



*Growing hearts and
minds for a better
today and
tomorrow: every
day, every way,
every one.*

DISTRICT CONTINUOUS IMPROVEMENT PLAN

Spring 2018

EWSD Vision Statement

Growing hearts and minds for a better today and tomorrow: every day, every way, every one.

Theory of Action

When we deepen our commitment to each other and to continuous growth for every one, then our practices create equitable, authentic, inclusive learning experiences that benefit all students.

Values and Aspirations

EWSD is a place where....

- ❖ Each student is an engaged and inspired learner.
- ❖ Each student is challenged by a rigorous, well-balanced, proficiency-based curriculum.
- ❖ Each student has access to personalized learning and opportunities to pursue individual interests and curiosities.
- ❖ Each student is prepared for success in college or further study and for employment in a fulfilling career.
- ❖ Each student cares about and has the knowledge to care for their own health, wellness, and maintains balance.
- ❖ Everyone belongs, has a role, contributes, feels safe, demonstrates gratitude, and is respected.
- ❖ Each individual is recognized and accepted for his/her uniqueness and beliefs, there is value in every voice, and everyone communicates honestly and respectfully.
- ❖ Each student is supported by highly qualified and caring educational leaders, educators, and staff.
- ❖ Growth-mindset is fostered throughout the system.
- ❖ Student voice is valued and aspirations are cultivated.
- ❖ Each member is a contributing global citizen who respects the diversity, seeks to understand different perspectives, acknowledges and values differences.

Measurable Outcomes

- ❖ Every student develops transferable skills across content areas.
- ❖ Student voice is prevalent through our system and every student has access to be engaged in leadership activities within our schools and district.
- ❖ Each student experiences a culture where independence, responsibility, and accountability are fostered and respected.
- ❖ Each student is physically active and has access to healthy food choices.
- ❖ Every student will read on grade level by the end of grade 3.
- ❖ Every student will demonstrate proficiency with whole numbers by the end of grade 4.
- ❖ Every student in grades 7 - 12 will have meaningful Personalized Learning Plans.
- ❖ Every student will graduate with the skills to be successful in college or further studies and for employment in a fulfilling career.

Background

On July 1, 2017 the newly formed [Essex Westford School District](#) opened its doors as the former Essex Town School District and Chittenden Central Supervisory Union unified into a single district. Beth Cobb, joined EWSD as the first EWSD Superintendent and began leading the district through the process of developing a new district vision which was a critical step in developing Essex Westford School District's first Continuous Improvement Plan. The work outlined in this Continuous Improvement Plan is the result of a year-long engagement process with community members, students, staff, and leadership beginning with Vision development.

The EWSD Vision: The process of developing a new EWSD Vision began with leadership identify a core set of belief statements. EWSD then facilitated a year-long engagement process with community members, students, staff, and leadership. The work was supported by the Nellie-Mae funded [EWSD Voices for Education \(VFE\)](#) initiative and included the "four words" and beliefs statement activities involving full staff on September 25. The VFE student representatives then led the full leadership team through a process of examining all stakeholder feedback to generate a draft EWSD Vision Statement. Finally the vision was put back out to full faculty on March 12 and to community members on March 21 for final feedback.

The Theory of Action/Theory of Improvement was developed based on the results of a district needs assessment and newly unified EWSD Leadership Team participating in shared learning of a research-based text *Building Equity: Policies and Practices to Empower All Learners* (Smith, Frey, Pumpian, Fisher, 2017).

The Values and Aspirations statements are drawn from feedback from staff and community collected throughout the Fall and were finalized after a review of input from a March 12 full staff event where staff members met across schools to unpack the vision statement to identify specific indicators (what would it look like in our district, schools and classrooms) and clarification of roles related to actualizing this vision statement.

The list of **Measurable Outcomes** are designed to serve as indicators to help us evaluate how we, as a newly formed district, are doing against our agreed upon Values and Aspirations, and ultimately working to actualize our shared EWSD Vision.

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PHASE I: ASSESS NEEDS AND INNOVATE

Shared Vision: *Growing hearts and minds for a better today and tomorrow: every day, every way, every one.*

Broad areas of Focus: Equity is our focus. Examining a three year trend in state assessment data while student achievement in EWSD schools continues to yield high results with regards to state average, our trendline is flat in most areas and we continue to experience challenges with regards to reducing achievement gaps based on disabilities, poverty, gender, race, and English Language proficiency. This Continuous Improvement Plan is organized around the research-based *Building Equity Taxonomy* provided in Building Equity: Policies and Practices to Empower All Learners (Smith, Frey, Pumpian, & Fisher, 2017, p.5).

1. Engaged and Inspired Learners
2. Instructional Excellence
3. Opportunity to Learn
4. Social-emotional Engagement
5. Physical Integration

Priority problems:

1. **Engaged and Inspired Learners:** Our goal is to have self-directed learners who are actively engaged in their own learning. Our systems and practices are not consistent with regards to proficiency-based learning and personalization resulting in varying degrees of student engagement and self-direction. This is an area of focus that was also supported by the student representatives in our Voices for Education (VFE) community engagement events.
2. **Instructional Excellence:** Our students perform relatively well on state and local assessments and we have strong teachers and classrooms. However we have several improvement areas that we have identified including tightening up our First Instruction and Tier II intervention systems as well as aligning our practices across the schools of our newly unified school district in order to provide students with a coordinated and equitable set of experiences prek-12. This was an area that was included in the recommendations from the EWSD District Management Group (DMG) report as well as the findings represented in the VT state DMG report.
3. **Opportunity to Learn:** We have been increasingly concerned with student readiness to learn. EWSD is experiencing an increase in students and families experiencing social-emotional challenges including mental illness, homelessness, food insecurity, refuge backgrounds, limited/interrupted formal education, low literacy/language proficiency levels, and trauma, all of which is contributing to a challenge in terms of student readiness to learn. We also want to look at our current practices to ensure that all students have access to rigorous curriculum and that our systems aren't designed to unintentionally hinder access based on ability grouping. This was an area that was included in the recommendations from the EWSD District Management Group (DMG) report as well as included in the findings represented in the VT state DMG report.
4. **Social-emotional Engagement:** Our goal is to examine our practices in supporting student social-emotional growth to ensure that we have a proactive rather than reactive approach to meeting student needs. We are renewing our commitment to social-emotional curriculum including Responsive Classroom, Developmental Design, Positive Behavior Intervention Systems (PBIS), and Restorative Practices.

5. **Physical Integration:** Through participating in the DMG study, Essex Westford was found to have a higher than average number of paraprofessionals in our system. The state report suggests that while Vermont prides itself for being an inclusionary state, many Vermont students are experiencing a model of “geographic inclusion” but not achieving full physical integration of struggling students in our classrooms. We are examining our staffing and exploring models which would ensure that we have the most qualified staff working with our most vulnerable students while finding financial efficiencies. We are also putting a new student assessment data system in place which will strengthen our progress monitoring systems.

Root cause analysis: EWSD as a newly formed unified district which includes the former Essex Town District and Chittenden Central Supervisory Union has spent its first year in the development of a common district vision for the new district. The leadership team has also developed a theory of action and engaged in continuous improvement planning beginning with an analysis of quantitative data (student outcomes, demographics) and qualitative data (classroom observations, collection of stakeholder feedback). Sources have included an MTSS self-assessment as well as the participation in the DMG self-study process. Using the MTSS lens, we are focusing our work on High Quality Instruction and Intervention (HQII), both academic and social-emotional. Additionally, acknowledging the fact that we are a new district, the team used the MTSS lens of Comprehensive and Systemic Approach (CSA) and Effective Collaboration (EC) to prioritize our focus areas for continuous improvement. Based on a review of the findings in the EWSD DMG report and the results of our needs assessment, our leadership team identified four Agreements as we build our Continuous Improvement Plan.

Agreement #1: There is a need to focus on building increased quality accessible first instruction for all students through:

- Intentional structured collaborative (Professional Learning Community) time focused on student social, emotional and academic growth.
- High quality, consistent and embedded PD including:
 - data driven decision making,
 - Universal Design for Learning (UDL), and
 - building student self-direction, perseverance and resiliency (VT Transferable Skills: Self-Direction).

Agreement #2: We need to consider scheduling and deployment of resources, including:

- Schedules created and prioritized through a framework of Multi-Tiered System Of Supports (MTSS),
- Prioritizing resources to ensure all students are reading on grade level by the end of 3rd grade, and
- Data driven individual student plan design and aligned LEA decision making.

Agreement #3: We need access to resources and interventions that are targeted and aligned with first instruction, including:

- Established high-functioning Professional Learning Communities (PLCs) across the new district, and
- Defined expectations for Tier II interventions:
 - Clarify roles and responsibilities across schools,
 - Clarify criteria for identifying students receiving Tier II supports and consistent progress monitoring,
 - Create/identify sustainable funding sources,
 - Identify high quality assessment materials, and
 - Establish effective data teams at schools and district level to monitor effectiveness/success of interventions.

Agreement #4: All leader and teachers attitudes and abilities matter to student achievement, which will be reflected by:

- Professional Learning Communities established across the district.
- Focus on high quality supervision and evaluation.
- Focus on school culture, resiliency, and equity.

Finally, our district has engaged in a focus on Equity including using the research-based framework provided in Building Equity (Smith, Frey, Pumpian, & Fisher, 2017) which includes the School Equity Taxonomy (p. 5), a model to ensure equity and high quality learning for all students using Hattie's research on effect size (2009, 2012). Based the deep work of our leadership team and staff on beliefs and conducting needs assessments related to equity, we designed our Continuous Improvement Plan around the five levels of the School Equity Taxonomy:

1. Engaged and Inspired Learners
2. Instructional Excellence
3. Opportunity to Learn
4. Social-emotional Engagement
5. Physical Integration

Theory of improvement: *When we deepen our commitment to each other and to continuous growth for every one, then our practices create equitable, authentic, inclusive learning experiences that benefit all students.*

Using this theory of improvement, the team is focusing our Continuous Improvement Plan and Needs Assessment on the five levels of the Equity Taxonomy (Smith, Frey, Pumpian, & Fisher, 2017, p. 5).

Engaged and Inspired Learners: Every student is a self-directed, active learner, is self-aware of their strengths, target areas and interests, and can advocate for their needs.

- ✓ Students are engaged in a wide range of leadership activities with the school.
- ✓ Student aspirations are fostered.
- ✓ Students select learning opportunities related to their interest.
- ✓ Students are provided authentic and applied learning experiences that link with their goals and aspirations.

Instructional Excellence. Every student is academically challenged and supported to achieve academic proficiency.

- ✓ All students experience quality core instruction.
- ✓ There are transparent and transportable instructional routines in place schoolwide.
- ✓ Grading and progress reports are focused on subject matter mastery and competence.
- ✓ Teachers notice students individual instructional needs and have systems to differentiate as needed.
- ✓ Educators have access to professional learning that builds their technical and intellectual skills.

Opportunity to Learn: Systemic exposure to less challenging curriculum results in low achievement, while access to high quality teaching and rigor results in high achievement.

- ✓ We do not use tracking to group or schedule students.
- ✓ Students have equitable access to class placement and course offerings.
- ✓ All students have access to challenging curriculum.
- ✓ Teachers have high expectations for all students.
- ✓ There are active working relationships between home and school to increase opportunities to learn.
- ✓ Soft skills are developed and valued in our schools.

Social-emotional Engagement: Student readiness to learn is dependent on strong social-emotional skills, a sense of belonging and feeling safe in schools and classrooms.

- ✓ The social and emotional needs of students are adequately supported in the school, from prosocial skills development to responsiveness to trauma.
- ✓ Teachers and staff show they care about students.
- ✓ The schools have programs and policies that are designed to improve attendance.
- ✓ The school discipline plans are restorative rather than punitive.
- ✓ Students are treated equitably when they misbehave, and consequences are based on an ethic of care rather than demographic characteristics.

Physical Integration: Physical integration is a critical component to ensuring that all students have equitable access to academic and social-emotional learning.

- ✓ Our student body is diverse.
- ✓ Our school publicly seeks and values a diverse student body.
- ✓ Efforts are made to promote students’ respecting, and interacting with, students from different backgrounds.
- ✓ Our school facilities and resources are at least equal to those of other district schools.
- ✓ Classroom placement and student schedules ensure that diversity exists in all learning environments.

CIP Goal Titles

1. Engaged and Inspired Learners
2. Instructional Excellence
3. Opportunity to Learn
4. Social-emotional Engagement
5. Physical Integration

EWSD Vision

Growing hearts and minds for a better today and tomorrow: every day, every way, every one.

Theory of Action

When we deepen our commitment to each other and to continuous growth for every one, then our practices create equitable, authentic, inclusive learning experiences that benefit all students.

Engaged and Inspired Learners

Provide personalized learning and flexible pathways

Provide professional learning/foster teacher efficacy through Professional Learning Communities (PLCs).

Instructional Excellence

Provide high quality proficiency-based First Instruction and Tier II interventions

Implement growth-based supervision and evaluation system

Provide professional learning/foster teacher efficacy through Professional Learning Communities (PLCs).

Opportunity to Learn

Ensure equitable access for all students to challenging curriculum

Increase student voice and community engagement

Provide professional learning/foster teacher efficacy through Professional Learning Communities (PLCs).

Social-emotional Engagement

Provide social-emotional First Instruction and Tier II interventions

Provide professional learning/foster teacher efficacy through Professional Learning Communities (PLCs).

Physical Integration

Examine school structures and staffing models

Provide professional learning/foster teacher efficacy through Professional Learning Communities (PLCs).

CIP Goal 1: Engaged and Inspired Learners

Educational Quality Standard (EQS):

- Academic proficiency
- Personalization
- High quality staffing
- Safe healthy schools
- Investment priorities

Focus area:

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Curriculum coordination | <input checked="" type="checkbox"/> Staff evaluation | <input checked="" type="checkbox"/> Financial alignment |
| <input type="checkbox"/> Personalized learning plans | <input type="checkbox"/> Social/emotional health | <input type="checkbox"/> Proficiency-based learning |
| <input checked="" type="checkbox"/> Professional development | <input checked="" type="checkbox"/> Student data system | <input type="checkbox"/> Student voice and choice |
| <input checked="" type="checkbox"/> MTSS | <input checked="" type="checkbox"/> Instructional practices | <input type="checkbox"/> Staffing |
| <input checked="" type="checkbox"/> Continuous improvement | <input type="checkbox"/> Full breadth of courses | <input type="checkbox"/> Physical environment |
| <input checked="" type="checkbox"/> Local assessment system | <input checked="" type="checkbox"/> Leadership | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Flexible pathways | <input type="checkbox"/> Physical well-being | |

Question #1: What do we want to accomplish? Our goal is that every student is a self-directed, active learner, is self-aware of their strengths, target areas and interests, and can advocate for their needs. We will accomplish this by focusing on (1) high quality, engaging and accessible learning in every classroom, (2) continuing our work on proficiency-based learning and personalization of education, and (3) supporting student social-emotional growth.

Type of Goal:

- New
- Ongoing

Change Idea 1: Provide professional learning/foster teacher efficacy through PLCs

What change(s) can/did we make that will result in improvement? Strategies should be directly connected to goal and EQS Domain.

- Improve student learning outcomes and student engagement by providing high quality professional learning in the following priority areas:
 - research-based First Instruction and Tier II intervention,
 - supporting all learners through intentional lesson design and instruction including differentiated instruction, formative assessment, and Universal Design for Learning (UDL),
 - supporting needs of English Language Learners (ELL),
 - professional learning communities and data-driven decisionmaking, and
 - proficiency-based learning/assessing/grading/reporting,
 - personalized learning, and
 - ensuring readiness to learn by supporting social-emotional needs of students including teaching and assessing student self-direction, perseverance, and resiliency (VT Transferable Skills: Self-Direction).
- Establish high-functioning Professional Learning Communities (PLCs) across the new district with intentional structured collaborative time around social, emotional and academic growth, high quality first instruction and interventions, and data driven decision-making.
- Professional learning will be provided in whole group as well as a differentiated manner and will occur during the school year as well during the summer. Summer learning experiences may include teacher stipends.
- Professional learning will include embedded learning, including instructional coaching in identified priority areas.

How will/do we know our change resulted in an improvement? What do we predict will happen as a result of this practice? In specific terms, describe the measures you are using to determine success.

- Classrooms will show evidence of equitable access to high quality instruction for all students.
- Classroom instruction and lesson plans will show evidence of UDL.
- Classroom instruction and district grading, assessing and reporting systems will be aligned to the new EWSD Proficiencies and Performance Indicators.
- Professional learning communities will engage in regular use of data to inform instruction and interventions.
- Teachers will report increased evidence of student perseverance and resiliency (VT Transferable Skills: Self-Direction).

Change Idea 2: Provide personalized learning and flexible pathways

What change(s) can/did we make that will result in improvement? Strategies should be directly connected to goal and EQS Domain.

- All students has equitable access to high quality instruction and flexible pathways.
- Every student in grades 7 - 12 has a meaningful Personalized Learning Plan (PLP).
- Expand upon the existing student mentoring program to ensure that each student has a relationship with at least one adult in the school or district.
- Support ongoing work in developing flexible pathways for students including Academies, virtual learning, dual enrollment and other opportunities for students to explore their interests.
- Professional learning communities will engage in regular focus on instruction with a focus on proficiency-based learning, grading, assessing and reporting.
- Systems/structures will be reexamined to reflect increased choice and opportunity for students to pursue interests.

How will/do we know our change resulted in an improvement? What do we predict will happen as a result of this practice? In specific terms, describe the measures you are using to determine success.

- Each student has access to personalized learning and is supported by qualified, caring educators, practitioners, and mentors.
- Students are engaged in a wide range of leadership activities with the school.
- Student aspirations are fostered.
- Students select learning opportunities related to their interest.
- Students are provided authentic and applied learning experiences that link with their goals and aspirations.
- Students will experience personalized learning through the development of Personal Learning Plans and flexible pathways.
- Students have equitable access to challenging curriculum, class placement and course offerings, regardless of ability.
- Transferable skills are developed and valued in our schools.

Question 4: Possible Funding Sources(s):

- CFP Programs
- Local Funds
- IDEA Programs
- Career and Tech Ed Programs
- Other

CIP Goal 2: Instructional Excellence

Educational Quality Standard (EQS):

- Academic proficiency
- Personalization
- High quality staffing
- Safe healthy schools
- Investment priorities

Focus area:

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Curriculum coordination | <input type="checkbox"/> Staff evaluation | <input type="checkbox"/> Financial alignment |
| <input type="checkbox"/> Personalized learning plans | <input type="checkbox"/> Social/emotional health | <input checked="" type="checkbox"/> Proficiency-based learning |
| <input checked="" type="checkbox"/> Professional development | <input checked="" type="checkbox"/> Student data system | <input type="checkbox"/> Student voice and choice |
| <input checked="" type="checkbox"/> MTSS | <input checked="" type="checkbox"/> Instructional practices | <input type="checkbox"/> Staffing |
| <input checked="" type="checkbox"/> Continuous improvement | <input type="checkbox"/> Full breadth of courses | <input type="checkbox"/> Physical environment |
| <input checked="" type="checkbox"/> Local assessment system | <input checked="" type="checkbox"/> Leadership | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Flexible pathways | <input type="checkbox"/> Physical well-being | |

Question #1: What do we want to accomplish? Our goal is that each student is challenged by a rigorous, well-balanced, proficiency-based curriculum, and is prepared for success in college or further study and for employment in a fulfilling career. Our work will focus on improving and tightening up our First Instruction and Tier II intervention systems. This will include the use of a new student assessment system which will strengthen or progress monitoring systems.

Type of Goal:

- New
- Ongoing

Change Idea 1: Provide professional learning/foster teacher efficacy through PLCs

What change(s) can/did we make that will result in improvement? Strategies should be directly connected to goal and EQS Domain

- Improve student learning outcomes and student engagement by providing high quality professional learning in the following priority areas:
 - research-based First Instruction and Tier II intervention,
 - supporting all learners through intentional lesson design and instruction including differentiated instruction, formative assessment, and Universal Design for Learning (UDL),
 - supporting needs of English Language Learners (ELL),
 - professional learning communities and data driven decision making, and
 - proficiency-based learning/assessing/grading/reporting,
 - personalized learning, and
 - ensuring readiness to learn by supporting social-emotional needs of students including teaching and assessing student self-direction, perseverance, and resiliency (VT Transferable Skills: Self-Direction).
- Establish high-functioning Professional Learning Communities (PLCs) across the new district with intentional structured collaborative time around social, emotional and academic growth, high quality first instruction and interventions, and data driven decision-making.
- Professional learning will provided in whole group as well as a differentiated manner and will occur during the school year as well during the summer. Summer learning experiences may include teacher stipends.
- Professional learning will include embedded learning, including instructional coaching in identified priority areas.

How will/do we know our change resulted in an improvement? What do we predict will happen as a result of this practice? In specific terms, describe the measures you are using to determine success.

- Each student is challenged by a rigorous, well-balanced, standards-based curriculum.
- Each student is prepared for success in college or further study and for employment in a fulfilling career.
- Classrooms will show evidence of equitable access to high quality instruction for all students.
- Classroom instruction and lesson plans will show evidence of UDL.
- Classroom instruction and proficiency-based learning, grading, assessing and reporting systems will be aligned to the new EWSD Proficiencies and Performance Indicators.
- Professional learning communities will engage in regular use of data to inform instruction and interventions, and for furthering the goals of the district Continuous Improvement Plan.
- Teachers will report increased evidence of student perseverance and resiliency (VT Transferable Skills: Self-Direction).
- We will see greater alignment across classrooms with regards to research-based First Instruction and a more coordinated system of Tier II interventions based on student data.

Change Idea 2: Provide high quality proficiency-based First Instruction and Tier II interventions

What change(s) can/did we make that will result in improvement? Strategies should be directly connected to goal and EQS Domain.

- Classroom instruction and district grading, assessing and reporting systems will be aligned to the new EWSD Proficiencies and Performance Indicators.
- Professional learning communities will engage in regular focus on instruction with a focus on proficiency-based learning, grading, assessing and reporting.
- We will provide high quality and targeted and systemic Tier II Academic Intervention by defining expectations and clarify roles and responsibilities across schools for Tier II interventions, developing common criteria for identifying students receiving Tier II supports and consistent progress monitoring across the new district, creating/identifying sustainable funding sources, identify high quality assessment materials, and establishing effective data teams at schools and district level to monitor effectiveness/success of interventions.
- Each school shall ensure that a tiered system of academic and behavioral supports is in place to assist all students in working toward attainment of the standards. We will strengthen our intervention systems to ensure that:
 - Schedules are created and prioritized through a framework of multi tiered system of supports,
 - We are prioritizing resources to ensure all students are reading on grade level by the end of 3rd grade, and
 - Data driven individual student plan design and aligned LEA decision making.
- We will implement a new student assessment plan and assessment system which will strengthen our data-driven decision-making, student reporting, program evaluation, and progress monitoring systems.
- Intervention will include services provided outside the school day/year.

How will/do we know our change resulted in an improvement? What do we predict will happen as a result of this practice? In specific terms, describe the measures you are using to determine success.

- Students will experience high quality first instruction and interventions designed around the new EWSD Proficiencies and Performance Indicators.
- Students and parents will know the learning expectations, how they are progressing towards meeting the proficiencies and how they can access supports.
- Students who are identified as struggling in math and/or literacy will receive high quality first instruction and research-based high quality interventions.
- Students who struggle academically will be progress monitored to ensure that the identified interventions are effective.

Change Idea 3: Implement growth-based supervision and evaluation system

What change(s) can/did we make that will result in improvement? Strategies should be directly connected to goal and EQS Domain.

- We will implement a district-wide supervision and evaluation system for teachers and administrators which will focus on the five components of the Equity Taxonomy:
 - Engaged and Inspired Learners
 - Instructional Excellence
 - Opportunity to Learn
 - Social-emotional Engagement
 - Physical Integration instructional excellence

How will/do we know our change resulted in an improvement? What do we predict will happen as a result of this practice? In specific terms, describe the measures you are using to determine success.

- Teacher and admin goals will be growth-based and designed to support goals of the Continuous Improvement Plan.
- Classroom and school observations will reflect improvement in the five components of the Equity Taxonomy.

Question 4: Possible Funding Sources (s):

- CFP Programs
- Local Funds
- IDEA Programs
- Career and Tech Ed Programs
- Other

CIP Goal 3: Opportunity to Learn

Educational Quality Standard (EQS):

- Academic proficiency
- Personalization
- High quality staffing
- Safe healthy schools
- Investment priorities

Focus area:

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Curriculum coordination | <input type="checkbox"/> Staff evaluation | <input type="checkbox"/> Financial alignment |
| <input checked="" type="checkbox"/> Personalized learning plans | <input checked="" type="checkbox"/> Social/emotional health | <input checked="" type="checkbox"/> Proficiency-based learning |
| <input checked="" type="checkbox"/> Professional development | <input type="checkbox"/> Student data system | <input checked="" type="checkbox"/> Student voice and choice |
| <input type="checkbox"/> MTSS | <input checked="" type="checkbox"/> Instructional practices | <input type="checkbox"/> Staffing |
| <input checked="" type="checkbox"/> Continuous improvement | <input type="checkbox"/> Full breadth of courses | <input type="checkbox"/> Physical environment |
| <input type="checkbox"/> Local assessment system | <input checked="" type="checkbox"/> Leadership | <input checked="" type="checkbox"/> Communication |
| <input checked="" type="checkbox"/> Flexible pathways | <input type="checkbox"/> Physical well-being | |

Question #1: What do we want to accomplish?

- We want to improve our current practices to ensure that all students have access to rigorous curriculum and that our systems aren't designed to unintentionally hinder access based on ability grouping.
- We want to improve upon student readiness to learn which is hindered by the increase in students and families experiencing social-emotional challenges including mental illness, homelessness, food insecurity, refuge backgrounds, limited/interrupted formal education, low literacy/language proficiency levels, and trauma, all of which is contributing to a challenge in terms of student readiness to learn.
- We also want increase student voice and community engagement throughout the system.

Type of Goal:

- New
- Ongoing

Change Idea 1: Provide professional learning/foster teacher efficacy through PLCs

What change(s) can/did we make that will result in improvement? Strategies should be directly connected to goal and EQS Domain.

- Improve student learning outcomes and student engagement by providing high quality professional learning in the following priority areas:
 - research-based First instruction,
 - supporting all learners through intentional lesson design and instruction including differentiated instruction, formative assessment, and Universal Design for Learning (UDL),
 - supporting needs of English Language Learners (ELL),
 - professional learning communities and data driven decision making,
 - personalized learning, and
 - ensuring readiness to learn by supporting social-emotional needs of students including teaching and assessing student self-direction, perseverance, and resiliency (VT Transferable Skills: Self-Direction).
- Establish high-functioning Professional Learning Communities (PLCs) across the new district with intentional structured collaborative time around social, emotional and academic growth, high quality first instruction and interventions, and data driven decision-making.
- Professional learning will provided in whole group as well as a differentiated manner and will occur during the school year as well during the summer. Summer learning experiences may include teacher stipends.

- Professional learning will include embedded learning, including instructional coaching in identified priority areas.

How will/do we know our change resulted in an improvement? What do we predict will happen as a result of this practice? In specific terms, describe the measures you are using to determine success.

- Classrooms will show evidence of equitable access to high quality instruction for all students.
- Classroom instruction and lesson plans will show evidence of UDL.
- Classroom instruction and proficiency-based learning, grading, assessing and reporting systems will be aligned to the new EWSD Proficiencies and Performance Indicators.
- Professional learning communities will be established throughout the system and each PLC will engage in regular use of data to inform instruction and interventions.
- EWSD is a place where independence, responsibility, and accountability are fostered and respected.

Change Idea 2: Ensure equitable access for all students to challenging curriculum

What change(s) can/did we make that will result in improvement? Strategies should be directly connected to goal and EQS Domain.

- Examine current practices of student grouping, interventions and course offerings to ensure that all students have access to rigorous and challenging curriculum.
- Develop district-wide implementation of cross-cutting competencies (Transferable Skills).
- Ensure that Professional Learning Communities are using data-driven decision-making with a focus on supporting all learning and closing achievement gaps.

How will/do we know our change resulted in an improvement? What do we predict will happen as a result of this practice? In specific terms, describe the measures you are using to determine success.

- Student participating in courses and programs will indicate equitable access.
- We will see improvement in achievement gaps for students of poverty, race, disability, gender, and English Language proficiency
- Students will indicate strengths in cross-cutting competencies (Transferable Skills) and can apply those skills in all areas of learning.

Change Idea 3: Increase student voice and community engagement

What change(s) can/did we make that will result in improvement? Strategies should be directly connected to goal and EQS Domain.

- Examine school structures and practices to increase student voice across the system.
- Continue strong building relationships with parents and community members through active and strategic community engagement and communication efforts.

How will/do we know our change resulted in an improvement? What do we predict will happen as a result of this practice? In specific terms, describe the measures you are using to determine success.

- Students will have an active role in school committees, task teams, and events.
- Parents and community members will feel that their voice is valued and will actively participate in community engagement events.

Question 4: Possible Funding Sources(s):

- CFP Programs
- Local Funds
- IDEA Programs
- Career and Tech Ed Programs
- Other

CIP Goal 4: Social-Emotional Engagement

Educational Quality Standard (EQS):

- Academic proficiency
- Personalization
- High quality staffing
- Safe healthy schools
- Investment priorities

Focus area:

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Curriculum coordination | <input checked="" type="checkbox"/> Staff evaluation | <input type="checkbox"/> Financial alignment |
| <input checked="" type="checkbox"/> Personalized learning plans | <input checked="" type="checkbox"/> Social/emotional health | <input type="checkbox"/> Proficiency-based learning |
| <input checked="" type="checkbox"/> Professional development | <input type="checkbox"/> Student data system | <input type="checkbox"/> Student voice and choice |
| <input checked="" type="checkbox"/> MTSS | <input type="checkbox"/> Instructional practices | <input checked="" type="checkbox"/> Staffing |
| <input type="checkbox"/> Continuous improvement | <input type="checkbox"/> Full breadth of courses | <input type="checkbox"/> Physical environment |
| <input type="checkbox"/> Local assessment system | <input type="checkbox"/> Leadership | <input type="checkbox"/> Communication |
| <input checked="" type="checkbox"/> Flexible pathways | <input type="checkbox"/> Physical well-being | |

Question #1: What do we want to accomplish? Our goal is to improve our practices in supporting student social-emotional growth to ensure that we have a proactive rather than reactive approach to meeting student needs through a coordinated approach to social-emotional curriculum (First Instruction as well as Tier II interventions) including Responsive Classroom, Developmental Design, Positive Behavior Intervention Systems (PBIS), and Restorative Practices.

Type of Goal:

- New
- Ongoing

Change Idea 1: Provide professional learning/foster teacher efficacy through PLCs

What change(s) can/did we make that will result in improvement? Strategies should be directly connected to goal and EQS Domain.

- Improve student learning outcomes and student engagement by providing high quality professional learning in the following priority areas:
 - research-based First Instruction and Tier II interventions,
 - supporting all learners through intentional lesson design and instruction including differentiated instruction, formative assessment, and Universal Design for Learning (UDL),
 - supporting needs of English Language Learners (ELL),
 - professional learning communities and data driven decision making,
 - proficiency-based learning/assessing/grading/reporting,
 - personalized learning, and
 - ensuring readiness to learn by supporting social-emotional needs of students including teaching and assessing student self-direction, perseverance, and resiliency (VT Transferable Skills: Self-Direction).
- Professional learning will provided in whole group as well as a differentiated manner and will occur during the school year as well during the summer. Summer learning experiences may include teacher stipends.
- Establish high-functioning Professional Learning Communities (PLCs) across the new district with intentional structured collaborative time around social, emotional and academic growth, high quality first instruction and interventions, and data driven decision-making.
- Professional learning will include embedded learning, including instructional coaching in identified priority areas.

How will/do we know our change resulted in an improvement? What do we predict will happen as a result of this practice? In specific terms, describe the measures you are using to determine success.

- EWSD is a place where everyone belongs, has a role, contributes, feels safe, and is a respected member of the community.
- Students will experience systemic social-emotional instruction, interventions and supports within schools and across the district.
- Teachers will report increased evidence of self-direction, student perseverance and resiliency (VT Transferable Skills: Self-Direction) and a readiness to learn because student social-emotional needs are met.
- Professional learning communities will engage in regular use of data to inform social emotional instruction and interventions.

Change Idea 2: Provide social-emotional First Instruction and Tier II interventions

What change(s) can/did we make that will result in improvement? Strategies should be directly connected to goal and EQS Domain.

- We will implement cross-cutting competencies (Transferable Skills) and social-emotional First Instruction.
- We will provide high quality and targeted and systemic Tier II social-emotional intervention by defining expectations and clarify roles and responsibilities across schools for Tier II interventions, developing common criteria for identifying students receiving Tier II supports and consistent progress monitoring across the new district, creating/identifying sustainable funding sources, identify high quality assessment materials, and establishing effective data teams at schools and district level to monitor effectiveness/success of interventions.
- Each school shall ensure that a tiered system of academic and behavioral supports is in place to assist all students in working toward attainment of the standards. We will strengthen our intervention systems to ensure that:
 - Schedules are created and prioritized through a framework of multi tiered system of supports.
 - We are prioritizing resources to ensure all students are reading on grade level and have basic math fluency by the end of 3rd grade.
 - Data driven individual student plan design and aligned LEA decision making.
- We will implement a new student assessment plan and assessment system which will strengthen our data-driven decision-making, student reporting, program evaluation, and progress monitoring systems.
- Intervention will include services provided outside the school day/year.
- We will expand upon our current student mentoring program to support student/adult connectedness.

How will/do we know our change resulted in an improvement? What do we predict will happen as a result of this practice? In specific terms, describe the measures you are using to determine success.

- Students who are identified as struggling with social emotional/behavior issues will receive high quality first instruction in social skills curriculum and have access to research-based high quality interventions.
- Struggling students will be progress monitored to ensure that the identified interventions are effective.
- Classroom instruction and lesson plans will show evidence intentionality in supporting social-emotional learning.
- Professional learning communities will engage in regular use of data to inform social emotional instruction and interventions.
- Students will experience systemic social-emotional supports within schools and across the district.
- Teachers will report increased evidence of student perseverance and resiliency (VT Transferable Skills: Self-Direction) and a readiness to learn because student social-emotional needs are met.

Question 4: Possible Funding Sources(s):

- CFP Programs
- Local Funds
- IDEA Programs
- Career and Tech Ed Programs
- Other

CIP Goal 5: Physical Integration

Educational Quality Standard (EQS):

- Academic proficiency
- Personalization
- High quality staffing
- Safe healthy schools
- Investment priorities

Focus area:

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Curriculum coordination | <input type="checkbox"/> Staff evaluation | <input checked="" type="checkbox"/> Financial alignment |
| <input type="checkbox"/> Personalized learning plans | <input checked="" type="checkbox"/> Social/emotional health | <input type="checkbox"/> Proficiency-based learning |
| <input checked="" type="checkbox"/> Professional development | <input checked="" type="checkbox"/> Student data system | <input type="checkbox"/> Student voice and choice |
| <input type="checkbox"/> MTSS | <input checked="" type="checkbox"/> Instructional practices | <input checked="" type="checkbox"/> Staffing |
| <input checked="" type="checkbox"/> Continuous improvement | <input type="checkbox"/> Full breadth of courses | <input checked="" type="checkbox"/> Physical environment |
| <input type="checkbox"/> Local assessment system | <input checked="" type="checkbox"/> Leadership | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Flexible pathways | <input type="checkbox"/> Physical well-being | |

Question #1: What do we want to accomplish? Our goal is to look at our staffing structures and schedules to ensure that we have the most qualified staff working with our most vulnerable students while finding financial efficiencies. We are also looking to improve our use of student data and progress monitoring through the implementation of a new student assessment data system and a comprehensive system of professional learning communities within and across the district.

Type of Goal:

- New
- Ongoing

Change Idea 1: Provide professional learning/foster teacher efficacy through PLCs

What change(s) can/did we make that will result in improvement? Strategies should be directly connected to goal and EQS Domain.

- Improve student learning outcomes and student engagement by providing high quality professional learning in the following priority areas:
 - research-based First Instruction and Tier II interventions,
 - supporting all learners through intentional lesson design and instruction including differentiated instruction, formative assessment, and Universal Design for Learning (UDL),
 - supporting needs of English Language Learners (ELL),
 - professional learning communities and data driven decision making,
 - proficiency-based learning/assessing/grading/reporting,
 - personalized learning, and
 - ensuring readiness to learn by supporting social-emotional needs of students including teaching and assessing student self-direction, perseverance, and resiliency (VT Transferable Skills: Self-Direction).
- Professional learning will provided in whole group as well as a differentiated manner and will occur during the school year as well during the summer. Summer learning experiences may include teacher stipends.
- Establish high-functioning Professional Learning Communities (PLCs) across the new district with intentional structured collaborative time around social, emotional and academic growth, high quality first instruction and interventions, and data driven decision-making.
- Professional learning will include embedded learning, including instructional coaching in identified priority areas.

How will/do we know our change resulted in an improvement? What do we predict will happen as a result of this practice? In specific terms, describe the measures you are using to determine success.

- School and district schedules, calendars, and staffing models will reflect research-based practices for supporting student learning.
- Classroom instruction and lesson plans will show evidence of UDL to support academic and social-emotional learning.
- Students who are identified as struggling (academic or social-emotional) will receive high quality first instruction and research-based high quality interventions.
- Struggling students will be progress monitored to ensure that the identified interventions are effective.
- Professional learning communities will engage in regular use of data to inform social emotional instruction and interventions.

Change Idea 2: Examine school structures and staffing models

What change(s) can/did we make that will result in improvement? Strategies should be directly connected to goal and EQS Domain.

- We will look at our staffing structures and schedules to ensure that we have the most qualified staff working with our most vulnerable students while finding financial efficiencies.
- We will design our structures around research-based models that ensure physical integration and equitable access to high quality instruction and intervention.
- We will look at our schedules, systems, and structures to investigate ways to improve upon learning both in and outside the school day/calendar.

How will/do we know our change resulted in an improvement? What do we predict will happen as a result of this practice? In specific terms, describe the measures you are using to determine success.

- School and district schedules, calendars, and staffing models will reflect research-based practices for supporting student learning.
- Students who are identified as struggling (academic or social-emotional) will receive high quality first instruction and research-based high quality interventions from highly qualified professional staff.

Question 4: Possible Funding Sources(s):

- CFP Programs
- Local Funds
- IDEA Programs
- Career and Tech Ed Programs
- Other

Future Continuous Improvement Plan Phases

PHASE 2 - TEST AND PILOT

Test changes applying iterative Plan, Do, Study, and Act (PDSA) cycles of improvement; attach PDSA Worksheet(s) for all cycles. Describe the changes you made during your improvement cycles. Use as many cycles as needed to ensure the change is an improvement ready for implementation.

Create CIP Amendment(s) and add contents.

PHASE 3 - IMPLEMENT AND SPREAD

How will you make this change a part of the standard work/process in your context? If applicable how will you spread this change idea across the SU/SD/other schools?

PHASE 4 - SUSTAIN

Explain the decisions required to sustain this work/process over time and how resources will be allocated for sustainability