

Continuous Improvement Plan (CIP) SU/SD/LEA:  
Rutland City Public Schools

School: Northwest Primary School, 80 Pierpoint Avenue, Rutland Vermont

**PHASE 1: –Assess and Innovate**

Collaborative Stakeholders Represented:

Christy Coloutti	School Principal	Planning meeting and beyond
Jessica Henderson	Coordinator of Support Services	Planning meeting
Alicia Engel	School Psychologist	Planning meeting
Susan Cody	Classroom Teacher	Planning meeting
Kate Troy	Interventionist	Planning meeting
Jenna Boynton	Special Educator	Planning meeting
Ryanne Spaulding	Behavior Specialist	Planning meeting
Amanda Gurney	Counselor	Planning meeting
Bryan Cupoli	Physical Education Teacher	Planning meeting
Gail Campopiano	Classroom Teacher	Pre/post planning meeting
Susan Tanen	Literacy Coach	Planning meeting
Dana Johnson	Math Coach	Planning meeting
Katie Carey	Parent	Planning meeting
Patricia Aigner	Director of Technology	Preliminary discussions Planning meeting
Bill Olsen	Superintendent of Schools	Preliminary discussions, Planning meeting
Rob Bliss	Assistant Superintendent (current)	Preliminary discussions, Planning meeting
Bianca McKeen	Assistant Superintendent (beginning July, 2024)	Preliminary discussions, Planning meeting

**Northwest Vision Statement**

At Northwest School, we value a safe, nurturing environment that fosters independence as students develop a lifelong love of learning. We agree to show respect, treat others with kindness, always be safe, and reach for the stars. Every Student! Every Day!

Rutland City Public Schools cultivates a passionate, diverse, and resilient community of critical thinkers who learn with purpose, create innovative and responsible solutions, and lead lives of integrity.

We empower students to be accomplished, individuals and community members.

We will:

Deliver a comprehensive and engaging curriculum for a diverse student body.

Provide a safe and healthy environment that fosters mutual respect.

Address the social and emotional needs of all students.

Students will:

Take responsibility for their education.

Develop their intellectual, creative, social, emotional, and physical abilities.

Be productive members of the school and community.

**Broad Area(s) of Focus Based on Data Review:**

**Academic Proficiency:**

In the areas of literacy and mathematics, our students are demonstrating skills significantly below the expected standard on local assessments and on the 3rd-grade VTCAP scores.

**Safe School Climate:**

Classrooms need enhancement to support all levels of the social and emotional deficits of our young learners. Social and emotional health deficits hinder student readiness for learning, particularly among those who have experienced significant trauma. Meeting the diverse social and emotional needs of students, especially considering the majority have experienced at least three Adverse Childhood Experiences (ACEs), presents a considerable challenge. Improving skills and abilities to address these needs is crucial.

Identified Priority Problems of Practice: We need to refine our curricular framework and establish consistent expectations for reading, writing and word work. We need to improve our instructional practices to meet the needs of all learners including those with significant trauma in both areas of literacy and mathematics.

Presently, 53% of our student population is under a plan due to their performance falling below expectations. We believe that early and robust classroom community building and intervention, encompassing both social-emotional learning and academics, are intertwined. Research and data analysis indicate that early intervention fosters improvements in literacy and math, potentially mitigating the effects of traumatic experiences. Our eligibility for comprehensive support is based on our performance in literacy and math among third-grade students.

Date: May 7, 2024

Root Cause Analysis: The main challenge is the varying readiness skills among students, particularly at younger ages. To address this, teachers should gain a clear understanding of grade-level learning standards and customize materials for individual learners, considering trauma-informed and restorative practices. It's also important to ensure seamless progression by aligning materials vertically across grades to prevent learning gaps.

Students frequently face challenging situations at home and may lack adequate social and emotional support from their families. Therefore, teachers must receive training and guidance on supporting students with these needs in the school environment. Staff members need to enhance their knowledge of trauma-informed practices and improve their instructional strategies to effectively address students' social and emotional needs. Additionally, students require consistent and effective instructional support and intervention in Math and English Language Arts (ELA). Teachers should also build their capacity to deliver proficiency-based instruction and provide opportunities for project-based and experiential learning.

**Theory of Improvement/Action:**

If we provide targeted professional development for staff in the area of literacy, and analyze data in a PDSA cycle through a lens of literacy and direct instruction, students will increase in academic achievement. If teachers are provided with resources/ training / professional development to increase student background knowledge and vocabulary, it will support growth in ELA (reading and writing) and proficiency rates will increase.

Another focus will be social and emotional health, if teachers provide direct access to sensory regulation strategies on a consistent basis, students will gain strategies to maintain a stronger focus in the classroom. We will do a PDSA cycle of selected classrooms piloting a sensory program. Data for these classes will be monitored to see if behavior referrals decrease and if academic scores increase over time.

These were the identified areas for comprehensive support on the Annual Snapshot provided to us in December 2023. If we provide additional counseling and support for students, in particular, our marginalized students and extended learning opportunities, and PD for staff, with the goal of a strong tier-one learning environment, we will be able to create a learning environment in which students improve their emotional health and feel safe and respected.

We are appreciative of the many supports used to increase the social-emotional and academic well-being of every child. These supports include district coaches, interventionists, and personalized intervention software platforms (Clever, SeeSaw); we would like to see an expansion of resources such as classroom libraries, trauma informed practices, in-house mentoring, consultants/supports for math and literacy to address the academic deficiencies which would improve components of social/emotional health for students.

Prioritized Goals	Explanation
<p><b>Goal #1: Teaching and Learning Literacy:</b> Provide and align common instructional practices that will accommodate the learning of all students and allow greater achievement of proficiency.</p> <p><b>What do we want to accomplish? SMART Goal(s)</b></p>	<p><b><i>SPECIFIC</i></b>– Professionals will continue to refine the agreed upon, comprehensive curricular framework by establishing consistent expectations for reading, writing and word work using the CCSS and aligned materials. Ensure that the assessment plan in place is comprehensive and addresses critical literacy components, as well as classroom instruction, to support instructional decision-making.</p> <p><b><i>MEASURE</i></b> – Increase of VTCAP scores for students in 3rd grade and increase of local assessment measures for students in grades K-2</p> <p><b><i>ATTAINABLE</i></b> - As a school, there will be an average increase of 10% in the number of students meeting proficiency as measured by the VTCAP.</p> <p><b><i>REALISTIC</i></b> – Based on our current professional development plan and access to resources we feel that this is a realistic goal. Teachers will receive ongoing support with a literacy consultant with the anticipated funds provided by the agency of education for being identified of a school in need of comprehensive supports</p> <p><b><i>TIME BOUND</i></b> – by the end of fiscal year 2026.</p> <p><b>This will be accomplished through professional development activities and structural alignments such as (but not limited to)</b></p> <ul style="list-style-type: none"> <li>● Curricular alignment</li> <li>● Creating a schedule that maximizes access to literacy instruction for all students. Students need direct instruction from the classroom teacher. Intervention is additional to core instruction.</li> <li>● PLC meetings that support researched/evidence-based instructional practices</li> <li>● PD in Data literacy, as well as use and application of Educlimber</li> <li>● Support to assist our Multi-Language Learners</li> <li>● Increase opportunities to incorporate literacy into other domains of instruction (such as science, technology, enrichment).</li> <li>● Dedicated ongoing time for data analysis and planning</li> <li>● Additional training in the area of differentiated instruction.</li> <li>● Access to Literacy consultants</li> <li>● Ongoing development of classroom-level additional differentiated instructional practices</li> </ul> <p><b>This goal addresses the following standards:</b></p>

	<ul style="list-style-type: none"> <li>• Standard 2 – Content Knowledge &amp; Skills: 4, 5</li> <li>• Standard 3 – Instructional Practice: 6, 7, 8</li> </ul>
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<p><b>What change(s) can we make that will result in improvement?</b></p>	<ul style="list-style-type: none"> <li>• Review current programs, instruction, and assessment to align content with the standards.</li> <li>• Review scope and sequence and pacing guides within and among grade levels to ensure common instructional practices in classrooms.</li> <li>• Analysis of VTCAP test items, their rigor, and requirements for endurance.</li> <li>• Content coaches will meet with all teachers to outline focuses that weave through grade levels.</li> <li>• Use the K-12 curriculum alignment documents outlining existing curriculum expectations or outlining changes to curriculum expectations to complement alignment with future VTCAP tasks. Support the literacy coach work with teachers to outline the instructional practices for reading.</li> <li>• Individual grade-level meetings with teachers to build an understanding of VTCAP expectations.</li> <li>• Increased opportunities for vertical articulation within the Pre-K through grade 3.</li> <li>• Opportunities to support students within the non-instructional calendar such as after-school and during the summer break.</li> <li>• Provided additional resources to promote literacy practice including technological programs.</li> <li>• To improve literacy instruction, teacher content knowledge, use of data and assessment to drive instruction, and align with standards, literacy coach to provide job embedded PD.</li> </ul>
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<p><b>How will we know our change(s) resulted in improvements?</b></p>	<p>10% more of the third-grade students will attain proficiency on the State assessment.</p> <p>Students will show consistent growth as demonstrated by school-wide measures and progress-monitoring data.</p>
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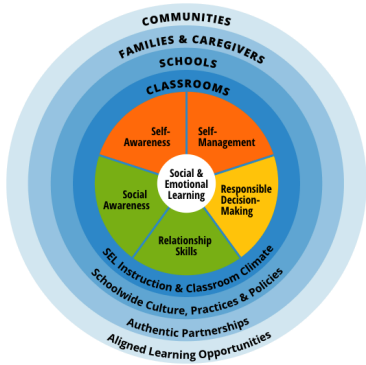
<p><b>Funding Source(s)</b></p>	<p>School improvement grant and Federal Program Funds (Title I, II &amp; IV);, local and state funding, BEST Funding</p>
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Prioritized Goals	Explanation
<p><b>Goal #2: Teaching and Learning Mathematics:</b></p> <p>Northwest Primary will develop an instructional timeline that aligns skills and concept development with prioritized grade-level standards to improve teacher efficacy and student learning outcomes.</p> <p><b>What do we want to accomplish?</b></p> <p>Maximization of instructional time to improve student learning outcomes</p> <p>Is directly aligned with the broad area(s) of focus, EQS domains and identified problems. They describe the broad expectations you have for the target improvement area.]</p>	<p><b><i>SPECIFIC</i></b>– We will create an instructional guide that specifies timelines prioritizing instructional strategies in alignment with curricular content.</p> <p><b><i>MEASURE</i></b>– Increase of VTCAP scores by 10%, increase student outcomes on local measures (i.e. unit assessments) as defined by benchmark levels.</p> <p><b><i>ATTAINABLE</i></b> - As a school, there will be an average increase of 10% in the number of students meeting proficiency on VTCAP.</p> <p>Local Data (end of unit assessments on Illustrative Math):</p> <ul style="list-style-type: none"> <li>● Current spring 2024 kindergarten scores are at 85% (May 2024) achievement of proficiency. SY'25 K Goal: Continued 85% of incoming students achieving proficiency with kindergarten-prioritized math concepts.</li> <li>● Current spring 2024 first-grade scores are at 81% (May 2024) achievement of proficiency. SY'25 1st Grade Goal: 85% of (SY'24 K cohort) students achieving proficiency with grade 1 prioritized math concepts.</li> <li>● Current spring 2024 second-grade scores are at 62% (May 2024) achievement of proficiency. SY'25 2nd Grade Goal: 80% of (SY'24 1st grade cohort) students achieving proficiency with grade 2 prioritized math concepts.</li> </ul> <p><b><i>REALISTIC</i></b> – based on our current PD plan and access to resources we feel that this is a realistic goal.</p> <p><b><i>TIME BOUND</i></b> – by the end of fiscal year 2026-2027</p> <p><b>This goal addresses the following standards:</b></p> <ul style="list-style-type: none"> <li>• Standard 1 – The Learner and Learning: 1, 2, 3</li> <li>• Standard 2 – Content Knowledge &amp; Skills: 4, 5</li> <li>• Standard 4 – Professional Responsibility: 9, 10</li> </ul>

<p><b>What change(s) can/did we make that will result in improvement?</b></p> <ul style="list-style-type: none"> <li>• <b>Strategies should be directly connected to the goal and EQS domain.</b></li> </ul>	<p>The grade levels, in collaboration with the math coach:</p> <ul style="list-style-type: none"> <li>• Gather teacher feedback and reflections throughout the year.</li> <li>• Utilize data dashboard and analyze results of student scores to better determine areas of need locally (possibly by grade level/classrooms/etc).</li> <li>• PLC meetings that support researched-based instructional practices, item analysis on unit assessments to determine students needs and/or teacher adjustments to instructional practices; or determination of if assessment tasks are authentic; ensure items are student-friendly.</li> <li>• Continue to review unit assessments, adjust and customize assessments to align with our prioritized standards. Restructuring of questions to increase authentication of learning and student explanations of math concepts. Locally, assign point values and override scores in the data system to further align assessment tasks with instructional content.</li> <li>• Utilize a tier 1 progress monitoring (MTSS) menu of supports based on data analysis.</li> <li>• Provide educational equity for every student including our Multi-Language learners.</li> <li>• All classroom teachers will have an intentional review of the components of the VT CAP questions and concepts.</li> </ul>
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<p><i>How will/do we know our change resulted in an improvement?</i></p> <p><i>What do we predict will happen as a result of this practice? In specific terms, describe the measures you are using to determine success.</i></p> <ul style="list-style-type: none"> <li>• <i>Explain how you are measuring ongoing progress.</i></li> </ul>	<ul style="list-style-type: none"> <li>• 10% more of grade 3 students will achieve proficiency on the State assessment (VTCAP, Grades 3-6).</li> <li>• Students will show consistent growth as demonstrated by school-wide measures and progress-monitoring data as gathered; such as FastBridge Grades (2-3).</li> <li>• Unit assessment scores will show an increase in student achievement in all grade levels</li> <li>• Northwest School will continue to use Fastbridge universal benchmarks as a means to identify student achievement and growth.</li> <li>• Teachers will utilize the bank of tier-one progress monitoring supports in correlation with instructional strategies to target needs within tier-one content.</li> <li>• Students will have access to the resources, opportunities, and educational rigor they need.</li> <li>• Teachers will have access to the resources and professional opportunities.</li> <li>• Reduction in the number of students needing and receiving supplemental supports outside of tier one instruction.</li> </ul>
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<p><b>Funding Source(s)</b></p> <p><b>Funding Source (specify local or federal e.g., Title I 1003a CFP application reference number when available)</b></p>	<p>SWP, T1 SI, Local, Other Grant Sources</p>
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Prioritized Goals	Explanation
<p><b>Goal #3: Evolution of Wellness:</b></p> <p>To improve the overall well-being of students including physical, social, and emotional health.</p> 	<p><b>SPECIFIC</b>– Educators will learn how to integrate social and emotional learning into their daily practices to improve student behaviors, develop strategies for students to self-regulate, and learn to make healthy decisions.</p> <p><b>MEASURE</b> – There will be a 5% decrease in behavior referrals. Family survey about comfort, safety and wellness for parents, social and emotional pre and post assessment for students. Increase opportunities for Mentoring at the building based level.</p> <p><b>ATTAINABLE</b> - We will send out family engagement surveys 3 times a year and a pre/post survey will be provided to students and review our behavior referrals.</p> <p><b>REALISTIC</b> – Counselors provide small group social skills instruction on a rotating basis to include all students. As a school, we have implemented a Community Block every morning. This occurs in the classroom daily and focuses on SEL.</p> <p><b>TIME BOUND</b>– The goal is to see a decrease of 10% by the end of June 2026, with a continuation of decreased behaviors over the additional 2 years. Observe an increase in academic scores on local assessments.</p> <p><b>This will be accomplished through professional development activities such as (but not limited to):</b></p> <ul style="list-style-type: none"> <li>• Consulting work through outside agencies in the area of literacy and math to support our most vulnerable population.</li> <li>• Professional development will be specific to classroom management, trauma informed practices and social-emotional learning.</li> <li>• Increased opportunities to build relationships within the school and with our community resources.</li> <li>• Increased opportunities to involve families as participants and decision makers in the school setting and activities.</li> <li>• Develop universal understanding of the referral process for staff, identifying and targeting specific populations of students to focus intervention and relationship building.</li> </ul> <p><b>This goal addresses the following standards:</b></p>



	<ul style="list-style-type: none"> <li>• Standard 1 – The Learner and Learning: #1, #3</li> <li>• Standard 3 – Instructional Practice: #8</li> <li>• Standard 4 – Professional Responsibility: #9, #10</li> </ul>

<p><b>What change(s) can/did we make that will result in improvement?</b></p> <ul style="list-style-type: none"> <li>• <b>Strategies should be directly connected to the goal and EQS domains</b></li> </ul>	<p>When social-emotional teaching occurs in the classroom teachers will participate and carry over the skills obtained to other areas of the day. All classroom teachers will be provided with professional development in the area of Social and Emotional Learning and trauma informed instruction. SEL instruction will be aligned with the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework.</p> <p>Counselors are responsible for implementing the SEL lessons -in addition to the time with the school counselors, classroom teachers have implemented the foundation of Positive Behavioral Intervention and Supports.</p> <ul style="list-style-type: none"> <li>• Implement a social/emotional program with fidelity-- 35 minutes a week</li> <li>• Further PD on behaviors and SEL for all teachers.</li> <li>• Social and Emotional regulation strategies will be embedded across all settings</li> <li>• Creating a sensory/activity-based POD room to allow for student self-regulation, social emotional learning and physical activity (action-based learning)</li> <li>• Professional Staff assigned to recess duty</li> <li>• Addition of more structured activities, eventually leading to more student-led activities</li> <li>• Check in for self-awareness in Community Block</li> <li>• Mentorship program within our building</li> <li>• Continue with social skills groups, social-thinking groups, adventure groups</li> <li>• Peer mentoring, direction buddies</li> <li>• Increase SEL opportunities on the playground area for recess.</li> <li>• After-school activities, clubs, 4 Winds, Girl Scouts, Boy Scouts, increasing connections with community activities.</li> <li>• Increase family engagement by offering structured activities</li> </ul>
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<p><b>How will/do we know our change resulted in an improvement?</b></p> <p><b>What do we predict will happen as a result of this practice? In specific terms, describe the measures you are using to determine success.</b></p> <ul style="list-style-type: none"> <li>● <b>Explain how you are measuring ongoing progress.</b></li> </ul>	<p>Behavioral data collected over the next three years will show a 5% decrease in the number of incidents involving inappropriate behavior. Academic achievement will improve. Students will be available for learning.</p> <p>Informal Data: Collected and analyzed regarding trends in office, EST and counseling referrals received per year will decrease.</p>
<p><b>Funding Source(s):</b></p>	<p>SWP, T1 SI, Local, Other Grant Sources</p>