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Continuous Improvement Plan (CIP) Example

Franklin Northwest Supervisory Union

Highlighted Plan Strength: Broad Area(s) of Focus

“Academic Proficiency Based on SBAC and Local Assessment Plan data, we have low levels of student achievement across the board. While achievement is low for every group, during the 2017-2018 school year:

- 0 boys, qualifying for free and reduced lunch and on an IEP who achieved proficiency in any measure; there were below five girls reaching proficiency in the same categories;
- 5% of all 11th graders were proficient in math;
- There is a statistically significant difference in all grade levels between students receiving free and reduced lunch compared to those who are not; the same can be said between boys and girls with girls scoring higher than boys;
- In ELA, FNWSU sixth graders were the only cohort to score just over 50% proficient;
- In Math, FNWSU third graders were the only cohort to score just over 50% proficient;
- In math, Swanton Elem is showing a decrease in scores of 1 and 2 and an increase in scores of 3 and 4 across the last 4 years; similar trends can be seen in Swanton's 3 year literacy scores, however not as pronounced.
- Highgate has significant decreases in math scores across three years.
- Sheldon, Franklin, and MVU have, for the most part, held steady in scores, with Franklin showing steady high scores and Sheldon/MVU showing significant growth is needed.”

“Safe and Healthy School & Investment Priorities While FNWSU is slowly decreasing the amount of students sent out of district for support with challenging behaviors, we are increasing our reliance on outside consultation-thus creating an unsustainable model of intervention for socio-emotional learning. In addition, schools lack a clear, intentional continuum of services for students who exhibit behavior outside of school norms. Despite a heavy investment in PBIS in four of our buildings, challenges with student behavior continue. 2016-2017 data shows:

- Despite efforts to collect data and the use of SWISS in all five buildings, incomplete data shows that there is not one way to collect discipline data across the SU;
- Swanton shows a decrease in number of office referrals and restraints across the past 4 years with a significant increase on outside consultants;
- As of March 2018, MVU has 66 students who have received an out-of-school suspension 104 times.”

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

Highlighted Plan Strength: Problems of Practice

“While FNWSU is slowly decreasing the amount of students sent out of district for support with challenging behaviors, we are increasing our reliance on outside consultation thus creating an unsustainable model of intervention for socio-emotional learning. In addition, schools lack a clear, intentional continuum of services for students who exhibit behavior outside of school norms. Despite a heavy investment in PBIS in four of our buildings, challenges with student behavior continue.

POP1: FNWSU is experiencing a continual increase of volatile and challenging student behavior, resulting in an unsustainable model of intervention/consultation.”

“FNWSU has spent the last three years, writing a district-wide K-6 curriculum in reading, writing, math, and science to match CCSS and NEXT Gen standards. We have identified priority standards and written proficiency scales for each--this now corresponds with our reporting measures to parents. Currently we are working on writing an assessment item bank to give a model of rigor and expectations for our priority standards. MVU, while not as concise, has similar work completed. We also have PLC's working in each building. Because of this effort, we are primed to move forward in effective instruction and structures for learning in every classroom. Prior to last school year, collecting data concerning numbers of students needing tiers 2 and 3 instruction was impossible in every building because we had not defined the meaning of those terms or decided on roles of staff. Currently accurate data can be collected from 2 out of our 5 buildings regarding the effectiveness of their MTSS models. We continue to work on building the models in the 3 schools where accurate data cannot be collected and refining the work in the 2 buildings where it can. Because our data on state testing is very dependent on the student sitting in the chair rather than a guaranteed curriculum/amount of instruction, we believe we need to continue our focus on effective instruction in every classroom as well as work with building an effective MTSS model.

POP2: Student achievement across FNWSU in literacy, math, and science is decreasing or remaining stable year after year (with only slight or random areas of growth) as measured by state testing and our SU's local assessment plan data.”

Highlighted Plan Strength: Change Ideas

“Change Idea 1 Title: MTSS

Becoming more systematic in our MTSS model will allow for us to better track and thus target student needs. Ultimately, this change effort will allow us to pinpoint exact needs of students and have a playbook of proven instructional strategies to target the need.... Clearly defined roles and responsibilities (particularly within the academic intervention team in each school), coupled with building the capacity of classroom teachers in differentiated and deepened instruction encouraged in the first goal, will increase our system's capacity to meet the needs of all students. By specifically naming the universal skills by grade level/content, we will focus our

tier 3 instruction thus increase the effectiveness of our intervention teams as they become experts in the tangled learner.

- Clearly define roles and responsibilities in both academic and social emotional learning
- Name universal skills/grade level/core subject for tier 3 instruction
 - Create "playbook" of effective instructional strategies for universal skills
- Provide schedules that allow students more time to learn and meet priority standard expectations
- Increase effectiveness of tracking student progress in both academics and SEL
- Provide monthly time for interventionists to work collaboratively across the SU"

AOE Comments: Change Ideas are specific and demonstrate a systemic approach to improvement.