

RCPS - Vermont Continuous Improvement Plan

LEA: **Northeast Primary School - Rutland City Public Schools**

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Collaborative Stakeholders Represented: **Justine Ruhlin - Principal, Sharon Napolitano - Coordinator of Support Services, Lucy Davine (2nd Grade Teacher and Parent), Jodie Lunna (2nd Grade Teacher), Nicole Comanducci (2nd Grade Teacher), Sierra Maxwell (1st Grade Teacher and Parent), Sherry Kamyk, (1st Grade Teacher), Leah Abatiell (1st Grade Teacher), Geri Brusio (Kindergarten Teacher), Alyssa Flynn (School Psychologist), Katie Opiela (Special Educator), Nikki Adams (Special Educator), Kelly HuttVater (Interventionist), Phyllis Smith (Interventionist)**

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
4. **RCPS RESOURCES: RCPS Strategic Plan , Strategic Plan Implementation Guide**

Academic Data	Demographic Data
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Academic Plan Type:

25% on an EST Plan
 20% eligible for Special Education
 3% on 504 plan

FAST - Fast aReading By Grade

FastBridge 23-24 E

Term	High Risk	Some Risk	Low Risk	Advanced	Avg Score
2nd 23-24 Fall	30%	22%	16%	32%	472.22
2nd 23-24 Winter	33%	22%	27%	18%	413.8
2nd 23-24 Spring	26%	26%	24%	24%	473

Legend:
 ● Advanced
 ● High Risk
 ● Low Risk
 ● Some Risk
 — Avg Score
 — Aug '23 Nat'l Mean

Current Enrollment:
 204 Total Students (06/01/2024)
 47 Kindergarten Students
 71 1st Grade Students
 86 2nd Grade Students

Gender:
 58% Male Students
 42% Female Students

Race/Ethnicity:
 81% White
 8% 2 or More Races
 6% Hispanic/Latino
 3% Asian
 2% Black/African American
 1% Not specified

2% identified as Multi-Language Learners (MLL)
 4% currently experiencing homelessness

Behavior and Attendance Data

Climate/Perception Survey Data

87% Daily Attendance average across all grade levels (The percentage of time a student is *present* for the entire day)

340 major incidents to date (6/12/24) Top 3 Major Behavior Types:

- 117 Disruption of the learning environment that compromises the safety of others
- 105 Physical aggression (hitting/kicking/pushing/spitting)
- 36 Targeted language (swearing/threats/sexualized language)

16 Events of Suspensions for 6 Individual Students

- 7 bus suspensions
- 8 out of school suspensions
- 1 in school suspension

Behaviors occur most frequently:

- In the Classroom
- On Tuesdays (78) and Wednesdays (80)
- Around 1:00 pm
- Month of October, September and May

Climate and Perception Surveys are given to staff and families x3 per year (October/March/June) via Google Forms. The following areas were selected based on averages of positive/affirmative answers to statements. The same questions were used on all 3 surveys. Survey response rates fluctuated throughout the year and areas of improvement were selected based on the lowest average score. *See separate handout.*

Identified areas of needed improvement for SY 24-25:

Family Engagement:

Students at Northeast Primary School respect each other's differences - 82% average response rate in agreement

Staff Climate:

The ongoing Illustrative Math professional development and support has been purposeful and effective - 23% average response rate in agreement

I have access to the teaching and learning resources that I need this year - 70% average response rate in agreement

Identified areas of strength from SY 23-24:

Family Engagement:

Teachers at Northeast Primary School have high standards for achievement - 99% average response rate in agreement

Teachers at Northeast Primary School genuinely care about the well-being of my student - 96% average response rate in agreement

Staff Climate:

The virtual morning announcements are a positive addition to our school day - 98% average response rate in agreement

I feel physically safe when I am in the Northeast Primary School building - 96% average response rate in agreement

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Required Component	Prioritized SU/SD Goal	Prioritized Strategies/Change Ideas	Measures	Human, material, and fiscal resources supporting implementation
<p>Academic Achievement RCPS Strategic Plan Priority Area 1: Teaching and Learning</p>	<p>Teaching and Learning are structured to provide all students access to high-quality instruction and standards-based content that clearly identifies student learning and supports student growth toward Portrait of a Graduate traits.</p>	<p>In the areas of literacy and mathematics, our students' proficiency performance indicates that they are significantly below the expected grade-level expectations for 3rd grade according to the VTCAP assessment. Students entering and exiting Kindergarten have demonstrated below-grade-level performance of knowledge and mastery of letter/sound recognition which has led to the perpetuation of reading below grade level in 1st and 2nd grade.</p> <p>Nearly 50% of students at Northeast Primary School are on some form of IEP, 504, or EST plan. These rates are alarming given that students in our building are in their earliest years of education and requiring additional MTSS interventions. This data begs the question of the effectiveness of our Tier 1 math and literacy practices and perhaps an over-labeling of students with disabilities. By focusing on evidence-based, best-practice literacy research and investing in quality professional training, we can adapt our instructional practices to integrate with our newly built/reestablished documentation systems from the 2023-</p>	<p>Student Achievement Data:</p> <ol style="list-style-type: none"> 1. Reduction in the labeling of students for EST/IEP/504 support plans in congruence with assessments administered with fidelity and progress monitored with district-approved benchmark and diagnostic assessments (ie., Fastbridge, common local assessments) 2. 3rd-grade VTCAP performance in SY 25-26 3. Administration of Fastbridge for 1st and 2nd-grade 	<ul style="list-style-type: none"> • Ongoing professional development support with Illustrative Math and support of K8 Math Coach during SY 24-25 • Ongoing professional development support with Heggerty (phonemic awareness program) as needed (virtual options) • Adapt and adopt considerations from Partnerships in Literacy and Learning literacy audit and presentation from

		<p>2024 school year.</p> <p>Between 2020 and 2024, teams of grade-level educators worked to prioritize standards, develop units of study, and create scope and sequence materials for math, ELA, science, and social studies. This work has made for a more cohesive curriculum and common core standard alignment. By shifting our focus to assessment and measures during the 24-25 school year, we will be entering the final stages of this district-wide AGVC work.</p> <p>By adding a 3rd day of collaborative meeting time during Data Review Weeks (which occur 3 times per year) for interventionists and classroom teachers to review student performance data, teams plan for more aligned and targeted skills work with individual students. (2 days to review intervention performance with teachers, 1 day to plan with classroom teachers on targeted skills for both classroom teacher and intervention to work on collaboratively per child). Data Weeks occur in November, March, and June</p>	<p>aReading and aMath, with data day review of performance indicators x3 per year</p> <p>4. Input and review of Foundations and Illustrative Math unit assessment scores in eduClimber for timely visualization</p>	<p>June 2024.</p> <ul style="list-style-type: none"> K2 Common Local Assessment creation and centralization with K8 Literacy Coach and Northwest Primary School along with review and adaptation of report card indicators that accurately reflect the AGVC work during Summer 2024 and throughout SY 24-25.
<p>Safe and Healthy Schools</p> <p>RCPS Strategic Plan</p> <p>Priority Area 2: Evolution of Wellness Through Inclusive</p>	<p>Embody a culture of well-being through practices and infrastructure to enhance the physical, social, and</p>	<p>As a primary school serving a diverse body of students with a wide range of SEL experiences and needs, we strive to use restorative approaches and trauma-informed practices to support and teach our students. As an industry aligned to</p>	<p>Student Behavior Data:</p> <p>1. Tier 3 behavior tracking systems are reviewed 3x per year with counseling and</p>	<ul style="list-style-type: none"> Ongoing resiliency and collective efficacy training with Onward framework using CFUs from 23-24

<p>School Communities</p>	<p>emotional health of our students and staff, contributing to the vitality of our school community.</p>	<p>the values of service to others, our team of educators first needs to recognize their own emotional resiliency and strategies to stay regulated to co-regulate with dysregulated children at school. In short, our teachers need to model and use what we're teaching about SEL to create emotionally inclusive spaces for students, staff, and families.</p> <p>Building a strong classroom foundation that promotes inclusion and belonging through proactive community circle-building and restorative approaches at the Tier 1/Universal level is imperative in our work. Training staff in circle keeping and peer mediation are Tier 1 tools that will support all students.</p> <p>Additionally, ensuring our behavior-tracking systems promote restorative/repairative responses will help maintain fidelity in our practice. By revisiting our PAWS/PBIS expectations at the beginning of the year and reinforcing our schoolwide PAWS expectations at the classroom and small group levels, we can meet the VTPBIS MTSS Tier 1 - Tier 3 behavior support suggestions.</p>	<p>behavior support teams. These teams work with teachers and service providers to ensure BIPs are followed with fidelity and serve as team leaders for meetings with families.</p> <p>2. A mid-year data review of Tier 3 behavior supports shows a positive trend that students with major behaviors (6 or more behavior referrals) who receive proactive and positive interventions (ie., CiCo, lunch group, FBA, BIP, CSP, visual schedules, motor breaks, etc) saw stagnation and drop off in behavioral referrals. For reference, at the November 2023</p>	<p>SY. In addition to x1 faculty meeting, increase staff meeting time to x2 per month with one meeting dedicated to Onward framework and teachings for staff.</p> <ul style="list-style-type: none"> Restorative Justice training with the Center for Restorative Justice at Suffolk University is anticipated for August 2024 with all Northeast Professional staff. This work will focus on teaching staff how to run proactive community circles, a foundational necessity for the restorative process. This work will be led by the CRJ staff and reinforced by the school
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			<p>Tier 3 behavior review, 20 students were identified as needing increased support as listed above, and at the March 2024 Tier 3 behavior review, 15 students remained on the list.</p>	<p>administration with support from team leaders and counselors.</p> <ul style="list-style-type: none"> Continued use of virtual morning announcements to do mini-social skill review lessons on monthly character traits and PAWS expectations. The continued use of Google Classroom where counselors and support staff can share videos of “expected” and “unexpected” behaviors will
<p>Professional Support and Development</p> <p>RCPS Strategic Plan</p> <p>Priority Area 3:</p> <p>Resources for Success</p>	<p>Secure, cultivate, and sustain resources to empower and uplift a diverse community, fostering an environment of adaptability, collaboration, and critical thinking.</p>	<p>Developing and growing a flexible, talented, compassionate, and positive professional team at Northeast Primary is essential to our students’ success. As indicated in the data collection above, the following are areas tied to the RCPS Strategic Plan of Resources for Success that will drive our change ideas:</p> <p><i>Family Engagement:</i> Students at Northeast Primary School</p>	<p>1. Continued administration of Staff and Family Engagement and Climate Perception Surveys (Beginning/Middle/End of Year) during 24-25 SY.</p>	<ul style="list-style-type: none"> Onward Resiliency Guide and Workbook for staff in SY 24-25 purchase with CFUs for 4 Review/adjustment of goals based on average response

		<p>respect each other's differences - 82% average response rate in agreement</p> <p>Staff Climate: The ongoing Illustrative Math professional development and support has been purposeful and effective - 23% average response rate in agreement</p> <p>I have access to the teaching and learning resources that I need this year - 70% average response rate in agreement</p> <p>We will continue to work with our ELA and math coaches as it relates to resource allocation, distribution and professional development in the areas of literacy and math. Additionally, as a building, we will reallocate intervention and special educator meeting time to allow for cross-tier collaboration and discussion of strategies and best practices for students below grade level.</p> <p>Finally, to help work on areas of professional capacity and collective efficacy, as a building we will redesign faculty meeting time to allow for x1 per month for building-based need and x1 per month for educator resiliency building to enhance our collective efficacy.</p>	<p>2. Professional goals tied to educator resiliency and emotional intelligence cultivation and growth (ie., we can't take care of children if we don't first take care of ourselves) will help teachers practice what they teach to students during morning circles and social skills time, all while promoting personal growth and self-awareness.</p> <p>3. By adjusting the professional meeting schedule to allow interventionists to meet with special educators, we aim to reinforce the targeted and intensive layers of our MTSS model by increasing professional work</p>	<p>rates in Family and Staff climate surveys. Continued transparency and review with families and staff of each rounds results.</p>
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			<p>time to be more collaborative. Presently, special educators and interventionists meet separately and do not have time to discuss, problem-solve, or share strategies about students receiving intensive or specialized instruction. By increasing their meeting time to x1 per month together, we intend to enhance professional learning and in turn, increase opportunities to improve student achievement progress.</p>	
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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?

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

Northeast Primary School Mission:

At Northeast Primary School, educators support high standards of teaching and learning in which both staff and students are active participants. We believe in a holistic approach to teaching our students; addressing their academic needs alongside their social and emotional needs. We remain steadfast in our commitment that students will achieve their potential and be able to use their learned skills for problem-solving, decision-making, and continued educational growth. We believe:

- All students will learn when they are provided opportunities to do their best and a positive physical and emotional environment by their school, family, and community.
- The school shall initiate a positive home-school partnership that promotes education as a valuable experience for both home and school partners.
- An effective leader communicates, coordinates, evaluates, and supervises the education process for all children and staff in a professional and supportive manner.
- Northeast school staff have high expectations for each child's success and will continually seek ways to reflect on their practice and improve their own professional skills
- Children should be treated with respect and dignity and are best supported by a school staff that is inclusive, creative, and nurturing.

In order to evaluate the implementation of the 2024-2025 Continuous Improvement Plan, the following will be established:

What should this look like? Narrative or bullet points?