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Continuous Improvement Plan (CIP) Example Addison Central School District

Highlighted Plan Strength: Broad Area(s) of Focus

“Based on a comprehensive analysis of data points ACSD has identified as Key Performance Indicators (see Supporting Documentation, pages 3-24), we have determined that critical areas of focus for short term and continued improvement include (1) narrowing the achievement gap in math and literacy, specifically raising the rate of proficiency among students eligible for free and reduced price lunch, and (2) increasing students' sense of safety, belonging, and agency at school as measured by items in the Youth Risk Behavior Survey conducted in Vermont middle and high schools every other year. These broad areas of focus connect to the Education Quality Standards (EQS) components of academic proficiency, personalization, safe and healthy schools, and high quality staffing. Additionally, progress in these areas will intersect with ACSD's Strategic Plan goals around Educational Success, Community, and Systems.”

AOE Comments: Chosen Broad Areas of Focus are supported by details from a variety of state and local measures. Narratives describe the current state of academic, safety and belonging outcomes, rather than the state of potential change ideas. Connections to the Education Quality Standards are

Highlighted Plan Strength: Problems of Practice

“Achievement Gap: In ACSD, students from low SES families perform significantly below their grade-level peers from mid- to high-SES families in English language arts and mathematics. Of note, we do not see a consistent pattern of FRL-eligible students in ACSD demonstrating lower rates of proficiency than their FRL-eligible peers in Vermont. Non-eligible ACSD students as a group demonstrate higher rates of proficiency than non-eligible Vermont peers at every grade level. We intend to narrow this gap by bringing low-SES student achievement up. (See SBAC tables on literacy, page 11, and math, page 15.)”

“Students' Sense of Safety, Belonging, and Agency: There is room for improvement in measures of students' sense of safety, belonging, and agency in ACSD schools, as measured by proxy items in the YRBS. For example, in 2015 63% of MUHS students and 73% of MUMS students agree or strongly agree that "teachers really care about them and give them lots of encouragement." These numbers are above the state average at each level; however, this means that of students surveyed 37% of MUHS and 27% of MUMS students *did not* report positively on this measure. Likewise, 45% of MUHS and 34% of MUMS students *did not* agree or strongly agree that in their community they feel like they matter to people, and 54% of MUHS students and 47% of MUMS students *did not* agree or strongly agree that students help decide what goes on in their schools. We believe that the more students feel that they matter to their community, that they are safe at school, that teachers really care about them, and that they have agency and voice in their schools, the more fully available they will be to learn and the more likely they will be to reach their personal academic potential.”

AOE Comments: Problems of Practice narratives describe a deeper dive into the data within identified Broad Areas of Focus, using multiple attached data sources Results point towards improvement needs that are specific and high-leverage.

Highlighted Plan Strength: Prioritized Goals

“Goal #1 By June 2019, we will narrow the achievement gap through a 10% increase in rates of FRL-eligible students testing proficient or proficient with distinction on ELA assessment measures at each grade level. (For example, in 2017, 49% of FRL-eligible 8th graders in ACSD scored proficient or proficient with distinction on the SBAC ELA test. By 2019, we would expect to see at least 59% of students in this group scoring proficient or better.)”

“Goal #2 By June 2019, we will narrow the achievement gap through a 10% increase in rates of FRL-eligible students testing proficient or proficient with distinction on math assessment measures at each grade level. (For example, in 2017, 46% of FRL-eligible 8th graders in ACSD scored proficient or proficient with distinction on the SBAC math test. By 2019, we would expect to see at least 56% of students in this group scoring proficient or better.)”

“Goal #3 In 2019 YRBS results, we will see 10% improvements from 2015 percentages (increase or decrease, question dependent) on Youth Risk Behavior Survey (YRBS) items related to students' sense of safety, belonging, and agency at school. These include items that provide percentages of students who agree or strongly agree to the following statements....”

AOE Comments: Goals are specific, measurable, achievable, and time-bound.