Calais Elementary School
Continuous Improvement Plan 2017
(Addressing Education Quality Standards, AYP Plan and Title I Schoolwide Plan Requirements)

School Name: Calais Elementary School   Title I Schoolwide (Y/N): Y   Supervisory Union: Washington Central
Superintendent: Bill Kimball   SU Phone: 229-0553   Superintendent Email: bkimball@u32.org
Principal: Cat Fair   School Phone: 454-7777   Principal Email: cfair@u32.org

Goal Number: #1 **Literacy**	*Statement of Goal:* - Students will demonstrate proficiency in reading and writing skills in accordance with the CCSS. Progress will be measured by state, district, and local assessments as well as formative assessment within the classroom.

Goal addresses what identified need? What data supported the identification of this need?	*When will this goal be realized (date or "ongoing")?*
1. **Writing** There is some internal evidence that students are making progress in writing; in general there is an average improvement of 0.5 points (on a scale of 1-4 where 3=meeting standards) in the average score between pre-instruction and post-instruction writing prompts. Spring 2016 report card data show that 78% of students in grades 4-6 are proficient in writing and students in grades K-3 are 76% proficient. SBAC results show we have made progress in all areas, it is unclear if our students are making progress or if we are improving on the way we administer the test. 2. **Reading** Reading is CES's strongest academic discipline as measured by student climate survey results, and internal assessment data. There is still room for growth in reading, particularly in terms of ensuring that those who do not meet grade level targets make more than a year's worth of growth and thus get closer to grade level each year. Again, SBAC results show we have made progress in all areas, it is unclear if our students are making progress or if we are improving on the way we administer the test. Additionally, all data show persistent gaps in proficiency based on special education status and	Ongoing

family income. **Fountas & Pinnell (F&P) and the Developmental Reading Assessment (DRA2) Benchmark Assessment Results from 2015-2016** In grades 1-3, 93% of students were proficient by winter assessment In grades 4-6, 69% of students were proficient by winter assessment **Report Card Data for 2015-2016** In grades 1-3, Semester 1 report cards show 91% of students were proficient in literacy standards In grades 4-6, Semester 1 report cards show 81% of students were proficient in literacy standards	

How does this goal translate into student outcomes? Identify your supporting data and performance indicators.
   1. 80% of students will meet grade level expectations on writing conventions checklists administered on assignments from all content areas by the end of the year. Those not meeting grade level expectations will demonstrate more than a year's worth of progress.
      ○ We will use checklists throughout the year and tabulate overall performance across assignment types and content areas quarterly.
   2. 100% of students will meet grade level expectations or make greater than one year of progress on reading benchmark exams.
      ○ Fountas & Pinnell Benchmark Assessment in grades K-3
      ○ DRA-2 in grades 4-6
	Anticipated funding sources (Title I, Title IIA, etc.):
	Title I - Reading Specialist
	Title IIA - SU Curriculum and PD work

How does this goal reflect SU goals or priorities? Literacy specialists across WCSU are working on student learning outcomes in reading and on ensuring our local reading assessment system is robust and uniformly/effectively administered. These student learning outcomes are reflected in the WCSU Student Learning Outcomes and Performance Indicators for each grade level.	Implementation lead (name and role): Marcy Larrabee, CES Reading Specialist, CES

The WCSU Literacy Steering Committee has been focused on writing for the past couple of years; this will likely remain the case for the immediate future as well. The student outcome articulated in writing is based on a CES-developed assessment tool. This tool has been designed to align completely with the SU-wide student learning outcomes in writing. In future years, we expect to have student outcomes for complete writing pieces articulated as SU-wide and school-based rubrics and assessment protocols will be developed in the coming year(s). Across the SU, school boards and the leadership team have articulated student learning outcomes. All these documents establish proficiency in all core content areas as a key indicator. Additionally, effective communication is consistently explicitly mentioned, making a focus on writing a very relevant choice.	Writing Committee member, and WCSU Literacy Steering Committee member

Task	Related Green Mountain Star Indicators	Person Responsible	Anticipated Completion Date	Status (Completed, in progress, etc.) and related notes
1. WCSU Literacy Steering Committee articulates first version of student learning outcomes in writing PreK-proficiency.		Director of Curriculum, Principals, Literacy Steering committee members	March 2015	In progress 1/15/15 Version 1 is complete and on Google site; each school is developing plans to roll them out at the school level by the end of March 2015

				8/2015 **Completed**
2. WCSU Elementary Literacy Specialists with U-32 support articulates first draft of student learning outcomes in reading PreK-proficiency.		Director of Curriculum, Principals, Elementary Literacy Specialists, some U-32 teachers	October 2015	In progress First draft will be completed and shared by October 2015 09/23/2015 In Progress **2/11/16 Still in progress**
3. Administer common assessments as articulated in WCSU local comprehensive assessment plan.		Director of Curriculum, Washington Central Leadership Team, classroom teachers, elementary literacy specialists	Ongoing annually	In progress We need to commit to Ongoing Calibration for WCSU early literacy assessments, **Fall 2016 assessments completed**
4. Washington Central Leadership Team (WCLT) calibrates observations and conducts walk throughs aligned with 2013 Danielson		WCSU Leadership Team	Ongoing	In progress WCLT

Framework .				participated in initial training and continues to calibrate at regular intervals during WCLT meetings We will need to provide Danielson training for all new teachers Completed in 8/2015 **Ongoing**
5. WCSU Elementary Literacy Specialists analyze data to determine necessary Tier 2 intervention and supports, including "quick start" planning		Literacy Specialists, Leadership team	Ongoing	Each June the elementary literacy specialists analyze data and create a "quick start" plan **06/2015 completed**
6. WCSU EST work group will revisit the EST process and make revisions to the process as necessary.		EST work group, WCLT	Fall 2015, ongoing	Ongoing In the summer 2013 a work

				group developed a comprehensive EST process; this needs to be revisited and revised. In progress, team re-convened in August 2015 to review. Identified need for updates on plans during parent/teacher conferences in November. **Ongoing**
7. Teachers routinely use formative assessment to improve their instruction.		Principals, Teachers	June 2016	**Most** teachers routinely use formative assessment.**On going**
8. Find and collate "approaching standard" "meeting standard" and "exceeding standard" benchmarks for all text types and grade levels. Consider the difference between long-term and on-demand pieces. Use WCSU rubrics and benchmark pieces to score		CES Literacy Committee	June 2017 Text type on-demand pieces in November 2016, January, and May 2017	**November 2016 writing prompts completed and first norming and scoring**

on-demand writing samples 3 times per year (one for each text type).				**session with all staff. Completed.**
9. Use student work analysis protocols to closely examine benchmark pieces. From this process, articulate what constitutes "good writing" at each grade level (possibly include text-type-specific notes) and find/develop a rubric that captures this. Vertical teams meet to calibrate scoring to the WCSU rubrics and benchmark pieces three times per year		CES Literacy Committee	June 2017 Set 2nd Wed. of the month meetings in Dec., March, and May/June to land just after prompts are due to be completed) #1 Nov #2 Feb #3 May	**November 2016 writing prompts completed and first norming and scoring session with all staff. Completed.**
10. Students and teachers use writing conventions checklist at least once each week - random sampling of formal and informal writing in all content areas; tabulate scores quarterly.		CES Literacy Committee, Teachers	November 2015, then ongoing	Checklists are finalized and teachers are using them periodically. **Ongoing**
11. Prepare summaries of reading and writing data to share on physical or virtual data wall and present to the board 2x per year.		Reading Specialist, Principal	Align with WCLT timeline	09/23/2015 compiling F&P Reading data now to be ready for Data wall
12. Engage students in goal setting and reflection		Principal,	Ongoing	Ongoing

		Teachers	September 2016 and February 2017	September 2016 and February 2017 **Fall completed**
in reading and writing at least quarterly. Engage students in goal setting and reflection in reading and writing at least twice per year using the Hopes and Dreams model from Responsive Classroom (Students will work with their previous grade teacher to come up with one of these goals that they can revisit in the fall with their new teacher)				

Goal Number: #2 **Math**	*Statement of Goal:* Students will demonstrate proficiency in math skills in accordance with the CCSS. They will have a commitment to working hard, setting mathematical goals, and growing as a mathematician. Progress will be measured by state and local achievement assessments, as well as the WCSU Assessments.

Goal addresses what identified need? What data supported the identification of this need?	*When will this goal be realized (date or "ongoing")?*
Of reading, writing, and mathematics, the lattermost is the subject for which the lowest percentage of students report being good students (scores are 91%, 79%, and 77%, respectively). SBAC results show we have made progress in all areas, it is unclear if our students are making progress or if we are improving on the way we administer the test. As in reading, there are persistent gaps in proficiency rates based on special education status and family income. **easyCBM Results from 2015-2016 (easyCBM is a universal screener for math in grades K-6. It is intended to flag students who are at risk, not compare data from fall to winter.** In grades K-3, easyCBM flagged 12% of students at risk for math	Ongoing

In grades 4-6, easyCBM flagged 23% of students at risk for math **Report Card Data for 2015-2016** In grades 1-3, Semester 1 report cards show 53% of students were proficient in math standards In grades 4-6, Semester 1 report cards show 82% of students were proficient in math standards	
How does this goal translate into student outcomes? Identify your supporting data and performance indicators. 　1.　80% of students will meet grade level expectations on CES number concept and fact fluency assessments by end of school year. Those not meeting grade level expectations will demonstrate more than a year's worth of progress. 　　　○ Schedule for assessment that includes at least three "tabulations" (synthesis of results to yield an overall proficiency score) spread across the school year will be established at the start of the year. 　2.　80% of students will meet grade level expectations on assessments of the first Standard for Mathematical Practice: Make sense of problems and persevere in solving them. 　　　○ A rubric that will emphasize the first part of the practice statement, affectionately termed the "look before you leap" standard, will be developed by end of September 2015. As with the number concept/fact fluency assessments, global proficiency will be tabulated at least three times per year.	*Anticipated funding sources (Title I, Title IIA, etc.): Title I, Title IIA* Local Budget - funding for new staff to attend math lab school Title IIA - SU Curriculum and PD work
How does this goal reflect SU goals or priorities? WCSU engaged in a comprehensive and collaborative math review conducted by LAPDA in the spring of 2014. This review highlighted formative assessment and instruction and assessment of the standards for mathematical practices as opportunities for increasing quality of instruction and therefore student achievement.	*Implementation lead (name and role):* Kate Rob, CES 4th Grade Teacher, CES Math

	Committee member, and WCSU Math Steering Committee member
The WCSU Mathematics Steering Committee has recently developed student learning outcomes in mathematics and is currently focused on establishing a local assessment system for mathematics. A screening tool was administered in December 2014 and will be administered in the Fall of 2015. Benchmark and summative performance tasks are being written in partnership with a neighboring SU and with the help of a consultant. A school-based focus on a two additional assessment tools is both well aligned with SU work and manageable as we work to adopt the SU-wide tools. Across the SU, school boards and the leadership team have articulated student learning outcomes. All these documents establish proficiency in all core content areas as a key indicator.	

Task	Related Green Mountain Star Indicators	Person Responsible	Anticipated Completion Date	Status (Completed, in progress, etc.) and related notes
1. WCSU Math Steering Committee creates benchmark and summative performance tasks in alignment with WCSU student learning outcomes, grades K-Algebra I.		Director of Curriculum, Math Steering Committee Members	June 2015	In progress **Version 2016 created June 20 - 22** After June 2015 this work will continue without consultant Ongoing
2. Administer common assessments as articulated in WCSU local comprehensive assessment plan		Director of Curriculum, Washington	Ongoing annually	In progress

		Central Leadership Team, classroom teachers		Star360 will be administered as a universal screener in Grades K-12 in the fall and winter, Fall 2015 complete, **Fall 2016 complete**
3. Washington Central Leadership Team calibrates observations and conducts walk throughs aligned with 2013 Danielson Framework .		WCSU Leadership Team	Ongoing	Initial training and continued calibration at WCLT meetings We will need to provide Danielson training for all new teachers Ongoing
4. EST work group will revisit the EST process and make revisions to the process as necessary.		EST work group, leadership team	Fall 2015, ongoing	Ongoing In the summer 2013 a work group developed a comprehensive EST process; this needs to be

				revised and revised- Ongoing
5. Teachers routinely use formative assessment to improve their instruction.		Principals, Teachers	June 2016	**Most** teachers routinely use formative assessment. **Math residency with WCSU math coach in November 2016 completed.**
6. WCSU math coach supports teachers as they align curriculum, instruction and assessment practices. 2016 Version - Ellen work in blocked out weeks, possible lesson study protocol at the beginning of school year.		Director of Curriculum, Math Coach, WCLT, Teachers	Ongoing	**First residency in 2016/17 completed.**
7. Staff reads a book about perseverance that is based on the most current research to help build a common understanding of grit. Example: <u>Helping Children Succeed What Works and Why</u> by Paul Tough After reading book, review 2015 rubrics for practice 1. Then make revisions/make		CES Math Committee, Teachers Kate Rob	September 30, 2015, then ongoing	Ongoing **Kate Rob and Cat Fair met to discuss PD opportunity. PD and book**

suggestions. Then develop and establish routine student and teacher use of rubric(s) assessing math practice #1: Making sense of problems and persevere in solving them. Plan to tabulate overall proficiency at least three times per year (1st Report Card, 2nd Progress Report, 2nd Report Card.)				**study not yet scheduled.**
8. Students will be assessed verbally at the beginning of the year for expected fact fluency at their grade level. Students that do not know 80% of their facts will be taught or retaught fact strategies. Then they will be verbally assessed more often until they reach that 80%. Once a student is at 80%, a targeted list of facts will be taught and studied by the student. Once the student is above 80% they will be assessed using a written assessment. Written assessments will be done before quarterly reports.		CES Math Committee, Teachers	September 2015, then ongoing	**Ongoing**
9. Prepare summaries of math data to share on physical or virtual data wall and present to the board 2x per year. Use data from district assessments.		Principal	Align with WCLT timeline	In progress
10. Engage students in goal setting and reflection in math around fact fluency at least quarterly.		Principal, Teachers	Ongoing	In progress
11. Deploy 0.50 FTE math interventionist strategically and effectively; develop protocols for		Principal, Math	Ongoing	Mary Carpenter is our .50 FTE

monitoring progress so that effectiveness can be measured		Interventionist		math interventionist, K-6

Goal Number: #3 **School Climate**	*Statement of Goal:* - We will provide an environment that feels safe, supportive, and empowering to all members of the school community - students, staff, and families. Progress toward these goals will be measured primarily by the annual climate survey, discipline data, and developing school-based tools to assess the personal responsibility and interpersonal skills identified in the Calais School Board's Student Learning Outcomes document.

Goal addresses what identified need? What data supported the identification of this need?	*When will this goal be realized (date or "ongoing")?*
1. Climate Survey Data In general, climate survey results from spring 2016 indicate that parents feel welcome and included in the school and have relatively few safety concerns. Staff members also report generally positive feelings about the school climate. Students report a more qualified sense of empowerment and safety. A few key results are listed below. Morale among teachers and support staff is 10% lower than in 2014, and slightly higher than it was in 2015.	Ongoing

2016 Parent Survey Results (15 Respondents)	
Statement	**% Agree/Strongly Agree**
I feel welcome at my child's school.	100%

2016 Parent survey data to be shared by June 2016

I am informed about my child's progress.	100%
My child is safe at school.	100%
There is adequate supervision during school.	100%
Teachers show respect for students.	100%
Students show respect for other students.	100%
The school meets the academic needs of students.	86%
The school meets the social needs of students.	93%

2016 Staff Survey Results (14 Respondents)	
Statement	**% Agree/Strongly Agree**
I feel like I belong at this school.	100%
I feel recognized for good work.	86%
I work with people who treat me with respect.	100%
I work with people who listen if I have ideas about doing things better.	93%
Morale is high on the part of teachers and support staff. (2 separate questions)%	78%
Morale is high on the part of students.	100%

2016 Student Survey Results

Grades 3-6, 57 total respondents	Grades 1-2, 23 total respondents
1 = not at all, 2 = some of the time, 3 = most of the time, 4 = all of the time	1 = yes, 2 = no, 3 = I don't know
"When I am at school, I have fun learning." 1 = 4%, 2 = 38%, 3 = 45%, 4 = 14%	"When I am at school, I have fun learning." 1 = 96%, 2 = 4%, 3 = 0%
"When I am at school, I have choices in what I learn." 1 = 14%, 2 = 46%, 3 =37%, 4 = 4%	"When I am at school, I have choices in what I learn." 1 = 83%, 2 = 4%, 3 = 13%
"I am challenged by the work my teacher asks me to do." 1 = 0%, 2 = 46%, 3 = 53%, 4 = 2%	"I am challenged by the work my teacher asks me to do." 1 = 87%, 2 = 4%, 3 = 9%
"At school, I work out problems I have with other students." 1 = 0%, 2 = 28%, 3 = 44%, 4 = 28%	"At school, I work out problems I have with other students." 1 = 91%, 2 = 0%, 3 = 9%
"Most students are nice to me." 1 = 5%, 2 = 23%, 3 = 56%, 4 = 16%	"Most students are nice to me." 1 = 96%, 2 = 4%, 3 = 0%
"When I am at school, I feel safe." 1 = 2%, 2 = 7%, 3 = 32%, 4 = 59%	"When I am at school, I feel safe." 1 = 100%, 2 = 0%, 3 =0%

2. Discipline Data

As of late March 2016, school discipline data collected via our office referral forms indicate a general improvement since the fall and a generally consistent distribution of referrals across days of the week. Minor problem behaviors are reported more frequently than major problem behaviors, with 64% of referrals being instances of the former. The most common problem behavior is minor physical contact/physical aggression; 23% of all referrals report this type of incident. Of non-classroom locations, the playground is the most frequent site of problem behaviors - 37% of non-classroom referrals are incidents that occur during recess. Time of day reporting supports the notion that recess is a tricky time; there are clear spikes in referral rates at 12:45 and 1:15, the middle of upper and lower unit recesses, respectively.

How does this goal translate into student outcomes? Identify your supporting data and performance indicators.
 	
   1. Demonstrable decrease in problem behaviors from fall 2016 to spring 2017.
      ○ Use SWIS data to track; consider setting a numerical target in November 2016 once the fall 2015 baseline is established.
   2. Significant individual improvement after implementation of Tier 2 interventions for students flagged by review of discipline, achievement, and attendance data.
      ○ Develop protocol for compiling and reviewing data at least quarterly.
   3. 100% of sixth graders successfully complete the Sixth Grade Service Project by June 2017.
	Anticipated funding sources (Title I, Title IIA, etc.):
	
	Local Budget - funding for PBIS materials, likely PD in social cognition for some staff
	
	Title IIA - SU Curriculum and PD work

How does this goal reflect SU goals or priorities? WCSU has an active Social Curriculum Steering Committee. Among other things, this committee builds on and coordinates the Responsive Classroom, Positive Behavior Interventions and Supports (PBIS), and Teacher Advisory (TA) work in which schools are already engaging. This committee and a subcommittee of the SU leadership team have also engaged in work to enhance annual training of all staff members in the prevention of bullying and harassment of students. The Sixth Grade Service Project is in keeping with SU work to consider how we systematically assess student learning. A full spectrum of assessment work is underway; there are efforts to develop/adopt everything from universal screening tools that measure mastery of very basic core content skills to performance tasks that assess complex, transferable skills. Additionally, school board and leadership team vision and student learning outcome documents consistently make explicit mention of students engaging with and contributing to their local and global communities.	*Implementation lead (name and role):* Jamie Bohn, CES PBIS Coordinator, CES Paraeducator and RBT Mary Beth Langevin, School Counselor Cat Fair, Principal

Across the SU, school boards and the leadership team have articulated student learning outcomes. All these documents establish proficiency in personal responsibility and interpersonal skills as a key indicator.

How does this goal reflect SU goals or priorities? C.E.S. has several volunteering opportunities including PTNO, Hands on Nature (Four Winds), and classroom volunteering opportunities. To increase community involvement we intend to encourage more volunteering opportunities in areas such as gardening, nutrition activities, Girls on the Run, Boys on Bikes, or drama. There are also initiatives for inviting the community into the school for school sponsored activities, including Bring a Neighbor to Lunch Day. A survey could help to identify resources and needs. With this information staff can promote opportunities to increase the number of volunteers and frequency of volunteer work within CES. By encouraging more opportunities for volunteering there will be more opportunities for community involvement and interactions at the school.	*Implementation lead (name and role):* Mary Beth Langevin, School Counselor Cat Fair, Principal

Task	Related Green Mountain Star Indicators	Person Responsible	Anticipated Completion Date	Status (Completed, in progress, etc.) and related notes
1. WCSU Social Curriculum Steering Committee reviews behavioral data, identifies trends and considers ways to make improvements. N-N being created currently		Director of Special Services, Director of Curriculum,	Ongoing	In progress Social curriculum steering

		Social Curriculum Steering Committee		committee met on 1/13/15 to review behavioral data and legal counsel information regarding bullying and harassment. Nearly Complete as of 10/28/15 SEL standards K-12. Completed in February 2016, will roll out to WCSU for feedback. **On Hold**
2. (Elementary only) All teachers new to WCSU attend Responsive Classroom summer institute within their first two years of employment.		Director of Curriculum, Principals, WCSU Responsive Classroom trainers	Ongoing	In progress WCSU supports three RC trainers; we will ascertain needs for RC I and II institutes in spring 2016. Complete

3. (Elementary only) Schools that are meeting the criteria for Tier 2 implementation of PBIS will do so; all PBIS schools will continue to use data to support Tier 1 practices across the school.		Principals, Director of Special Programs, school PBiS team	June 2016	In progress By June 2016 all PBIS schools will have completed Tier 2 implementation training. **Complete**
4. All teachers complete mandatory training on bullying and harassment.		Washington Central Leadership Team	Annually	In progress Mandatory training happens each August and as new employees are hired; WCLT met with legal counsel about bullying and harassment in October 2015.**Completed by 9/11/16**
5. (High school only) All high school teachers participate in TA training.		U-32 administrators		n/a
8. All sixth grade students successfully complete Sixth Grade Service Project (SGSP).		Principal	Ongoing	Consider building on

				spring 2016 version; at a minimum, replicate spring 2016 work. Targeted to outline for students and families by 12/1/16 **Team will meet on 12/13/16 to revise planning**.
9. Prepare summaries of behavior, climate, and personal responsibility/interpersonal skills data to share on physical or virtual data wall and present to the board 2x per year.		Principal	Align with WCLT timeline	In progress
10. Engage students in goal setting and reflection at least twice per year.		Principal, School Counselor, Teachers	Ongoing	Ongoing
11. Staff climate - Engage staff regularly in team building and opportunities in staff meeting to address climate		Principal and PBiS team	Ongoing	Ongoing

12. Volunteer Survey - Create a survey to determine the resources available in the community for volunteering and needs the community believes could be met through accessing volunteers. Once completed, survey the community and use the data to promote volunteer opportunities in the school.		School Counselor, Principal, Community Member	Fall 2016	Initiate in the Fall of 2016 **On Hold**

Continuous Improvement Team Members and Roles:

Cat Fair, Principal

Kate Rob, 4th Grade Teacher/WCSU Math Steering Committee Member

Marcy Larrabee, Literacy Specialist/WCSU Literacy Steering Committee Member

Mary Beth Langevin, School Counselor

Heather Scandale, Parent/Community Member

Katie Reed, School Board Member/Parent

Reviewed by the School Board on (Date): December 15, 2016

Note: connection to school board goals and student learning outcomes can be found here: CIP/Board Goals & Outcomes Crosswalk

Posted in PDF form on the school's web site on (Date):