

BUUSD Continuous Improvement Plan

Submission Window: Apr 1, 2022 - Aug 30, 2022

LEA: Barre Unified Union School District

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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.

Karen Fredericks, MTSS Coordinator/ Director of Curriculum, Instruction, and Assessment

Lorraine Morris, PreK-8 Literacy Coach

Chris Farnham, PreK-8 Math Coach

Venus Dean, Math Interventionist

Jen Lyon, SHS Nurse

Joe Kill, Data Coordinator

Barre Town Administrator

Barre City Administrator

Brenda Waterhouse SHS Administrator

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](#)
 - Goal #1: Academic Proficiency--Increase capacity for supporting PK-12 ongoing collaborative curriculum development and use of assessment data to inform instruction.
 - Goal #2: Safe and Healthy School--By the end of the 22-23 school year, we will align our PK-12 MTSS to ensure all students have access to strong tier one universal support for learning and social-emotional growth. We will continue articulating and implementing strong tier one

best practices across the system to support the social-emotional wellness of BUUSD students.

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.
 - Goal #1: Academic Proficiency--Increase capacity for supporting PK-12 ongoing collaborative curriculum development and use of assessment data to inform instruction.
 - Goal #2: Safe and Healthy School--By the end of the 22-23 school year, we will align our PK-12 MTSS to ensure all students have access to strong tier one universal support for learning and social-emotional growth. We will continue articulating and implementing strong tier one best practices across the system to support the social-emotional wellness of BUUSD students.
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, and fiscal resources supporting implementation |
|---------------------------------|---|---|--|---|
| Safe and Healthy Schools | By the end of the 22-23 school year, we will align our PK-12 MTSS to ensure all students have access to strong tier one universal support for learning and social-emotional growth. We will continue articulating and implementing strong tier one best practices across the system to support the social-emotional wellness of BUUSD students. | <ul style="list-style-type: none"> ● Mandate that all meeting outcomes are tied to the district's Strategic Plan ● Use our district identified Effective Practices to guide: <ul style="list-style-type: none"> ○ instructional decisions ○ professional goals ○ progress monitoring ● Continued implementation of differentiated PBIS/social-emotional curriculum and programming (such as Developmental Designs, Responsive Classroom, and mindfulness). | <ul style="list-style-type: none"> ● Discipline and SWIS data will show fewer students suspended and/or expelled as a result of repeated tier three behaviors. <ul style="list-style-type: none"> ○ students will spend increased time in tier one instructional environments due to early intervention which will in turn lead to greater academic achievement on state and local assessments ● Over time students will self-report increased safety, social-emotional wellness, and community connection <ul style="list-style-type: none"> ○ Student Climate Survey and YRBS data ● Health and Wellness data: <ul style="list-style-type: none"> ○ PE assessment ○ Dental Van ○ SNAP | <ul style="list-style-type: none"> ● Collaborative teams work together on improving MTSS ● Revise Teach-Point administrator and teacher interface ● Funding for Developmental Designs (BTM and BCM) ● .5 Data Coordinator supports the district by organizing different kinds of data ● Provide stipends to 5-7 Data Team Members per building |

| Required Component | Prioritized SU/SD Goal | Prioritized Strategies/Change Ideas | Measures | Human, material, and fiscal resources supporting implementation |
|-----------------------------|--|--|---|--|
| Academic Achievement | <p>Increase capacity for supporting PK-12 ongoing collaborative curriculum development and use of assessment data to inform instruction.</p> | <ul style="list-style-type: none"> ● Align researched-based instructional practices that support all learners: <ul style="list-style-type: none"> ○ Pre K-8 adoption of new math and literacy programs which support Effective Practices that have been identified by the district ○ provide associated professional learning (including PLG) ○ PreK-8 Math and Literacy Coordinator/Coaches to support and oversee the implementation of these new programs ○ PreK-12 Instructional Coaches to work with teachers as job embedded PD ○ Support specific grade levels with outdoor classroom experiences through ECO ● Provide opportunities for teacher leader roles (PLG Facilitators, Data Team members) ● Data teams will be in place in all buildings to monitor data and make recommendations regarding academic and non-academic data. | <ul style="list-style-type: none"> ● More students will achieve proficiency on local and state assessments (including SBAC, Star 360, and PNOA). ● Achievement gaps for disaggregated student groups will lessen (race, gender, disability status). | <ul style="list-style-type: none"> ● 6th-8th grade program materials for 6 year investment. ● Provide training, support, and funding to PLG facilitators and curriculum leaders. ● Partner with Great Schools' Partnership for consultation and coaching ● PreK-8 Math and Literacy Coordinator/Coaches ● Increase from 2 to 5 instructional coaches (including expansion to the high school) ● BT/BC Partner with North Branch Nature Center for consultation and coaching ● Provide stipends to 5-7 Data Team Members per building ● .5 FTE Data coordinator to assist in gathering data and generating displays that help to make the information accessible to all stakeholders. |

If you would like to include goals specific to an individual school and/or have more SU/SD goals, you can create additional rows.

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

If any schools in your LEA—or the LEA as a whole—are eligible for equity support, please list which of the goals or strategies above address a reason for the eligibility. If none of the goals or strategies address eligibility, please identify a separate goal or strategy for each entity eligible for supports.

| Eligible LEA or School | Prioritized Goal | Prioritized Strategies/Change Ideas | Measures | Human, material and fiscal resources supporting implementation |
|------------------------|---|--|---|--|
| Barre City | <ul style="list-style-type: none"> • Students have awareness of and appreciation for marginalized populations and their perspectives. • There are improved opportunities and resources for marginalized students to close achievement gaps. • Student voice is included in decision making | <ul style="list-style-type: none"> • Update curriculum program materials • Consult with North Branch Nature Center to bring engaging educational experiences to students | <ul style="list-style-type: none"> • Climate Survey data • Behavior data • Disaggregated ELA/Math SBAC data • VTSA • YRBS (results coming) | <ul style="list-style-type: none"> • Partner with Great Schools’ Partnership for consultation and coaching • Partner with North Branch Nature Center for consultation and coaching |
| Barre Town | <ul style="list-style-type: none"> • Students have awareness of and appreciation for marginalized populations and their perspectives. • There are improved opportunities and resources for marginalized students to close achievement gaps. • Student voice is included in decision making | <ul style="list-style-type: none"> • Classroom library audit • Update curriculum program materials • PD • Professional Learning Groups • Support student voice through middle school student council • Consult with North Branch Nature Center to bring engaging educational experiences to students | <ul style="list-style-type: none"> • Climate Survey data • Behavior data • Disaggregated ELA/Math SBAC data • VTSA • YRBS (results coming) | <ul style="list-style-type: none"> • Provide training, support, and funding to PLG facilitators and curriculum leaders. • Partner with Great Schools’ Partnership for consultation and coaching • Teacher stipends for revising curriculum and materials • Diverse texts and program related material • Partner with North Branch Nature Center for consultation and coaching |

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| Spaulding High School | <ul style="list-style-type: none"> • Students have awareness of and appreciation for marginalized populations and their perspectives. • There are improved opportunities and resources for marginalized students to close achievement gaps. • Student voice is included in decision making | <ul style="list-style-type: none"> • Library Audit • Update curriculum program materials • PD • Professional Learning Groups • Support student voice through a youth leader group JEDI (Justice, Equity, Diversity, and Inclusion) | <ul style="list-style-type: none"> • Climate Survey data • Behavior data • Disaggregated ELA/Math SBAC data • VTSA • YRBS (results coming) • Graduation rates | <ul style="list-style-type: none"> • Provide training, support, and funding to PLG facilitators and curriculum leaders. • Partner with Great Schools' Partnership for consultation and coaching • Teacher stipends for revising curriculum and materials • Diverse texts and program related material |
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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?

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| Process of Evaluating the Implementation and Results of your Continuous Improvement Plan |
| <p>As data becomes available, we will use Plan, Do, Study, Act cycles for implementation and monitoring. The Plan-Do-Study-Act (PDSA) method is a way to test a change that is implemented. Going through the prescribed four steps guides the thinking process into breaking down the task into steps and then evaluating the outcome, improving on it, and testing again. If and when it becomes apparent that a change idea isn't working (data trending differently than expected), we will regroup and identify an alternative change idea and associated human, material and fiscal resources to support implementation.</p> <p>Plan-Do-Study-Act (PDSA) Directions and Examples https://education.vermont.gov/sites/aoe/files/documents/PDSAToolkit.pdf . Vermont Agency of Education. 8/30/2022</p> |