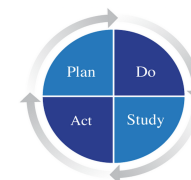


# CSD CIP 2022-2024



## Planning Group

**District Leadership Team (DLT):** Amy Minor (Superintendent), Carrie Lutz (Director of Special Education), Gwen Carmolli (Director of Curriculum), Heather Baron (CHS Principal), Jean Shea (CHS Support Services Director), Chad DeMagistris (CHS Assistant Principal), Erica LeClair (CHS Assistant Principal), Michele Cote (CMS Principal), Dovid Yagoda (CMS Assistant Principal), Julie Tanguay (CMS Assistant Principal), Jordan Burke (MBS Principal), Brooke King (MBS Assistant Principal), Chris Antonicci (UMS Principal), Carolyn Millham (PPS Principal), Jamilah Vogel (CSD Equity Coordinator)

**External Input/Reviewers:** CSD Community, Marge Lipson, Joelle van Lent, Rebecca Haslam

## Review of Data

[CSD Data Overview 2021-2022](#) [CFP Data Inventory 2022-2023](#)

Spring 2022 Data	SBAC ELA	Local Literacy	SBAC Math	Local Math	VTSA Science	DESSA Local SEL Assessment K-8
All	55%	75%	43%	69%	44%	89%
Poverty	40%	62%	24%	58%	18%	54%
Disability	5%	36%	9%	10%	6%	48%
White	55%		44%		30%	88%
Non-White	50%		33%		24%	89%

There are large achievement gaps in learning for students in poverty (SES) & with disabilities (IEP). These gaps are evidenced in SBAC ELA and Math, local academic assessments, and local social-emotional assessments.

Data from 2021-2022 review indicates priority needs to:

- Increase overall achievement on statewide measures in literacy and math
- Improve instruction/decrease achievement gaps for students with disabilities and in poverty
- Add racial disaggregation to local assessment data collection
- Add local assessment in social-emotional learning (SEL) in grades 9-12
- Add vertically aligned (K-HS) academic assessment to the local assessment calendar
- Improve instruction in tiers I, II & III to increase achievement & decrease achievement gaps

## *CSD Goal*

### *Equitable learning for all students*

#### **Academic Learning Goals:**

#### **Increase academic achievement for all students & close academic achievement gaps**

*We will achieve this by:*

##### *Strengthening Instructional Practices to provide equitable learning for all students*

- Develop a mindset of grade level learning outcomes for all students
- Provide clear learning outcomes for all students that are aligned to state standards and CSD curriculum (ex. Learning targets, Success Criteria)
- Provide ongoing and embedded professional development on high leverage instructional practices
- Use disaggregated academic data to determine needs for professional development that will support increasing student achievement and closing achievement gaps
- Implement high leverage instructional practices

##### *Strengthening Systems of Support (MTSS)*

- Identify barriers to successful academic achievement for individuals and disaggregated groups
- Identify and provide key resources on MTSS and UDL
- Identify barriers to equitable learning and systems to improve equitable learning
- Develop instructional guidelines for MTSS that outline tiers of instruction and supports for academics
- Develop and implement systems to provide intervention in addition to core/universal instruction
- Implement a vertically aligned screening and benchmark assessments in grades K-10 (Renaissance STAR Assessments: STAR Early Literacy, STAR Reading, STAR Math)
- Collect and analyze disaggregated data to identify areas of academic struggle and needed supports
- Establish a common system for grade level/content teams to examine data
- Provide professional development on high leverage instructional strategies for intervention and support
- Implement high leverage, evidence-based instructional strategies for intervention and support
- Examine social-emotional needs when considering academic needs and supports
- Strengthen instructional strategies to promote student engagement in learning (choice, voice, cultural relevance, etc..)

#### **Measures**

- PD calendar/opportunities
- Academic benchmark assessment data - SBAC ELA, local literacy assessments, SBAC Math, local math assessments
- Disaggregated academic assessment data
- Instructional practices guidelines and resources
- MTSS guidelines and resources
- Formative assessment of student learning
- Formative assessment of instructional practices
- Formative assessment of MTSS practices

#### **Success Indicators**

##### **Increase in evidence-based instructional practices**

- Use of learning targets and success criteria
- Learning targets and success criteria aligned to rigor of standards
- Use of evidence-based instructional practices

##### **Increase in academic achievement in literacy and math**

- Overall increases in achievement in literacy and math on statewide assessments and local assessments
- Decreased achievement gaps in literacy and math for students from historically marginalized groups, students experiencing poverty, students with disabilities, Multilingual/English Learners (ML/EL), and African American/Black students

##### **Increase in systems of supports (MTSS)**

- Use of data to plan supports and interventions for struggling learners
- Common understanding and use of MTSS

#### **Funds for:**

- PD
- Salary & benefits for Coordinators, Instructional Coach, Director of Instructional Support
- Stipends/Contracted Services for Instructional coaches
- Stipends for planning, developing resources, analyzing assessment results, curriculum planning, developing benchmark assessments
- Assessment software
- Instructional materials

## Social Emotional Learning Goal: Increase social-emotional learning for all students

*We will achieve this by:*

### *Developing a districtwide systems for Social Emotional Learning (SEL)*

- Cultivating a mindset of SEL that is embedded into systems and learning
- Strengthen and align system of supports and interventions for behavior, SEL and attendance
- Strengthen instructional strategies to promote engagement in learning/academics
- Align systems and instruction to CASEL standards
- Align SEL instruction and supports district wide
- Build data protocols for SEL data
- Provide opportunities for analysis of SEL data at the school and district level
- Develop systems that connect SEL and academic data
- Maintain district SEL group
- Implement SEL curriculum
- Provide PD on instructional strategies to support SEL

### *Building systems that promotes Equity*

- Provide PD on equity for all district staff, leadership and board members
- Build capacity for equity leadership (ex. DEI Advisory Group, DEI Guidelines Work Group)
- Develop and grow student leadership programs and opportunities
- Create and implement DEI guidelines
- Identify and implement new social studies (SS) curriculum for grades K-8
- Collect, analyze and use disaggregated data to identify inequities and connections between academic, SEL and engagement
- Write and adopt an equity policy to communicate focus on equity
- Assess current SEL systems (ex. HHB)
- Continue to build teacher capacity to recognize and address harm, redress barriers, and engage in courageous conversations

#### Measures

- SEL and Academic benchmark assessments - DESSA, SBAC ELA, local Literacy assessments, SBAC math, local Math assessments
- EST/school based notes of interventions and supports
- CSD Professional Development plans
- CSD curriculum
- CSD equity policy

#### Success Indicators

##### Improved positive behavior/ SEL data

- Increase in positive behavior and competencies
- Decrease at-risk indicators

##### Increased academic achievement in literacy and math

- Overall increase in achievement in literacy and math on statewide and local assessments
- Decrease academic achievement gaps for students experiencing poverty, students with disabilities, and African American/Black students

##### Increase in equity practices and actions

- CSD actions demonstrate equity as a core belief, dedicated to ensuring that student success the priority for all students
- Curriculum and instructional materials will better reflect diversity of people and commitment to equity
- Equity will become a habit of mind
- Overall increases in achievement in academic and SEL assessments
- Improvements/decreases in academic and SEL achievement gaps

#### Funds for:

- Assessment software
- Professional Development - workshops, conferences, consultants
- Stipends for planning, data analysis, audits, DEI Advisory Group, DEI Guidelines Work Group, curriculum development
- Salary/benefits for SEL Coordinator and Equity Coordinator
- Stipends, materials, and related fees for student leadership programs
- Instructional materials

## School Goals

All of the schools will work to meet the CSD academic and social-emotional goals (listed above). Additionally, each school will work on one building-based academic goal that will address areas of identification from the statewide accountability system.

School goals:

- Align to district CIP goals
- Reflect 1 academic goal in order to increase academic achievement and close achievement gaps
- Reflect the required identified area based on the statewide accountability system

	Academic Goal	Prioritized Strategies	Measures	Resources to support implementation
<b>CHS</b> *Required for students from historically marginalized groups	Increase achievement in literacy (reading comprehension) and math (fundamental concepts) (for students experiencing poverty and students with disabilities) by identifying areas of need and applying appropriate interventions.	We will achieve this by... <ul style="list-style-type: none"> <li>● Linking key proficiencies to assignments and tracking student achievement through formative and summative assessment</li> <li>● Apply appropriate interventions directly linked to skill development. This could include Academic Time (AT) remediation sessions, skill specific differentiated instruction, student access and increased use of the Math and Literacy (Lit) Lab (Lit Lab).</li> </ul>	Local Formative Assessments <ul style="list-style-type: none"> <li>● Math Concept Tests</li> <li>● Essential Writings &amp; unit quizzes</li> </ul> Local Summative Assessments <ul style="list-style-type: none"> <li>● Math Unit Tests</li> <li>● Summative AAAs</li> <li>● Mid Year/Final Exams</li> </ul> SBAC Data	<ul style="list-style-type: none"> <li>● Framework of instruction for teachers</li> <li>● Increased staffing and hours for the Lit Lab</li> <li>● Targeted Faculty PD Time to analyze data and design appropriate interventions</li> </ul>
<b>CMS</b> *Required for students from historically marginalized groups & students experiencing poverty	Close the achievement gap in math and literacy between all students and students experiencing poverty 5 points as measured through SBAC.	<ul style="list-style-type: none"> <li>● Instructional practices</li> <li>● Math coach</li> <li>● Reorganization of Cougar time and intervention classes</li> <li>● Data PLC's</li> </ul>	<ul style="list-style-type: none"> <li>● STAR Math</li> <li>● STAR Reader</li> <li>● SBAC</li> </ul>	<ul style="list-style-type: none"> <li>● Imbedded PD in Math</li> <li>● Math Coach</li> <li>● Assessment tools</li> </ul>
<b>MBS</b> *Required for students from historically marginalized groups, students experiencing poverty, students with disabilities, & multilingual/English language learning	In order to increase overall academic achievement for all students, including our <ul style="list-style-type: none"> <li>● Students experiencing poverty</li> <li>● Students with Disabilities</li> <li>● Multilingual/English Language Learners (ML/EL)</li> <li>● Student from historically marginalized groups</li> </ul> Malletts Bay School will focus on high leverage instructional strategies in literacy and mathematics to make learning accessible to all students.	Modeling and implementing high leverage practices in reading and math as defined by John Hattie during team times, the practice of lesson study, and faculty meetings including: <ul style="list-style-type: none"> <li>● Using clear learning targets</li> <li>● Providing feedback to students</li> <li>● Providing small group direct instruction</li> </ul> Ongoing professional development in instructional strategies that support student engagement through the CAST Universal Design for Learning Framework during Early Release Days	<ul style="list-style-type: none"> <li>● STAR Math and Reading Assessment (3X a year)</li> <li>● SBAC Math Scores</li> <li>● SBAC Reading Scores (Annually)</li> </ul>	<ul style="list-style-type: none"> <li>● Sara Blake, Literacy Coordinator</li> <li>● Gayle Moscovitz, Literacy Consultant</li> <li>● Susan Morin, Math Coordinator</li> <li>● Ashley Marlow, Math Consultant</li> <li>● Tara Trainor, CAST UDL Consultant</li> <li>● <a href="#">CAST Universal Design for Learning Framework</a></li> <li>● <a href="#">John Hattie</a> Visible Learning.org</li> </ul>

PPS	<p>Porters Point School will increase the achievement of all students in reading and math and reduce achievement gaps for students in poverty and students with disabilities by</p> <ul style="list-style-type: none"> <li>• Making grade-level instruction and learning opportunities accessible and engaging for all students, and</li> <li>• Utilizing high-quality instructional practices.</li> </ul>	<p>Engage in four professional learning sessions on the Universal Design for Learning (UDL) framework during early release time:</p> <ul style="list-style-type: none"> <li>• October 26, 2022</li> <li>• December 7, 2022</li> <li>• February 1, 2023</li> <li>• April 5, 2023</li> </ul> <p>Implement high-quality instructional practices in reading and math:</p> <ul style="list-style-type: none"> <li>• Small group instruction practices for literacy and math</li> <li>• Use of daily learning targets and success criteria linked to the Common Core State Standards</li> <li>• Use engagement strategies to actively manage student participation in learning</li> </ul>	<p>For student achievement:</p> <p>Literacy:</p> <p>CSD benchmark assessments</p> <ul style="list-style-type: none"> <li>• Grade K: Letter/Sound identification/STAR early literacy</li> <li>• Grade 1: F&amp;P/STAR early literacy</li> <li>• Grade 2: F&amp;P/STAR reader</li> </ul> <p>Math:</p> <p>UDL and instructional practice implementation:</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Grade-level lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>• UDL training (district organized PD)</li> <li>• Sara Blake, CSD literacy coordinator and coach</li> <li>• Susan Morin, CSD math coordinator and coach</li> <li>• <i>Teaching Reading in Small Groups</i> by Jennifer Serravallo</li> <li>• <i>Early Intervention for Reading Difficulties, second edition</i> by Donna M. Scanlon</li> <li>• <i>PPS Intensive Classroom-based Intervention Guide</i> (ICBIG)</li> <li>• <i>Learning Targets: Helping Students Aim for Understanding in Today's Lesson</i> by Connie M. Moss and Susan M. Brookhart</li> </ul>
UMS	<p>Students will learn to decode (reading) and encode (spelling) unfamiliar words as well as understand word meanings and word parts</p>	<ul style="list-style-type: none"> <li>• Dedicated word work time on the schedule</li> <li>• Direct instruction begins with a quick review warm-up of sounds for automaticity</li> <li>• High-Frequency words (FRY) instruction aligned with reading/spelling patterns when possible</li> </ul>	<ul style="list-style-type: none"> <li>• FRY Sight words</li> <li>• PAST (kindergarten)</li> <li>• Phonic (first grade)</li> <li>• F&amp;P</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy Coordinator coaching and professional development</li> <li>• <i>Shifting the Balance</i> by Burking and Yates book group and online course</li> <li>• Title I Reading Teacher</li> <li>• Local professional organizations (i.e. Stern Center) provide coursework and workshops (i.e. FUNdations, Mindplay)</li> <li>• Dedicated grade level time for collaborative planning</li> <li>• CSD Standards of Practice</li> <li>• Local budget to fund necessary teaching materials (i.e. needlepoint boards)</li> </ul>