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Continuous Improvement Plan (CIP) Guidelines and Template

# Guidelines for Completing CIP

# Use the [Comprehensive Needs Assessment Toolkit](https://education.vermont.gov/documents/edu-comprehensive-needs-assessment-toolkit) to ensure accuracy and approval

# Phase 1: Assess and Innovate

**Collaborative Stakeholders Represented**: *The plan shall be developed with the involvement of school board members, students, teachers, administrators, parents and other community members (EQS p. 14)*

Shared Vision: *A shared vision is a written statement of your team’s common beliefs and goals for school and student outcomes. If your school or district already has a shared vision, this step might involve introducing it to your stakeholders, checking for agreement, and possibly making minor revisions. If a shared vision doesn’t exist, beginning a comprehensive needs assessment process is a good reason to write one. The shared vision can then serve to steer your needs assessment towards those priorities. In developing or strengthening school vision, teachers, families and community members collectively agree on their desires for students and community. It is a written statement of your team’s common beliefs, values, and goals for school and student outcomes.*

**Broad Academic Area(s) of Focus Based on Data Inventory and Review Process:** *Describe the broad academic areas of focus, based on the Data Inventory and Review Process. The following types of data should be included, analyzed, and summarized in the Data Inventory and Review Process: demographic, student outcomes, school process data. Present an analysis and summary of the focus areas.*

**Identified Priority Problems of Practice:** *Based on the identified broad academic 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 Review Process \*Ensure that problems of practice adhere to Title I School-wide Program Requirements (if applicable). Check box if this is School-wide plan\_\_\_*

**Root** **Cause Analysis Results**: *Upload completed cause and effect diagram (i.e., fishbone or five whys template) or narrative to display or describe 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*](https://education.vermont.gov/documents/edu-comprehensive-needs-assessment-toolkit) *to help you conduct a thorough causal analysis for each problem of practice.*

**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*](https://ies.ed.gov/ncee/wwc/essa) *(level 1-3 if you plan to use Title I 7% set aside school improvement funds for the change).*

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| **What do we want to accomplish? SMART Goal(s)** | *Please describe at least 1 Academic Proficiency goal and no more than 3 priority goals total, related to your problems of practice and underlying causes. The safe, healthy schools domain must be represented either as a strategy/change idea. Plan will be returned if it does not include an Academic Proficiency goal and safe healthy schools change idea. These goals should be specific, measurable, attainable, realistic, time-bound and answer the following questions: What are you trying to accomplish? For whom? By how much? By when? Ensure goals are congruent with eligibility status requirements.* *Connection to EQS: The plan shall include indicators provided by the Vermont Agency of Education as well as additional indicators determined locally (e.g., Annual Snapshot). These indicators will identify student performance data obtained from state and local assessments and other information… These goals must include: objectives for improved student learning; educational strategies and activities specifically designed to achieve these goals, including professional learning of administrative and instructional staff; strategies and supports to ensure the school maintains a safe, orderly, civil and positive learning environment which is free from harassment, hazing and bullying (EQS p. 14)**\*Ensure that goals adhere to Title I School-wide Program Requirements (if applicable)*  |
| **What change(s) can we make that will result in improvement?** | *Please list the broad changes/strategies you intend to explore, related to your goals and problems of practice. You may further operationalize/specify* ***some*** *of these ideas once you decide which changes you plan to test using Plan-Do-Study-Act (PDSA) cycles of learning.**The PDSA process is intended for testing small scale changes to build confidence in their efficacy prior to full implementation and scale (****NOT all changes warrant a PDSA and tests should be limited to no more than a few cycles at a time, related to a specific change idea****). For those change ideas you wish to test at this level, please use the* [*PDSA Worksheet*](https://education.vermont.gov/documents/education-quality-assurance-pdsa-worksheet-4-3-19)*. You can monitor your progress toward goals in the* ***Summary of Results*** *section of the CIP (see below).* ***There is NO expectation regarding a number of PDSAs to complete or due dates for completion, as it is determined by local data and context.*** |
| **How will we know our change(s) resulted in improvements?** | *What are the expected results? In specific terms, describe the measures you are using to determine progress. These may include a variety of quantitative and qualitative measurement instruments, including (but not limited to) surveys, observation protocols, interview protocols, progress monitoring tools, benchmark or interim assessments, and performance/outcome assessments. Measures must be valid, measuring what they intend to measure. Include process and outcome measures, and specify measurement instrument tools.*  |
| **Funding Source(s)** | *Please indicate which funding sources you are using for each of your change ideas.* |

# Phase 2: Test the Change Idea: Plan-Do-Study-Act Improvement Cycles

*From your broad selection of change ideas listed in your CIP, select those for which you intend to explore deeply through PDSA test cycles. Describe in specific terms, well-defined change ideas you plan to test with rapid PDSA cycles. These changes must be at a fine grain size so that they can be easily tested and measured. Use as many cycles as needed to learn, revise, and ensure the change is an improvement ready for full implementation, spread and scale (Attach/upload PDSA worksheets for each cycle of each change idea). Once you have developed confidence (based on strong data) in the change idea, you can move on to the implementation phase.*

*Use the* [***PDSA Worksheet***](https://education.vermont.gov/documents/education-quality-assurance-pdsa-worksheet-4-3-19) *to test changes applying iterative PDSA cycles of improvement for each change idea. 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.*

*Attach* [***PDSA Worksheet***](https://education.vermont.gov/documents/education-quality-assurance-pdsa-worksheet-4-3-19)*:* ***this submission is required only for schools eligible for comprehensive supports and SIG 1003g supports).***

# Phase 3: Implement and Spread

*This phase involves making plans and decisions for full implementation and for spreading the change(s) across classrooms and/or schools. Explain how you will implement, spread, and scale the successful practices and processes tested during this improvement cycle; include personnel, financial resources, scheduling, policy, practice, potential organizational/structural modifications, etc.*

# Phase 4: Sustain

*This phase involves planning and making decisions about how resources will be allocated and how your organization will sustain the implemented changes.*

Continuous Improvement Plan (CIP)

# SU/SD/LEA:

School:

Date:

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| **PHASE 1: –Assess and Innovate**Links to: [Education Quality and Continuous Improvement Framework:](http://education.vermont.gov/documents/edu-education-quality-and-continuous-improvement-framework) [Research, Resources and Support for Continuous](http://education.vermont.gov/documents/edu-education-quality-and-continuous-improvement-framework) [Improvement Planning](http://education.vermont.gov/documents/edu-education-quality-and-continuous-improvement-framework) and the [Vermont Comprehensive Needs Assessment Toolkit](http://education.vermont.gov/documents/edu-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).* |
| **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*  |
| **Broad Academic Area(s) of Focus Based on Data Inventory and Review Process:** *Describe the broad academic areas of focus. The following types of data should be included, analyzed, and summarized in the Data inventory and review process (needs to be posted and linked): demographic, student outcomes, and school process data. Present the analysis and summary of the focus areas.* *Is this a Schoolwide Plan YES \_\_\_NO \_\_\_**IF YES, then list which funds you are using from Title I, II, IV*  |
| **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 Review Process \*Ensure that problems of practice adhere to Title I School-wide Program Requirements (if applicable)* |
| **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*](https://education.vermont.gov/documents/edu-comprehensive-needs-assessment-toolkit) *to help you conduct a thorough causal analysis for each problem of practice.*  |
| **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*](https://ies.ed.gov/ncee/wwc/essa) *(level 1-3 if you plan to use Title I 7% set aside school improvement funds for the change).* |

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| **Prioritized Goals** | **Explanation** |
| **Goal #1: Academic Proficiency****What do we want to accomplish? SMART Goal(s)**  |       |
| **What change(s) can we make that will result in improvement?**  |       |
| **How will we know our change(s) resulted in improvements?** |       |

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| **Prioritized Goals** | **Explanation** |
| **Goal #2:****What do we want to accomplish? SMART Goal(s)**  |       |
| **What change(s) can we make that will result in improvement?**  |       |
| **How will we know our change(s) resulted in improvements?** |       |
| **Prioritized Goals** | Explanation |
| **Goal #3:****What do we want to accomplish? SMART Goal(s)**  |       |
| **What change(s) can we make that will result in improvement?**  |       |
| **How will we know our change(s) resulted in improvements?** |       |

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| ***Goal:*** *Please list the goals you have previously been working toward.* | ***Related Change Ideas:*** *Please list the change ideas related to those goals.* | ***Measures:*** *Please list the ways in which you measured improvement (PDSA test/pilot cycles, program evaluation, etc.)* | **Results/Progress:** *Please describe your progress so far (upload relevant documents as needed).* |

# Summary of Results

# PHASE 2: Test the Change Idea: Plan-Do-Study-Act Improvement Cycles

AttachPDSA Worksheet: **This submission is required only for schools eligible for comprehensive supports and SIG 1003g supports.**

Use the [PDSA worksheet](https://education.vermont.gov/documents/education-quality-assurance-pdsa-worksheet-4-3-19) to test changes applying iterative Plan, Do, Study, and Act (PDSA) cycles of improvement for each change idea. 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

# *Explain how you will implement, spread, and scale the successful practices and processes tested during this improvement cycle; include personnel, financial resources, scheduling, policy, practice, potential organizational/structural modifications, etc.*

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# PHASE 4: Sustain

*This phase involves planning and making decisions about how resources will be allocated and how your organization will sustain the implemented changes.*

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