

Continuous Improvement Plan 2018 • Putney Central School

Plan Developers: Herve Pelletier, Don Linden, Lynne Borofsky, Stacey Frazer, Arlene Scott, Jen O'Donnell, Aimee Levesque, Marisa Lazarus-Miner

Assurances:

- ☐ Approval of School Board Member(s) _____
- ☐ 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. Student Academic Achievement
2. Effective Collaboration and Leadership
3. Wellness

Identified Priority Issues

1. 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: 16% of students accruing 15 or more absences during the '16/'17 school year, while 15% of students have accrued more than 20 tardies during the same time period.
2. Students with a history of trauma cause 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.
3. 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.
4. Continue 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.

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 decreased number of specialized staff
 - c. Insufficient parent and community engagement to support students (attendance, school engagement, enrichment opportunities)
2. We believe that the root causes of inconsistent classroom and behavior management include:
 - a. Increase in student population presenting with trauma
 - b. Teachers needing additional trauma-informed management strategies
 - c. Inconsistent application of universal behavior expectations (PBIS)
 - d. Inconsistent application of consequences and methods of modifying student behavior
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. Increased classroom disruption resulting 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. Little sharing of individual PD
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 has taken precedence in the past few years
6. Our commitment to comprehensive student and faculty/staff wellness will remain a top priority.

***Please attach all relevant documents and supporting data that help justify your decisions and conclusions.**

1. SBAC (2017)
2. YRBS (WSESU 2017)
3. New Science Assessment
4. New PE Assessment
5. Climate Survey
6. Parent Survey
7. Drop-out rates (NA)
8. AW/local assessment Data summaries and/or examples

Prioritized Goals	
What do we want to accomplish? Goal #1	Increased Student Achievement
<i>What changes can we make that will result in improvement?</i>	<ol style="list-style-type: none"> 1. Adequate instructional time 2. Targeted allocation of existing staff and faculty, in light of diminished cost/pupil expectations 3. Reinforce the importance of testing and testing protocols with ample time for practice of test-taking strategies 4. Increase curricular alignment and continuity 5. Utilize high-quality, effective, research-based instructional and assessment practices 6. Continue our communication with parent/caregivers about regular attendance (parent letters, DCF referrals, and court system) 7. Explore hiring of social worker for parent/caregiver outreach, home visits 8. Expand the wellness team to utilize the whole school, whole community, whole child model to ensure students are available for learning 9. Provide coaching (mentoring) for new hires 10. Ensure that educators are knowledgeable in content, pedagogy, and collaboration 11. Increase use of student led conferences during parent conference times

	12. Utilize proficiency based assessments 13. 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>	1. Attendance will improve and tardiness will decrease 2. Mean scale scores on SBAC ELA/Math and Science and Aimsweb assessments will increase 3. Gap in mean scale scores for low-SES and learning differences students will decrease
<i>Funding Source(s)</i>	1. Academic support staff funded locally 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

What do we want to accomplish? Goal #2	Increase Trauma Informed Practices and Universal Behavioral Expectations (PCS new)
<i>What changes can we make that will result in improvement?</i>	1. Strengthen PBIS framework (across settings) 2. Expand current social skills programs (zones of regulation) to include perspective taking, kindness, etiquette across settings 3. Expand Target Team 4. Additional district personnel to support behavior plans across settings 5. Explore other avenues to promote positive changes in behavior (practices of restorative justice, peer mediation, student councils, etc.) 6. Strengthen school-family partnerships

<i>How will we know our interventions and/or innovations resulted in improvements?</i>	<ol style="list-style-type: none"> 1. Student climate surveys should reflect improved climate 2. Parent surveys will reflect greater satisfaction with school climate/education quality 3. Change reflected in ODI referrals 4. PBiS surveys
<i>Funding Source(s)</i>	<ol style="list-style-type: none"> 1. District Budget (PTSD) 2. Individual Professional Development Budget

What do we want to accomplish? Goal #3	Increasing Collaboration
<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 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. Staff and student climate survey responses 2. All staff utilizing Google calendar and other information systems, increase timely communication of pertinent information to front office
<i>Funding Source(s)</i>	<ol style="list-style-type: none"> 1. 1% funds 2. Local budget 3. Grants or other similar funding sources

What do we want to accomplish? Goal #4	Expanding infrastructure for Wellness
<i>What changes can we make that will result in improvement?</i>	<ol style="list-style-type: none"> 1. Support and expand, where possible, existing groups or committees including: <ol style="list-style-type: none"> a. PHACT, (Putney Health Action Team) b. EST (Education Support Team) including tardiness and attendance plans c. PBiS (Positive Behavior Supports, including Target Team d. PTO e. Student Leadership Council f. Forest Committee g. Diversity Day h. Farm to School Project i. Fresh Fruits and Vegetables Plan j. Data Team 2. Continue to pursue possibility of Universal (free) Meals 3. Increase parent outreach

	<ol style="list-style-type: none"> 4. Increase number of community meals and education workshops for community 5. Increase student service to PCS community
<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 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. Local budget 2. Parent Engagement activities funded via Title I 3. Grant or similar funding