

Continuous Improvement Plan (CIP)

SU/SD/LEA: Rivendell Interstate District

School: Samuel Morey Elementary

Date: June 15, 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). **Steven Lindemann (Principal), Andy Stevenson (Grade 1 teacher), Sasha Irish (Grade 2 teacher), Chris Cassell (Grade 4 teacher), Maureen Moran (Grade 5 teacher), Melissa Kelleher (Grade 6 teacher), Miranda Garrow (Title 1 Mathematics teacher), Cally McCrave (Title 1 Reading teacher), Tracy Martel, (Grades K-4 Special Educator), Laurie Gould (Grades 5-6 Special educator), Joyce Russell (School Librarian), Gabi Martino (technology Integrationist), Kathy McGowan (Math Coach)**

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 was drafted on June 15, 2020 and it will be revisited throughout the 2020-21 school year: “In a caring and equitable environment, Samuel Morey School 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) **Samuel Morey Elementary School (SME) has had four Principals in the last five years. This constant turnover in leadership is a major factor in the high level of staff turnover that has occurred in the last three years. Based on our IFR Report, SBAC scores, VT MTSS Survey it is evident that we need to develop a MTSS for academic and behavioral supports, have a clear system of assessments to be used for screening and progress monitoring, schedule intervention blocks (e.g., What I Need (WIN) blocks or Genius Hour) to supplement core instruction, 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 using our current Continuous Learning Plan. 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)* It is evident that a School Leadership Team (SLT) is needed at Samuel Morey Elementary School to implement the recommendations stated in the Integrated Field Review (IFR) report from the January 9, 2018 site visit. An SLT is needed to gather and analyze data to accurately create sustainable systems and for stakeholder groups to be held accountable. An SLT is also needed to create collective efficacy. Collective Teacher Efficacy is the collective belief of teachers in their ability to positively affect students. With an effect size of $d=1.57$ Collective Teacher Efficacy is strongly correlated with student achievement. Here is a quick overview of John Hattie's "new number one" influence. The IFR made the following recommendations in the following areas:

Academic Proficiency:

- SME should work to create and implement a consistent proficiency-based grading and reporting system throughout the district.
- SME should examine their current implementation of their curriculum to ensure it is being implemented with fidelity and consistency across all schools.

Personalization:

- SME should consider at looking at ways to increase the educational opportunities offered in the area of technology and computer sciences.
- SME should continue to provide students with opportunities to have their voices heard when provided learning opportunities, and students should continue to have several ways to demonstrate choice in their learning.

Safe & Healthy Schools:

- SME should work to create and implement a formalized Multi-tiered System of Support framework (MTSS) and guidelines to be implemented by all schools in RISD.
- SME should examine the offerings provided in the school meals program throughout the district, making sure to adhere to all federal and state regulations.

High Quality Staffing:

- SME should continue to work to implement teacher evaluations with more consistency, and redesign both teacher and administrator evaluations as needed.
- SME should examine staffing patterns and professional development opportunities to ensure teachers have the tools to effectively address any social-emotional needs the students may have.

Investment Priorities:

- SME should examine the use of their online platform for housing student data, as well as ensure there is a process and expectations in place for teachers to effectively and efficiently access student data for decision-making.
- SME should gather multiple stakeholders to create an updated Continuous Improvement Plan based on data from a Comprehensive needs Assessment that drives the prioritized needs of SME and the Rivendell Interstate School District.

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.* This is the Root Cause Analysis made by the Principal before the June 15, 2020 meeting with SME stakeholders: “It is hoped that the newly implemented School Leadership Team will create a MTSS and data systems as the primary focus for the 2020-21 school year. The School Leadership Team would benefit from reading and implementing the ideas found in books such as [Making Thinking Visible](#) by Ron Richhart and [Student Voice](#) by Russell Quaglia As stated previously, there is an intense need for a School Leadership Team to have a coordinated effort in approaching an improvement in school climate. The pandemic has hindered any initial attempts to gather and/or analyze any of these data sources along with preventing the formation of a School Leadership Team. The effects of the pandemic and the lack of a budget for the 2020-21 school year has created a heightened level of anxiety among all stakeholder groups. There will be a group of teachers attending BEST in June, 2020 and there will be a renewed emphasis on Responsive Classroom practices for the 2020-21 school year. Also, there has been a significant amount of staff turnover in recent years. There will be another turnover in faculty for the 2019-20 school year, yet some of the recently hired faculty have been retained. Teacher Evaluation data using the Danielson Framework is currently used, but the new Superintendent is open to other models. A clear schedule of where faculty are in the supervision and evaluation process is needed, as is a clear and useful tool to give feedback to support staff (this is a goal of the current Superintendent and Human Resources Director). Again, the lack of stable leadership at the district and school level in recent years has caused a high level of turnover in faculty and staff. Fortunately, there remain some veteran faculty who have the institutional memory to help rectify the situation if they so choose. The current school leadership realizes the need to implement a School Leadership Team. The new Superintendent has put an emphasis on hiring exceptional educators and retaining them, and there has been a newly implemented hiring process that emphasizes confidentiality and professionalism. The current Principal wishes to implement the work Dr. Anthony Muhammad as well as Janice Case to improve school culture. The Vermont Principal Association’s offering of the Better Conversations Everyday will be an action step if there are budgetary funds that will allow for this work to occur. There was a high level of staff and faculty absences for the 2018-19 school year. For the 2019-20 school year that number has reduced (using data before the pandemic) significantly, yet the two highest days for staff absences (personal days, sick days, professional development, etc.) have been Monday and Friday. This is concerning because constant absences stretch the abilities of the remaining staff to fill the responsibilities of the missing staff person. This finding is exacerbated by the lack of substitute available to fill in for faculty and staff.” On June 15, 2020 the stakeholders listed above used the Fishbone Diagram to determine the major problems at SME: 1.) no vertical curriculum alignment and topics are either repetitive, missing or have poorly designed curriculum goals in ELA, science and social studies, 2.) there is no MTSS at SME, 3.) there is a need for social-emotional learning in order to create a school that uses trauma informed practices to improve school climate and school safety. For the problem of no vertical curriculum alignment, the resource of time is not prioritized for vertical alignment, and the print resources are not maintained. There has been no professional development time dedicated to the vertical alignment of curriculum, materials, or student skill building. There is also a fixed mindset of what is needed with school materials and pedagogical skills are missing to match learning styles to the curriculum. There is inconsistency in standards used because of high staff turnover, and there are no curriculum maps for each grade level, and knowledge and usage of common core and other standards is inconsistent. There’s no articulated scope and sequence nor assessments to measure skill mastery. The current environment has prevented time to discuss and create a scope and sequence, and coordination is needed between Rivendell Academy and SME. As for processes, protocols need to be developed, clear budgets for materials and a central location for curriculum maps for new teachers. The second problem of not having MTSS at SME, there are limited resources (curriculum material and staff) for implementation, and there is no schedule that builds in a MTSS framework. There is a lack of skill with using data to inform instruction (instead the data is “admired”), a lack of skill in differentiation, and a lack of communication skills about MTSS with families. For knowledge, there is a lack of relevant professional development about intervention strategies, and the lack of knowledge of pertinent resources. It is currently difficult to measure Tier 1 and Tier 2 instruction because of a lack of data, the lack of authentic measures, a lack of training in how to use assessments with fidelity, and a lack of a data team. MTSS has not happened in the current environment because a lack of space, no clear schedule for intervention blocks, and disruptive student behaviors. The process for implementing MTSS has been hindered by administrative turnover (lack of clear direction), lack of classroom space, lack of understanding of the scope and sequence need for collaboration, a disjointed master schedule, and a lack of understanding of the expertise among faculty members. The lack of consistency in using Responsive Classroom techniques and a lack of awareness of trauma informed practices are reasons for the problem of an unhealthy school climate. Resources for documentation of student discipline referrals are available, but they are not used consistently nor is the data analyzed. Faculty and staff do not have clear expectations for student discipline and interventions, and they don’t have a clear understanding of trauma informed practices nor do they implement Responsive Classroom with fidelity. The lack of knowledge in using data collection tools and the lack of analysis of student discipline referrals has increased the level of anxiety among students and staff. Clear processes around data collection, intervention practices, and using Responsive Classroom with fidelity are needed. Measures of student attendance, student visits to the health office, and discipline referrals need to be analyzed. The school environment can be improved by implementing team meetings, data team meetings, clear communication with parents, and utilizing a master schedule that utilizes special area classes effectively.

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). **If we use a School Leadership Team to implement data driven decision making to encourage faculty to analyze student screening, diagnostic, progress monitoring, formative and summative assessments along with behavior data (e.g., discipline referrals, attendance data, nurse's office visits, school climate surveys) then it will improve our MTSS framework, then it will improve mathematics and literacy instruction for students in Kindergarten through Grade 6 as measured by STAR Reading, PNOA and SBAC results.**

Prioritized Goals	Explanation
<p>Goal #1: Academic Proficiency What do we want to accomplish? SMART Goal(s)</p>	<p>By June of 2021, at least 75% of students in Grades 3, 4, 5 and 6 will demonstrate proficiency in the area of Reading, as determined by SBAC results.</p>
<p>What change(s) can we make that will result in improvement?</p>	<p>Professional Development in . . .</p> <ul style="list-style-type: none"> ● Literacy ● Inclusion ● Best practices in ELA intervention and data-informed decision-making ● Effective, proficiency-based, student-centered assessment practices ● Concept-based and inquiry-based methods of learning and learning to increase engagement ● Student voice and agency <p>Systems</p> <ul style="list-style-type: none"> ● Collaborative planning time for departmental and grade level teams to design curriculum and assessment and to analyze student data ● Equal access to materials (i.e., resources for personalization of learning experiences) ● Scheduling to allow for intervention ● Collaborative planning time with both elementary schools ● Intervention provided by highly skilled professionals, continued ● Development of metric for common assessment in ELA
<p>How will we know our change(s) resulted in improvements?</p>	<p>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 will provide the necessary data to know if our changes resulted in improvements.</p>

Prioritized Goals	Explanation
<p>Goal #2: Safe and Healthy Schools</p> <p>What do we want to accomplish? SMART Goal(s)</p>	<p>By June 2021, we will see 15% improvements on SME School Climate Survey items related to students' sense of safety, belonging, and agency at school from the fall of 2020 to the spring of 2021 (survey will be given twice during the school year). These include items that provide percentages of students who agree or strongly agree to the following statements:</p> <ul style="list-style-type: none"> ● "Teachers really care about me and give me lots of encouragement" <ul style="list-style-type: none"> ○ SME Goal: Target of 95% ● "In my community, I feel like I matter to people" <ul style="list-style-type: none"> ○ SME Goal: Target of 95% ● "Students help decide what goes on in school" <ul style="list-style-type: none"> ○ SME Goal: Target of 95% ● "Did not go to school because they felt unsafe, past 30 days" <ul style="list-style-type: none"> ○ SME Goal: Target of 1% ● "Reported being bullied, past 30 days" <ul style="list-style-type: none"> ○ SME Goal: Target of 0% ● "Believe there is at least one adult in their school that they can talk to if they have a problem" <ul style="list-style-type: none"> ○ SME Goal: Target of 100%

What change(s) can we make that will result in improvement?

Professional Development in . . .

- Responsive Classroom
- Best practices in data-informed decision-making
- Effective, proficiency-based, student-centered assessment practices
- Concept-based and inquiry-based methods of learning and learning to increase engagement
- Student-centered approaches to teaching and learning including approaches to personalization
- Student voice and agency
- Trauma-informed responses
- Resilience

Systems

- Collaborative planning time for grade level teams to design curriculum and assessment and to analyze student data
- Access to social emotional supports (e.g., counselors, psychologists, BCBA's)
- Equal access to materials (i.e., resources for personalization of learning experiences)
- Consistent supports around EST, 504, IEP & LAT
- Scheduling to allow for intervention
- Unified approaches to personalization and proficiency
- District-wide trauma-informed responses implemented by faculty and staff
- District-wide social/emotional/behavioral framework
- Collaborative planning time with both elementary schools
- Improved supervision and evaluation system
- Intervention provided by highly skilled professionals, continued
- Development of metric for common assessment in social/emotional health.
- Metrics for social/emotional health will be accessible for all students.
- Redesign of the social/emotional support model for students in K-6.

How will we know our change(s) resulted in improvements?	School climate surveys (student, parents, staff); counselor referrals; school nurse referrals; health assessments, including physical education assessment data; disciplinary exclusion data; attendance data; EST team data; school safety measures; curriculum-based measures (e.g., Second Step, Responsive Classroom); classroom observation protocols; CIRS data; walkthrough data; staff attendance data
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Prioritized Goals

Explanation

<p>Goal #3: Academic Proficiency What do we want to accomplish? SMART Goal(s)</p>	<p>By June 2021, the School Leadership Team will have a fully operational MTSS framework in place at SME that will meet the academic needs of all students.</p>
<p>What change(s) can we make that will result in improvement?</p>	<p>There will be a School Leadership Team (SLT) formed after a group from SME attends BEST in June, 2020. The focus at BEST will be to create a MTSS framework to implement at SME. The master schedule will be created to allow for EST meetings, intervention blocks (e.g., Genius Hour or WIN blocks), and grade level meetings.</p>
<p>How will we know our change(s) resulted in improvements?</p>	<p>VT MTSS survey, EST data, SBAC data, SLT meeting minutes</p>