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219 North Main Street, Suite 402
Barre, VT 05641 (p) 802-479-1030 | (f) 802-479-1835

Plan Developers (Names):
_____
Assurances:

           Diverse Stakeholders Represented

           Adherence to Title 1 Schoolwide

            Program (SWP) Requirements (if applicable)

           Approval of Superintendent of Schools

           Approval of School Board Member(s)
      _____

           Additional Information:

Continuous Improvement Plan (CIP)

SU/SD/LEA: <u>Rivendell Interstate School District</u>

School: <u>Rivendell Academy, Samuel Morey and Westshire Elementary School</u>
Date: <u>July 2, 2020</u>_____

Type of School:
Check only those that apply beginning 2019-2020 to be used for FY'21:

           Title I, Schoolwide Program

           Title 1, II, IV, Target and Assistance

Beginning 2020-2021 to be used for FY'22:
           Comprehensive School Improvement (CSI)

           Equity (Targeted) School Improvement (ESI)

           Performing School

PHASE 1A: Comprehensive Needs Assessment –Assess and Innovate [1]
Links to: Self-Paced Comprehensive Needs Assessment Course and the Vermont Comprehensive Needs Assessment Toolkit

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Stakeholders Represented: Keri Galenian, Melissa Zoerheide, Steve Lindemann, Jan Cole, Barrett Williams

Shared Vision: "In a caring and equitable environment, The Rivendell Interstate School District teachers and staff will inspire students to grow into collaborative and adaptive thinkers and doers."

BROAD AREA(S) OF FOCUS BASED ON DATA REVIEW

<u>**Student achievement and closing achievement gaps:**</u> **(SBAC, NAEP, PNOA, POA, Star reading and Math, Fitness Gram and a variety of local formative assessments. Based on our IFR reports, SBAC scores, VT MTSS surveys it is clear that we need to develop an assessment system to be**

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[1] Please attach all relevant documents including the Data that help justify your decisions and conclusions. When writing any investments requesting federal funding for Coaches, the Coaches Job Description, Coaching Service Delivery Plan(s) and Coaching Implementation schedule (s)/timeline must also be submitted.

used to progress monitor academic growth and plan appropriate Tiered interventions. It will also be critical to develop/update our curriculum documents and scope /sequence to align with proficiencies that we have identified as critical skills.

Social-emotional Health: Based on discipline data, counseling referrals, EST plans and social emotional screening tools we will be able to look at the needs of our student population on a district wide scale.

Culture and Climate: Anthony Muhammad data and rubrics from transforming school culture. We will also survey parents and students 2x per year to develop some long term perception data to help guide our decision making practices.

Identified Priority Problems: Problems of Practice

Student Achievement:
- **Effective Multi-Tiered System of Supports** Lack of Consistent Implementation of Multi-tiered System of Supports.
- **Social Emotional/Health** Consistent Implementation of Multi-tiered System of Supports, strong PD in the area of trauma and the student brain and a focus on building effective relationships.
- **School Culture and Climate** Improvement of culture for all students, staff and families through the implementation of school based leadership teams designed to improve communication, direct instruction and the need to have a response to identified needs.

Root Cause Analysis Root Cause Analysis Required on web: Provide a brief narrative describing the results of your root cause analysis for prioritized problems; include the major factors contributing to each problem; see   CNA Toolkit for templates and protocols.

SBAC PP 2017
Student Achievement:
Effective Multi-Tiered System of Supports Consistent Implementation of Multi-tiered System of Supports.
- **Need for consistent use of evidence-based instructional practices and fidelity to the curriculum (scope and sequence).**
- **Need an evidence-based instructional framework (SBAC, local assessments and NECAP Science).**
- **Need a consistent Tier II intervention system in ELA and math-SBAC. (Recommendation IFR report)**
- **Struggling learners need to consistently receive instruction from highly skilled teachers. (Best Practice)**

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- **High Quality First Instruction:** Root cause analysis reveals a need for teachers to use high-impact, high-leverage, research based instructional strategies. Identifying, implementing and ensuring fidelity to these instructional strategies, allowing sufficient instructional time, and consistent implementation of a high quality curriculum are essential for improvement to first instruction. The respective IFR reports reiterates these needs.

Social Emotional/Health
Consistent Implementation of Multi-tiered System of Supports
- **Need for shared understanding and responsibility for student social-emotional health and behavior**
- **Need school-wide, consistent programming for effective behavior supports**
- **Need consistent access to Tier II and Tier III social emotional supports**

School Culture and Climate: Improvement for all students and families and staff members
- **A cultural audit should be performed using Anthony Muhammad data and rubrics to examined culture throughout the district and identify our greatest needs.**
- **A consistent approach to communication within the school, and with the community in order to develop partnerships.**
- **Need to increase curriculum materials and instruction that support inclusion and multiculturalism.**

Theory of Improvement/Action: *[Based on needs assessment results, data analysis, and research support, define your Theory of Improvement for this goal. See Driver Diagram in the Comprehensive Needs Assessment Toolkit]* **(Driver Diagram)**

- **When RISD builds, and implements with fidelity, an instructional framework supported by evidence-based practices, there will be an increase in academic achievement for all students. (Tier I, II, III)**

- **When all RISD staff have a shared responsibility for all students social and emotional health (Tier I), and the district implements MTSS Tier II (trauma informed teaching) and Tier III social-emotional supports, systematically PreK-12, there will be an increase in social-emotional well-being and a decrease in problem behaviors.**

- **When RISD implements a consistent approach to communication, and uses inclusive and diverse teaching practices school culture and climate will improve, benefitting the school, families, and students.**

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Phase 1: Prioritized Goals	

Goal #1
 	
What do we want to accomplish?
 	
EQS Domains & Sub-Domains
 	
EQS Domain (1-5):
 1,2,3, 5
 	
Sub-Domain (1-20)
1,2,3,4,5,6,7,8,11,12, 17, 18
 	
Type of Goal:
  New   *_X___*
  Ongoing   *___*
	Student Achievement:
	
	Effective Multi-Tiered System of Supports
	
	● *By the end of the 2021-2022 school year RISD will increase the percentage of students proficient /above on the SBAC Math and ELA assessments by 10% of the total grade enrollment. We will also see a 10% decrease in the number of students earning a level 1 proficiency rating on the SBAC Math and ELA assessments by the total grade enrollment.*
	● *100% of students who qualify for free and reduced lunch will demonstrate a minimum 30 points scaled score increase on the SBAC Math and ELA Assessment.*
	● *100% of students on IEPs will demonstrate a minimum 30 point scaled score increase on state assessments.*

What change(s) can/did we make that will result in improvement?
● **Evidence-Based Improvement Actions and Intended Results: (**include evidence-based strategies directly connected to the framework and EQS success criteria; see appendix G of the framework and the Evidence-based Actions for Improvement list for examples)
	1) The district will adopt and implement an evidence-based instructional framework that can be easily integrated in multi disciplinary project based/place based learning. Administrators and teachers will ensure the implementation of this evidence-based instructional framework.
	  a. Provide PD around evidence-based instructional practices- UDL/High Tech. High
	  b. Implement a consistent layered intervention system supported by the regular, skilled use of data
	    1. System will include identification of students using data
	    2. System will identify and support intervention curriculum and instruction
	    3. System will be integrated with EST/MTSS process
	
	2) The district will enhance the understanding of proficiencies and standards based grading Prek-12 in order to communicate learning to parents and students more effectively.
	  a. Continue to develop and implement consistent proficiency-based learning opportunities that are integrated across disciplines and consistent with PBL practices.
	  b. Draft communication plan establishing consistent communication with families and students.
	  c. Provide PD to all staff that will help them effectively implement goal #1.

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	3) Flexible pathways and personalized learning plans will be enhanced to better allow students to demonstrate proficiency by presenting multiple types of demonstrations of learning.
	    a. Develop consistent, effective plan for Flexible Pathways. (Project Based Learning)
	    b. Develop consistent, effective use of MTSS/SIS to communicate Personalized Learning Plans and proficiency- based learning based on Flexible Pathways.
	    c. Wide-scale, consistent implementation of Personalized Learning Plans including Flexible Pathways, which should include a remote/virtual academy for students to access.
	    d. Provide job embedded PD on Thursday afternoons as established by COL/SLT.

How will/do we know our change resulted in an improvement? Success Criteria and Measures of Impact: What do we predict will happen as a result of this practice? *[In specific terms, describe the measures you will use to determine success.*
  • *Explain how you are measuring ongoing progress.*
  • *Annual Evaluation of Effectiveness of CIP*
	1a. We will have regular data team meetings that will or will not show evidence of the successful implementation and use of an evidence-based instructional framework. Evidence of the implementation of the instructional framework will be shared at data meetings so that we have a record of tier 1 instruction, strategies and interventions for tier 2 and tier 3 instruction.
	
	1b. District PD will allow for the development of consistent entrance and exit criteria for EST plans, consistency in time/instruction of intervention blocks, the use of evidence-based intervention instructional strategies and curriculum that Tier II and Tier III teachers use and the use of our most-skilled individuals to teach students in Tiers II and III.
	
	2a. Written evidence of flexible pathways plan for the district.
	2b. Communication Plan surveys will show increase from baseline levels of awareness of flexible pathways opportunities.
	2c. All students in grade 6- 12 will have a personalized learning plan which serves as a living document to be adjusted as needs and interest change.
	2d. Measure will show increase in staff understanding of flexible pathways, personalized learning and technological tools (digital Portfolios).

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Funding Source(s) **Funding Source (specify local or federal e.g., Title I 1003a CFP application reference number when available)**	**Federal (CFP,SIG)** **Local**

PHASE 1: Prioritized Goals	

Goal #2
 	
What do we want to accomplish?
[Define core priority goals directly aligned with the broad area(s) of focus and identified problems.
EQS Domains & Sub-Domains
 	
EQS Domain (1-5):
1,3,4, 5
 	
Sub-Domain (1-20)
2, 3, 9, 11,12,13, 14, 15,16, 17
Type of Goal:
   New   __X__
   Ongoing   ___
	<u>Social Emotional/Health</u>
	 Consistent Implementation of Multi-tiered System of Supports
	   ● **Need for shared understanding and responsibility for student social-emotional health and behavior**
	   ● **Need school-wide, consistent programming for effective behavior supports**
	   ● **Need consistent access to Tier II and Tier III social emotional supports**
	
	RISD will see an average of <u>15% decrease in behavior referrals and a 15% increase in school climate survey related to safety, belonging and relationships.</u> Implementation of a comprehensive review and improvement of all MTSS Tiers **(Academic and Social Emotional/Health)** to more effectively meet students' needs and monitor their progress. (RISD Equity Plan and the IFR report).

What change(s) can/did we make that will result in improvement?
   ● **Evidence-Based Improvement Actions and Intended Results:**
	<u>Social Emotional/Health</u>
	   1. **The district will develop shared understanding and responsibility for student social emotional health among school community and community at large.**

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(include evidence-based strategies directly connected to the framework and EQS success criteria; see appendix G of the [framework](#) and the [Evidence-based Actions for Improvement list](#) for examples)	**1a.** Develop and implement a plan for the education of the community about evidence-based supports for social emotional health including restorative practices, the importance of relationships and the impact of trauma on the student brain.
	1b. Provided job embedded PD as needed with Dr. Williams Ketterer. (reducing Anger and Violence in Schools)
	
	2. **The district will develop school-wide, consistent programming for effective behavior supports**
	   2a. Develop and implement consistent range of services to support student and family social/emotional needs (social workers, guidance counselors, behavioral experts, mental health providers)
	   2b. Develop and implement a consistent, evidence-based response to unexpected behaviors based on restorative approaches, including updating district handbooks and procedures.
	
	3. **The district will develop consistent access to Tier II and Tier III social emotional supports**
	   3a. Develop and implement documented behavior plans for Tier II and Tier III students.
	   3b. Develop and implement criteria for entrance and exit for social emotional support groups.

How will/do we know our change resulted in an improvement? Success Criteria and Measures of Impact: What do we predict will happen as a result of this practice? *[In specific terms, describe the measures you will use to determine success.*
• *Explain how you are measuring ongoing*
• *Annual Evaluation of Effectiveness of CIP*
	Social Emotional/Health
	   1. Staff self-assessments and community surveys will show shared understanding and responsibility for student social emotional health among school community and community at large.
	   2a. There will be written evidence of a range of school-wide, consistent programming for effective behavior supports and evidence based response to unexpected behaviors.
	   2b. Data will show an improvement in, attendance, behavior data and fewer students in need of Tier II and Tier III social emotional and behavioral services.
	   3a. 100% of students in Tier II and Tier III will have documented behavior plans that document and monitor systematic needs of the student and supports provided by the district.

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	3b. Written evidence of development, implementation and monitoring of entrance and exit criteria for social emotional supports, specific programs and any referral to an outside agency.
Funding Source(s) **Funding Source (specify local or federal e.g., Title I 1003a CFP application reference number when available)**	Local Federal- (CFP, IDEA)

PHASE 1: Prioritized Goals	
Goal #3 **What do we want to accomplish?** [Define core priority goals directly aligned with the broad area(s) of focus and identified problems. *EQS Domains & Sub-Domains* *EQS Domain (1-5):* *1,3,5* *Sub-Domain (1-20)* **2,3,9, 11, 12, 13** *Type of Goal:* *New* ____ *Ongoing* __X__	**School Culture and Climate: Improvement for all students, families and staff members** ● **A cultural audit should be performed using Anthony Muhammad data and rubrics to examined culture throughout the district and identify our greatest needs.** ● **A consistent approach to communication from the district and respective schools with the community in order to develop partnerships, establish positive relationships and develop trust.** ● **Need to increase curriculum materials and instruction that support inclusion and multiculturalism.**
What change (s) can/did we make that will result in improvement? ● **Evidence-Based Improvement Actions and Intended Results:** **(**include evidence-based strategies directly connected to the	1. We will develop and implement a plan to address and close the trust gap between all members of the school community and community at large. 2. We will develop and implement a consistent approach to communication within the school, and with the community in order to develop partnerships.

framework and EQS success criteria; see appendix G of the [framework](#) and the [Evidence-based Actions for Improvement list](#) for examples)	3. We will improve curriculum and instruction to support the inclusion cultural proficiency, including the use of visuals, websites and curriculum to emphasize the inclusion of people of color. 4. RISD will increase opportunities for Student Voice and personalized learning through flexible pathways..
How will/do we know our change resulted in an improvement? Success Criteria and Measures of Impact: What do we predict will happen as a result of this practice? *[In specific terms, describe the measures you will use to determine success.* • *Explain how you are measuring ongoing progress.* • *Annual Evaluation of Effectiveness of CIP*	**1. Surveys will show an improvement in the trust gap between members of the school community and community at large.** 2a. There will be evidence (website, newsletters, social media, teacher and parent use of MMS) of an increase in use and communication. 2b. There will be evidence of improved partnerships with parents (survey). **3a.** Evidence of inclusion and diversity will be evident in the written curriculum, and instructional practices will meet the needs of all students. 3b. All administrators, teachers and staff will hold a belief in the ability of each student to achieve success and articulate that belief to others, and display this belief in their daily work. This will be reflected in staff and parent surveys 4. Surveys will show an increase in Student Voice and Personalized Learning.
Funding Source(s) **Funding Source (specify local or federal e.g., Title I 1003a CFP application reference number when available)**	**Federal Grants (CFP, IDEA, Title Funds,etc.)** **Local Budget**

PHASE 2: Test and Pilot

Test changes applying iterative Plan, Do, Study, and Act (PDSA) cycles of improvement; *attach* **PDSA Worksheet(s)** for all cycles. Describe the changes you made during your improvement cycles. Use as many cycles as needed to ensure the change is an improvement ready for implementation.

PHASE 3: Implement and Spread

How will you make this change a part of the standard work/process in your context? If applicable how will you spread this change idea across the SU/SD/other schools?

PHASE 4: Sustain

Explain the decisions required to sustain this work/process over time and how resources will be allocated for sustainability.

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