School CIP Colchester High School

Planning Group (Andrew Conforti, Amber Keepo, Chad DeMagistris, Erica LeClair, Katie Lenox, Jocelyn Sheuch, Jackie Dixon, Wayland Cole, Vito Canizarro, Bob Hall, Dana Visser, Mel Laquerre, Josh Parker, and Will Warren):

CSD CIP Goals 2024-2026

Overall goal: Increase achievement for all students (by 5 points on state/local measures by June 2026)

Academic - Strengthen academic achievement for all students & close academic achievement gaps

Safe & Health Schools - Strengthen social-emotional learning for all students

Equity, Culture & Inclusion Goal: Strengthen culture & inclusion for all students

We will achieve these goals by:

- Aligning curriculum to state standards & requirements
- Strengthening instruction to provide opportunities for all students to be successful
- Using data to monitor learning progress & plan supports
- Providing systems of support to help students achieve grade level standards/course proficiencies

School Data - **link to CSD data**

	Assessment	All	Poverty	Disability	ML	Students of Color
Academic	STAR Reading 2024-2025	68%	5%	22%	20%	57%
	VTCAP ELA spring 2024	50%	30%	12%	0%	54%
	VTCAP Math spring 2024	47%	31%	3%	17%	50%
	STAR Math 2024-2025	61%	38%	15%	18%	45%
	VTCAP Science spring 2024	54%	30%	10%	11%	57%
Safe & Health Schools	DESSA SEL	N/A	N/A	N/A	N/A	N/A
	Attendance 2023-2024 Attendance Rate	68%				

	Attendance 2024-2025 Chronic Absenteeism	25%	36%	34%	45%	26%

Priority areas of need (from school data):

Academic (Reading & Math)

Reading
- Low overall achievement (achievement under 80% proficiency)
- Large achievement gaps for poverty, disability and ML/EL equity groups
- Very low proficiency for poverty group
- Content Needs: Informational Text - Range of Reading and Text Complexity (STAR), Informational Text (VTCAP)

Math
- Low overall achievement (achievement under 80% proficiency)
- Large achievement gaps for poverty, disability and ML/EL equity groups
- Very low proficiency disability group
- Content Needs: Structure in Expressions (STAR), Number and Quantity (VTCAP)

Safe & Healthy
- Low overall attendance (achievement under 80% proficiency)
- Higher chronic absenteeism for ML/EL, poverty, and disability groups
- Highest chronic absenteeism for ML/EL group

Goals

Safe & Healthy School Goal: (align to CSD goal)
By June 2026 …

Goal #	Goal/s	Outcome Measures	Evidence-Based Strategies, Evidence level & citation/link	Resources need to support implementation

1
Safe & Healthy Schools
	Improve attendance & behavior data by 5%
	
	Increase engagement through the utilization of a strong MTSS system evidenced by reduced absenteeism, and behavioral referrals by 5%
		Data/Measures:
		DESSA
		Attendance Data
		Behavior data
		
		Improve student attendance by 5%
		
		Decrease overall discipline referrals by 5%
			Teachers will use targeted instruction in the classroom and support time (Academic Time).
			
			● Provide needs-based layers of support/interventions
			● Implement school-based systems of support.
			● Implement evidence-based, high-impact instructional practices.
			● Grow a Comprehensive Safety Plan as it relates to the MTSS Framework
			
			Hattie, Visible Learning
			  Scaffolds, Hattie, .52
			  Intervention for students with
			  learning needs, Hattie, .66
			CASEL Framework
			National Alliance on Mental Illness:
			Trusted Adult Model; A Culture of Notice for Attendance
			Attendance Works
			CHS LEARN Rubrics
			Framework for Instruction
				People:
				Jayme Gaudet, CSD SEL
				Chelsea Lareau, CSD SEC
				School-based clinicians
				Behavior Specialists
				Student Support Team
				
				Professional Learning/Development
				
				Curriculuum work

Academic Learning Goal: (align to CSD goals, include a goal for Literacy & Math)
By June 2026…

2 Academics - Literacy & Math	Increase academic proficiency in **ELA** & **Math** for students on IEPs by 5 percentage points.	VTCAP & STAR	Teachers will use targeted instruction in the classroom and support time (Academic Time). (Scaffolding, .52; Deliberate Practice, .49, *Visible Learning*)	Continued **professional learning on targeted instruction strategies** (including implementation of learning from literacy & math strategies below) **Planning time for targeted instruction** during Data Team Meetings.
			Teachers will p**rovide direct and explicit comprehension strategy instruction** - Carefully select text, show students how to apply the strategies to different texts, ensure text is appropriate for student reading level, provide guided practice, and discuss comprehension strategies while teaching them. (IES Practice Guide Improving Adolescent Literacy, evidence level 3)	**Professional learning on grade-level texts** vs. tiered texts (where, when, and why?). **Professional learning on comprehension strategies** appropriate for each content area. **Team meeting time to plan for use of comprehension strategies** (both in Layer 1 & targeted instruction, see above). Team meeting time to create and then assess results of comprehension strategy instruction. **Tools/training for easily measuring text complexity.** **Facilitation and support of team meetings** to ensure effective use of time and alignment to CIP strategies. **Instructional coaching**.
			Argumentation - Students will be engaged in effective classroom discussion where student talk is encouraged over teacher talk. Through discussion students can explore different strategies and models, justify their reasoning and build on other's ideas. (Argumentation, .82, *Visible Learning*)	**Professional learning on what argumentation** is/is not and what it can look like in a variety of content areas. **Team meeting time/curriculum work time to amend lesson plans** in order to create student discourse opportunities (both in Layer 1 & targeted instruction, see above). **Facilitation and support of team meetings** to ensure effective use of time and alignment to CIP strategies. **Instructional coaching**.

Progress Monitoring (needed for each goal)

Goal: Increase academic proficiency for all students & for equity groups (particularly for students on IEPs) by 5%.					
Goal #	**Strategy**	**Measures**	**Baseline Data**	**Mid-Year Progress**	**End-of-Year Results & Next Steps**
1 **Safe & Healthy Schools - Attendance & Behavior**	Teachers will use targeted instruction in the classroom and support time (Academic Time). ● Needs-based layers of support ● School-based systems of support ● Evidence-based, high impact instructional practices ● Comprehensive Safety Plan	**Measures:** DESSA Attendance Data Behavior Data			**Results:** **Was Goal Met?** **Next Steps:**
2 **Academics - Literacy & Math**	Comprehension Strategies - Teachers will provide direct and explicit comprehension strategy instruction	STAR Reading (scaled score & proficiency level) Development of common comprehension strategies across departments. Increased usage of grade-level texts.			**Results:** **Was Goal Met?** **Next Steps:**
	Argumentation - Students will be engaged in effective classroom discussion where student talk is encouraged over teacher talk.	STAR Math (scaled scores & proficiency level) Identification & assessment of an argumentation-related standard in all courses.			**Results:** **Was Goal Met?** **Next Steps:**

		Increase of engagement measures (Decrease in office referrals, increase in student attendance, etc) in math & math-based courses			