

DRAFT
BARRE SUPERVISORY UNION
CURRICULUM COMMITTEE MEETING
Spaulding High School Library
May 20, 2019 - 5:30 p.m.

MINUTES

COMMITTEE MEMBERS PRESENT:

Jennifer Chioldi (BC) - Chair
Ed Rousse (SHS) – Vice Chair
Victoria Pompei (BT)

COMMITTEE MEMBERS ABSENT:

Joe Blakely (SHS)
Chris Riddell (BC)

ADMINISTRATORS PRESENT:

Jacquelyn Ramsay-Tolman, Director of Curriculum, Instruction, and Assessment
Brenda Waterhouse, Principal (SHS)

GUESTS PRESENT:

Karen Heath Tamara Cooley Paul Malone Sonya Spaulding

1. Call to Order

The Chair, Mrs. Chioldi, called the Monday, May 20, 2019, meeting to order at 5:35 p.m., which was held at the Spaulding High School Library.

2. Additions and/or Deletions to the Agenda

Discussion of the Continuous Improvement Plan (CIP) will be incorporated into discussion of Agenda Item 8 (Review of Consolidated Federal Grant Programs).

3. Review / Approval of Minutes – March 25, 2019 BSU Curriculum Committee Meeting

On a motion by Mrs. Pompei, seconded by Mr. Rousse, the Committee unanimously voted to approve the Minutes of the March 25, 2019 BSU Curriculum Committee Meeting and the Minutes of the April 22, 2019 BSU Curriculum Committee Meeting.

4. Review / Approval of Minutes – April 22, 2019 BSU Curriculum Committee Meeting

Approved under Agenda Item 3.

5. Visitors and Communications

None.

6. Homework Committee Findings and Recommendations

Mrs. Tolman advised that the Homework Committee was formed after a presentation from all schools identified vastly different practices relating to the assignment of homework. The Homework Committee utilized the Learning Community Action Plan Template. Mrs. Tolman advised that historically there has been inequity for students across classrooms and grades, and that teachers had no specific guidance relating to the assignment of homework. There is a need for consistency, clear expectations, and the cultivation of opportunities for students to develop lifelong habits of learning. Mrs. Tolman advised regarding the process utilized by the Committee, including meetings, surveys, and research. Surveys included input from parents, students and staff. There was a large response to the survey. Research included seeking out unbiased articles. Mrs. Tolman provided an overview of the Committee's hopes, fears, research summarization, a review of survey results, and alternative forms of homework. It was noted that Math Nights are very popular, and perhaps additional 'nights' should be scheduled, e.g. Science Nights. It was also noted that online games can be very beneficial. The Committee recommends homework proposals by grade groups (K – 4, 5 – 8, and high school). Mrs. Tolman queried the Committee regarding how to move forward, and whether or not they felt this process/outcome meets board member goals. It was agreed that a policy should be drafted, outlining homework practices by grade group. The policy could be finalized and submitted to the Policy Committee for review at their June meeting. If approved First and Second Readings could be held at the July and August BUUSD Board Meetings, with consideration of piloting the elementary portion of the policy during the 2019 – 2020 academic year.

DRAFT

7. SHS Library Renovations

Mrs. Tolman presented a Power Point Presentation titled SHS Library Renovation – A Blending of Tradition and Innovation for the 21st Century. The presentation included an overview of the mission, rationale for updating the library, public perceptions of school libraries, ‘today’s reality’ (a bright lively space that is busy and noisy), libraries used as learning spaces (student centered, active and noisy, and provision of opportunities for exploration), library use statistics, modern libraries (flexible spaces with well-selected resources, adaptable furniture, current technology, collaborative services, and well trained staff), the importance of student centered space, and the renovation which is anticipated to be completed in three phases. Mrs. Tolman provided an overview of the phases, including a preview of the new floor layout and new window to the hallway. It was noted that the new open floor plan will provide flexibility of seating and work areas, and increases safety, as spaces will be more visible to library staff. The open floor design will include the ‘Tom Sedor Reading Nook and Seating Area’, a ‘Standing and Career Area’, a new circulation desk, and collaborative/meeting area. Phase II will introduce new resources, new furniture, and an audio/visual room. It is anticipated that the audio/visual room will provide students and faculty with technology to support learning, flexible pathways, proficiency based learning, and allow for podcasts, music, and audiovisual presentations. Phase III will involve the creation of ‘Makerspace’ which will provide a variety of tools and technology (high tech and low tech) to provide students and educators with the opportunity to create, innovate, and play. The library is going through a purge process, and will begin packing books in June. Librarian Christine Smith will be looking into securing grants to assist with the various phases.

8. Review Consolidated Federal Grant Programs

A document titled ‘Barre Supervisory Union Continuous Improvement Plan / Summary’ was distributed. The document was created by Ben Merrill to provide an overview of the CIP in user friendly language. It was noted that the Continuous Improvement Plan was previously distributed to the BUUSD Board. Mrs. Spaulding advised that she believes the Board needs a better understanding of the CIP in order to understand what our schools need, and to see that the needs are met (appropriate budgeting). Mrs. Tolman advised that the CIP ties into and is aligned with the CFP grant. The focus of last year’s CIP was alignment amongst the schools, and that alignment is being strengthened this year. Data is a very important factor for many aspects of the plan and is involved in every action step. It was noted that the CIP goals remain the same, but the ‘road to accomplish’ the goals is different. More concrete data will be available next year. Performance Indicators (under ESSA) are very important. Mrs. Tolman advised that the State did not provide the detailed breakdown of SBAC data that is normally provided. CIP goals involve meeting academic and social/emotional needs of students. There is a new ‘all hands on deck’ philosophy (a culture of shared responsibility for all learners). Instruction is based on the best instructional fit, rather than on scheduled availability. The number of coaching staff is being expanded in FY20. Curriculum coaches are currently attending training. It was reiterated that more data should be available next year. Mrs. Tolman stressed the importance of understanding the grants’ allowable activities in order to use grant funds in the CIP. Mrs. Tolman provided a brief overview of the various Title grants. Mrs. Waterhouse advised that students recently traveled to California (Silicon Valley) to give a presentation on concussion related head gear that they created at The Generator (Makerspace in Burlington). Mrs. Tolman advised that grant funds are also available to administrators for professional development and training. Mrs. Pompei advised that she would like the 2020/2021 Continuous Improvement Plan to include items that will benefit exceptional/gifted students.

9. Next Meeting Date and Agenda Items

The next meeting is Monday, June 24, 2019 at 5:30 p.m. The location is to be determined. Mrs. Waterhouse will not be available.

Agenda Items:

Assessments

Mrs. Waterhouse advised that this evening, she attended the SPED Life Skills Department’s Annual performance. The performance was wonderful and very well attended.

Mrs. Waterhouse advised that she believes it would be most beneficial to have a grant writer. Mrs. Spaulding advised that a few years ago, money was budgeted for grant writing services, but the money was not spent.

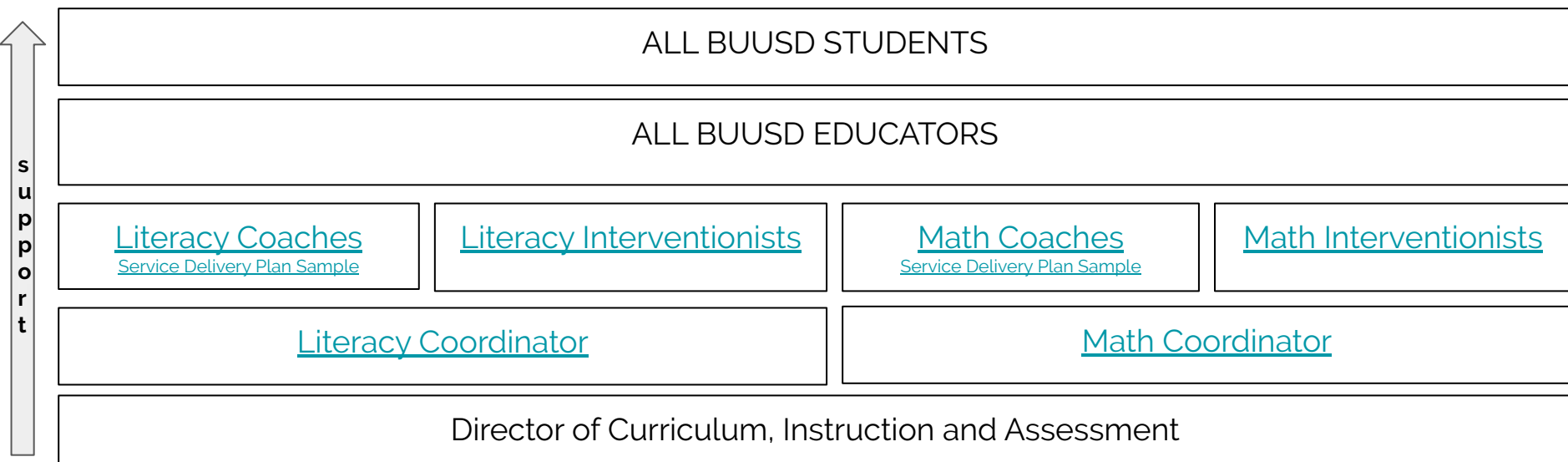
10. Adjournment

On a motion by Mr. Rousse, seconded by Mrs. Pompei, the Committee unanimously voted to adjourn at 7:54 p.m.

Respectfully submitted,

Andrea Poulin

BUUSD SYSTEMATIC AND COMPREHENSIVE SUPPORT FOR K-8 LITERACY AND MATH: COLLABORATIVELY IMPLEMENTING QUALITY PRACTICES IN CURRICULUM, INSTRUCTION, AND ASSESSMENT



CURRENT FOCUS AREAS FOR HIGH QUALITY CURRICULUM, INSTRUCTION, AND ASSESSMENT

- Aligned proficiency-based curriculum
 - Differentiated tier one classroom instruction with research-based methods
- Comprehensive local assessment methods for and of learning (screening, diagnostic, formative, and summative) providing rich feedback to students and data to inform instruction
 - Flexible grouping for timely and responsive progress-monitored interventions
- Collaborative approach to professional learning and designing high-quality instructional experiences

[Agency of Education](#)

Applicant: U097 Barre UUSD

Continuous Improvement Plan ▼

Application: 2019-2020 CIP - Continuous Improvement Plan - A0-U097-Barre

Project Period: 7/1/2019 -

[Printer-Friendly](#)

Cycle: UUSD

6/30/2020

Original Application

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Assess Needs and Innovate

Please note: As you accumulate additional results over the course of the year, additional data can be added to earlier responses on this page. This can be done as many times as necessary.

Shared Vision (571 of 5000 maximum characters used)

Shared Vision

The mission of the Barre Supervisory Union is to do what it takes to ensure the success of every child.

Through the CIP process, we will implement a system of coordinated and aligned curriculum, instruction, and assessment which defines, measures, and communicates clear student learning objectives, provide high quality professional learning opportunities for all of our staff that are aligned to the CIP and work to improve our multi-tiered system to better support all students in their academic and socio-emotional development. We will increase opportunity for authentic teacher and support staff learning as well as strengthen our staff feedback system.

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Describe the broad area(s) of focus directly related to the 5 domains of EQS: Academic Proficiency; Safe and Healthy Schools; High Quality Staffing; Personalized Learning; and Investment Priorities. (1642 of 5000 maximum characters used)

Goal 1

Academic Proficiency

- *There continue to be significant gaps between the achievement levels of students who qualify for free and reduced lunch and those that do not. In some grade levels, these differences in achievement levels exceed 20%. This is true for both ELA and Math. Source: SBAC 2018 and local data*
- *Although performance in Math at grade 9 and grade 4 in our title 1 schools exceeds the State average, five grade levels scored below the State average. In the Non-Title funded school, all students exceeded the State average on the SBAC in math. Source: SBAC 2018 and local data*
- *Teachers report that use of data to inform instruction is time is inconsistent. Student work is not consistently discussed or measured. There is increased consistency across the schools and grade levels, but there is still work to be done. Source: Teacher interview and feedback forms and administrator feedback.*
 - *Safe and Healthy Schools*
 - *Students' social, emotional and behavioral needs continue to increase in intensity and frequency as student demographic evolves due to increases in adverse experiences. Source: SWIS and local data and teacher feedback surveys*
 - *Teachers are experiencing increased pedagogical demand around trauma informed practice and there are continued areas of growth as we work to strengthen our coordinated services and consistency of practice at the Tier 2 level. Source: Teacher Interviews and surveys*
-
- **Goal 2**
-
- **Safe and Healthy Schools**
 - *Students' social, emotional and behavioral needs continue to increase in intensity and frequency as student demographic evolves due to increases in adverse experiences. Source: SWIS and local data and teacher feedback surveys*
 - *Teachers are experiencing increased pedagogical demand around trauma informed practice and there are continued areas of growth as we work to strengthen our coordinated services and consistency of practice at the Tier 2 level. Source: Teacher Interviews and surveys*

Based on the identified broad focus areas, describe the prioritized problems for which you intend to seek innovative solutions/interventions ([Problems of Practice](#)). (429 of 5000 maximum characters used)

Problem of Practice:

Although significant gains have been made, we still have some gaps in total alignment in practice for curriculum delivery, assessment, data analysis and instruction cycles across some grade levels.

Problem of Practice:

All students may not get the level of support that they need to access instruction because our system does not have the capacity to support all of their needs in a consistent way, and pedagogical practices have not been consistent across all grade levels in all schools.

Provide a brief narrative describing the results of your root cause analysis for prioritized problems; include the major factors contributing to each problem; see [CNA Toolkit](#) for templates and protocols. (1582 of 5000 maximum characters used)

Root Cause Analysis for Goal 1

Primary Driver 1:

- Curriculum delivery, team level assessment practices and utilizing assessments to inform instruction at Tier I, is not consistent and aligned across all grade levels and content area. We lack common performance indicators that are aligned at formative and summative assessments and then to reporting standards.

Secondary Drivers:

- We need to increase teacher and administrator knowledge of current best practice in differentiated instruction for Tier I.
- Our teacher accountability, goals, and support system needs resources and continued alignment.
- We lack an easily accessible and usable system for data collection and retrieval.
- We lack common knowledge and practice in analyzing data and inform instruction at all steps
- We identify an over-reliance, by teachers, on intervention systems (LLI, Math Lab, etc) to deal with academic needs of students not meeting the standards.
- We identify a lack of comfort and trust in sharing student work, or in the data review process w/ peers (vulnerability)

Root Cause Analysis for Goal 2

Primary Driver 1:

- The number of students coming to us experiencing ACES is increasing as evidenced in our behavioral, attendance/tardy, and homeless data.

- **We see a decrease in the social/emotional skill set of our youngest learners**
- **We acknowledge a lack of consistency in the tier 2 level response for social emotional needs. Lack of adequate staffing, training, and multiple agencies providing support contributes to the ineffectiveness of the system.**
- **We acknowledge a lack of well-designed, responsive Tier II interventions that are classroom based.**
- **Secondary Drivers:**
 - **We acknowledge a lack of common understanding and implementation of trauma informed practices at Tier 1**
 - **We acknowledge inconsistent feedback around classroom expectations for trauma informed practices at all Tiers**

Based on needs assessment results, data analysis, and research support, define your [Theory of Improvement](#) for this goal. See Driver Diagram in the Comprehensive Needs Assessment Toolkit. (1429 of 5000 maximum characters used)

Goal 1 We will implement a system of coordinated and aligned curriculum, instruction, and assessment which defines, measures, and communicates clear student learning objectives.

Theory Of Action

1. If we continue to build teacher capacity through the analysis of data, observation, support of teaching in a proficiency based system, and increase knowledge about the instructional core and standards, THEN we will have an informed and purposeful school improvement process that will lead to improved outcomes for all students.
2. If Professional Learning Groups are data informed and teachers have the curriculum tools they need through comprehensive and cohesive Performance Indicators, THEN students will be able to access learning opportunities at a deeper level, more diverse learners' needs will be met and achievement will improve.
3. **Theory of Action** If we establish consistency in practice and intervention for social and emotional and academic needs, THEN we can remove barriers to student learning, increase time in the classroom for students and therefore students will spend more time learning and we will close equity gaps for our students.
4. **Goal 2 We will strive to meet the academic and socio-emotional needs of all students by implementing curriculum, programs and strategies including: PBIS, Developmental Designs, Responsive Classroom and trauma informed practices at tier 1 and 2**
5. If we establish consistency in practice and intervention for social and emotional and academic needs, THEN we can remove barriers to student learning, increase time in the classroom for students and therefore students will spend more time learning and we will close equity gaps for our students.

Please attach all relevant documents and supporting data that help justify your decisions and conclusions. Allowable file types are Microsoft Word (.doc/.docx), Excel (.xls/.xlsx) and Adobe PDF. Files must be less than 6MB in size and the file name should not include special

characters (i.e. #, \$, % etc.). Attempting to upload a file that does not comply with these restrictions will result in errors and loss of unsaved data.

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Summary of Results

Goals

Please list the goals you have previously been working toward.

Goal 1 We will implement a system of coordinated and aligned curriculum, instruction, and assessment which defines, measures, and communicates clear student learning objectives.

Theory Of Action

1. If we continue to build teacher capacity through the analysis of data, observation, support of teaching in a proficiency based system, and increase knowledge about the instructional core and standards, THEN we will have an informed and purposeful school improvement process that will lead to improved outcomes for all students.
2. If Professional Learning Groups are data informed and teachers have the curriculum tools they need through comprehensive and cohesive Performance Indicators, THEN students will be able to access learning opportunities at a deeper level, more diverse learners' needs will be met and achievement will improve.
3. If we establish consistency in practice and intervention for social and emotional and academic needs, THEN we can remove barriers to student learning, increase time in the classroom for students and therefore students will spend more time learning and we will close equity gaps for our students.
- 4.
5. **Goal 2 We will strive to meet the academic and socio-emotional needs of all students by implementing curriculum, programs and strategies including: PBIS, Developmental Designs, Responsive Classroom and trauma informed practices at tier 1 and 2**
6. **Theory of Action**
 1. If we establish consistency in practice and intervention for social and emotional and academic needs, THEN we can remove barriers to student learning, increase time in the

classroom for students and therefore students will spend more time learning and we will close equity gaps for our students.

Related Change Ideas

Please list the change ideas related to those goals.

- 1.a To increase collective teacher efficacy, we will continue to offer training, leadership and consultation for curriculum, department chairs and PLG teacher leaders to utilize the data cycle process and pedagogically lead teams in PLG/C work.
- 2.a. We will continue to work on aligning performance indicators to standards across all grade levels and content which will assist us with data collection, entry and differentiation as we continue to instruct and assess in a proficiency-based system
- 3.a. Agreed-upon programs, elements of effective instruction and units will be implemented with fidelity and we will strengthen our system of effective teacher feedback.
- 4.a. Teachers will receive professional development opportunities that align with the programs, elements and units as needed
- 5.a. All teams will continue to strengthen and utilize PLG/C structure and increase capacity to review student work with fidelity and use that work to inform instruction.
- 6.a We will provide opportunity for teacher goal setting, reflection and deeper understanding of best practices/ updated pedagogy in Tier 1 instructional strategies
- 7.a We will create and share an MTSS document that clarifies the process for MTSS tiered systems of supports. Knowledge in MTSS best practices will be updated.
[flowchart](#)
- 2.a Within our MTSS model: We will continue to implement and strengthen consistent Tier 1 universal instruction, including differentiation and common trauma informed practices in all classrooms
- 2.b. Within our MTSS model: We will clarify the of roles and responsibilities responsive Tier 2 interventions for academic areas and trauma informed social emotional development
- 2.c.

Measures

Please list the ways in which you measured improvement (PDSA test/pilot cycles, program evaluation, etc.).

Teachers - Yearly self assessment inventory and data team notes
Professional Development Surveys
PLG surveys and team meeting notes
Feedback from curriculum leaders

Data system for - feedback and goal setting
Professional Development Surveys

Teachers- Goal Setting and Peer to
Peer learning walks
Principals- Walk through Data
Curriculum Leaders -Coaching Cycle

Results/Progress

Please describe your progress so far (upload relevant documents as needed).

Professional Development Surveys
PLG surveys and note

Local Assessment SBAC and NGSX data

Choose File No file chosen

Uploaded Files:
No files are currently uploaded for this page.

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Applicant: U097 Barre UUSD

Continuous Improvement Plan ▼

Application: 2019-2020 CIP - Continuous Improvement Plan - A0-U097-Barre

Project Period: 7/1/2019 -
6/30/2020

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Cycle: UUSD

Original Application

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Goal #1

Select an Educational Quality Standard (EQS):

- ☒ Academic Proficiency
- ☐ Safe & Healthy Schools
- ☐ Personalization
- ☐ High Quality Staffing
- ☐ Investment Priorities

Select at least one Focus Area using the checkboxes below:

- ☒ Curriculum Coordination
- ☒ Local Assessment System
- ☒ Instructional Practices
- ☒ Proficiency-Based Learning
- ☐ MTSS
- ☐ Other — please describe in up to 60 characters:

Summary Title for Goal #1

Instruction

(12 of 25 maximum characters used)

Ensure your titles are brief (not more than 25 characters), distinct, clear, descriptive, and accurate.

What do you want to accomplish?

Write a specific, measurable goal for improvement, based on your assessed needs. This goal should describe what you want to improve, by how much, for whom and by when. (704 of 4000 maximum characters used)

We will implement a system of coordinated and aligned curriculum, instruction, and assessment which defines, measures, and communicates clear student learning objectives.

Theory Of Action

- 1. If we continue to build teacher capacity through the analysis of data, observation, support of teaching in a proficiency based system, and increase knowledge about the instructional core and standards, THEN we will have an informed and purposeful school improvement process that will lead to improved outcomes for all students.**
- 2. If Professional Learning Groups are data informed and teachers have the curriculum tools they need through comprehensive and cohesive Performance Indicators, THEN students will be able to access learning opportunities at a deeper level, more diverse learners' needs will be met and achievement will improve.**

Type of Goal:

- ☐ New
- ☒ Ongoing

Change Idea #1 Title

Continued Professional Learning Group training pre-K - 12

What strategies or changes can you implement that will lead to improvement?

Strategies or changes should be clearly connected to your goal.

(206 of 4000 maximum characters used)

To increase collective teacher efficacy, we will continue to offer training, leadership and consultation for curriculum, department chairs and PLG teacher leaders to utilize the data cycle process and pedagogically lead teams in PLG/C work.

How will you measure the effectiveness of each strategy or change?

(388 of 4000 maximum characters used)

Teachers - Yearly self assessment inventory and data team notes
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PLG surveys and team meeting notes
Feedback from curriculum leaders

Data system for - feedback and goal setting
Professional Development Surveys

Teachers- Goal Setting and Peer to
Peer learning walks
Principals- Walk through Data
Curriculum Leaders -Coaching Cycle

Professional Development Surveys
PLG surveys and note

Local Assessment SBAC and NGSX data

☒ *Click to enable entry of Change Idea 2.*

Change Idea #2 Title

Professional Development Cur. align

What strategies or changes can you implement that will lead to improvement?

Strategies or changes should be clearly connected to your goal.

(247 of 4000 maximum characters used)

Agreed-upon programs, elements of effective instruction and units will be implemented with fidelity and we will strengthen our system of effective teacher feedback. Teachers will receive professional development opportunities that align with the programs, elements and units as needed.

How will you measure the effectiveness of each strategy or change?

(388 of 4000 maximum characters used)

Teachers - Yearly self assessment inventory and data team notes
Professional Development Surveys
PLG surveys and team meeting notes
Feedback from curriculum leaders

Data system for - feedback and goal setting
Professional Development Surveys

Teachers- Goal Setting and Peer to
Peer learning walks
Principals- Walk through Data
Curriculum Leaders -Coaching Cycle

Professional Development Surveys

PLG surveys and note

Local Assessment SBAC and NGSX data

✔ *Click to enable entry of Change Idea 3.*

Change Idea #3 Title

Teacher support

What strategies or changes can you implement that will lead to improvement?

Strategies or changes should be clearly connected to your goal.

(139 of 4000 maximum characters used)

We will provide opportunity for teacher goal setting, reflection and deeper understanding of best practices/ updated pedagogy in Tier 1 instructional strategies

How will you measure the effectiveness of each strategy or change?

(388 of 4000 maximum characters used)

Teachers - Yearly self assessment inventory and data team notes
Professional Development Surveys
PLG surveys and team meeting notes
Feedback from curriculum leaders

Data system for - feedback and goal setting
Professional Development Surveys

Teachers- Goal Setting and Peer to
Peer learning walks
Principals- Walk through Data
Curriculum Leaders -Coaching Cycle

Professional Development Surveys
PLG surveys and note

Local Assessment SBAC and NGSX data

Possible Funding Source(s)

☒ CFP Programs ☐ IDEA Programs ☐ Career and Tech Ed Programs

☐ Local Funds ☐ Other:

☒ **I have reviewed the contents of this page and made updates as appropriate.**

[Agency of Education](#)

Applicant: U097 Barre UUSD

Application: 2019-2020 CIP - Continuous Improvement Plan - A0-U097-
Barre UUSD

Cycle: Original Application

Continuous Improvement Plan ▼

Project Period: 7/1/2019 - 6/30/2020

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- [Assess Needs and Innovate](#)
- [Goal 1](#)
- [Goal 2](#)
- [Goal 3](#)
- [Goal 4](#)
- [Goal 5](#)

Goal #2

Select an Educational Quality Standard (EQS):

- ☐ Academic Proficiency
- ☒ Safe & Healthy Schools
- ☐ Personalization
- ☐ High Quality Staffing
- ☐ Investment Priorities

Select at least one Focus Area using the checkboxes below:

- ☒ MTSS
- ☒ Social / Emotional Health
- ☐ Physical Well-being
- ☐ Physical Environment
- ☐ Other — please describe in up to 60 characters:

Summary Title for Goal #2

(25 of 25 maximum characters used)

Ensure your titles are brief (not more than 25 characters), distinct, clear, descriptive, and accurate.

What do you want to accomplish?

Write a specific, measurable goal for improvement, based on your assessed needs. This goal should describe what you want to improve, by how much, for whom and by when. (471 of 4000 maximum characters used)

B **/**

Goal 2 We will strive to meet the academic and socio-emotional needs of all students by implementing curriculum, programs and strategies including: PBIS, Developmental Designs, Responsive Classroom and trauma informed practices at tier 1 and 2

Theory of Action

1. If we establish consistency in practice and intervention for social and emotional and academic needs, THEN we can remove barriers to student learning, increase time in the classroom for students and therefore students will spend more time learning and we will close equity gaps for our students.

Type of Goal:

- ☐ New
- ☒ Ongoing

Change Idea #1 Title

What strategies or changes can you implement that will lead to improvement?

Strategies or changes should be clearly connected to your goal.

(164 of 4000 maximum characters used)

B **/**

Within our MTSS model: We will continue to implement and strengthen consistent Tier 1 universal instruction, including differentiation and common trauma informed practices in all classrooms

How will you measure the effectiveness of each strategy or change?

(394 of 4000 maximum characters used)

B **/** **</**

Teachers - Yearly self assessment inventory and data team notes
Professional Development Surveys
PLG surveys and team meeting notes
Feedback from curriculum leaders

Data system for - feedback and goal setting
Professional Development Surveys

☒ *Click to enable entry of Change Idea 2.*

Change Idea #2 Title

clarification of roles

What strategies or changes can you implement that will lead to improvement?

Strategies or changes should be clearly connected to your goal.

(148 of 4000 maximum characters used)

B **/** **</**

Within our MTSS model: We will clarify the of roles and responsibilities responsive Tier 2 interventions for academic areas and trauma informed social emotional development

How will you measure the effectiveness of each strategy or change?

(358 of 4000 maximum characters used)

B **/** **U**

Teachers - Yearly self assessment inventory and data team notes
Professional Development Surveys
PLG surveys and team meeting notes
Feedback from curriculum leaders

Data system for - feedback and goal setting
Professional Development Surveys

☒ *Click to enable entry of Change Idea 3.*

Change Idea #3 Title

Professional Development

What strategies or changes can you implement that will lead to improvement?

Strategies or changes should be clearly connected to your goal.

(126 of 4000 maximum characters used)

B **/** **U**

We will continue to systemically train administrators, teachers and support staff in Trauma Informed Practices and supporting this in our schools.

How will you measure the effectiveness of each strategy or change?

(358 of 4000 maximum characters used)

B **/** **U**

Teachers - Yearly self assessment inventory and data team notes
Professional Development Surveys

PLG surveys and team meeting notes
Feedback from curriculum leaders

Data system for - feedback and goal setting
Professional Development Surveys

Possible Funding Source(s)

☒ CFP Programs ☐ IDEA Programs ☐ Career and Tech Ed Programs

☒ Local Funds ☐ Other:

☒ **I have reviewed the contents of this page and made updates as appropriate.**

user ID: Ashley Dunlea (adunlbsu@buusd.org)

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Applicant: U097 Barre UUSD

Application: 2019-2020 CIP - Continuous Improvement Plan - A1-P381-BARRE CITY

Cycle: ELEM/MIDDLE SCHOOL

Original Application

Continuous Improvement Plan ▼

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Project Period: 7/1/2019 -
6/30/2020

The application has been submitted. No more updates will be saved for the application.

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- [Assess Needs and Innovate](#)
- [Goal 1](#)
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- [Goal 5](#)

Assess Needs and Innovate

Please note: As you accumulate additional results over the course of the year, additional data can be added to earlier responses on this page. This can be done as many times as necessary.

Shared Vision (365 of 5000 maximum characters used)

B **/** **U**

The mission of Barre City School is to do what it takes

to ensure the success of every child. Through the CIP process, we will strive

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CAN Toolkit

Problem of Practice: Our students are not performing as well as we need them to be.

Primary Driver 1:

Curriculum delivery, at Tier I, is not consistent and aligned across all grade levels and content area.

Secondary Drivers:

Lack of knowledge of current best practice in differentiated instruction for Tier I instruction.

Accountability, goals, and support system is structured and targeted toward improved student outcomes.

Based on needs assessment results, data analysis, and research support, define your [Theory of Improvement](#) for this goal. See Driver Diagram in the Comprehensive Needs Assessment Toolkit. (271 of 5000 maximum characters used)

B **/**

If we build teacher capacity through the analysis of data, observation, support of teaching in a proficiency based system, and increase knowledge about the instructional core and standards, THEN we will develop an informed and purposeful school improvement process that will lead to improved outcomes for all students.

Please attach all relevant documents and supporting data that help justify your decisions and conclusions. Allowable file types are Microsoft Word (.doc/.docx), Excel (.xls/.xlsx) and Adobe PDF. Files must be less than 6MB in size and the file name should not include special characters (i.e. #, \$, % etc.). Attempting to upload a file that does not comply with these restrictions will result in errors and loss of unsaved data.

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Summary of Results

Goals

Please list the goals you have previously been working toward.

B **/** **U** **</**

Related Change Ideas

Please list the change ideas related to those goals.

B **/** **U** **</**

Measures

Please list the ways in which you measured improvement (PDSA test/pilot cycles, program evaluation, etc.).

B **/** **U** **</**

Results/Progress

Please describe your progress so far (upload relevant documents as needed).

B **/** **U** **</**

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Applicant: U097 Barre UUSD

Application: 2019-2020 CIP - Continuous Improvement Plan - A1-P381-BARRE CITY

Cycle: ELEM/MIDDLE SCHOOL

Original Application

Continuous Improvement Plan ▼

Project Period: 7/1/2019 -
6/30/2020

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Goal #1

Select an Educational Quality Standard (EQS):

- ☒ Academic Proficiency
- ☐ Safe & Healthy Schools
- ☐ Personalization
- ☐ High Quality Staffing
- ☐ Investment Priorities

Select at least one Focus Area using the checkboxes below:

- ☒ Curriculum Coordination
- ☒ Local Assessment System
- ☒ Instructional Practices
- ☐ Proficiency-Based Learning
- ☒ MTSS

☐ Other — please describe in up to 60 characters:

Summary Title for Goal #1

Academic Proficiency

(20 of 25 maximum characters used)

Ensure your titles are brief (not more than 25 characters), distinct, clear, descriptive, and accurate.

What do you want to accomplish?

Write a specific, measurable goal for improvement, based on your assessed needs. This goal should describe what you want to improve, by how much, for whom and by when. (416 of 4000 maximum characters used)

B **/**

Implement a system of coordinated and aligned curriculum, instruction, and assessment which defines, measures, and communicates clear student learning objectives.

Align units of instruction in math, reading, writing, science,

and coordinate with the VELS, CCSS, C3 and NGSS. Link

Type of Goal:

- ☐ New
- ☒ Ongoing

Change Idea #1 Title

AP

What strategies or changes can you implement that will lead to improvement?

Strategies or changes should be clearly connected to your goal.

(609 of 4000 maximum characters used)

B **I** **U**

We will provide opportunity for individual and small group meetings with content team leaders and grading consultants

- Embedded trainings for coaching and

PLC for team leaders and interventionists

How will you measure the effectiveness of each strategy or change?

(191 of 4000 maximum characters used)

B **I** **U**

Summative assessments in Math and Literacy:

Engage NY preK-5 will show 10 percent improvement

SBAC will show 10% improvement for all sub groups and grades

☐ Click to enable entry of Change Idea 2.

☐ Click to enable entry of Change Idea 3.

Possible Funding Source(s)

☒ CFP Programs ☒ IDEA Programs ☐ Career and Tech Ed Programs

☒ Local Funds ☐ Other:

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Applicant: U097 Barre UUSD

Application: 2019-2020 CIP - Continuous Improvement Plan - A1-P381-BARRE CITY

Cycle: ELEM/MIDDLE SCHOOL

Original Application

Continuous Improvement Plan ▼

Project Period: 7/1/2019 -
6/30/2020

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Goal #2

Select an Educational Quality Standard (EQS):

- ☐ Academic Proficiency
- ☒ Safe & Healthy Schools
- ☐ Personalization
- ☐ High Quality Staffing
- ☐ Investment Priorities

Select at least one Focus Area using the checkboxes below:

Safe Healthy Schools

Ensure your titles are brief (not more than 25 characters), distinct, clear, descriptive, and accurate.

Write a specific, measurable goal for improvement, based on your assessed needs. This goal should describe what you want to improve, by how much, for whom and by when. (241 of 4000 maximum characters used)

Meet the socio-emotional needs of all students by implementing curriculum, programs and strategies such as PBIS, Developmental Designs and ARC.

☐ New

☒ Ongoing

SHS

(817 of 4000 maximum characters used)

B / U

Continue to develop, strengthen and implement our MTSS model of:
Consistent Tier 1 universal instruction, including differentiation and universal screening for academic and social/emotional learning and trauma informed practices
Well designed, responsive Tier 2 intervention for academic areas and trauma informed social emotional development . Develop in house systems and protocols for tier 2 trauma informed practice, referral and

How will you measure the effectiveness of each strategy or change?

(275 of 4000 maximum characters used)

B **/** **U**

Observations and walkthroughs will determine percentage of time strategies are being implemented.

SWIS data will result in a 20 % drop in referrals and equate to more time in class for students

Teachers will report 75% satisfaction with tier 2 supports

☐ *Click to enable entry of Change Idea 2.*

☐ *Click to enable entry of Change Idea 3.*

Possible Funding Source(s)

☒ CFP Programs ☒ IDEA Programs ☐ Career and Tech Ed Programs

☒ Local Funds ☐ Other:

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Applicant: U097 Barre UUSD

Continuous Improvement Plan ▼

Application: 2019-2020 CIP - Continuous Improvement Plan - A2-P020-BARRE TOWN

Project Period: 7/1/2019 -

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Cycle: ELEMENTARY SCHOOL

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Assess Needs and Innovate

Please note: As you accumulate additional results over the course of the year, additional data can be added to earlier responses on this page. This can be done as many times as necessary.

Shared Vision (387 of 5000 maximum characters used)

B **/** **U**

Shared Vision: *The mission of the Barre Supervisory Union is to do what it takes to ensure the success of every child. Through the CIP process, we will strive to implement a system of coordinated and aligned curriculum, instruction, and assessment which defines, measures, and communicates clear student learning objectives as*

well as work to improve our multi-tiered system to better support all students in their academic and socio-emotional development.

B / U </

Broad Area(s) of Focus Based on Data Review ***[Describe the broad area(s) of focus, directly related to the 5 domains of [Education Quality Standards](#) (EQS): Academic Proficiency; Safe and Healthy Schools; High Quality Staffing; Personalized Learning and Investment Priorities]***

Academic Proficiency
There continue to be significant gaps between the achievement levels of students who qualify for free and reduced lunch and those that do not. In some grade levels, these differences in achievement levels exceed 20%. This is true for both ELA and Math. Source: SBAC 2017
Teachers report that PLC time is not well planned or structured. Student work is not consistently discussed.
There is little consistency across the schools and grade levels.

Safe and Healthy Schools

Safe and Healthy Schools

B / U </

Problem of Practice: Our students are not performing as well as we need them to be.

Problem of Practice:
All students do not get the level of support that they need because our system does not have the capacity to support all of the needs.

B / U [] [] [] [] [] </

Problem of Practice 1 Primary Driver 1:

Curriculum delivery, at Tier I, is not consistent and aligned across all grade levels and content area.

Secondary Drivers:

Lack of knowledge of current best practice in differentiated instruction for Tier I instruction.

Accountability, goals, and support system is structured and targeted toward improved student outcomes.

Primary Driver 2:

Lack of data system* to inform instruction

Based on needs assessment results, data analysis, and research support, define your [Theory of Improvement](#) for this goal. See Driver Diagram in the Comprehensive Needs Assessment Toolkit. (516 of 5000 maximum characters used)

B **/**

Goal 1

If we build teacher capacity through the analysis of data, observation, support of teaching in a proficiency based system, and increase knowledge about the instructional core and standards, THEN we will develop an informed and purposeful school improvement process that will lead to improved outcomes for all students.

Goal 2

If we establish consistency in practice and intervention for social and emotional and academic needs, then we can remove barriers to student learning, increase time in the classroom for students and therefore students will spend more time learning and we will close equity gaps.

Please attach all relevant documents and supporting data that help justify your decisions and conclusions. Allowable file types are Microsoft Word (.doc/.docx), Excel (.xls/.xlsx) and Adobe PDF. Files must be less than 6MB in size and the file name should not include special characters (i.e. #, \$, % etc.). Attempting to upload a file that does not comply with these restrictions will result in errors and loss of unsaved data.

No file chosen

Uploaded Files:

No files are currently uploaded for this page.

Summary of Results

Goals

Please list the goals you have previously been working toward.

B **/** **U** **</**

Related Change Ideas

Please list the change ideas related to those goals.

B **/** **U** **</**

Measures

Please list the ways in which you measured improvement (PDSA test/pilot cycles, program evaluation, etc.).

B **/** **U** **</**

Results/Progress

Please describe your progress so far (upload relevant documents as needed).

B **/** **U** **</**

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Applicant: U097 Barre UUSD

Continuous Improvement Plan ▼

Application: 2019-2020 CIP - Continuous Improvement Plan - A2-P020-BARRE TOWN

Project Period: 7/1/2019 -

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Cycle: ELEMENTARY SCHOOL

6/30/2020

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Goal #1

Select an Educational Quality Standard (EQS):

- ☒ Academic Proficiency
- ☐ Safe & Healthy Schools
- ☐ Personalization
- ☐ High Quality Staffing
- ☐ Investment Priorities

Select at least one Focus Area using the checkboxes below:

- ☒ Curriculum Coordination
- ☒ Local Assessment System
- ☒ Instructional Practices
- ☒ Proficiency-Based Learning

☐ MTSS

☐ Other — please describe in up to 60 characters:

Summary Title for Goal #1

AP

(2 of 25 maximum characters used)

Ensure your titles are brief (not more than 25 characters), distinct, clear, descriptive, and accurate.

What do you want to accomplish?

Write a specific, measurable goal for improvement, based on your assessed needs. This goal should describe what you want to improve, by how much, for whom and by when. (406 of 4000 maximum characters used)

B **/**

CIP Goal 1 Title:

Academic Proficiency

We will implement a system of coordinated and aligned curriculum, instruction, and assessment which defines, measures, and communicates clear student learning

Type of Goal:

- ☐ New
- ☒ Ongoing

Change Idea #1 Title

AP

What strategies or changes can you implement that will lead to improvement?

Strategies or changes should be clearly connected to your goal.

(641 of 4000 maximum characters used)

B **/**

We will train team leaders to utilize the data cycle process and lead teams in PLC work.
We will continue to work to determine how we will approach data collection and entry as we move away from numeric grades and continue to report progress through proficiencies and multiple pathways to success.
We will gather evidence of use of formative and summative assessments aligned with proficiencies
Agreed-upon programs and units will be implemented with fidelity
We will develop and use a shared practices document.
Differentiated instruction and clearly posted learning targets will be evident during walkthroughs.

How will you measure the effectiveness of each strategy or change?

(342 of 4000 maximum characters used)

B **/**

Summative assessments in Math and Literacy: Engage NY preK-5 Connected Math 6-8 both align with C.C.
Science teachers K-8 involved with unit development and NGSS alignment.
C3 is a backdrop in grades 5-8 and utilized in lesson planning and assessment
We will see an increase in scores of 20 % in local assessments
Teachers will report having tools that they need to address the academic needs of their students

☐ Click to enable entry of Change Idea 2.

☐ Click to enable entry of Change Idea 3.

Possible Funding Source(s)

☒ CFP Programs ☒ IDEA Programs ☐ Career and Tech Ed Programs

☒ Local Funds ☐ Other:

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Applicant: U097 Barre UUSD

Application: 2019-2020 CIP - Continuous Improvement Plan - A2-P020-BARRE TOWN

Cycle: ELEMENTARY SCHOOL

Original Application

Continuous Improvement Plan ▼

Project Period: 7/1/2019 -
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Goal #2

Select an Educational Quality Standard (EQS):

- ☐ Academic Proficiency
- ☒ Safe & Healthy Schools
- ☐ Personalization
- ☐ High Quality Staffing
- ☐ Investment Priorities

Select at least one Focus Area using the checkboxes below:

- ☐ MTSS
- ☒ Social / Emotional Health
- ☐ Physical Well-being
- ☐ Physical Environment
- ☐ Other — please describe in up to 60 characters:

Summary Title for Goal #2

Social Emotional (16 of 25 maximum characters used)

Ensure your titles are brief (not more than 25 characters), distinct, clear, descriptive, and accurate.

What do you want to accomplish?

Write a specific, measurable goal for improvement, based on your assessed needs. This goal should describe what you want to improve, by how much, for whom and by when. (203 of 4000 maximum characters used)

B **/**

**We will strive to meet the academic and socio-emotional needs of all
students by implementing curriculum, programs and strategies
including:
PBIS, Developmental Designs, Responsive Classroom and trauma
informed practices at tier 1 and 2**

Type of Goal:

- ☐ New
- ☒ Ongoing

Change Idea #1 Title

Social Emotional

What strategies or changes can you implement that will lead to improvement?

Strategies or changes should be clearly connected to your goal.

(201 of 4000 maximum characters used)

B **/**

Staff will continue training in Responsive Classroom and Developmental Designs

Model shift will include a BCBA to provide analysis for tier 2
Training in trauma informed practices for all staff
Embedded coaching from trauma consultants

How will you measure the effectiveness of each strategy or change?

(212 of 4000 maximum characters used)

B **I** **U**

Observations and walkthroughs will determine percentage of time strategies are being implemented.

SWIS data will result in a 20 % drop in referrals and equate to more time in class for students

Teachers will report 75% satisfaction with tier 2 supports

☐ *Click to enable entry of Change Idea 2.*

☐ *Click to enable entry of Change Idea 3.*

Possible Funding Source(s)

☒ CFP Programs ☒ IDEA Programs ☐ Career and Tech Ed Programs

☒ Local Funds ☐ Other:

☒ **I have reviewed the contents of this page and made updates as appropriate.**

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Applicant: U097 Barre UUSD

Application: 2019-2020 CIP - Continuous Improvement Plan - A3-P276-

Cycle: SPAULDING UHS #41

Original Application

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Assess Needs and Innovate

Please note: As you accumulate additional results over the course of the year, additional data can be added to earlier responses on this page. This can be done as many times as necessary.

Shared Vision (2215 of 5000 maximum characters used)

B **/** **U**

Spaulding High School community's mission is to provide a safe, supportive, and motivating environment to promote the best current methods of teaching and learning.

We value education and offer it in a variety of ways to meet the needs of all students, enabling them to become respectful, responsible, knowledgeable, confident, healthy, and ethical global citizens. We are committed that all students will receive the support necessary to achieve these goals and expectations.

We hold the following beliefs about learning:

Describe the broad area(s) of focus directly related to the 5 domains of EQS: Academic Proficiency; Safe and Healthy Schools; High Quality Staffing; Personalized Learning; and Investment Priorities. (439 of 5000 maximum characters used)

B **/** **</**

Academic Proficiency

To improve student achievement, all teachers and administrators will access, implement and monitor effective instructional practices which are guided by a guaranteed viable curriculum.

SHS is working to align the curriculum to the Common Core and using best practices, including those of trauma informed instruction and proficiency based learning. By improving our curriculum alignment, student performance in their courses will improve, and graduation rates would subsequently improve.

Based on the identified broad focus areas, describe the prioritized problems for which you intend to seek innovative solutions/interventions ([Problems of Practice](#)). (765 of 5000 maximum characters used)

B **/** **</**

Problem of Practice:

Our system lacks total alignment in practice for curriculum delivery, assessment, data analysis and instruction cycles.

Problem of Practice:

All students may not get the level of support that they need because our system does not have the capacity to support all of their needs in a consistent way

Provide a brief narrative describing the results of your root cause analysis for prioritized problems; include the major factors contributing to each problem; see [CNA Toolkit](#) for templates and protocols. (488 of 5000 maximum characters used)

B **/** **</**

Academic Proficiency

There continue to be significant gaps between the achievement levels of students who qualify for free and reduced lunch and those that do not. In some grade levels, these differences in achievement levels exceed 20%. This is true for both ELA and Math and Science.

Although performance in Math at some grade levels exceeds the State average, only three cohorts of students exceed 70% proficiency rating. Of these groups, none of them are categorized as students receiving free or reduced lunch. In one cohort, the achievement gap exceeds 40%. Source: SBAC 2017

Based on needs assessment results, data analysis, and research support, define your [Theory of Improvement](#) for this goal. See Driver Diagram in the Comprehensive Needs Assessment Toolkit. (516 of 5000 maximum characters used)

B **/**

Goal 1

If we build teacher capacity through the analysis of data, observation, support of teaching in a proficiency based system, and increase knowledge about the instructional core and standards, THEN we will develop an informed and purposeful school improvement process that will lead to improved outcomes for all students.

Goal 2

Please attach all relevant documents and supporting data that help justify your decisions and conclusions. Allowable file types are Microsoft Word (.doc/.docx), Excel (.xls/.xlsx) and Adobe PDF. Files must be less than 6MB in size and the file name should not include special characters (i.e. #, \$, % etc.). Attempting to upload a file that does not comply with these restrictions will result in errors and loss of unsaved data.

No file chosen

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Summary of Results

Goals

Please list the goals you have previously been working toward.

B **/** **U** **</**

Related Change Ideas

Please list the change ideas related to those goals.

B **/** **U** **</**

Measures

Please list the ways in which you measured improvement (PDSA test/pilot cycles, program evaluation, etc.).

B **/** **U** **</**

Results/Progress

Please describe your progress so far (upload relevant documents as needed).

B **/** **U** **</**

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Applicant: U097 Barre UUSD

Application: 2019-2020 CIP - Continuous Improvement Plan - A3-P276-

Cycle: SPAULDING UHS #41

Original Application

Continuous Improvement Plan ▼

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Goal #2

Select an Educational Quality Standard (EQS):

- ☐ Academic Proficiency
- ☒ Safe & Healthy Schools
- ☐ Personalization
- ☐ High Quality Staffing
- ☐ Investment Priorities

Select at least one Focus Area using the checkboxes below:

- ☐ MTSS
- ☒ Social / Emotional Health
- ☐ Physical Well-being
- ☐ Physical Environment
- ☐ Other — please describe in up to 60 characters:

Summary Title for Goal #2

Academic Proficiency (20 of 25 maximum characters used)

Ensure your titles are brief (not more than 25 characters), distinct, clear, descriptive, and accurate.

What do you want to accomplish?

Write a specific, measurable goal for improvement, based on your assessed needs. This goal should describe what you want to improve, by how much, for whom and by when. (725 of 4000 maximum characters used)

B **/**

To improve student achievement, all teachers and administrators will identify student support needs and will identify which of these supports currently exist. All staff will work towards developing an intervention system appropriate for struggling students and will prioritize how we wish to implement this system for students to achieve at high levels academically and socially.

Type of Goal:

- ☐ New
- ☒ Ongoing

Change Idea #1 Title

AP

What strategies or changes can you implement that will lead to improvement?

Strategies or changes should be clearly connected to your goal.

(2423 of 4000 maximum characters used)

B **/**

Task 1:

A group of teachers and administrators form the MTSS team. This team works to organize student support initiatives and implement them. This team also attends BEST as part of this work.

Task 2:

To support struggling learners, an EST will be established and maintained. The EST facilitator will train and support a team of EST case managers using Dr. Ross Greene's Collaborative Problem Solving (CPS) approach. The case managers will then

How will you measure the effectiveness of each strategy or change?

(2423 of 4000 maximum characters used)

B **I** **U**

Task 1:

A group of teachers and administrators form the MTSS team. This team works to organize student support initiatives and implement them. This team also attends BEST as part of this work.

Task 2:

To support struggling learners, an EST will be established and maintained. The EST facilitator will train and support a team of EST case managers using Dr. Ross Greene's Collaborative Problem Solving (CPS) approach. The case managers will then

☐ Click to enable entry of Change Idea 2.

☐ Click to enable entry of Change Idea 3.

Possible Funding Source(s)

☒ CFP Programs ☒ IDEA Programs ☐ Career and Tech Ed Programs

☒ Local Funds ☐ Other:

☒ **I have reviewed the contents of this page and made updates as appropriate.**

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