

Northwest Primary Schoolwide Plan

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

LEA Continuous Improvement Plan Contact Name: **Justine Ruhlin**

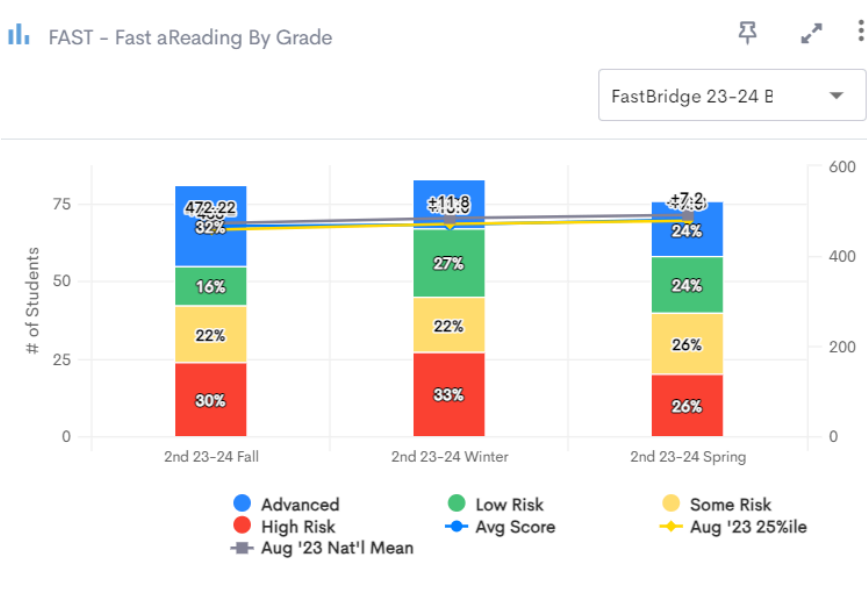
LEA Continuous Improvement Plan Contact Email: **justine.ruhlin@rcpsvt.org**

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 Bruso (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](#)

2023 - 2024 Northeast Primary School Academic Performance & Demographic Data

Academic Data	Demographic Data																				
<u>Academic Plan Type:</u> 25% on an EST Plan 20% eligible for Special Education 3% on 504 plan FAST - Fast aReading By Grade  <table><tr><th>Grade</th><th>Advanced</th><th>Low Risk</th><th>Some Risk</th><th>High Risk</th></tr><tr><td>2nd</td><td>32%</td><td>16%</td><td>22%</td><td>30%</td></tr><tr><td>3rd</td><td>27%</td><td>27%</td><td>22%</td><td>33%</td></tr><tr><td>4th</td><td>24%</td><td>24%</td><td>26%</td><td>26%</td></tr></table>	Grade	Advanced	Low Risk	Some Risk	High Risk	2nd	32%	16%	22%	30%	3rd	27%	27%	22%	33%	4th	24%	24%	26%	26%	<u>Current Enrollment:</u> 204 Total Students (06/01/2024) 47 Kindergarten Students 71 1st Grade Students 86 2nd Grade Students <u>Gender:</u> 58% Male Students 42% Female Students <u>Race/Ethnicity:</u> 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
Grade	Advanced	Low Risk	Some Risk	High Risk																	
2nd	32%	16%	22%	30%																	
3rd	27%	27%	22%	33%																	
4th	24%	24%	26%	26%																	

Behavior and Attendance Data	Climate/Perception Survey Data
87% Daily Attendance average across all grade levels (The percentage of time a student is <i>present</i> for the <u>entire</u> 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. <i>See separate handout.</i> 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
--	---

Required Component	Prioritized SU/SD Goal	Prioritized Strategies/Change Ideas	Measures	Human, material, and fiscal resources supporting implementation
Academic Achievement RCPS Strategic Plan Priority Area 1: Teaching and Learning	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.	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. 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	Student Achievement Data: 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	• 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

Required Component	Prioritized SU/SD Goal	Prioritized Strategies/Change Ideas	Measures	Human, material, and fiscal resources supporting implementation
		systems from the 2023-2024 school year. 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. 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	aReading and aMath, with data day review of performance indicators x3 per year 4. Input and review of Foundations and Illustrative Math unit assessment scores in eduClimber for timely visualization	June 2024. 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.

Required Component	Prioritized SU/SD Goal	Prioritized Strategies/Change Ideas	Measures	Human, material, and fiscal resources supporting implementation
Safe and Healthy Schools RCPS Strategic Plan Priority Area 2: Evolution of Wellness Through Inclusive School Communities	Embody a culture of well-being through practices and infrastructure to enhance the physical, social, and emotional health of our students and staff, contributing to the vitality of our school community.	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 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. 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. Additionally, ensuring our	Student Behavior Data: 1. Tier 3 behavior tracking systems are reviewed 3x per year with counseling and 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. 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	• Ongoing resiliency and collective efficacy training with Onward framework using CFUs from 23-24 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. • 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

Required Component	Prioritized SU/SD Goal	Prioritized Strategies/Change Ideas	Measures	Human, material, and fiscal resources supporting implementation
		behavior-tracking systems promote restorative/reparative 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.	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 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.	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 administration with support from team leaders and counselors. 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

Required Component	Prioritized SU/SD Goal	Prioritized Strategies/Change Ideas	Measures	Human, material, and fiscal resources supporting implementation
				can share videos of “expected” and “unexpected” behaviors will
Professional Support and Development RCPS Strategic Plan Priority Area 3: Resources for Success	Secure, cultivate, and sustain resources to empower and uplift a diverse community, fostering an environment of adaptability, collaboration, and critical thinking.	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: 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	- Continued administration of Staff and Family Engagement and Climate Perception Surveys (Beginning/Middle/End of Year) during 24-25 SY. - 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	- Onward Resiliency Guide and Workbook for staff in SY 24-25 purchase with CFUs for 4 - Review/adjustment of goals based on average response rates in Family and Staff climate surveys. Continued transparency and review with families and staff of each rounds results.

Required Component	Prioritized SU/SD Goal	Prioritized Strategies/Change Ideas	Measures	Human, material, and fiscal resources supporting implementation
		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. 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.	morning circles and social skills time, all while promoting personal growth and self-awareness. 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 time to be more collaborative. Presently, special educators and interventionists meet separately and do not have time to discuss, problem-solve, or	

Required Component	Prioritized SU/SD Goal	Prioritized Strategies/Change Ideas	Measures	Human, material, and fiscal resources supporting implementation
			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.	

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:

- The Northeast Primary School team will engage in schoolwide behavior and academic data review at a whole scale level x3 per year (August 2024, January 2025 and May 2025) led by the school administration team. Based on schoolwide data, the leadership and school team will identify areas of disparities according to schoolwide demographics, behavior referrals and academic performance. This information will be presented to the faculty and progress toward decreasing disparities will be monitored and reported on in January and May 2025.
- Data teams will meet during Data Weeks between Intervention rounds in November, March and June to review individual student progress and assess grade level deficits and strengths via eduClimber data visualization tool. Based on grade level and individual student progress, teams will identify areas of Tier 1 instruction (For example Foundations, sight words, PSI) that require reteaching and make instructional adjustments. Additionally, Fastbridge assessment administration in October/January/May will inform special educators, interventionists and classroom teachers of specific student learning deficits.
- The Northeast School team will review climate survey data (administered in October/March/May) for family engagement feedback and review indicators of staff climate led by school administration and department team leaders. This information will be shared with stakeholders via Schoolmessenger and be shared with families at the annual Title 1 meeting.