

Continuous Improvement Plan (CIP)

SU/SD/LEA: Rivendell Interstate District

School: Westshire Elementary

Date: June 22, 2020

PHASE 1: –Assess and Innovate

Links to: [Education Quality and Continuous Improvement Framework: Research, Resources and Support for Continuous Improvement Planning](#) and the [Vermont Comprehensive Needs Assessment Toolkit](#)

Collaborative Stakeholders Represented: *List the names and roles of diverse stakeholders involved in developing the plan (school board member(s), students, parents, teachers, administrators, and community members).* **Melissa Zoerheide (Principal), Barrett Williams (Superintendent), Steve Lindemann (Elementary Principal in RISD)**

Recruiting teachers, board members, students and community members is underway for 2020-2021. The following stakeholders were or will be involved for the year to come (as the spring, summer, fall of 2020 focused on COVID-19, remote learning and safety for in-person instruction). **Miranda Garrow (Title 1 Mathematics teacher), Gabi Martino (technology Integrationist), Ann O’Hearn (school counselor), Kathy McGowan (Math Coach), Barb Griffin (Title 1 Literacy), Emily Waterman (classroom teacher), Rachael Weber (classroom teacher), Emily Lloyd (classroom teacher).**

Shared Vision: *Write a statement that captures the vision for your students and schools; ensure a school specific vision, in relation to the SU vision. Explain how you regularly review this vision* **This shared vision statement is adopted by the district and will be further specified for Westshire in the 2020-21 school year with collaborative stakeholders, with many staff and administrator in their 1st year at Westshire, and the addition of COVID-19 the visioning process is not completed for a school specific shared vision: “In a caring and equitable environment, RISD faculty & staff inspire students to grow into collaborative and adaptive thinkers and doers.”**

Broad Academic Area(s) of Focus Based on Data Inventory and Analysis: *Describe the broad academic areas of focus. The following types of data should be included, analyzed, and summarized in the data inventory and analysis (needs to be posted and linked): demographic, student outcomes, and school process data. Present the analysis and summary of the focus areas.* **Academic Proficiency: (Data sources: SBAC, NAEP, Everyday Math Unit Assessments, formative assessments, STMath, IXL data, PNOA, SBAC, Star Reading, formative assessments, PAR (from Wake Forest University), Acadience Reading, LETRS, Ekwall-Shanker, Reading Inventory, Gallistel-Ellis Decoding & Encoding, POA, Heggerty, student writing samples, NECAP Science Grade 5, formative assessments, FOSS unit assessments, Grade 4 Fitnessgram)**

Based on our IFR Report, SBAC scores, POA and STAR scores, and the VT MTSS field guide recommendations for VT schools, it is evident that we need to continue our tier 2 interventions for literacy and math, increase student engagement, develop a plan and implement multi-tiered systems of support for academic and behavioral supports, have a clear system of assessments to be used for screening and progress monitoring, create a have a clearly articulated elementary curriculum scope and sequence for literacy, and due to the possibility of starting the 2020-21

school year remotely make sure all teachers are facile with the appropriate technology platforms to make sure that all students' academic needs are met. The overarching focus for Westshire in 2020-21 is to establish systems and structures that will be built upon each year. This work begins by establishing working groups/committees that foster organizational memory and momentum through focus on staff retention while building clearly defined and commonly understood Multi-Tiered (and multi-layered) System and Supports.

*Is this a Schoolwide Plan? YES NO IF YES, then list which funds you are using from Title I, II, IV? **We are using Title I (Needs of Students Most-at-risk; Parent and Family Engagement), Title II (Professional Development Needs; Teacher Evaluation & Feedback System Needs; Recruiting, Hiring & Retaining Effective Teachers), Title IV (Promoting Well Rounded Educational Opportunities, Promoting Safe & Healthy Students; Promoting the Safe & Effective Use of Technology).***

Identified Priority Problems of Practice: *Based on the identified broad areas of focus, describe the prioritized problems for which you intend to seek innovative solutions/interventions. Problems of practice are directly connected to data inventory and analysis *Ensure that problems of practice adhere to Title I School-wide Program Requirements (if applicable)*

- **Effective Multi-Tiered System of Supports**

We identified a lack of consistent implementation of Multi-tiered System of Supports.

- **Social Emotional/Health**

We identified a need for 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**

We identified that there are no established distributive leadership systems for creating and implementing systems-wide change in both academic and social/ emotional areas.

Root Cause Analysis: Upload completed cause and effect diagram (i.e., fishbone or five whys template) or **narrative to display the results of your root cause analysis for prioritized problems**; include the major factors contributing to each problem. Please use the Comprehensive Needs Assessment Toolkit to help you conduct a thorough causal analysis for each problem of practice.

Our fishbone diagram exploring the possible causes of literacy and math achievement needs reveals the following results.

- Lack of implementation of MTSS.
- Lack of consistent use of evidence-based instructional practices and fidelity to the curriculum (scope and sequence).
- Lack of evidence-based instructional framework (SBAC, local assessments and NECAP Science).
- High percentages of socio-economically at-risk students (free and reduced lunch percentages)
- Lack of consistent Tier II intervention system in ELA and math-SBAC. (Recommendation IFR report)
- Our struggling learners do not consistently receive instruction from highly skilled teachers. (Classroom observations)

Our fishbone diagram exploring the possible causes of needs in the area of MTSS focused on social/emotional learning provided the following insights.

- Lack of a shared responsibility and understanding of SEL and best practices to address lagging skills.
- There are limited resources (curriculum material and staff) for implementation, and there is no schedule that builds in a MTSS framework into the year.
- There is a lack of skill with using data to inform instruction,
- a lack of skill in differentiation, and
- a lack of communication skills about MTSS with families.
- Need for more school wide data
- Need for relevant professional development about intervention strategies.

Theory of Improvement/Action: Based on data analysis, needs assessment results, and supporting research, define your theory of improvement. Upload driver diagram or narrative to include goal, drivers, and change ideas, and measures. Ensure that each change idea is supported by [evidence](#) (level 1-3 if you plan to use Title I 7% set aside school improvement funds for the change).

After using the fishbone diagram and assessment data to find root causes and prioritize problems, we went on to use the driver diagram to determine possible change ideas based on research knowledge, practice knowledge and design thinking. Here are the change ideas and the sections that follow outline our SMART goals.

Overall change idea: If we create a multi-tiered (and layered) system of support for Westshire, then we can best meet the needs of all learners, increase student engagement, raise student achievement and improve students' social/emotional well-being.

Change Idea #1: If we improve our literacy instructional strategies, then we will increase student engagement and achievement.

Change Idea #2 If we build our tier I and tier II systems and processes (establish multi-tiered systems of support), then we will decrease the number of challenging student behaviors and increase student engagement and achievement.

Prioritized Goals	Explanation
<p>Goal #1: Academic Proficiency What do we want to accomplish? SMART Goal(s)</p>	<p>Improve literacy and math instruction to increase student engagement and achievement as evidenced by student social/emotional and academic achievement.</p> <ul style="list-style-type: none"> • By the end of the 2021-2022 school year Westshire Elementary 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.
<p>What change(s) can we make that will result in improvement?</p>	<p>❖ Westshire Elementary 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.</p> <ol style="list-style-type: none"> a. Provide PD around evidence-based instructional practices. b. Implement a consistent layered intervention system supported by the regular, skilled use of data team meetings. (1. System will include identification of students using data

	<p>informed practices. 2. System will identify and support intervention curriculum and instruction. 3. System will be integrated with EST/MTSS process.)</p> <p>c.</p> <p>Westshire Elementary will enhance the understanding of proficiencies and standards -based grading Prek-12 in order to communicate learning to parents and students more effectively.</p> <ul style="list-style-type: none"> ❖ a. Continue to develop and implement consistent proficiency-based learning opportunities that are integrated across disciplines and consistent with PBL practices. <ul style="list-style-type: none"> a. Draft communication plan establishing consistent communication with families and students. b. Provide PD to all staff that will help them effectively implement this goal
<p>How will we know our change(s) resulted in improvements?</p>	<p>High quality instructional practice is articulated and evident in building-based observations and evaluations.</p> <ul style="list-style-type: none"> ❖ The Westshire Elementary teachers will have regular data team meetings that will assess the 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 I instruction, strategies and interventions for Tier II and Tier III instruction. ❖ District Elementary school 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.

<p>Goal #2: Safe and Healthy Schools</p> <p>What do we want to accomplish? SMART Goal(s)</p>	<p>Westshire Elementary will see an average of 15% decrease in behavior referrals and a 15% increase in school climate survey, related to safety, belonging and relationships by the end of the 2021-2022 school year.</p> <p>We will accomplish the implementation of a comprehensive review and improvement of all of the MTSS (Academic and Social Emotional/Health) and by developing common understanding and training of all staff on school-wide behavior expectations and procedures and particularly focusing on tier II social/emotional and academic supports more effectively meet students' needs and monitor their progress.</p>
<p>What change(s) can we make that will result in improvement?</p>	<p>The Westshire Elementary School leadership team and staff will develop shared understanding and responsibility for student social /emotional health among school community and community at large.</p> <ul style="list-style-type: none"> ❖ 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. ❖ Provide job embedded professional development and team learning groups focused on increasing teacher knowledge and use of best practices in addressing difficult behaviors at school. <p>The Westshire Elementary School staff will develop school-wide, consistent programming for effective behavior supports.</p> <ul style="list-style-type: none"> ❖ Develop and implement a number of interventions/services to support student and family social/emotional needs (social workers, guidance counselors, behavioral experts, mental health providers). ❖ Develop and implement a consistent, evidence-based response to unexpected behaviors based on restorative approaches, including updating district handbooks and procedures. <p>The Westshire Elementary School leadership team and staff will develop consistent access to Tier II and Tier III social emotional supports.</p>

	<ul style="list-style-type: none"> ❖ Develop and implement documented behavior plans for Tier II and Tier III students. ❖ Develop and implement criteria for entrance and exit for social emotional support groups.
<p>How will we know our change(s) resulted in improvements?</p>	<p>Westshire Elementary staff-assessments and community surveys will show a shared understanding and responsibility for student social/ emotional health among school community and the entire community at large.</p> <p>There will be written evidence of a range of interventions for effective behavior supports school-wide for addressing unexpected behaviors.</p> <ul style="list-style-type: none"> ❖ Data will show an improvement in attendance, behavior incidents data and fewer students in need of Tier II and Tier III social emotional and behavioral services. ❖ 100% of students in Tier II and Tier III will have documented plans that document and monitor systematic needs of the student and supports provided by the district. ❖ Written evidence of development, implementation and monitoring of entrance and exit criteria or social/ emotional supports, specific programs and any referral to an outside agency.