

Continuous Improvement Plan 2020 • Putney Central School

Plan Developers: Herve Pelletier, Principal; Don Linden, Middle School Science Teacher; Lynne Borofsky, 5-8 Special Ed; Stacey Frazer, K-5 AST; Nicole Buser, School Nurse; Maureen Ward, Grade 1 Teacher; Marisa Lazarus-Miner, School Counselor

Assurances:

- Approval of School Board Member(s) _____ Anne Beekman, WSESD board member from Putney
- Adherence to School Wide Plan Indicators (if applicable)

PHASE 1: Assess Needs and Innovate *

Shared Vision: Putney Central will be a safe, inclusive and supportive environment where all students grow academically, socially, and emotionally, and are challenged to reach their potential as local and global community members.

Collaborative Stakeholders Represented: (faculty, board, students, parents)

Broad Areas of Focus Based on Data Review

1. Gaps in student Academic Achievement
2. Increase trauma-informed practices: students, faculty, staff
3. Effective collaboration and leadership
4. Expanding infrastructure for wellness

Identified Priority Issues

A student achievement gap exists for low-income students, students with diverse learning needs, and for students with disabilities. Not all of our students are demonstrating proficiency on large-scale ELA, Math, and Science assessments. Attendance and tardiness continue to be of concern as factors associated with achievement gaps: 31% of students accrued 10 or more absences during the '19/20 school year, while 5% of students have accrued more than 20 tardies during the same time period.

Attendance data (61/182 students were absent over 10 times 2019-2020)

SBAC Score	% grades 3-8	
	ELA	Math
4	22	18
3	39	26
2	20	32
1	19	24

Direct Certification: 32 Families

Free and Reduced: 30 Families, 50% of student population

Students with a history of trauma present special behavior challenges throughout the school. Faculty indicate that they need more trauma-informed skills and strategies to support our current student population. Students report that classroom and bus behavior management is inconsistent.

Discipline referrals '19/20 (Up to March 13, 2020: 269 Total; 79 minors; 190 majors: PBiS designations)

On-site mental health services:

Currently provide space for two private therapists serving 15% of school population (182 total students) each week
School Counselor sees approximately 15% of the school population individually weekly
School Counselor and School Nurse team to teach weekly social emotional curriculum in classrooms

Work at the team/building level and committees to increase collaboration and shared vision. Targeted (and personal) school-directed common professional development will help the staff have shared vision and increased collaboration.

School-wide Restorative Practice Professional Development: monthly
PBIS team meets with PBiS regional coach to develop strategies to refresh PBiS ('19/20 marks eleven year history as a PBiS school)
Three district all-school data meetings per school year
Monthly new teacher PLC
Current committees: EST, Leadership, PHACT, School Forest For Learning, Wellness, Diversity, PTO, PBiS Universal and Target; forming Restorative Practices Committee for '20/'21; Exploring "Outdoor Classroom" concept for our campus "Forest for Learning"
Consider and plan for options for in-person/remote/distance learning, or possible "hybrids".

Expand efforts to involve staff, students and parents in setting up and expanding the infrastructure for making safe and healthy lifestyle choices aimed at improved academic, physical, nutritional, and mental health outcomes.

Free and reduced lunch 50%
Breakfast "after the bell."
In-house food service with an emphasis on fresh foods, purchased locally whenever possible.
Participate in Fresh Fruits and Vegetables (FFV) federally-funded healthy snacks program
Year two of PTO-sponsored Food4Kids food shelf program, supported in part by the Vermont Food Bank and Food Connects
Currently our school provides space for two private therapists serving 15% of the school population weekly
School counselor sees 15 % of the school population weekly, and teaches - with school nurse - Social Emotional Learning classes



Root Cause(s)

- 1. We believe that root causes of current performance levels on large-scale assessments include:**
 - a. Tier 1 curricular continuity and accountability
 - b. Decreased Tier 2/3 interventions due to limited number of specialized staff (e.g.: one AST person)
 - c. Inequitable parent and community engagement in support of students (attendance, school engagement, enrichment opportunities; poverty and trauma are significant factors)

- 2. We believe that the root causes of inconsistent classroom and behavior management include:**
 - a. Increase in student population presenting with trauma, some teachers in need of additional trauma-informed management strategies.
 - b. Inconsistent application of universal behavior expectations (PBIS)
 - c. Inconsistent application of consequences and methods of classroom/playground management

- 3. We believe that the impact of trauma is evidenced at the classroom level:**
 - a. Students less able to engage/available to participate in the educational process
 - b. Students misreading or misunderstanding common social cues, both from teachers and peers, sometimes result in fight/flight/freeze responses, which can be disruptive to classroom settings
 - c. Such increased classroom disruption results in increase in office visits/discipline referrals

- 4. We believe that the root causes of why we do not have full collaboration and shared vision:**
 - a. Underutilization of opportunities to collaborate and form shared vision
 - b. Shortage of common collaboration time for all staff
 - c. Insufficient sharing of individual professional development

- 5. We believe that the root causes of why we do not have enough targeted and school-directed common professional development:**
 - a. Insufficient advance planning
 - b. District PD, while valuable, sometimes interferes with school-specific, targeted PD

- 6. Moderate and on-going concern of student and faculty/staff wellness (physical/mental health, nutrition, etc.).**

*Please see included Putney CIP Data Inventory SY 20-215-1-20 from which these conclusions and action steps were derived.

Prioritized Goals	
What do we want to accomplish? Goal #1	<p style="text-align: center;">Increase Student Achievement</p> <p><i>Students will demonstrate growth in the academic year measured through academic achievement goals set and evaluated by teachers (GeneralEd, AST and SpecialEd), with input from district-provided math and literacy coaches.</i></p>
<i>What changes can we make that will result in improvement?</i>	<ol style="list-style-type: none"> 1. Implement high-quality, effective, research-based instructional and assessment practices at the Tier 1 level Collaborate with district math and literacy coaches to enhance Tier 1 instruction 2. Increase academic support Intervention tutorials in Middle School for tier 2. Focus on Tier 1 Reading for grades K to 5 More fully utilize K-6 district math specialist for 2020-2021 3. Targeted allocation of existing staff and faculty, in light of diminished cost/pupil imperatives Paraprofessionals are reassigned as needed. Increased paraeducator positions (20-21), specifically to accommodate larger class loads as needed. 4. Reinforce the importance of standardized assessments. Emphasize testing protocols and allocate ample time for practice of test-taking strategies, using skills block time. Modify/stagger testing schedules. 5. Increase curricular alignment and continuity Further align curriculum with district and state guidelines

	<p>6. Continue our communication with parent/caregivers about regular attendance (parent letters, DCF referrals, and court system).</p> <p>Example: “Attendance Incentive” raffle during spring semester.</p> <p>7. Expand the wellness team to utilize the whole school/whole community/whole child model to ensure students are available for learning. Currently two parents and one community member are part of the team.</p> <p>8. Provide coaching (mentoring) for new hires.</p> <p>At present, this mentoring is school-based now rather than district-based.</p> <p>9. Ensure through supervision and evaluation protocols that educators are knowledgeable in content, pedagogy, collegueship and collaboration</p> <p>10. Increase use of very successful student led conferences during parent conference times at all grades.</p> <p>In 2019-2020, K-5 held student led conferences. All grades K-8 will participate in student-led parent conferences, beginning fall of 2020-2021.</p> <p>11. Utilize proficiency based assessments, continuing with district collaboration.</p>
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	12. Continue to utilize district coaches for math and literacy, as well as outside consultants on an as-needed basis.
<i>How will we know our interventions and/or innovations resulted in improvements?</i>	<ol style="list-style-type: none"> 1. Attendance will improve and tardiness will decrease. 2. Mean scale scores on SBAC ELA/Math and Science, Dibles and Fast Bridge, other curriculum-based, classroom-level assessments will increase 3. Gap in mean scale scores for low-SES and learning differences students will decrease
<i>Funding Source(s)</i>	<ol style="list-style-type: none"> 1. Academic support staff, funded partially from local funds, partially via Title 1 2. Additional academic support staff provided via Title I (if available) 3. District math and literacy coaches, building-based new teacher coaches funded through Title I and IIA 4. Professional development in content pedagogy, assessment, intervention, and mentoring funded through Title IIA 5. Local and grant funds for social work and outreach initiatives 6. Utilize part-day intra-team PD/team meeting times via substitutes

What do we want to accomplish? Goal #2	Increase Trauma Informed Practices and Universal Behavioral Expectations. <i>Teachers and staff will increase proficiency in trauma-informed practices and universal behavioral expectations measured by appropriate surveys and referrals within the school year.</i>
<i>What changes can we make that will result in improvement?</i>	<ol style="list-style-type: none"> 1. Strengthen PBIS framework (across settings). 2. Expand current social skills programs (Zones of Regulation, etc.) to include perspective taking, kindness, etiquette across settings.

	<p>3. K-5 Zones of Regulations and Social Thinking and Kindness focus. Expand Target Team to include additional staff Additional district personnel to support behavior plans across settings</p> <p>4. Using district behavior interventionists. Explore other avenues to promote positive changes in behavior (practices of restorative justice, peer mediation, student councils, etc.) Consult re: creation of behavior plans, support for teachers struggling with student management issues.</p> <p>5. Restorative and reflective practices staff PD Strengthen school-family partnerships, support students, others, in conflict</p> <p>6. Increase number of parent involvement activities.</p> <p>7. Life Space Intervention training for all paraprofessionals</p>
<p><i>How will we know our interventions and/or innovations resulted in improvements?</i></p>	<ol style="list-style-type: none"> 1. Key data points from student climate surveys should reflect improvement in climate and culture 2. Parent surveys will reflect greater satisfaction with school climate/education quality 3. Change reflected in ODI referrals 4. PBiS surveys 5. Decrease in number of discipline referrals written by support staff
<p><i>Funding Source(s)</i></p>	<ol style="list-style-type: none"> 1. District Budget 2. Individual Professional Development Budget 3. PTO fund-raising 4. 1% funds for teacher professional development 5. PBiS district grant funding

What do we want to accomplish? Goal #3	Increased Collaboration and Leadership Opportunities <i>Increased teacher and staff collaboration will increase use and practices of annual school communication norms.</i>
<i>What changes can we make that will result in improvement?</i>	<ol style="list-style-type: none"> 1. Share the vision of Putney Central School with all community stakeholders; faculty will use vision to help set priorities 2. Expand staff utilization of existing information systems, particularly assessment data 3. Develop agendas for leadership meetings that allow time for the sharing of issues and concerns from the team level 4. Continue to utilize leadership team to examine and implement systems and protocols that affect larger school community 5. Increase opportunities for staff collaboration and parent outreach across grade levels in support of student learning
<i>How will we know our interventions and/or innovations resulted in improvements?</i>	<ol style="list-style-type: none"> 1. Student climate survey responses will reflect positive movement toward goal(s) 2. All staff more fully utilizing Google calendar and other information systems 3. Teachers will increase timely communication of pertinent information to parents, and share with administration, teaching team members, and front office.
<i>Funding Source(s)</i>	<ol style="list-style-type: none"> 1. 1% funds 2. Budget: district general funds 3. Grants or similar funding sources

<p>What do we want to accomplish? Goal #4</p>	<p style="text-align: center;">Expanding infrastructure for Wellness <i>Teachers and Staff will increase attendance and participation at annual wellness activities by expanding opportunities for the whole school population.</i></p>
<p><i>What changes can we make that will result in improvement?</i></p>	<p>1. Support and expand, where possible, existing groups or committees including:</p> <ul style="list-style-type: none"> a. PHACT, (Putney Health Action Team) b. EST (Education Support Team) to include tardiness and attendance support plans c. PBiS (Positive Behavior Supports, including Target Team) d. PTO e. Student Leadership Council f. Forest for Learning Committee g. Diversity Committee h. Farm to School Project i. Fresh Fruits and Vegetables Plan j. Data Teams k. Restorative Practices Committee l. Mixed age group team building and wellness activities. <p>2. Increase parent outreach via Title 1 funding</p>

	<p>3. Increase number of community meals, and educational opportunities for community</p> <p>4. Increase student service to PCS community</p>
<i>How will we know our interventions and/or innovations resulted in improvements?</i>	<ol style="list-style-type: none"> 1. Parent survey responses will reflect greater parental engagement in student learning 2. Responses from student climate survey 3. Reductions in student tardiness, absence, and truancy
<i>Funding Source(s)</i>	<ol style="list-style-type: none"> 1. Budget: merged district general funds 2. Parent Engagement activities funded via Title I 3. Grant or similar funding (e.g., PTO fundraising efforts)