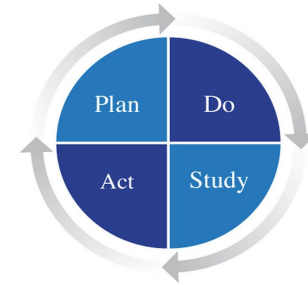


CMS CIP:Action Plan (2018-2019)

Planning Group

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Review of Data September 2017, March 2018

Phase 1A: Comprehensive Needs Assessment (CNA) - Assess & Innovate	
Link to CNA	
<p>Shared Vision</p>	<p>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>CMS Mission We believe in creating a learning environment that is developmentally responsive, challenging, empowering, and equitable for all.</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 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>

Broad Area(s) of Focus Based on Data Review

Links to data
[SBAC & NECAP Science](#)

[SBAC - 3 years](#)

[CMS Planning Room Referrals](#)

Achievement gaps in learning for students in poverty (SES) & with disabilities (IEP)
Show in SBAC ELA, SBAC Math, and NECAP Science

[Link to CMS School Report 112117](#)

[Behavior Data 2017-2018](#)

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 25 point lower achievement in English Language Arts , 25 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 47 points lower in English Language Arts, 38 points lower in Math, and 27 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 5-8. 7th grade showed the most significant decline by 25 points, followed by 8th grade with an 18 points decline and 6th grade with only 2 points decline. Math showed growth by 4 points in 6th grade, but a decline by 12 points in grade 7 and 10 points in grade 8.
- 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.

MTSS B

- Our data shows a consistent average of about 36 fast passes used monthly by students for brief reset breaks.
- Students access self directed breaks at a consistently higher rate than teachers direct students to take a break.

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
- Achievement for all students in ELA, Math, and Science

Data indicates priority needs to improve student engagement

- Increase Attendance
- Decrease Teacher directed and Student self-directed referrals to the planning room

	<ul style="list-style-type: none"> ● Decrease Suspensions ● Response to Bullying and Harassment
<p>Priority Problems</p>	<p>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.</p> <p>We are seeing persistent achievement gaps for students in poverty, students with disabilities, and struggling learners.</p> <p>Proficiencies We need to continue our work on developing and implementing a system of proficiency based learning with proficiencies, learning targets, and success criteria for all students.</p> <p>Instruction We need to develop guidelines and instructional practice based on the principles of proficiency based learning, MTSS, and evidence based best practice.</p> <p>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.</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>The current reality is an individualized need-based system.</p> <p>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, Developmental Design, and Restorative Practices.</p>
<p>Root Cause Analysis</p> <p>Link to CSD CIP Cause & Effect (Fishbone)</p>	<p>MTSS A</p> <ul style="list-style-type: none"> ● Inconsistent use of our data in making sound instructional decisions. ● We have inconsistent teacher proficiency in applying high leverage instructional strategies that are effective in accelerating achievement and are engaging to middle level and struggling learners. ● An inconsistent understanding of what strong tier 1 instruction looks like and inconsistent skill set in applying those best practices. <p>MTSS B</p> <ul style="list-style-type: none"> ● Lack of alignment in best practices in systems and supports for social emotional needs. ● Need for professional development for all staff in understanding how to support students who have experienced trauma and are struggling with social/emotional needs.

	<ul style="list-style-type: none"> ● Insufficient and uneven support services to respond in a preventative way to students who are experiencing adverse family experiences. ● Inconsistency in practices around school wide behavioral expectations. ● Inconsistencies in applying engaging, authentic community building activities.
<p>Theory of Improvement/Action</p> <p>Link to CSD Driver Diagram</p>	<p>MTSS A</p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>When we develop a system for authentically using data in decision making for instruction, we will increase student outcomes and close the achievement gap.</i></p> <p>MTSS B</p> <p><i>When we implement a clearly defined and articulated system of social-emotional services and supports 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.</i></p> <p><i>When we fully develop our Developmental Design, TA, and school wide behavior expectation structures we will improve school climate thereby positively impacting our behavioral data.</i></p>
<p>Phase 1B: Prioritized Goal</p>	
<p>Goal #1</p> <p>What do we want to accomplish?</p>	<p>MTSS - A</p> <p>Proficiencies/Proficiency Based Learning/Learning Outcomes</p> <p>Proficiency Based Learning (EQS Domain 1,4, & 5)</p> <p>Build a system of proficiencies and learning outcomes for all students that will increase achievement and decrease learning gaps.</p>
<p>Type of Goal (new or on-going)</p>	<p>New</p>

Strategies/ Action Steps	<p>Proficiency Based Learning:</p> <ul style="list-style-type: none"> ● Provide ongoing training opportunities in proficiency based learning and learning targets ● Identify unit proficiencies for each content area ● Identify learning targets for each unit/lesson ● Implement learning targets in classroom practice ● Provide PD on growth mindset including its impact on academic achievement ● Construct scoring guides for every discipline proficiency ● Provide PD on feedback in the classroom (what instructional practices are we commonly using across classrooms) as it applies to student progress toward a learning target tied to the proficiency ● Identify which discipline proficiencies each unit/lesson connects to
How will we know our change resulted in an improvement?	<p>System Measures: Increases in proficiency based learning practices</p> <ul style="list-style-type: none"> ● Common learning targets for all content areas <p>Academic Measures: Increases in achievement in literacy and math on statewide assessments & local assessments</p> <ul style="list-style-type: none"> ● Reading Measures: Common Lit ● Writing: Common Lit ● Math: Basic Skills, Unit Tests, Concept Quizzes ● Science: VTSA (Baseline 2018 & 2019)
Funding Source	<p>Building Budget</p>
Indicators of success:	<p>System Measures: Increases in proficiency based learning practices</p> <ul style="list-style-type: none"> ● Learning targets posted in classrooms for the unit/lesson ● Agendas for content area meetings reflect learning target work <p>Academic Measures: Increases in achievement in literacy and math on local assessments</p>
Phase 1B: Prioritized Goals	
Goal #2 What do we want to accomplish?	<p>Instruction Build an aligned system of evidence based instructional practices, based on the principles of proficiency based learning, to increase achievement for all students</p>

	<p>PBL (EQS Domains 1,5)</p> <p>Instruction (EQS Domains 1,2,5)</p>
Type of Goal (new or on-going)	New
Strategies/ Action Steps	<p>PBL</p> <ul style="list-style-type: none"> • Provide instructional guidelines for proficiency based learning <p>Instruction</p> <ul style="list-style-type: none"> • Provide regular opportunities for training in best practices in universal instruction in staff and PD meetings • Identify and implement a variety of evidence based high impact instructional strategies and practices • Provide flexibility in use of evidence based instructional practices to meet students' learning needs (one instructional strategy/practice may not work for all students) • Provide common resources for understanding of best instructional practices such as Visible Learning for Teachers or Teach Like a Champion • Build staff confidence and capacity to meet student's instructional needs • Develop and implement a system for data review
<p>How will we know our change resulted in an improvement?</p> <p>(Measurement of progress - annual evaluation of effectiveness of CIP)</p>	<p>System Measures:</p> <p>Common resources for proficiency based learning and instructional practices</p> <p>Academic Measures:</p> <p>Overall increases in achievement in literacy and math on classroom assessments</p> <ul style="list-style-type: none"> • ELA: summative assessments, projects, Common Lit • Math: Basic Skills, Unit Tests, Concept Quizzes <p>Classroom Measures</p> <p>Increase in use of evidence based instructional practice: walkthroughs, informal observations</p> <p>Increase in discussion of evidence based instructional practice: grade level and vertical discussions</p> <ul style="list-style-type: none"> • Walkthrough/Informal Observations • Self-assessment • Grade level meeting agendas & discussions • Vertical meeting agendas & discussions

Funding Source	Building Budget
Indicators of success:	<p>System Measures:</p> <ul style="list-style-type: none"> Evidence of proficiency based learning in all classrooms <p>Academic Measures:</p> <ul style="list-style-type: none"> Overall increases in achievement in literacy and math on local assessments <p>Classroom Measures</p> <ul style="list-style-type: none"> Increase in use of evidence based instructional practice: walk throughs Increase in discussion of evidence based instructional practice: grade level and vertical discussions
Phase 1B: Prioritized Goals	
Goal #3 What do we want to accomplish?	<p>System of Supports - MTSS-B</p> <p>Build MTSS Support System for social emotional and behavioral skills</p> <p>Safe, Healthy Schools (EQS Domains 3)</p>
Type of Goal (new or on-going)	New
Strategies/ Action Steps	<ul style="list-style-type: none"> Implement school wide citizenship guidelines Offer Developmental Designs I and II courses for teachers Offer on-going PD about trauma informed practice
How will we know our change resulted in an improvement?	<p>Social Emotional Measures</p> <ul style="list-style-type: none"> Increased average daily attendance Fewer suspensions (both out of school and in school) Fewer planning room visits or out of classroom referrals

Funding Source	Building Budget Medicaid
Indicators of success:	Increased positive behavior data <ul style="list-style-type: none"> • Increased time in classroom(s). • Increased average daily attendance
Phase 3: Implement & Spread	
<p>How will you make this change a part of the standard work/process in your context?</p> <p>Attach PDSA Worksheet</p> <p>Describe the factors you considered during full implementation</p>	
Phase 4: Sustain	
<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.