# CIP:Action Plan

Planning Group

District Leadership Team: Amy Minor (Superintendent), Carrie Lutz (Director of Special Education), Gwen Carmolli (Director of Curriculum), Heather Baron (CHS Principal), Jean Shea (CHS Support Services Director), Tim Emery (CHS Assistant Principal), Erica LeClair (CHS Assistant Principal), Michele Cote (CMS Principal), Dovid Yagoda (CMS Assistant Principal), Julie Tanguay (CMS Assistant Principal), Julie Benay (MBS Principal), Jordan Burke (MBS Assistant Principal), Chris Antonicci (UMS Principal), Carolyn Millham (PPS Principal)
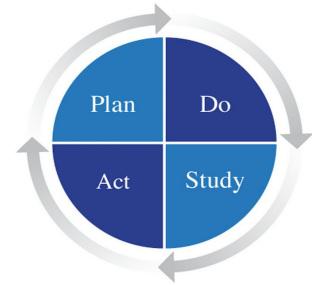
Review of Data July, 2017 (DLT Summer Retreat) - January, 2018 (DLT Meetings September - January)

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. **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**	**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 "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 24 point lower achievement in English Language Arts , 24 point lower achievement in Math, and 23 point lower achievement 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. ● The largest decline occurred in grades 7 and 8, with decreases of over 15 points in English Language Arts and 10 points in Math. ● The largest increase occurred in High school with average achievement increases across the years, finishing 5 points higher in English Language Arts, 15 points higher in Math. ● A review of local data shows achievement gaps in literacy and math. Grades 1 and 2 show smaller achievement gaps on local data than SBAC in both content areas. The largest gaps appear for students with disabilities in Math, particularly on Basic Skills. ● Local data shows a number of students, particularly in grades 6-8, with modified math assessments and/or adjusted scores reflecting lowering learning expectations. The achievement scores on local assessments show significantly higher achievement and lower achievement gaps than SBAC data demonstrates. **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 ● Middle grade achievement in ELA, Math, and Science ● Overall achievement in all content areas, particularly Math and Science

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. **Proficiencies** We need to develop and implement a system of proficiency based learning with proficiencies, learning targets, and success criteria for all students. **Instruction** We need to develop guidelines and instructional practice based on the principles of proficiency based learning, MTSS, and evidence based best practice. **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 to develop equitable systems of support for social emotional needs and behavior based on the principles of MTSS, and proficiency based learning. These systems need to align vertically for smooth learning across the the grades, preK-12.
Root Cause Analysis **Link to CSD CIP Cause & Effect (Fishbone)**	**MTSS A** ● We have inconsistent teacher proficiency in applying high leverage instructional strategies that are effective in accelerating achievement for struggling learners. ● An inconsistent belief in what strong tier 1 instruction looks like and inconsistent skill set in applying those best practices ● Varied instructional practices - classroom to classroom, grade to grade ● Lack of standards of practice/instructional framework ● Inconsistent beliefs and practices in common learning targets and high achievement for all students **MTSS B** ● Lack of alignment in best practices in systems and supports for social emotional needs ● Insufficient and uneven support services to respond in a preventative way to students who are experiencing adverse family experiences. ● Uneven skill and understanding for the adults who work with traumatized students - skills and strategies for supporting and engaging these students.

	● Increase in number of students needing support is putting reactive services instead of proactive,consistent system of supports for students in in need ● Need for professional development for staff in systems of supports and instructional strategies for students with social emotional needs
Theory of Improvement/Action **Link to CSD Driver Diagram**	MTSS A *When we build a system of proficiencies and learning outcomes for all students, based on the principles of proficiency based learning and multi-tiered systems of support, achievement for all students will increase and achievement gaps will decrease.* *When we have an aligned system of instructional practices, based on the the principles of proficiency based learning, current best practice, and effective instructional outcome, achievement for all students will increase and achievement gaps will decrease.* MTSS B *When we implement a clearly defined and articulated system of social-emotional services and supports, PreK-12, we will be able to proactively address social-emotional wellness for our students. This will result in increased achievement for all students, and achievement gaps will decrease.*
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/Proficiency Based Learning/Learning Outcomes** **Cultivate a mindset and practice of proficiency based learning with rigorous learning outcomes for all** Proficiency Based Learning (EQS Domain 1,4, & 5) Instruction (EQS Domain 1,2,5) System - (EQS Domain 1,4,5)
Type of Goal (new or on-going)	New
Strategies/ Action Steps	Proficiency Based Learning: Cultivate a mindset of successful learning for all ● Provide ongoing training opportunities in proficiency based learning, proficiencies, common learning targets, success criteria and feedback on learning targets ● Base professional learning on evidence based best practices for proficiency based learning

	Instruction: Support teachers in implementation of proficiency based learning practices ● Create and implement guidelines/principles for proficiency based learning ● Use common language/glossary of proficiency based learning, within schools and vertically across district ● Base professional learning on evidence based best practices for proficiency based learning System: Create an aligned system of proficiency based learning ● Create Common, rigorous learning targets for all students ● Provide a proficiency based learning system with clear learning outcomes/proficiencies, learning target, success criteria, and feedback ● Identify proficiency based learning guidelines/best practices that we should see across district ● Provide regular opportunities for data study to determine instruction and supports for common learning targets
How will we know our change resulted in an improvement? **(Measurement of progress - annual evaluation of effectiveness of CIP)**	System Measures: Increases in proficiency based learning practices ● Guidelines for proficiency based learning ● Common district and course proficiencies & learning targets for literacy, math, and science ● Common district Essential Expectations for learning and thinking habits ● Common language/glossary for proficiency based learning Academic Measures: Increases in achievement in literacy and math on statewide assessments & local assessments ● Reading Measures: SBAC, Gates-MacGinitie, F&P, Read Works, STAR ● Writing: On-demand ● Math: Basic Skills, Unit Tests ● Science: VTSA (Baseline 2018 & 2019)
Funding Source	Voter Budget Title I - Instructional Coaching Title IIA - Systems Coaching
Indicators of success:	System Measures: Increases in proficiency based learning practices ● Classroom use of guidelines for proficiency based learning - evidenced in classroom walkthroughs & grade level meetings ● Common district and course proficiencies & learning targets for literacy, math, and science - evidence by posted district documents & teacher use of proficiencies in planning, classroom use of learning targets as seen in walkthroughs ● Common district Essential Expectations for learning and thinking habits ● Common language/glossary for proficiency based learning Academic Measures: Increases in achievement in literacy and math on statewide assessments & local assessments

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	**Instruction** **Build an aligned system of instructional practices, based on the principles of proficiency based learning, evidence based instructional practice, to increase achievement for all students** PBL (EQS Domains 1,5) Instruction (EQS Domains 1,2,5) System (EQS Domains 1,2,5)
Type of Goal (new or on-going)	New
Strategies/ Action Steps	PBL ● Provide instructional guidelines for proficiency based learning ● Provide opportunities for all with clear proficiencies, common learning targets, and success criteria Instruction ● Provide regular opportunities for training in best practices in primary/universal instruction ● Provide regular training opportunities on evidence based best practices to teachers and staff delivering intervention and intensive intervention ● Provide professional learning opportunities for teachers and staff to ensure understanding of evidence based best practices ● Identify and implement a variety of evidence based high impact instructional strategies and practices that will be effective in the vertical progression as students move across grades in the District ● Provide flexibility in use of evidence based instructional practices to meet students' learning needs (one instructional strategy/practice may not work for all students), that fit with curriculum maps and benchmarks System ● Create and ensure vertical understanding of an effective MTSS-A framework, which includes effective universal instruction and tiered interventions ● Create observation & mentoring opportunities for teachers to see strong primary instruction in action ● Develop & implement systems for regular data review/study, implementation, and then review for instructional supports ● 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 ● Identify Instructional Guidelines/Best practices that we should see across district/in building

	● Build staff confidence and capacity to meet student's instructional needs
How will we know our change resulted in an improvement? **(Measurement of progress - annual evaluation of effectiveness of CIP)**	System Measures: Guidelines for MTSS Guidelines for evidence based instructional practice Common resources for proficiency based learning, multi-tiered systems of support, & evidence based Academic Measures: Overall increases in achievement in literacy and math on statewide assessments & local assessments ● ELA: SBAC, F&P, Readworks, STAR ● Math: SBAC, Basic Skills, Unit Tests Classroom Measures Increase in use of evidence based instructional practice: walkthroughs, self assessment Increase in discussion of evidence based instructional practice: grade level and vertical discussions ● Walkthrough/Informal Observations ● Self-assessment ● Grade level meeting agendas & discussions ● Vertical meeting agendas & discussions
Funding Source	Title I - Instructional Coaching Title IIA - Systems Coaching Voter Budget
Indicators of success:	System Measures: Posted & implemented guidelines, glossary & resources for proficiency based learning Aligned systems of proficiency based learning Evidence of proficiency based learning in all CSD schools Academic Measures: Overall increases in achievement in literacy and math on statewide assessments & local assessments Decreased achievement gaps for students in poverty and with disabilities Classroom Measures Increase in use of evidence based instructional practice: walkthroughs, self assessment Increase in discussion of evidence based instructional practice: grade level and vertical discussions
Phase 1B: Prioritized Goals	
Goal #3	**System of Supports**

What do we want to accomplish? **EQS Domains (1-5)** **Academic Proficiency** **Personalization** **Safe, Healthy Schools** **High Quality Staffing** **Investment Priorities**	Aligned, proactive, districtwide, multi-tiered system of supports
Type of Goal (new or on-going)	**New**
Strategies/ **Action Steps** **TRAUMA INFORMED CLASSROOM** **SYMPTOMS OF STUDENT STRESS & ANXIETY**	Develop a district support model that is proactive and systemic to support students and staff in navigating these 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 Define tiered indicators of problems (data sources) and potential interventions/solutions (responses). Examine three major areas: family systems; informed faculty and staff; responses to maladaptive student behavior Create opportunities to have vertical dialogue aligning MTSS-B systems so they are embedded in MTSS-A Explore data systems that measure SEL data & consistent ways of reporting incidents (CPT, DCF, behavior referrals, referrals for additional supports, etc…) ● Data study must be both district-wide and building-based ● Use data to measure efficacy of supports and interventions 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 Provide professional learning for all adults working with children to help them understand the effect of adverse family experiences and steps we can take to create a trauma informed school (specific tools and strategies for teachers) ● Use data to determine what professional learning is needed in order to address presenting concerns Explore universal screeners for at-risk SEL indicators ● Explore strategies and supports for deeper and more substantive family engagement and education ● District level support for coordination of MTSS-B and the intersection of MTSS-B and mental health

	Create systems to annually develop a professional development plan that supports teachers & support staff in the ever changing SEL needs of our students Plan professional development with building based PD committee & districtwide support staff committee
How will we know our change resulted in an improvement? **(Measurement of progress - annual evaluation of effectiveness of CIP)**	System Measures: ● Data systems in buildings and district for PDSA data process Academic Measures: ● SBAC ● Local assessments (F&P, Readworks, STAR, Basic Skills, Unit Tests) Social Emotional Measures Increased on-task time: ● Increased average daily attendance ● Reduced tardiness, late arrivals and early dismissals ● Fewer suspensions (both out of school and in school) ● Fewer planning room visits or out of classroom referrals Decreased at-risk indicators: ● Improved outcomes on Vermont Student Risk Behavior (YSRB) Survey
Funding Source	For trauma and adverse family experiences: ● Joelle Van Lent training for paras and teaching teams ● Behavior specialists, social workers, school counselors 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). Increased academic achievement in literacy and math ● Increased overall scores on SBAC ● Increased overall achievement in local assessments (F&P, Readworks, STAR, Basic Skills, Unit Tests) ● Decreased achievement gaps for students with social-emotional supports (EST, IEP, 504)
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	

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.