

RMS - Vermont Continuous Improvement Plan

LEA: **Rutland Middle School**

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Collaborative Stakeholders Represented:

Rob Becker- Principal

Meaghan Marsh- Associate Principal

Abby Bennett- Director of Student Engagement

Katie Geno- Teacher Leader/Social Studies Educator

Ollie Brown- Teacher Leader/Steam Integrationist

Kim Adams- Teacher Leader/Special Educator

Lisa Boerner- Teacher Leader/Special Educator

Erica Coloutti- Teacher Leader/ School Counselor

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](#)

Required Component	Prioritized SU/SD Goal	Prioritized Strategies/Change Ideas	Measures	Human, material, and fiscal resources supporting implementation
<p>Safe and Healthy Schools RCPC Strategic Plan Priority Area 2: Evolution of Wellness Through Inclusive School Communities</p>	<p>1) Improve student relationships, collaboration and empathy</p>	<p>-Counselors will work with a group of student leaders to create meaningful and relevant advisory slides to address these issues. -SWCS data will be used to identify subgroups of students who don't feel a sense of belonging or connection to RMS and SEL Tier 2 Strategies will be implemented including outdoor adventure opportunities. -Outdoor Adventure Opportunities will be incorporated into our school culture through counseling, Social Emotional Learning Classes, Physical Education and Advisory -Increase after school clubs and activities opportunities specific to middle school students.</p>	<p>The following measures will be taken from School Climate Survey: -95% of students will report that they look forward to and feel safe in advisory block on the SWCS. -80% of students will report that RMS students treat each other with respect (up from 62%). 85% of students will report that feel proud to be a Rutland Middle School Student (up from 64%) The following measures will be examined in Fastbridge mySabaers: -80% of students will self report in the low risk range on the mySabaers</p>	<p>-Advisors, Counselors, DOSE -Lifelong Sports Programming -Low Ropes Course installation and staff training - Motor Lab equipment to supplement. - Work out equipment - STEAM equipment including sound and music - Staff training related to sound and music equipment -Activities, clubs and sports opportunities -Wilderness First Aid Training and Lifeguard Certification</p>

Required Component	Prioritized SU/SD Goal	Prioritized Strategies/Change Ideas	Measures	Human, material, and fiscal resources supporting implementation
<p>Academic Achievement</p> <p>RCPS Strategic Plan</p> <p>Priority Area 1: Teaching and Learning</p>	<p>Increase school wide math scores by 5%</p> <hr/> <p>Increase school wide reading scores by 5%</p>	<ul style="list-style-type: none"> - Math educators will work for a minimum of two hours weekly in a PLC group and for one hour a week in a team differentiation meeting. - Math and special educators will take Harvard’s Universal Design for Learning #1 Explore and #2 Apply online modules. <hr/> <ul style="list-style-type: none"> - ELA educators will work for a minimum of two hours weekly in a PLC group and for one hour a week in a team differentiation meeting. - ELA and special educators will take Harvard’s Universal Design for Learning #1 Explore and #2 Apply online modules. 	<ul style="list-style-type: none"> - Fastbridge aMath - VTCAP <hr/> <ul style="list-style-type: none"> -Fastbridge aRead -VTCAP 	<ul style="list-style-type: none"> - Math Interventionist - District Data Coach - Disgraphia training for math and special educators - Summer work time to create <hr/> <ul style="list-style-type: none"> - Professional Development available for ELA and Special Educators in basic reading skills, including but not limited to phonics based strategies - Vocabulary Program - Reading Interventionist - District Data Coach - Summer work time to create curriculum around basic reading skills
<p>RCPS Strategic Plan</p> <p>Priority Area 3: Resources for Success</p>	<p>Cultivate community resources to increase daily attendance</p>	<ul style="list-style-type: none"> - Establish working relationships with community partners to provide opportunities including career exploration, mentoring, and exposure to 	<p>Daily school attendance</p>	<ul style="list-style-type: none"> - MLL Educators - Afterschool and summer tutoring - Field Experiences - Funding for resident artists and performers

Required Component	Prioritized SU/SD Goal	Prioritized Strategies/Change Ideas	Measures	Human, material, and fiscal resources supporting implementation
		community resources for students and families - Involve community partners in our Advisory program - Enhance our Truancy process to include proactive work with community partners		

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 supports, 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

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
<p>RMS administration will review the local assessments (School Wide Climate Survey, Fastbridge aRead, a Math and SAEBERS) three times yearly, at the conclusion of each Trimester. After initial review, we will meet with invested educational stakeholders (Math and ELA educators and school counselors) to review the progress towards each goal. If these teams determine that RMS has not made enough growth in a particular area, we will work to refine our implementation plans.</p> <p>We will analyze state assessment (VTCap) when the data becomes available to us.</p>

