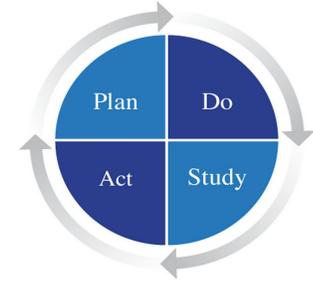


MBS CIP:Action Plan

Planning Group

MBS Leadership Team: Julie Benay, Principal; Nadine Zane, Special Educator; Aimee Boucher, Grade 5; Kate Ellingson, Grade 5; Ellen O’Meara, Special Educator; Anne Rayner-Cyr, Grade 3; Claudia O’Neill, Grade 3; Kim Chittenden, Grade 4; Ashley Marlow, Grade 3; Carole Oglesby, Library; Jana Taylor, Grade 4; Neil Renner, Grade 5; Suki DiGrande, Grade 5



Review of Data

August, 2017; November 2017; February 2018

Phase 1A: Comprehensive Needs Assessment (CNA) - Assess & Innovate	
Links to CNA	
<p>Shared Vision</p>	<p>MBS has adopted the CSD Vision and Mission statement CSD Mission The mission of Colchester School District is to partner with our community to educate each of our students to become engaged, productive citizens who lead successful, balanced, and healthy lives.</p> <p>Shared Beliefs</p> <ul style="list-style-type: none"> ● Each student is a successful learner, capable of achieving high standards ● Each student learns best when the entire community is involved, engaged, and connected with the student, the learning environment, and learning outcomes. ● Each student has a unique learning profile that must be recognized, embraced, and celebrated on all levels. ● Learning opportunities must educate the whole child, including physical, emotional, academic, cognitive, and social aspects. ● Successful learning opportunities are differentiated, relevant, and rigorous. ● Everyone is recognized as a learner and a teacher. ● Strengths-based thinking and planning are essential to student success and program improvement. <p>CSD Vision, Pathway A: High Standards, Expectations, and Individual Engagement for ALL Learners</p>

	<p>Success for each of our learners will be achieved through knowing and engaging them. Students will be expected to meet high standards and will be given the opportunity to individualize their learning. Teachers will be supported in using best practices to create rigorous, differentiated, engaging experiences.</p>
<p>Broad Area(s) of Focus Based on Data Review</p>	<p>Achievement gaps in learning for students in poverty (SES) & with disabilities (IEP)</p> <p>Links to SBAC & NECAP Science data MBS School Report</p> <p>MTSS-A</p> <ul style="list-style-type: none"> ● We have persistent achievement gaps between “all” learners and those who come from lower income backgrounds and those with disabilities. ● Data from SBAC shows large gaps between all students and students in poverty. There is an average gap of 23 points in the 2017 SBAC English Language Arts and a 21 point gap in Math. On the fourth grade NECAP Science test, the gap was 40 points. ● SBAC Data shows even larger gaps between all students and students with disabilities. Students with disabilities scored an average of 58 points lower in English Language Arts, 34 points lower in Math, and 40 points lower in Science. ● Review of SBAC data over the last 3 years shows a mix of results, with a general upward trend. Grade 3 ELA scores are essentially flat, but we’ve seen improvement in Grade 4 of 8 percentage points, and in fifth grade an improvement of 7 percentage points. In math, Grade 3 scores declined slightly (3 points), while Grade 4 improved 9 points and Grade 5 improved 13 points. ● NECAP Science data over the past three years has varied, with an average of 50% meeting the standard. The high mark was in 2015-2016, when 59% of all students met or exceeded the proficiency standard. The achievement gap is evident in science as well. The average that low income students achieved over the three years was 32%, with 43% being the highest level, again in 2015-2016. Students on IEPs met their high achievement mark in 2014-2015 when 13% met the standard. ● A review of local data shows achievement gaps in literacy and math, but these gaps are smaller in local data than in statewide data. The largest gaps appear for students with disabilities in Math, particularly on Basic Skills. <p>MTSS-B</p> <ul style="list-style-type: none"> ● We have data indicating a strong implementation for PBiS. Within a year, the criteria for “small number of clearly stated rules” increased from 57% “in place” rating to 94% rating for “in place.” The expectation that students would be explicitly taught expectations increased from 25% “in place” to 79% “in place.” The regular acknowledgement of expected behaviors was initially rated as being 11% “in place,” while a year later staff rated this as 69% “in place.” Finally, the use of data to monitor behaviors went from a rating of 42% “in place” to 79% of the staff stating that this is “in place.”

	<ul style="list-style-type: none"> ● Student data as reflected in SWIS is difficult to compare year to year because of a strong “cohort effect” in our building, since a full ⅓ of the students turn over every year. That said, the data on average referrals per month shows mixed results, with September - November being essentially the same year to year, a spike in December 2017 referrals, similar referrals in January data, and a decrease in referrals for February 2017 from February 2016. ● One way to compare data over time in SWIS is to look at the number of referrals per grade. In 2015-2016 the students who were in Grade 3 had 283 total referrals by March 2nd. In 2016-2017, those same students had only 117 referrals by the same date. The cohort data for the current Grade 5 students is not as dramatic. Those students had 273 referrals by March 2nd of 2017, and 269 in the same time period for 2017-2018. ● One other measure of our PBiS efforts is the “average referrals per day per month” report. The “peak” number of referrals in our first year (2015-2016) was 10 referrals per day. In the subsequent two years of implementation, the “peak” has dropped to 8 referrals per day. ● Finally, a review of students who have received 10 or more behavior referrals over the last three years shows that they are overwhelmingly male, with only 6 girls in 3 years meeting this level of behavior. In addition, students with disabilities are over-represented in this data. <p>Data indicates priority needs to address achievement gaps for:</p> <ul style="list-style-type: none"> ● Students in poverty in ELA, Math, and Science ● Students with disabilities in ELA, Math, and Science ● Overall achievement in all content areas, particularly Science ● Overall behavioral supports and accommodations for students with behavioral challenges, particularly male students with disabilities
Priority Problems	<p>MTSS A</p> <p>We have made significant growth in our understanding and early implementation of MTSS and proficiency based learning. Despite this early implementation, there is inconsistent understanding and practice, resulting in varied learning outcomes and large achievement gaps.</p> <p>We are seeing persistent achievement gaps for students in poverty, students with disabilities, and struggling learners.</p> <p>Proficiencies, Learning Outcomes & Learning Expectations</p> <p>1. We have made strides in understanding the importance of teachers using clear learning targets and success criteria. We need to continue to strengthen this practice, unpacking and understanding learning trajectories for key standards in all content areas.</p> <p>Instruction: General</p> <p>2. We need to improve our use of formative feedback that drives learning forward. Teachers need more tools for discerning student misconceptions and applying “just in time, just for me” feedback to students.</p>

	<p>Curriculum and instruction: Science</p> <p>3. We need to continue to deepen our understanding of the NGSS, particularly the application of engineering practices embedded in our science instruction and iSTEAM exploration periods.</p> <p>MTSS B</p> <p>Although we have made tremendous strides, we are still at times in a reactive rather than a proactive mode when responding to students experiencing stressors. While our supports have increased, societal factors have resulted in a marked increase in the raw numbers of students living with adverse family experiences.</p> <p>We are seeing an increase in the frequency and intensity of students experiencing significant stressors outside of school. This is impacting their access to learning.</p> <p>Systems of Supports for Learning & Behavior</p> <p>3. We need to strengthen the use of behavioral data to inform both our schoolwide practices as well as our Tier II interventions, accommodations, and structures for students.</p> <p>Equity Concerns</p> <p>4. We need to deepen our understanding of implicit bias and submit our teaching and administrative practices to a critical review in light of issues related to our expectations for students in poverty; students with disabilities; and gender related expectations.</p>
<p>Root Cause Analysis</p>	<p>MTSS A</p> <ul style="list-style-type: none"> ● Inconsistent teacher proficiency in applying high leverage instructional strategies that are effective in accelerating achievement for struggling learners. In particular, the use of “just in time, just for me” feedback based on clear learning targets and success criteria. ● Undeveloped understanding of learning trajectories in many content areas, particularly science, due to insufficient professional development in these areas. <p>MTSS B</p> <ul style="list-style-type: none"> ● Undeveloped use of data to predict and proactively address behavioral concerns ● Inconsistent use of high engagement strategies across all environments <p>Equity</p> <ul style="list-style-type: none"> ● Lack of knowledge about implicit bias and the importance of holding high expectations ● Lack of opportunity for critical observation of teaching practices in light of equity concerns ● Inconsistent beliefs and practices in high achievement for all students

<p>Theory of Improvement/Action</p>	<p>MTSS A <i>When our system provides sustained, cohesive professional development to help teachers deepen their understanding of learning trajectories and common student misconceptions in all content areas, they will have the knowledge and skills needed to strengthen their universal instruction.</i></p> <p><i>When all teachers consistently apply this new learning by using clear learning targets and success criteria, and use effective formative feedback based on a deep understanding of learning trajectories and common student misconceptions, our more fragile learners will see greater academic success and the achievement gap will decrease.</i></p> <p>MTSS B <i>When we use behavioral data to regularly monitor student behavior, we will be able to apply predictive strategies to address concerns in a proactive manner.</i> <i>When teachers increase their use of high engagement teaching strategies such as those in our iSTEAM periods, student engagement will increase and behavioral issues will decrease.</i></p> <p>Equity <i>When we offer professional development to increase the “equity literacy” (Gorski, 2014) of our staff, we will together recognize, respond, redress, and create a bias free and equitable learning environment at MBS. As teachers become increasingly aware of how implicit bias may affect their level of expectation for fragile learners, we expect that teachers will hold high expectations regardless of income status, disability, or race.</i></p>
<p>Phase 1B: Prioritized Goal</p>	
<p>Goal #1 What do we want to accomplish?</p>	<p>MTSS-A: Proficiencies, Learning Outcomes & Learning Expectations We will provide sustained professional development opportunities for teachers to work together to define clear learning targets and success criteria for key learning standards, based on a deep understanding of learning trajectories and common student misconceptions. Teachers will be provided with support and feedback as they implement the high leverage strategy of applying “just in time, just for me” feedback based on the learning trajectory and success criteria.</p> <p>EQS Domain Academic Proficiency (1)</p> <ul style="list-style-type: none"> ● Instructional Practices (1.3) ● Proficiency-Based Learning (1.4)

	<p>High Quality Staffing (3)</p> <ul style="list-style-type: none"> Professional Development (3.9) <p>Investment Priorities (5)</p> <ul style="list-style-type: none"> Continuous Improvement (5.17)
Type of Goal (new or on-going)	New
Strategies/ Action Steps	<p>District Action Steps:</p> <ul style="list-style-type: none"> Create district guidelines for proficiency based learning Publish district resources and glossary for proficiency based learning Embed principles of proficiency based learning into district professional development Cultivate a mindset of successful learning for all students <p>MBS Action Steps:</p> <ul style="list-style-type: none"> Teachers will work together to create & implement common learning targets and success criteria for key content standards Administrators and teacher leaders will support teachers in implementation of effective formative feedback strategies Teachers will engage in data study to measure the efficacy of their efforts <p>Evidence: Level 1</p> <ul style="list-style-type: none"> In “Visible Learning,” John Hattie identifies the use of learning targets and success criteria (grouped together as “teacher clarity”) as having an effect size of .75, well above the standard of .40 to rank as “evidence based.” In the same meta-analysis, Hattie finds that “formative evaluation” (i.e. effective formative feedback to students) as having a .90 effect size, putting this teaching component in the “evidence based” category.
<p>How will we know our change resulted in an improvement?</p> <p>(Measurement of progress - annual evaluation of effectiveness of CIP)</p>	<ul style="list-style-type: none"> We will have an increased number of key standards with clearly defined learning targets and success criteria based on clear learning trajectories Observations of teachers will demonstrate an increased use of effective formative feedback strategies Student achievement, particularly for fragile learners, will increase as measured by local and state assessments
Funding Source	Voter Budget

	Title IID professional development funds (coaching)
Indicators of success:	<ul style="list-style-type: none"> • Learning targets and success criteria used effectively to help guide student learning • Common use of effective formative feedback to students • Data from teacher “data study” related to implementation of these practices <p>Increases in achievement in literacy, math and science on state & local assessments</p> <ul style="list-style-type: none"> • Overall student achievement will increase • Achievement gaps will decrease
Phase 1B: Prioritized Goals	
Goal #2 What do we want to accomplish?	<p>MTSS-A: Curriculum and Instruction Deepen our understanding of the NGSS and strengthen our instructional practices to embed engineering practices and link effective scientific writing with our ELA instruction.</p> <p>EQS Domains Academic Proficiency (1) <ul style="list-style-type: none"> • Instructional Practices (1.3) High Quality Staffing (3) <ul style="list-style-type: none"> • Professional Development (3.9) Investment Priorities (5) <ul style="list-style-type: none"> • Continuous Improvement (5.17) </p>
Type of Goal (new or on-going)	New
Strategies/ Action Steps	<p>District Action Steps:</p> <ul style="list-style-type: none"> • Develop & implement district systems for data study process • Develop district MTSS-A guidelines for a system of academic supports • Provide resources for evidence based instructional practices in an MTSS system • Create and ensure vertical understanding of an effective MTSS-A framework, which includes effective universal instruction and tiered interventions <p>MBS Action Steps:</p> <ul style="list-style-type: none"> • Provide professional learning opportunities for teachers on evidence based best practices in teaching the NGSS

	<ul style="list-style-type: none"> • Create observation & mentoring opportunities for teachers to see strong evidence based science instruction • Provide teacher time and support for creating intentional links among NGSS, iSTEAM, and writing instruction <p>Evidence: Level 1 The NGSS integrate the three dimensions introduced in the National Research Council's A Framework for K-12 Science Education into its student performance expectations.</p>
<p>How will we know our change resulted in an improvement?</p> <p>(Measurement of progress - annual evaluation of effectiveness of CIP)</p>	<p>Common resources</p> <ul style="list-style-type: none"> • Shared NGSS aligned units, including formative assessments <p>Academic Achievement</p> <ul style="list-style-type: none"> • Local assessments (formative assessments) • Statewide assessments (VTSA) <p>Evidence Based Instructional Practice</p> <ul style="list-style-type: none"> • Non-evaluative walkthrough/Informal Observations of student learning • Grade level meeting agendas & minutes
Funding Source	Voter Budget
Indicators of success:	<ul style="list-style-type: none"> • Teachers will demonstrate effective instructional practices, including engineering practices, as measured by observation • Student achievement will increase in the area of science content and scientific process
Phase 1B: Prioritized Goals	
<p>Goal #3</p> <p>What do we want to accomplish?</p> <p>EQS Domains (1-5) Academic Proficiency Personalization Safe, Healthy Schools High Quality Staffing Investment Priorities</p>	<p>MTSS-B: System of Supports</p> <p>Engage in regular study of behavioral data and apply knowledge of students, routines, structures, and high engagement strategies to provide proactive approaches to reducing out of classroom referrals.</p> <p>EQS Domains Academic Proficiency (1)</p> <ul style="list-style-type: none"> • Local Assessment System (1.2) • Instructional Practices (1.3) <p>High Quality Staffing (3)</p> <ul style="list-style-type: none"> • Professional Development (3.9) <p>Safe Healthy Schools (4)</p> <ul style="list-style-type: none"> • MTSS (4.13)

	<ul style="list-style-type: none"> • Social/Emotional Wellbeing (4.14) Investment Priorities (5) <ul style="list-style-type: none"> • Continuous Improvement (5.17)
Type of Goal (new or on-going)	New
Strategies/ Action Steps	<p>District: Develop a district support model that is proactive and systemic to support students Align support services district wide to ensure equitable distribution of services K-12 Create district opportunities for vertical dialogue to align MTSS-B systems with MTSS-A Develop district MTSS-B data & reporting system Explore universal screeners for at-risk Social Emotional Learning indicators Provide needs-based district wide professional development for support staff</p> <p>MBS Action Steps:</p> <ul style="list-style-type: none"> • Establish regular opportunities for teams to review SWIS data and create proactive plans to address concerns • Examine & ensure supports within buildings to ensure equitable distribution of support services • Explore strategies and supports for deeper and more substantive student engagement throughout the school day <p>Evidence: Level 2 According to the PBiS website PBiS Home Page, evaluation and quasi-experimental studies examining SWPBS used research quality methods, but not experimental design, either improved academic performance or reduced office discipline referrals.</p>
How will we know our change resulted in an improvement? (Measurement of progress - annual evaluation of effectiveness of CIP)	System Measures: <ul style="list-style-type: none"> • Data systems in buildings and district for PDSA data process • SWIS data Academic Measures: <ul style="list-style-type: none"> • SBAC • Local assessments Social Emotional Measures <ul style="list-style-type: none"> • Average daily attendance • Tardiness, late arrivals and early dismissals • Suspensions (both out of school and in school) • Office discipline referrals At-Risk Indicators:

	<ul style="list-style-type: none"> • Vermont Student Risk Behavior (YSRB) Survey
Funding Source	<p>EST/Medicaid money (for prevention and intervention, can be used for all students)</p> <p>PBIS resources available through the state</p>
Indicators of success:	<p>Increased positive behavior data</p> <ul style="list-style-type: none"> • Increased time in classroom(s) and on task. • Decrease at-risk indicators (e.g. self-harm, truancy, minor changes in behavior that become a pattern, suicidal ideation, withdrawal, substance abuse). <p>Increased academic achievement in literacy and math</p> <ul style="list-style-type: none"> • Increased overall scores on SBAC • Increased overall achievement in local assessments • Decreased achievement gaps for students with social-emotional supports (EST, IEP, 504) <p>Social Emotional Measures</p> <p>Increased on-task time:</p> <ul style="list-style-type: none"> • Increased average daily attendance • Reduced tardiness, late arrivals and early dismissals • Fewer suspensions (both out of school and in school) • Fewer office discipline referrals <p>Decreased at-risk indicators:</p> <ul style="list-style-type: none"> • Improved outcomes on Vermont Student Risk Behavior (YSRB) Survey
Phase 1B: Prioritized Goals	
<p>Goal #4 What do we want to accomplish?</p> <p>EQS Domains (1-5) Academic Proficiency Personalization</p>	<p>Equity</p> <p>We will provide professional learning opportunities to increase the “equity literacy” (Gorski, 2014) of all teachers. The MBS Leadership Team will conduct an “equity audit” of schoolwide practices and structures using the Mid-Atlantic Equity Center (MAEC) materials, and teachers will complete a classroom audit using the same tools.</p> <p>EQS Domains Academic Proficiency (1)</p>

<p>Safe, Healthy Schools High Quality Staffing Investment Priorities</p>	<ul style="list-style-type: none"> ● Instructional Practices (1.3) <p>High Quality Staffing (3)</p> <ul style="list-style-type: none"> ● Professional Development (3.9) <p>Investment Priorities (5)</p> <ul style="list-style-type: none"> ● Continuous Improvement (5.17) <p>Safe Healthy Schools (4)</p> <ul style="list-style-type: none"> ● Social/Emotional Wellbeing (4.14)
<p>Type of Goal (new or on-going)</p>	<p>New</p>
<p>Strategies/ Action Steps</p>	<p>MBS Action Steps:</p> <ul style="list-style-type: none"> ● Provide ongoing professional learning opportunities for teachers to learn about implicit bias and equity literacy ● Assess MBS structures and practices related to equity issues ● Create plans for both the larger system and individual teaching practices that will impact our equity practices <p>Evidence: Level 1 OECD (2012), Equity and Quality in Education: Supporting Disadvantaged Students and Schools, OECD Publishing. http://dx.doi.org/10.1787/9789264130852-en</p>
<p>How will we know our change resulted in an improvement?</p> <p>(Measurement of progress - annual evaluation of effectiveness of CIP)</p>	<ul style="list-style-type: none"> ● We will have a self-assessment of our overall equity practices based on the Mid-Atlantic Equity Center (MAEC) “Equity Audit” document ● Our Leadership Team will create specific plans to address systemic equity concerns ● Teachers will examine their classroom and instructional practices based on the MAEC audit, and will create individual plans to address any concerns
<p>Funding Source</p>	<p>Voter budget</p>
<p>Indicators of success:</p>	<ul style="list-style-type: none"> ● We will have fewer equity issues in our systems, structures, and classroom practices ● Teachers will frequently reflect on the level of expectation they hold for historically marginalized populations ● Increased teacher expectations will lead to increased student achievement and a closing of the achievement gap.
<p>Phase 3: Implement & Spread</p>	
<p>How will you make this change a part</p>	

<p>of the standard work/process in your context?</p> <p>Attach PDSA Worksheet</p> <p>Describe the factors you considered during full implementation</p>	
<p>Phase 4: Sustain</p>	
<p>Explain the decisions required to sustain this work/process over time & how resources will be allocated for sustainability</p>	

MTSS-A: Multi-tiered System of Support – Academic (MTSS-A)

Goal: Ensure high quality universal instruction for all learners in the Colchester School District.

MTSS-B: Multi-tiered System of Support – Behavior (MTSS-B)

Goal 1: Develop systems and structures to personalize and increase educational opportunities for students that supports their social, emotional, behavioral and post high school needs.

District Initiatives

One District:

Goal: Create a working environment that contains the system's, structure and culture where district understanding, ownership, pride and cohesion flourishes.

Equity:

Goal: Create a culturally competent learning environment that is informed by the diversity of our learners.

School Accountability:

Goal: Push our practice by analyzing data with systems and structures that will result in increased student achievement, positive school climate, personalization and engagement for all learners in the Colchester School District's community.