# Porters Point School CIP: Action Plan

Planning Group

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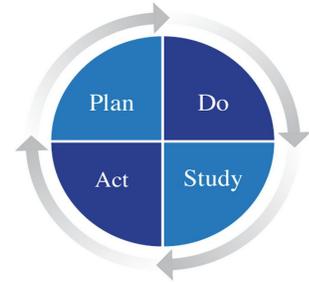
Review of Data August 2017, November 2017, March 2018

Phase 1A: Comprehensive Needs Assessment (CNA) - Assess & Innovate	
Link to CNA	
Shared Vision	**CSD Mission** The mission of Colchester School District is to partner with our community to educate each of our students to become engage, productive citizens who lead successful, balanced, and healthy lives. **PPS MIssion** We believe in a shared learning environment that involves the collaboration of the entire community. Our instruction respects and addresses the needs of all students according to their readiness, learning style, and interests to cultivate high levels of achievement. We value and promote the physical, social, and emotional well0being of all to create a positive and effective learning community. **Shared Beliefs** ● 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 learning and a teacher. ● Strengths-based thinking and planning are essential to student success and program improvement. **CSD Vision, Pathway A: High Standards, Expectations, and Individual Engagement for ALL Learners**

	Success for each of our learners will be achieved through knowing and engaging them. Student will be expected to meet high standards and will be give the opportunity to individualize their learning. Teachers will be supported in using best practices to create rigorous, differentiated, engaging experiences.

Broad Area(s) of Focus Based on Data Review
 	
Links to data
SBAC & NECAP Science
 	
SBAC - 3 years
 	
Add links to PPS local assessment data in literacy and math
	Achievement gaps in learning for students in poverty (SES) & with disabilities (IEP) Show in SBAC ELA, SBAC Math, and NECAP Science
	
	Links to SBAC & NECAP Science data
	
	MTSS A
	
	● We have persistent achievement gaps between the achievement scores of "all" learners and the scores of those who come from lower income backgrounds and those with disabilities.
	
	● SBAC Data Review:
	  ○ SBAC data for Grade 3 students who attended PPS shows gaps between the scores of all students and students in poverty. On average, the achievement of students in poverty was 21 percentage points lower in English Language Arts, 18 points lower in Math, and 23 points lower in Science.
	
	  ● SBAC Data shows even larger gaps between all students and students with disabilities, with an overall gap of 46 points. Students with disabilities scored an average of 52 points lower in English Language Arts, 46 points lower in Math, and 40 points lower in Science.
	
	  ○ Review of SBAC data over the last 3 years shows a mix of increases and decreases, with a general trend of decline for grades 3-8. The overall average of English Language Arts grades declined by in this past year by 4 points. Overall achievement in math was 1 point higher in the last year, but declined in the last year by 6 points from the 2nd year.
	
	● Local Data Review:
	
	  ○ Grades K - 2 show smaller achievement gaps on local data than SBAC in both content areas. In literacy, the largest gaps appear for Grade 2 students in poverty and Grade 1 students with disabilities. In Math, with disabilities in Math, particularly on Basic Skills.
	
	MTSS B
	
	● Porters Point School uses PBIS and has implemented Tier 1 with strong fidelity for the past four years. Tier 2 is currently being partially implemented. At this point in the school year, 90% of our students have had one or fewer

major behavior referrals. Only 7% meet the Tier 2 criteria of having two to five behavior referrals and 3% meet the Tier 3 criteria of having six or more behavior referrals so far this year.

- SWIS Data Review:

  - Our SWIS data shows a persistent gap in student behavior based on gender. 83% of the behavior referrals for the year to date are for male students, who make up 55% of our total student population. In comparison, 17% of the behavior referrals to date are for female students.

  - Both major and minor behavior referrals were at their highest in October, November, and February for the past three years.

  - The classroom is the location with the highest number of referrals in 2017/18. Minor defiance (work refusal) and minor contact (fooling around, unintended physical contact) have been most frequently reported, making up 45% of the 107 referrals to date.

  - Other gaps in performance, such as the number of referrals for grade level cohorts, vary each year based on the needs of each group. This year, Kindergarten students, who represent 39% of our student population, have generated 45% of the behavior referrals to date this year. Kindergarten behaviors occur most frequently on the playground, involve male students, and involve physical aggression or minor contact (fooling around, unintended physical contact).

Data indicates priority needs to address achievement gaps for:
- Students in poverty in ELA, Math, and Science
- Students with disabilities in ELA, Math, and Science
- Overall achievement in all content areas, particularly Math and Science
- Male students and Kindergarten students related to behavior

| Priority Problems | **MTSS A**
 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.

 We are seeing persistent achievement gaps for students in poverty, students with disabilities, and struggling learners in ELA, Math, and Science.

 Proficiencies
 ➔ Our local assessments show that we have made good progress in providing instruction that is closing the achievement gap for students in poverty and students with disabilities. However, student achievement on our |

state assessments show that our learning targets and Tier 1 instruction are not yet calibrated to the level of rigor required by our state learning standards in the areas of ELA, Math, and Science.

➔ These systems need to align vertically for smooth learning across grades PreK to K and grades 2 to 3.

Instruction
➔ We have a systematic process in place to review student learning data and design instruction to meet student needs, but this instruction does not always represent current evidence-based best practice. We need a set of effective, evidence-based instructional practices that will accelerate learning for all students struggling in reading and math, but especially for those who are living in poverty and those with a disability.

➔ We need to continue to develop and grow our shared understanding of what effective instruction looks like at all three Tiers and in all content areas in order to ensure that all students, including those in poverty and with disabilities, have equitable access to high quality, rigorous instruction in every classroom at every grade level.

➔ Our science curriculum and instruction are not currently aligned to the Next Generation Science Standards. We need to continue our professional learning about NGSS and implement new units of study, embed the engineering practices in our instruction, and grow our use of project-based and inquiry learning opportunities in science.

MTSS B
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.

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.

The current reality is need-based systems and efforts that are not yet fully aligned.

Systems of Supports for learning & behavior
➔ We need use our historical behavior data to plan preventative Tier 1 social-emotional and behavioral instruction for all students, particularly for boys and for children who have experienced childhood trauma.

➔ We need to continue developing equitable systems of support for social emotional needs and behavior based on the principles of MTSS, and proficiency based learning, with a particular focus on developing Tier 2 and Tier 3 supports.

➔ These systems need to align vertically for smooth learning across grades PreK to K and grades 2 to 3.

Root Cause Analysis	MTSS A

Link to CSD CIP Cause & Effect (Fishbone)	● Inconsistent understanding of what rigorous Tier 1 instruction looks like for K-2 students, including a lack of clarity on learning targets and of evidence-based instructional practices to use consistently in all classrooms at all grade levels. ● Inconsistent teacher proficiency in applying high leverage instructional strategies that are effective in accelerating achievement for struggling learners. ● Lack of training in the Next Generation Science Standards and in the application of the NGSS science and engineering practices **MTSS B** ● Inconsistent understanding of what effective Tier 1 instruction looks like for all students and especially for boys and children who have experienced trauma. ● Insufficient and uneven support services in place to respond to students who are struggling with behaviors related to mental health needs, trauma, and adverse family experiences. ● Lack of an effective system for social-emotional and behavioral supports at Tiers 2 and 3 ● Need for professional development for staff in systems of supports and instructional strategies for students with social emotional, behavioral, and mental health needs
Theory of Improvement/Action **Link to CSD Driver Diagram**	MTSS A *When all teachers are calibrated on and consistently use common learning targets and rigorous success criteria to provide frequent feedback on student learning, achievement for all students will increase and the achievement gaps for students in poverty and students with disabilities will decrease.* *When all teachers use effective evidence-based instructional practices, such as teaching strategies, distributed practice, frequent formative assessment, and providing targeted direct instruction at the appropriate intensity for struggling learners, achievement for all students will increase and the achievement gaps for students in poverty and students with disabilities will decrease.* *When all teachers continue to learn about the Next Generation Science Standards, they will be able to develop and implement instruction based on these standards, which will increase the achievement of all students and decrease the achievement gaps for students in poverty and students with disabilities.* MTSS B

	When we implement a clearly defined and articulated system of social-emotional services and supports that utilizes effective evidence-based practices to address student needs identified in our behavior data, we will be able to proactively address social-emotional wellness for our students. This will result in a decrease in behavior referrals and increased engagement in learning and overall achievement for all students, particularly for boys, students in poverty, and students with disabilities.

Phase 1B: Prioritized Goal	

Goal #1
What do we want to accomplish?
 	
EQS Domains (1-5)
Academic Proficiency
Personalization
Safe, Healthy Schools
High Quality Staffing
Investment Priorities
	MTSS - A: Proficiencies/Learning Targets/Success Criteria
	
	We will define common standards-based learning targets, develop rigorous success criteria, and learn how to provide students with effective formative assessment and feedback on their learning.
	
	EQS Domains:
	Academic Proficiency:
	   ● Curriculum Coordination (1.1)
	   ● Local Assessment System (1.2)
	   ● Instructional Practices (1.3)
	   ● Proficiency Based Learning (1.4)
	
	Safe Healthy Schools:
	   ● MTSS (4.1)
	
	Investment Priorities:
	   ● Student Data System (5.2)

Type of Goal (new or on-going)	New

Strategies/ Action Steps	District Action Steps:
	   ● Create Common, rigorous learning targets for all students
	   ● Provide a proficiency based learning system with clear learning outcomes/proficiencies, learning targets, success criteria, and feedback
	   ● Identify proficiency based learning guidelines/best practices that we should see across district

	● Provide ongoing training opportunities in proficiency based learning, proficiencies, common learning targets, success criteria, and feedback on learning targets PPS Action Steps: ● Teachers will clarify what the common, rigorous learning targets, success criteria, and frequent formative feedback mean for all Grade K, 1, and 2 students ● Teachers will calibrate on applying the learning targets, success criteria, and practice of frequent formative feedback to student learning and work. ● The administrator, literacy coach, and teacher colleagues will provide coaching and feedback on the practice of giving students formative feedback on their learning. ● Grade level teams will conduct regular data study to determine the efficacy of these instructional changes. Evidence - Level 1: In his book "Visible Learning," John Hattie identifies effect sizes above .40 as qualifying as evidence-based practice. To meet our first goal, PPS staff will use the following evidence-based practices: ● Teacher clarity (clear learning intentions/targets and articulated success criteria) - .65 ● Formative assessment - .90 ● Feedback - .75

How will we know our change resulted in an improvement?
 	
(Measurement of progress - annual evaluation of effectiveness of CIP)
	● We will see evidence of clear learning targets, success criteria, and feedback to students in use in PPS classrooms during classroom walkthroughs and observations
	
	 ● Students will be able to articulate learning intentions and the criteria for success related to their daily work during classroom walkthroughs and observations
	
	 ● We will see growth toward learning targets when reviewing student work at grade level work sessions
	
	 ● We will see an increase in achievement scores on statewide and local assessments, particularly for students in poverty and students with disabilities:
	  ○ Reading Measures: SBAC, F&P, ReadWorks
	  ○ Writing: On-demand
	  ○ Math: SBAC, Basic Skills, Unit Tests
	  ○ Science: VTSA (Baseline 2018 & 2019)

Funding Source	Voter Budget Title I - Instructional Coaching Title IIA - Systems Coaching
Indicators of success:	● The use of learning intentions, success criteria, and feedback is visible in classrooms

	- Increasing student achievement is evident in common formative assessments related to district proficiencies and learning targets - On statewide and local assessments, achievement scores of all students will increase and the gaps for students in poverty and students with disabilities will decrease in the areas of reading, math, and science..

Phase 1B: Prioritized Goals

Goal #2 **What do we want to accomplish?** **EQS Domains (1-5)** Academic Proficiency Personalization Safe, Healthy Schools High Quality Staffing Investment Priorities	**MTSS-A: Instruction** **We will use effective evidence-based practices - teaching strategies, distributed practice, frequent formative assessment to monitor progress, and targeted explicit instruction - to accelerate the achievement of all students and especially our struggling learners in reading and math.** **EQS Domains:** Academic Proficiency: - Curriculum Coordination (1.1) - Local Assessment System (1.2) - Instructional Practices (1.3) - Proficiency-Based Learning (1.4) Personalization: - Flexible Pathways (2.2) Safe Healthy Schools: - MTSS (4.1) Investment Practices: - Student Data System (5.2)
Type of Goal (new or on-going)	New
Strategies/ Action Steps	District Action Steps: - Develop a system of supports for academic needs, based on MTSS with universal, intervention and intensive needs - Develop a system/plan for students to access the level of support that they need with a plan to link all tiers of support and plan to fade supports to tier 1

	● Provide regular training opportunities on evidence based best practices to teachers and staff delivering intervention and intensive intervention ● Develop & implement systems for regular data review/study, implementation, and then review for instructional supports PPS Action Steps: ● Use in-service, grade-level work sessions, and staff meetings to provide professional learning for teachers on how to use formative assessment, distributed practice, teaching strategies, and targeted explicit instruction for struggling learners. ● Identify opportunities for teachers to learn from each other's work and from modeling by the literacy and math coaches and our Title 1 reading teacher through the use of observation, video, and sharing at grade-level work sessions. ● Create and use a lesson protocol specifically designed for struggling learners in need of explicit instruction in reading and math. ● Identify a common formative assessments for reading and math at all grade levels. ● Create a building-wide cycle for collecting and studying formative assessment data in reading and math with criteria for deciding who requires intervention relative to grade-level proficiencies and learning targets. Evidence - Level 1: In his book "Visible Learning," John Hattie identifies effect sizes above .40 as qualifying as evidence-based practice. To meet our second goal, PPS staff will use the following evidence-based practices: ● Formative assessment - .90 ● Feedback - .75 ● Distributed practice - .71 ● Teaching strategies - .62 ● Direct instruction - .59 ● Small group instruction - .49
How will we know our change resulted in an improvement? **(Measurement of progress - annual evaluation of effectiveness of CIP)**	● We will use the building-wide data cycle to identify which students are in need of targeted explicit instruction before we review our trimester benchmark assessment data as evidenced by grade level work session agendas and notes. ● We will know how to intervene to support the struggling learners we identify and measure their progress to inform instruction as evidenced by grade level work session agendas and notes, Educational Support Team plans, and classroom-based plans for individual students. ● We will see an increase in achievement scores on statewide and local assessments, particularly for students in poverty and students with disabilities: ○ Reading Measures: SBAC, F&P, ReadWorks ○ Math: SBAC, Basic Skills, Unit Tests

Funding Source	Title I - Instructional Coaching Title IIA - Systems Coaching Voter Budget
Indicators of success:	● Building-wide data cycle in place at PPS. ● Plan for student intervention is clearly articulated with learning gaps, learning targets, methods to address the gap, measures to monitor progress, and time frame for intervention identified. ● Evidence-based practices are visible during classroom walkthroughs and observations. ● On statewide and local assessments, achievement scores of all students will increase and the gaps for students in poverty and students with disabilities will decrease in the areas of reading and math.

Phase 1B: Prioritized Goals	
Goal #3 **What do we want to accomplish?** **EQS Domains (1-5)** **Academic Proficiency** **Personalization** **Safe, Healthy Schools** **High Quality Staffing** **Investment Priorities**	**MTSS-A: Curriculum and Instruction** **We will continue to engage in professional learning about the Next Generation Science Standards, developing and implementing instruction and student assessment based on these standards.** Academic Proficiency ● Curriculum Coordination ● Instructional Practices High Quality Staffing: ● Professional Development Investment Priorities: ● Continuous Improvement
Type of Goal (new or on-going)	New
Strategies/ **Action Steps**	District Action Steps: ● Provide time and professional learning opportunities on NGSS for teachers. ● Supply teachers with the educational materials necessary to implement NGSS.

	● Provide guidance on the creation of science assessments and on the tools to evaluate student work based on the NGSS. PPS Action Steps: ● Use in-service and early release time for collaboration between grade level teachers at PPS and UMS on the development of science units and their implementation. ● Identify opportunities for teachers to learn from each other's work through the use of observation, video, and sharing at grade-level work sessions. ● Create and calibrate on grade-level assessments and tools to evaluate student work in science based on the NGSS. Evidence - Level 1: The Next Generation Science Standards are based on the ***The Framework for K-12 Science Education***, published by the National Academies' National Research Council in 2011. According to an April 9, 2013 Press Release on the release of the final standards, "The NGSS are grounded in a sound, evidence-based foundation of current scientific research-including research on the ways students learn science effectively-and identify the science all K-12 students should know."
How will we know our change resulted in an improvement? **(Measurement of progress - annual evaluation of effectiveness of CIP)**	● District curriculum documents will reflect updated science units, instruction, and assessment aligned to the NGSS. ● Evidence of NGSS aligned science units, instruction, and assessment will be seen in classroom walkthroughs and observations. ● Evidence of NGSS aligned science units, instruction, and assessment will be seen in grade level classrooms at both PPS and UMS. ● Data study of student work in science will reflect the change in instruction and alignment to the NGSS. ● We will see an increase in achievement scores on statewide and local assessments, particularly for students in poverty and students with disabilities: ○ Science: VTSA (Baseline 2018 & 2019) and local common assessments of student work
Funding Source	Voter Budget
Indicators of success:	● Curriculum documents for science are updated to reflect the NGSS. ● Evidence of instruction aligned to NGSS is seen in classroom walkthroughs and observations. ● On statewide and local assessments, achievement scores of all students will increase and the gaps for students in poverty and students with disabilities will decrease in the area of science.
Phase 1B: Prioritized Goals	

Goal #4 **What do we want to accomplish?** **EQS Domains (1-5)** Academic Proficiency Personalization Safe, Healthy Schools High Quality Staffing Investment Priorities	**MTSS-B: System of Support** **Using our historical student behavior data, we will identify patterns of social-emotional and behavior needs to address in the upcoming year using evidence-based practices within our PBIS framework. In addition, we will look closely for specific barriers within our MTSS-B system for boys, students in poverty, and students with disabilities, adjusting our MTSS-B instruction and supports accordingly.**
Type of Goal (new or on-going)	**New**
Strategies/ Action Steps	District Action Steps: ● Develop a district support model that is proactive and systemic to support students and staff in navigating social-emotional and behavioral challenges. ● Develop and implement tiered system of support, to include indicators of problems (data sources) and potential interventions/solutions (responses) at each tier. ● Align support services district wide to ensure equitable distribution of services PREK-12 so that we have proactive systems and structures to respond to the changing needs of our students ● Create opportunities to have vertical dialogue aligning MTSS-B systems so they are embedded in MTSS-A ● Develop system to study social-emotional and behavioral data district-wide, PreK - 12. ● Use data to measure efficacy of supports and interventions ● Create systems to annually develop a professional development plan that supports teachers & support staff in the ever changing SEL needs of our students PPS Action Steps: ● Review historical student behavior data (SWIS) with the Leadership Team and Health Services Team at the end of 2017-2018 to determine priority areas for growth related to all students and specifically for our struggling student populations. ● Administer the Student Risk Screening Scale (SRSS) in June 2018 and again in October 2018 to determine which students may need further intervention for externalized and internalized behaviors. ● Determine how the identified needs from the historical data study and the SRSS results will be met at Tier 1 in order to prevent the need for targeted or intensive intervention for *most* students (80%). ● Use in-service, early release time, and staff meetings for professional learning related to the social-emotional and behavioral needs identified in the June 2018 data study.

	● Administer the PBIS Self-Assessment Survey (SAS) and the Tiered Fidelity Inventory (TFI) to ensure fidelity of implementation at Tiers 1 and 2 (the tiers that PPS is currently implementing). Evidence - Level 2: According to the Technical Assistance Center on PBIS' website, Positive Behavior Interventions and Supports (PBIS) is "a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. PBIS is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies." The website lists studies of the efficacy of school-wide PBIS that are "quasi-experimental" in nature. From John Hattie: ● Classroom management - .52 ● Decreasing disruptive behavior - .53
How will we know our change resulted in an improvement? **(Measurement of progress - annual evaluation of effectiveness of CIP)**	● District guidelines document released for a PreK - 12 tiered system of support where supports are vertically aligned ● A system will be implemented to study district-wide social-emotional and behavioral data ● We will see a decrease in behavior referrals for the priority areas and student groups identified in our historical student behavior data review. ● A decrease in behavior referrals for specific student groups may also lead to an increase in the amount of time these students are out of class or unavailable for instruction. ● We will see an adjustment to our Tier 1 instruction and strategies related to behavior and social-emotional learning - in all classrooms, in guidance classes, in all-school meeting each Friday, and in school-wide events.
Funding Source	Voter Budget EST/Medicaid money (for prevention and intervention, can be used for all students) PBIS resources available through the state
Indicators of success:	Increased positive behavior data ● 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). ● Decrease in behavior referrals for struggling learners (boys, students in poverty, students with disabilities) ● Decrease in behavior referrals for the most frequent behaviors, in specific settings, as identified in our data study. Increased academic achievement in literacy and math

	- Increased overall scores on SBAC - Increased overall achievement in local assessments (F&P, Readworks, Basic Skills, Unit Tests) - Decreased achievement gaps for students with social-emotional supports (EST, IEP, 504) STOPPED HERE!
Phase 3: Implement & Spread	
How will you make this change a part of the standard work/process in your context? **Attach PDSA Worksheet** **Describe the factors you considered during full implementation**	
Phase 4: Sustain	
Explain the decisions required to sustain this work/process over time & how resources will be allocated for sustainability	R

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.