

Vermont Continuous Improvement Plan

DRAFT #1

LEA: Lamoille North Supervisory Union

LEA Continuous Improvement Plan Contact Name: Wendy Savery, Director of Curriculum

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Collaborative Stakeholders Represented: List the names and roles of representative stakeholders involved in developing the Continuous Improvement Plan (e.g., school board members, students, parents, teachers, administrators, CTE partners, mental health agency representatives, and other community members). Strive to ensure diverse voices are part of the planning process.

LNSD School Board Curriculum Committee – Tina Lowe, Bill Sander, Stephannie Sweet, Allen Audette, Chasity Faignant

Lamoille Restorative Justice Center – Mark Scott, Heather Hobart, Emily Neilson, Makenzie Krol

Healthy Lamoille Valley – Jessica Bickford

Lamoille County Mental Health – Katina Idol

Parents from Superintendent Community Forum Meetings (Varied)

Green Mountain Technical Career Center – Erik Remmers, Director

Lamoille Union Middle & High School – Bethann Pirie, Principal; Patrick LaClair, PBL Coordinator; Bethany Turnbaugh, Dean of Students (LUHS), Faculty Department and Team PLC's, Jon Brown, Dean of Students (LUMS)

All Elementary Schools – Mary Anderson, Cambridge Principal; Jan Epstein, Waterville Principal; David Manning, Johnson Principal; Diane Reilly, Hyde Park Principal; Betzi Goodman, Eden Central Principal, Faculty PLC Meetings

District Literacy Committees and Consultant (Gayle Moscovitz)

District Math Committee and Consultant (TJ Jemison)

District Recovery Plan Committees:

SEL Committee – Diane Reilly, HPES Principal; Woody Belt, JES School Counselor

MTSS Committee – Ashley Creighton, MTSS Coordinator;

Restorative Practices/Diversity Committee – Mark Scott, LRC; Maria Davies, Diversity Coordinator;

Student Engagement/Referral Process Committee – Bethany Turnbaugh, LUHS Dean of Students; Continuous Improvement Plan Development

Continuous Improvement Plan Development

1. List your prioritized Goals, Strategies, Measures, and Resources to support implementation based upon your Comprehensive Needs Assessment and Data Inventory.
2. You must have at least one Safe and Healthy Schools goal and one Academic Achievement goal. You can identify additional goals, but it's best practice to limit your CIP goals to a manageable number to implement and measure.
3. Analytical tools from the Comprehensive School Improvement Toolkit and VTmtss Framework Tools may be useful in this work.

Required Component	Prioritized SU/SD Goal	Prioritized Strategies/ Change Ideas	Measures	Human, Material, & Fiscal Resources Supporting Implementation
Safe and Healthy Schools Goal #1	By June 2024, to help students and adults grow in awareness of the learned biases that they've absorbed over time, and to engage in difficult conversations that will help them to become aware of those behaviors that have an impact on others, LNSD will work on providing the support that is needed to extend restorative practices and cultural competency consistently across all schools, and to further our understanding and application of those practices.	Objectives will include: <ol style="list-style-type: none"> 1. Normalization of talking about bias and conflict. 2. Increased awareness and monitoring of our behavior in order to check ourselves. 3. Deepened understanding of the origins of bias and just how normalized it has become in our system of education and how deficit-based our thinking may be about the abilities of different students. 4. Development of skills to move along a continuum of learning and to help teachers and students explore how their own cultural experiences unconsciously influence their decisions and to help them identify their cultural blind spots and emotional activators around bias. 	Outcomes will include: <ol style="list-style-type: none"> 1. An increased comfort level among adults and students when talking about biases and dealing with conflict. 2. Increased adult and student awareness in the following: <ol style="list-style-type: none"> a. Constant action is required to take the side of anti-bias. b. The need to assume active roles to face and resolve global challenges. c. The need to become proactive contributors to a more peaceful, tolerant, inclusive, and secure world. 3. Universal public health strategies will be incorporated into the framework of restorative practices and the system of supports at the secondary level. 	Funding Sources: Title IIA, Title IVA, Local, ARP ESSER

		<ol style="list-style-type: none"> 5. Further the use of Tier 1 and Tier 2 restorative practices that will prompt discussion leading to continued self-awareness and conversations that will lead to personal, organizational, and societal change toward equity and diversity. 6. Support for the partnership with Reclaiming Futures in order to form a collaborative learning community that will develop and field test a new practice framework that integrates whole-school restorative approaches with universal public health-oriented strategies within a multi-tiered system of support. 7. Review of discipline systems in an effort to reduce suspensions and provide a restorative approach to improve student behavior and engagement will begin. Restorative discipline initiatives centered on a “relational” approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment will be evident in revised discipline procedures and rubrics. 	<ol style="list-style-type: none"> 4. A well-articulated and consistent discipline system that aligns with restorative practices and equity for all students. 5. A reduction in the amount of bullying and harassment incidents and truancy rates. <p>The outcomes will be measured by documented participation in R.E.A.L meetings, revised discipline systems, interview/observation protocols, fewer incidents of bullying and harassment reported in Power School, and teacher and student surveys on progress with increased awareness of and ability to talk about bias and conflict.</p>	
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		<p>Change Ideas:</p> <ol style="list-style-type: none">1. Continue partnership with R.E.A.L (Racial Equality Alliance of Lamoille) and Restorative Justice Center.2. School Counselors will take a lead in the Tier 2 and Tier 3 Restorative Practice trainings.3. Continue to strengthen parent communication and outreach in regards to equity and bias.4. Work to develop strong partnerships in order to develop universal public health-oriented strategies. Consult with programs such as Building Fearless Futures in our efforts to mitigate racial stress in our schools and communities and to promote racial literacy and justice.		
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Required Component	Prioritized SU/SD Goal	Prioritized Strategies/ Change Ideas	Measures	Human, Material, & Fiscal Resources Supporting Implementation
Academic Achievement Goal #1	By June 2024, we will have developed the foundation of a PreK-12 rigorous curriculum, defined as an inclusive set of intentionally aligned components, including clear learning outcomes with matching assessments, engaging learning experiences, and instructional strategies organized into sequential units of study that serve as both the detailed road map and the high quality delivery system for ensuring that all students achieve the desired end: the attainment of their designated grade- or course- specific standards within a particular content area.	<p>Objectives:</p> <ol style="list-style-type: none"> 1. To accomplish our goal of developing a rigorous curriculum, we will: 2. Define specific learning outcomes students will achieve from PreK-12 in all content areas and in cultural competency. 3. Have vertical representation of those learning outcomes (grade-to-grade, course-to-course) in curriculum frameworks. 4. Develop units of study with an emphasis on standards-based skills and content knowledge. 5. Specify academic vocabulary specific to each discipline and pertinent to each unit of study. 6. Create interdisciplinary connections and authentic student-centered performance tasks that engage learners in applying concepts and skills to the real world. 7. Create assessments to gauge student learning. 8. Restructure our Curriculum Committee to broaden its impact and focus more intensively on instructional leadership. 	<p>Outcomes will include:</p> <ol style="list-style-type: none"> 1. General listing of content and performance standards (student learning outcomes or objectives) for each content area. 2. Year-long scope and sequence of what to teach and in what order. 3. A pacing calendar of what to teach and how long to take in doing so. 4. List of related learning activities. 5. Suggestion of assessments to use. 6. List of required or recommended materials and resources. 7. The Data-Wise Process course will be taken by those schools who have not yet done so. 8. All schools will be using a learning management system. 9. Science and Global Studies teachers will be comfortable referring to the NGSS and 3C Standards. 10. Administrators and faculty will have a consistent understanding of district-wide approaches to curriculum, instruction, and assessment. 	Funding Sources: Title 1A, Title IIA, Local, ARP ESSER

		<p>9. Explore K-12 Learning Management Systems to assist in delivering curriculum in blended environments.</p> <p>10. Provide training and professional development to staff with in-house expertise and consultants in</p> <p>11. Understanding by Design and Rigorous Curriculum Design.</p> <p>Mathematics</p> <ul style="list-style-type: none"> • Grade level team meeting days should continue, with a preference of 3 days for each team. • Lesson study cycles should continue at HPES, ECS, and be initiated at CES (and possibly WES and JES). • Special Educators and specialists should be encouraged to join in with classroom teachers on at least two of the team level meetings next year (pick one grade or come to two different). • Facilitation of the Math Committee and building-based math teaching meetings should continue/begin. • Working with Principals to help them take a more active role in monitoring and the encouragement of teachers to be implementing modeled strategies is needed. 	<p>The outcomes will be measured by evidence of participation in Data-Wise, use of an LMS, observation protocols, and curriculum materials/resources/guidelines/templates available district-wide.</p>	
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		<ul style="list-style-type: none">• Continuation of building-based days to support teachers and grade levels in their on-going planning, assessment analysis, and collaboration efforts around instruction should be made a priority. <p>Literacy</p> <ul style="list-style-type: none">• Continue to develop the use of various types of data to inform school and classroom decisions for instruction.• Increase consistency across the district by establishing desired best practices.• Support Tier 1 instruction by increasing knowledge and understanding about a balanced literacy curriculum and how the different purposes of each of the components support students.• Continue a focus on word study, Reader's/Writer's Workshop, various types of instructions, interactive read aloud, and shared reading. <p>Science and Global Studies</p> <ul style="list-style-type: none">• Increase familiarity with the NGSS and 3C standards throughout the district.		
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<p>Academic Achievement Goal #2</p>	<p>By June 2024, in order for all students to succeed in their learning, LNSD will improve upon our culture of continuous improvement by strengthening the quality of instruction, intervention, comprehensive assessment, and effective collaboration regarding our proficiency-based personalized learning and multi-tiered system of supports.</p>	<p>Objectives will include:</p> <ol style="list-style-type: none"> 1. Effective and timely use of meaningful data, to include analyzing on-going performance data to inform decisions and provide instruction that is responsive to student needs. 2. The organization of resources to accelerate the learning of every student based on their strengths and needs. 3. Effective collaboration of all adult (general and special education) to meet the academic, behavioral, social and emotional needs of all students. 4. Increasing equity and access by using culturally responsive instructional practices. 5. Reviewing current school schedules to determine what modifications can be made to allow for curricular change and to find time for staff to engage in the discussions, decision-making, and work required to improve outcomes for students. 6. Student goals will be tailored for individual students to include flexible pathways, and are designed to support student learning and progress towards proficiency. 	<p>Outcomes will include:</p> <ol style="list-style-type: none"> 1. LNSU will offer support to all stakeholders (students, parents, etc.) in understanding the proficiency-based model and what it means for all students, including how it can further student engagement in learning. 2. Student Personalized Learning Plans and Portfolios will use a Google platform and understand the important of setting goals and gathering evidence based on their academics and learning expectations (7-12). 3. There will be evidence of students as collaborators in the discussion, creation, and decision-making about their learning. With adult assistance as needed, students will create customized learning plans based on their strengths, needs, skills, interests, and how they learn best. 4. There will be consistent and transparent learning expectations connected to the standards that are clearly communicated; what a student is going to learn will not be a secret. 5. Feedback will be used frequently to report growth and achievement, as well as inform instruction. 	<p>Title IIA, Local, ARP ESSER</p>
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		<p>7. Progress will be carefully monitored to determine whether proficiencies are being met and when supports and interventions should be offered or altered.</p> <p>8. A clear, transparent, and consistent proficiency-based learning, grading and reporting system will be implemented which includes identifying prioritized performance indicators and learning targets, the creation of formative and summative assessments aligned to the indicators, the use of learning expectations (transferable skills), the creation of scales and rubrics, and adapting to a PBL grading system.</p> <p>MTSS:</p> <ul style="list-style-type: none"> • Strengthen the ability of teams to effectively problem-solve and to work collaboratively to assess the needs of struggling students. • School-based leadership teams will be developed further to assume the responsibility for the development and implementation of improvement strategies. • Develop common language and understanding of the practices, elements, and processes embedded in the multi-tiered system of supports. 	<p>6. It will be evident that teachers know their learners and differentiate and personalize learning experiences; learners know where they stand and what they need to do.</p> <p>7. Valid and reliable assessment, grading, and reporting practices will be tied to the learning expectations and favor more recent evidence of learning, and are not conflated with behaviors or other work habits.</p> <p>8. LNSU will build consistency across schools when implementing MTSS in regards to how their system is implemented and ensuring schools have equitable resources to do so.</p> <p>9. Schedules will be created that allow for joint planning time and embedded joint professional learning and networking with professional agencies who can provide resources for student needs.</p> <p>10. Instruction and intervention will be informed by ongoing, instructionally relevant assessment and attendance data from student-teacher interactions.</p> <p>11. Intervention classes offer instruction that supplements and intensifies classroom curriculum/instruction to meet student needs (academic or behavior).</p> <p>12. Multiple sources of assessment data will be used to determine whether and when supports and interventions should be started or altered.</p>	
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		<ul style="list-style-type: none"> • Be able to articulate what a layered intervention service delivery model is designed to do – to proactively support all students. • We need to work on a user-friendly, research-based collection of strategies to support the improvement of instruction and interventions. <p>Proficiency-Based Learning:</p> <ul style="list-style-type: none"> • Teachers will need to work on translating proficiency-based learning into assessments. • The elementary schools will need to review their report cards and instruction in terms of how it meets the principles of PBL. • Consistency in our school system is not yet apparent whereas teachers, teams, departments, and schools have been reinforced over time to operate independently through a silo type structure. At the high school, we need to ensure all classes, experiences, and programs are aligned with graduation requirements, and to create more flexibility for students. • The high school needs to rewrite and recalibrate curriculum as it relates to graduation proficiencies. With the shift to PBL, students will need to provide 	<p>13. Evidence of student and adult collaborative learning will be demonstrated when lessons and other learning opportunities are structured so that learners work together to discuss ideas, build community, and solve problems.</p> <p>The outcomes will be measured by evidence of the use of an LMS, observation and interview protocols, the creation of curriculum materials, resources, guidelines and templates available district-wide, progress monitoring forms and data collection analysis.</p>	
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		<p>evidence of their learning. Collecting evidence that tells the story of their journey as learners should become commonplace, and a PB portfolio-based system will support that work.</p> <ul style="list-style-type: none"> By establishing an aligned PK-12 proficiency-based curriculum in all subject areas and providing high quality professional development for staff, faculty, and leadership – consistency in student performance will increase. 		
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If you would like to include goals specific to an individual school and/or have more specific SU/SD goals, you can create additional rows.

Equity Supports (required if your SU/SD or a specific school is eligible for Equity Supports)

**We do not have any schools eligible for Equity Supports. However, as we created our Recovery Plan and CIPs, we keep all of these groups of students in mind and the need for equity across the district.*

Eligible LEA or School	Prioritized Goal	Prioritized Strategies/ Change Ideas	Measures	Human, Material, & Fiscal Resources Supporting Implementation
*Not applicable				

Add additional rows, if needed.

Plan Evaluation and Revision

Describe the process of how you evaluate the implementation of plans and results achieved. How is this information used to revise plans to ensure you are achieving your desired results?

Process of Evaluating the Implementation and Results of Your Continuous Improvement Plan

Consistent communication is key to the implementation and evaluation of our CIP. Our administrative team meets monthly with the Superintendent. The PK-6 elementary administrators meet weekly with Wendy Savery, Director of Curriculum; Ashley Creighton, MTSS Coordinator; Maria Davies, Diversity Coordinator; Melinda Mascolino, Early Childhood Director; and Robin Genetti, After-School Program Coordinator. We also invite our K-6 literacy consultant (Gayle Moskowitz) and math consultant (TJ Jemison) on a regular basis. Wendy, Ashley and Maria also meet with the 7-12 administrators and GMTCC Director 1-2 times per month.

Wendy and Ashley meet with the literacy and math district consultants quarterly. The LNSU CIP is shared with all, and helps schools to develop their plans. The goals are kept on our agenda's for regular discussion, feedback, and problem-solving where needed.

Input from all schools is gathered annually. Wendy and Ashley have created a Data Collection Template that is used for multiple purposes – CIP, Data Inventory, School-Wide Plans, Recovery Plan progress, Data Teams, Literacy and Math Committees, School Board Communication, Community Partner relationships and plans, etc.

Ashley Creighton, MTSS Coordinator, is meeting with literacy and math committees and EST Teams across the district on a regular basis to support our goals. Maria Davies, Diversity Coordinator, visits all schools on a regular basis to support the goals. Ashley, Maria, and Wendy meet weekly to discuss the progress and challenges that being made/are present in the district. Wendy also meets weekly with the 7-12 Proficiency-Based Coordinator and with the Recovery Plan Committee Facilitators prior to and following committee meetings (meetings and/or 1:1 follow-up).

In-Person and Virtual Community Forums have been and will be used to collect and share information across the district on CIP and SW Plan implementation and evaluation, the Recovery Plan, etc.