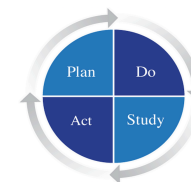


## CSD CIP 2024-2026



### Planning Group

#### Review of Data

#### CSD Needs Assessment

#### CFP Data Inventory 2024-2026

Results Spring 2023	Criteria	All	Poverty	Disability	ML	Students of Color
VTCAP ELA	% M/E	59%	31%	11%	32%	46%
STAR Early Literacy	>40%	68%	54%	52%	39%	65%
STAR Reading	>40%	54%	36%	15%	31%	46%
VTCAP Math	% M/E	49%	21%	16%	32%	32%
STAR Math	>40%	47%	30%	15%	32%	40%
VTCAP Science	% M/E	45%	27%	7%	23%	49%
DESSA SEL	% Typical/Strength	83%	73%	57%	70%	80%
Attendance	% On Track	83%	73%	74%	81%	81%

State and local achievement for academics and SEL have improved from spring 2022 to spring 2023 - 4 point increase VTCAP ELA, 6 point increase STAR Reading; 6 point increase VTCAP Math, 5 point increase STAR Math. Overall academic achievement is below 80% showing need to continue to strengthen achievement, and there are large achievement gaps for students in poverty, students with disabilities, multi-lingual learners, and students of color.

Data from 2023 assessment results and root cause analysis with the District Leadership Team indicate priority needs to:

- ***Align curriculum to state standards & requirements***

- **Strengthen instruction to provide opportunities for all students to be successful**
- **Use data to monitor learning progress & plan supports**
- **Provide systems of support to help students achieve grade level standards/course proficiencies**

## ***CSD Goal : Equitable learning for all students***

***By June 2025 we will increase achievement for all students by 5 points & decrease equity gaps by 5 points***

### **Safe & Healthy School Goal: Strengthen social-emotional learning for all students**

#### **Strategies:**

##### ***Align curriculum to state standards & requirements (EQS, Act 173, VTmtss)***

- Implement SEL standards-based curriculum PK-12
- Reflect SEL standards in core curriculum

##### ***Strengthen instruction to provide opportunities for all students to be successful***

- Implement evidence-based, high impact instructional practices
- Align instruction & classroom-based supports with SEL standards
- Increase opportunities for student voice & choice, rigor & culturally responsive learning

##### ***Use data to monitor progress of SEL learning & plan interventions***

- Monitor SEL achievement and progress in school-based data teams/PLCs
- Use SEL data to plan needs-based support/intervention
- Use SEL data to guide needs-based professional learning/coaching

##### ***Provide systems of support to help students achieve grade level standards/course proficiencies***

- Provide needs-based layers of support/interventions
- Implement school-based systems of support

#### **Measures**

- DESSA
- SWIS or Behavior Data
- Attendance Data
- Youth Truth Survey

#### **Resources needed for implementation**

##### **Time for:**

Data Teams/PLCs; instructional time for of support/intervention; data collection; professional learning for SEL related instructional practices & standards

##### **Funding for:**

Professional learning; coaching/coaching contracted services; instructional & professional learning materials; assessment software; professional development funds/stipends for curriculum, instruction, professional development; stipends/contracted services for data planning & preparation work

### **Academic Learning Goal: Strengthen academic achievement for all students & close academic achievement gaps**

#### **Strategies:**

##### ***Align curriculum to state standards & requirements (EQS, Act 173, VTmtss)***

- Align core academic curriculum with grade level standards/course proficiencies
- Develop vertically aligned coordinated curriculum documents for core content areas

#### **Measures**

- VTCAP
- Local assessment - STAR, assessments from Common Local Assessment Plan, course & unit assessments

<p><b>Strengthen instruction to provide opportunities for all students to be successful</b></p> <ul style="list-style-type: none"> <li>● Implement evidence-based, high impact instructional practices</li> <li>● Increase opportunities for student voice &amp; choice, rigor &amp; culturally responsive learning</li> <li>● Provide instructional coaching to strengthen instruction</li> </ul> <p><b>Use data to monitor progress of academic learning &amp; plan interventions</b></p> <ul style="list-style-type: none"> <li>● Monitor academic learning and progress in school-based data teams/PLCs</li> <li>● Use academic data to plan needs-based support/intervention</li> <li>● Provide instructional coaching to support data driven decision making &amp; needs-based instruction</li> </ul> <p><b>Provide systems of support to help students achieve grade level standards/course proficiencies</b></p> <ul style="list-style-type: none"> <li>● Create &amp; implement guidelines for literacy and math support/interventions</li> <li>● Provide needs-based layers of support/interventions</li> </ul>	<ul style="list-style-type: none"> <li>● Disaggregated academic assessment data</li> </ul> <p><b>Resources needed for implementation</b></p> <p><b>Time for:</b> Data Teams/PLCs; instructional time for of support/intervention; data collection; professional learning for academic related instructional practices &amp; standards</p> <p><b>Funding for:</b> Professional learning; coaching/coaching contracted services; instructional &amp; professional learing materials; assessment software; professional development funds/stipends for curriculum, instruction, professional development; stipends/contracted services for data planning &amp; preparation work; literacy &amp; math interventionists</p>
---	--

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

<p><b>Strategies:</b></p> <p><b>Align curriculum to state standards &amp; requirements (EQS, Act 173, VTmtss)</b></p> <ul style="list-style-type: none"> <li>● Embed equity standards into SEL &amp; core academic curriculum</li> <li>● Introduce &amp; build understanding of new EQS requirements: culturally responsive learning, restorative practices, universally designed instruction</li> </ul> <p><b>Strengthen instruction to engage learning &amp; provide opportunities for all students to be successful</b></p> <ul style="list-style-type: none"> <li>● Implement evidence-based, high impact instructional practices</li> <li>● Increase opportunities for student voice &amp; choice, rigor &amp; culturally responsive learning</li> </ul> <p><b>Use data to monitor progress of equitable learning</b></p> <ul style="list-style-type: none"> <li>● Implement building-based DEI teams</li> <li>● Monitor equity gaps and student perception data in school-based data teams/PLCs &amp; DEI teams</li> <li>● Use equity &amp; student perception data to strengthen learning outcomes &amp; plan needs-based professional learning/coaching</li> </ul> <p><b>Provide systems of support to help students achieve grade level standards/course proficiencies</b></p> <ul style="list-style-type: none"> <li>● Base supports/interventions on district equity &amp; MTSS guidelines</li> <li>● Provide needs-based layers of support/interventions</li> </ul>	<p><b>Measures</b></p> <ul style="list-style-type: none"> <li>● Youth Truth</li> <li>● Academic assessment data</li> <li>● SEL assessment data</li> </ul> <p><b>Resources needed for implementation</b></p> <p><b>Time for:</b> Data Teams/PLCs; instructional time for of support/intervention; data collection; professional learning for equity related instructional practices &amp; standards</p> <p><b>Funding for:</b> Professional learning; coaching/coaching contracted services; instructional &amp; professional learing materials; assessment software; professional development funds/stipends for curriculum, instruction, professional development; stipends/contracted services for data planning &amp; preparation work</p>
---	---

## School Goals

- Align to the CSD goals
- Address areas of identification
- Work to increase achievement & close equity gaps

School & Identification Areas	Academic Goals	Prioritized Strategies	Measures	Resources to support implementation
<b>CHS</b> *Required for F/R Lunch & Historically Marginalized groups	<b>Reading Goal:</b> Ensure instructional practices related to literacy are designed to meet the learning needs of each student and specific instructional practices, as articulated in the Framework for Instruction, are implemented.	<ul style="list-style-type: none"> <li>Organize, implement, and oversee Local and State Assessments (STAR, DESSA, and VTCAP).</li> <li>Implement STAR assessment three times/year (Fall, Winter, Spring).</li> <li>Identify, share, and implement instructional strategies and best practices to target literacy challenges and gaps and improve students' skills and scores.</li> </ul>	<ul style="list-style-type: none"> <li>STAR Reader Reports (increase average percentile growth by 5%)</li> <li>Local Assessment Plan</li> <li>Classroom Formative Assessments</li> <li>Common Data Protocols</li> <li>Literacy Best Practices</li> </ul>	<b>Time for:</b> <ul style="list-style-type: none"> <li>STAR Reader Assessment</li> <li>Professional Learning Time</li> </ul> <b>Funding for:</b> <ul style="list-style-type: none"> <li>Literacy Instructional Coach</li> <li>Testing and Data Leader</li> <li>STAR Reader Assessment</li> <li>Professional development funds (stipends)</li> </ul>
	<b>Math Goal:</b> Ensure instructional practices related to literacy are designed to meet the learning needs of each student and specific instructional practices, as articulated in the Framework for Instruction, are implemented.	<ul style="list-style-type: none"> <li>Testing and Data Leader will partner with Literacy Coach to organize, implement, and oversee Local and State Assessments (STAR, DESSA, and VTCAP).</li> <li>Implement STAR assessment three times/year (Fall, Winter, Spring).</li> <li>Identify, share, and implement instructional strategies and best practices to target math challenges and gaps and improve students' skills and scores.</li> </ul>	<ul style="list-style-type: none"> <li>STAR Math Reports (increase average percentile growth by 5%)</li> <li>Local Assessment Plan</li> <li>Classroom Formative Assessments</li> <li>Common Data Protocols</li> <li>Math Best Practices</li> </ul>	<b>Time for:</b> <ul style="list-style-type: none"> <li>STAR Reader Assessment</li> <li>Professional Learning Time</li> </ul> <b>Funding for:</b> <ul style="list-style-type: none"> <li>Math Instructional Coach</li> <li>Testing and Data Leader</li> <li>STAR Reader Assessment</li> <li>Professional development funds</li> </ul>
<b>CMS</b> *Required for F/R Lunch, IEP & Historically Marginalized groups	<b>Reading Goal:</b> Close the achievement gap in literacy between all students and students qualifying as F/R, on IEP, or who are in historically marginalized groups by 5 points as measured through VTCAP.	<ul style="list-style-type: none"> <li>PD on tenets of PLCs; how they operate and how to use data to inform instruction</li> <li>Carve out time in the regular staff meeting schedule for Curriculum Team meetings</li> <li>Develop content based PLCs (Curriculum Teams) sustained throughout the year by data team and content coaches</li> <li>Review DATA protocol usage in the context of Curriculum Team</li> </ul>	<ul style="list-style-type: none"> <li>Begin Curriculum Teams looking at disaggregated data from previous grade level teams</li> <li>Growth percentages for STAR Math &amp; Reader</li> <li>Grade level data from STAR Math &amp; Reader - overall and content strands</li> <li>Fluency &amp; Phonics data for identified students</li> <li>Classroom based data as selected by teachers (summative)</li> </ul>	<b>Time for:</b> <ul style="list-style-type: none"> <li>Staff meeting time</li> </ul> <b>Funding for:</b> <ul style="list-style-type: none"> <li>6-12 Math &amp; Literacy coaches (coordination with CHS)</li> <li>DEI coordinator &amp; Rebecca Haslam consultation &amp; planning</li> <li>Professional development funds (stipends)</li> </ul>
	<b>Math Goal:</b> Close the achievement gap in math between all students and students qualifying as F/R, on IEP, or who are in			

	historically marginalized groups by 5 points as measured through VTCAP.	meetings	assessments, exit tickets, work samples, etc.) ● Make a list of perception and other non-assessment based data to begin to collect	
<b>MBS</b> *Required for F/R Lunch, African American, IEP & Historically Marginalized groups	<b>Reading Goal:</b> <b>Grade 3:</b> Implementation of an evidence based word study program.  <b>Grade 4:</b> Pre-implementation of an evidence based word study program; Implementing small group literacy practices and routines into readers workshop instruction based on high leverage best practices.	<ul style="list-style-type: none"> <li>● PD on universal instruction and intervention practices for literacy/math</li> <li>● Literacy/Math coaching – modeling, planning support</li> <li>● Grade level meetings focused on standards, data and instructional strategies</li> <li>● School data teams/PLCs</li> </ul>	<ul style="list-style-type: none"> <li>● STAR Reader/Math Reports (increase average percentile growth by 5%)</li> <li>● Local Assessment Plan</li> <li>● Classroom Formative Assessments</li> <li>● Common Data Protocols</li> <li>● Literacy/Math Best Practices</li> </ul>	Time for: <ul style="list-style-type: none"> <li>● PD on reading, math, instructional practices and equity</li> <li>● Grade level meetings</li> <li>● Data teams/PLCs</li> </ul> Funding for: <ul style="list-style-type: none"> <li>● PD on reading, math, instructional practices and equity</li> <li>● Instructional coaching – contracted services/embedded</li> <li>● STAR Reader/Math Assessment</li> <li>● Professional development funds (stipends, curriculum planning)</li> </ul>
	<b>Math Goal:</b> Schoolwide implementation of universal tier math intervention routines including math menu and independent practice based on Universal Tier math instruction and grade level standards.			
<b>PPS</b> Align to CSD requirements: F/R Lunch, African American, IEP, EL/ML & Historically Marginalized	<b>Reading Goal:</b> Increase academic achievement in literacy for all students by 5 percentage points as measured by the STAR literacy assessments.  Reduce the achievement gaps in literacy between all students and those receiving F/R meals, students with disabilities, students receiving ML instruction, and other historically marginalized groups by 5 percentage			

	points as measured by the STAR literacy assessments.			
	<p><b>Math Goal:</b> Increase academic achievement in math for all students by 5 percentage points as measured by the STAR math and early literacy assessments.</p> <p>Reduce the achievement gaps in math between all students and those receiving F/R meals, students with disabilities, and others in historically marginalized groups by 5 percentage points as measured by the STAR math &amp; early literacy assessments.</p>			
<p><b>UMS</b> Align to CSD requirements: F/R Lunch, African American, IEP, EL/ML &amp; Historically Marginalized</p>	<p><b>Reading Goal:</b> Increase comprehension and stamina of grade level text (RL &amp; RI 10)</p>			
	<p><b>Math Goal:</b> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from</p> <ul style="list-style-type: none"> <li>• Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from (K.OA)</li> <li>• Understand and apply properties of operations and the relationship between addition and subtraction (1.OA)</li> <li>• Add and <b>subtract</b> within 20 (2.OA)</li> </ul>			