level expectations
- Content meetings have lacked focus on curriculum instruction and coverage

Students with Disabilities ~

- Students with disabilities not always been included in core instruction by content area teachers (especially math).
- Content area teachers and special educators are unsure of how to plan and implement instruction in the general education classroom.

Assessments ~

- Assessments have not been used to drive instructional decision making. They are being used by teachers to indicate individual grades and progress.
- Assessments are looked at by individual teachers. They are not typically looked at by grade level or grade level.
- Content meetings have lacked focus on assessment results and analysis

8) Vermont School Improvement Plan – Two Year Plan (2011-2013):

- Based on the analysis in items #6 and #7 above, identify the *Measurable Goals* that will ensure that all groups of students that the school is identified for, will meet the State’s proficient level of achievement on NECAP.
- The Goal must be a clearly articulated statement that describes the explicit desired outcomes.
- See Appendix D for information on writing S.M.A.R.T. goals.

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- For each measurable Goal, list the *Objectives* which are the measurable description of what specific individuals will be able to know, do, or achieve in the short term that contributes to attainment of the longer term goal. The objectives provide an intermediate checkpoint to monitor progress toward the long term desired outcome/goal.
- List the *Strategies/Activities* that will be implemented to achieve the Objective. The strategy/activity describes what the individuals mentioned in the objective will take part in to acquire the knowledge, skill or expertise defined in the objective.
- Finally, for each strategy/activity list the *resources* that will be needed, the *timeline* when the activity will be accomplished, and the *person responsible*.

This plan must:

- Incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement,
- Include strategies to promote effective parental involvement in the school,
- Identify the strategies to develop or revise a teacher mentoring program,
- Incorporate, as appropriate, the professional development that will be provided to address the academic achievement problems that caused the school to be identified (i.e. increasing content knowledge, use of scientifically based instructional strategies, assessment practices, analysis of classroom data and how it can inform their instruction, etc.), and will lead the school to exit improvement status.
- Incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year.

MEASURABLE GOAL 1:

To improve student achievement in grades 6-8 by fall 2013 through the implementation of a system for classroom teachers to use data driven decision making, based on state and local assessment data that will directly improve student outcomes.

Expected outcomes are 10% improvement on local assessments by June 2012, and by 5% on fall NECAP 2012 and 10% fall NECAP 2013 for students in the following subcategories (students with disabilities, free/reduced lunch and white).

Goal 1 Objectives (number each objective):

1.1 All literacy and math teachers will analyze NECAP and local assessment data

1.2 All literacy and math teachers will develop instructional lessons based on state and local assessment results

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1.3 All literacy and math teachers will develop instructional supports based on state and local assessment results

1.4 Results of state and local assessments in math and literacy will be shared with CMS faculty and parents

Strategies/Activities (Number each strategy to correspond to an objective – see Appendix D for examples)	Resources	Timeline	Persons Responsible
S1.2 Curriculum Area Teams in reading and math will follow a common data protocol template	<ul style="list-style-type: none"> • CMS and CSD Administration • CSD Reading/Math Specialists • Professional Development Opportunities 	Build and follow throughout the year	Gwen Carmolli and Dawn Gruss
S1.3 Curriculum Area Teams will 1 time per month analyze state and local assessment data and discuss instructional strategies based on data results.	<ul style="list-style-type: none"> • CMS and CSD Administration • CSD Reading/Math Specialists • Professional Development Opportunities 	Build and follow throughout the year	Gwen Carmolli and Dawn Gruss
S1.4 Curriculum Area Teams will share updates on results of state and local data with the school Educational Leadership Team	<ul style="list-style-type: none"> • CMS and CSD Administration • CSD Reading/Math Specialists • Professional Development Opportunities 	Quarterly	Gwen Carmolli and Dawn Gruss
S1.5 The principal will share Curriculum Area Team results with parents on a quarterly basis on the school website or newsletter	<ul style="list-style-type: none"> • CMS and CSD Administration • CSD Reading/Math Specialists • Professional Development Opportunities 	Quarterly	Gwen Carmolli and Dawn Gruss

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MEASURABLE GOAL 2:

To improve student achievement in grades 6-8 by fall 2013 through the implementation of curriculum mapping for literacy and math Curriculum Area Teams. Expected outcome is a complete curriculum map by spring 2012 and improved NECAP outcome by 5% in each subcategory (students with disabilities, white, free/reduced lunch) by fall 2013.

Goal 2 Objectives (number each objective):

- 2.1 All literacy and math teachers will develop and follow curriculum maps that outline skills, concepts
- 2.2 All literacy and math teachers will develop and follow a pacing guide for instruction and assessment
- 2.3 All literacy and math teachers will share their instruction and assessment pacing guide with the school's Educational Leadership Team and parents

Strategies/Activities (Number each strategy to correspond to an objective – see Appendix D for examples)	Resources	Timeline	Persons Responsible
S2.1 Curriculum Area Teams (CATs) in reading and math will meet weekly to map curriculum	<ul style="list-style-type: none"> • CMS and CSD Administration • CSD Reading/Math Specialists • Professional Development Opportunities 	Build and follow throughout the year	Gwen Carmolli and Dawn Gruss
S2.2 Curriculum Area Teams in reading and math will meet weekly to develop a pacing guide for instruction and assessments	<ul style="list-style-type: none"> • CMS and CSD Administration • CSD Reading/Math Specialists • Professional Development Opportunities 	Build and follow throughout the year	Gwen Carmolli and Dawn Gruss

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S2.3 Curriculum Area Teams in reading and math will share their pacing guides with the Educational Leadership Team	<ul style="list-style-type: none"> • CMS and CSD Administration • CSD Reading/Math Specialists • Professional Development Opportunities 	Build and follow throughout the year	Gwen Carmolli and Dawn Gruss
S2.4 The principal will post the Curriculum Area Teams pacing guides on the school website or newsletter	<ul style="list-style-type: none"> • CMS and CSD Administration • CSD Reading/Math Specialists • Professional Development Opportunities 	Build and follow throughout the year	Gwen Carmolli and Dawn Gruss

MEASURABLE GOAL 3:

To improve student achievement in grades 6-8 by fall 2013 by involving parents in literacy and math instruction. Expected outcomes are 10% improvement on local assessments by June 2012, and by 5% on fall NECAP 2012 and 10% fall NECAP 2013 for students in the following subcategories (students with disabilities, free/reduced lunch and white).

Goal 3 Objectives (number each objective):

- 3.1 All math and literacy teachers will share instructional information with parents about literacy and math instruction and assessments
- 3.2 All math and literacy teachers will share state and local assessment results with parents

Strategies/Activities (Number each strategy to correspond to an objective – see Appendix D for examples)	Resources	Timeline	Person Responsible
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<p>S3.1 Math and Literacy teachers will hold a parent informational night in fall 2012</p>	<ul style="list-style-type: none"> • CMS and CSD Administration • CSD Reading/Math Specialists • Professional Development Opportunities 	<p>Build and follow throughout the year</p>	<p>Gwen Carmolli and Dawn Gruss</p>
<p>S3.2 Math and literacy teachers will post instructional information on teacher web pages on pages accessed through Power School Parent Portal</p>	<ul style="list-style-type: none"> • CMS and CSD Administration • CSD Reading/Math Specialists • Professional Development Opportunities 	<p>Build and follow throughout the year</p>	<p>Gwen Carmolli and Dawn Gruss</p>
<p>S3.3 Math and Literacy teachers will post support suggestions and resources on teacher web pages</p>	<ul style="list-style-type: none"> • CMS and CSD Administration • CSD Reading/Math Specialists • Professional Development Opportunities 	<p>Build and follow throughout the year</p>	<p>Gwen Carmolli and Dawn Gruss</p>
<p>S3.4 The principal will post math and literacy resources on the school web site or newsletter</p>	<ul style="list-style-type: none"> • CMS and CSD Administration • CSD Reading/Math Specialists • Professional Development Opportunities 	<p>Build and follow throughout the year</p>	<p>Gwen Carmolli and Dawn Gruss</p>
<p>S3.5 The principal will survey parents to solicit parent suggestions of supports or resources</p>	<ul style="list-style-type: none"> • CMS and CSD Administration • CSD Reading/Math Specialists • Professional Development Opportunities 	<p>Build and follow throughout the year</p>	<p>Gwen Carmolli and Dawn Gruss</p>

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9) Describe how the LEA will monitor (a) implementation of the plan, and (b) the impact of the plan's strategies on student achievement:

- The District Implementation Team plans to:

Fall 2011~

- Develop, review and approve School improvement Plan
- Present plan and district support to Colchester Middle School faculty
- Present plan and district to Colchester School District School Board of Directors

Winter 2012 ~

- Monitor progress of School Improvement Plan
- Report fall 2011 NECAP scores to School Board and community

Spring 2012 ~

- Monitor progress of School Improvement Plan
- Report progress of School Improvement Plan to School Board

Fall 2012 ~

- Review School Improvement Plan with School Improvement Team
- Present progress and supports to Colchester Middle School faculty
- Present progress and supports to School Board and community
- Write and Post district required AYP letter on district web site

Winter 2013 ~

- Monitor progress of School Improvement Plan
- Report fall 2012 NECAP scores to School Board and community

Spring 2013 ~

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- Report successful outcomes of School Improvement Plan to School Board and community

10) Peer Review:

- The LEA should assemble a peer review team utilizing the parameters established below as they appear in the Federal guidance.
- “Peer reviewers must consider a proposed plan for school improvement within 45 days of its submission, through a process established by the LEA. The LEA should involve as peer reviewers teachers and administrators from schools or districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students. Staff with demonstrated effectiveness and recognized expertise in school improvement will be able to evaluate the plan’s quality and the likelihood of its successful implementation, and make suggestions for revisions.” §1116(b)(3)(E)

Name	Position	School/District/Organization	Contact Information (email & phone)
John Grant	Principal	Hartford Memorial Middle School	grantj@hartfordschools.net /

Describe the changes you made, if any, as a result of this peer review:

- Changes were made to the detail and specificity of the goals/objectives so that they were clearer.
- Overall, feedback was positive.

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ASSURANCE FORM

The Superintendent will assure:

1) That the school will spend not less than 10 percent of the funds made available to the school under section 1113 for each fiscal year that the school is in school improvement status, for the purpose of providing to the school's teachers and principal high-quality professional development that:

- Directly addresses the academic achievement problem that caused the school to be identified for school improvement;
- Meets the requirements for professional development activities under section 1119; and
- Is provided in a manner that affords increased opportunity for participating in that professional development.

2) That the identified school receives technical assistance focused on strengthening and improving the school's instruction program in the areas of data analysis, identification and implementation of strategies and budget analysis.

3) If applicable, that school choice is provided for children whose parents wish to transfer them from the school identified for improvement.

<u>Mr. Lawrence Waters</u>	<u>11/4/11</u>
Superintendent's Signature	Date