

Enosburg Falls Middle School (revised Sept 19 2016)

Continuous Improvement Plan 2016-2018

(Addressing Education Quality Standards, AYP Plan and Title I Schoolwide Plan Requirements)

School Name: Enosburg Falls Middle School Title I Schoolwide (Y/N): Supervisory Union: Franklin Northeast

Superintendent: Jay Nichols SU Phone: 848-7661 Superintendent Email: jnichols@fnesu.net

Principal: Rachel Reynolds School Phone: (802) 933-5354 Principal Email: rreynolds@enosburgk12.net

<p>Goal #1 (purpose): Standards-Based Outcomes</p>	<p>We are committed to ensuring that all students are meeting challenging academic content standards and to increasing achievement overall.</p>
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Objective (SMART Goal)	Task / Timeline	Product/Evidence/ Resources	Person(s) Responsible
<p>A. Students will demonstrate growth towards proficiency on <u>mathematics</u> assessments at the local and state level. They will improve the # of students meeting proficiency by at</p>	<p>2016/2017: SBAC and other assessment scores will be tracked on a team spreadsheet. 2017/2018: Scores will be compared to previous years, students not making a year's worth of growth will be targeted for more enrichment supports.</p>	<p>Spreadsheet will contain evidence, student scores will be analyzed to see if growth and progress is being made. 2014/15 scores: <i>Grade 6- 29%</i> <i>Grade 7- 46%</i> <i>Grade 8- 38%</i> 2015-16 scores:</p>	<p>6-8 math teachers, Sp Ed teachers principal</p>

<p>least 4% per cohort per year.</p>		<p><i>Grade 6- 58%</i> <i>Grade 7- 37% (8% growth)</i> <i>Grade 8- 57% (11% growth)</i></p>	
<p>B. Improve the percentage of students achieving the standard in <u>reading</u> yearly on SBAC assessments by at least 2% a year.</p>	<p>2016-17: Students will demonstrate growth (moving closer to proficient) towards proficiency on reading assessments at the local and state level. Students will take the SRI in the fall to determine their reading levels. These levels will be used to determine support needs as well.</p> <p>2017-2018: Same as previous year, but SRI will also be given in the spring as well to see growth and help plan for supports to start the following year.</p> <p>Ongoing: Enrichment supports for students who struggle on skills, teachers track data in gradebooks and spreadsheets to determine who needs reteaching, enrichment, or extended learning opportunities. Data will also be used to determine ongoing</p>	<p>Evidence:</p> <ol style="list-style-type: none"> 1. Students will take a reading assessment SRI (fall 2016), compare with last year's scores 2. SBAC interim assessment data 2. SBAC summative data <p>CLAs (Common problem solving task) Proficiency on class assessments SBAC interim assessment SBAC summative assessment (see data, below) 2014/15 scores: <i>Grade 6- 34%</i> <i>Grade 7- 61%</i> <i>Grade 8- 36%</i> 2015-16 scores: <i>Grade 6- 37%</i> <i>Grade 7- 34 % (no change)</i> <i>Grade 8- 60% (down 1%)</i></p>	<p>6-8 math teachers Sp. Ed. teachers ELA curriculum coordinator</p>

	<p>supported from sp ed and reading specialist. Data can also be used in relevant student plans (IEP/504/EST)</p>	<p>Resources: OGAP training materials (from 2015-2016 SY) SRI</p> <p>Product: Data documents from CLAs and SBAC interim and summative assessment data OGAP data SRI data charts</p>	
<p>C. Improve Student achievement in writing (improve # of Ss achieving the standard on writing by at least 2% per grade level per year)</p>	<p>2016-17:</p> <ol style="list-style-type: none"> Students will make growth on writing standards on 6-8 CCSS standards as determined by classroom assessments and SBAC data. <p>2017-18: Same as previous year, writing data will be compared to see growth from year-to-year</p> <p>Ongoing: Data will be used to help plan groups in classes, enrichment</p>	<p>Evidence: 2015/15 SBAC summative writing data: <i>Grade 6- 96% at or above standard</i> <i>Grade 7- 61% at or above standard</i> <i>Grade 8- 69% at or above standard</i></p> <p>Resources:</p> <ol style="list-style-type: none"> SRI scores in spreadsheet doc SBAC score reports and team data spreadsheet 	<p>Reading specialist 6-8 ELA teachers SP Ed Teachers</p>

	needs, and ongoing supported from sp ed and reading specialist. Data can also be used in relevant student plans (IEP/504/EST)		
D. Students will improve skills in NGSS <u>science</u> standards.	<p>2016-17: District Academy groups working to develop the middle level NGSS standards and expectations. MS science teachers will begin to develop and use NGSS aligned rubrics to assess student learning.</p> <p>2017-18: Implementation of new or adjusted curriculum at the 6-8th grade level, EMFS teacher will begin to develop, adjust, and test out scoring guides and rubrics.</p> <p>Ongoing: Development and revision of NGSS standards at the middle level.</p>	<p>Evidence: Teacher’s classroom and PowerSchool data will show how students are doing progressing towards the new standards. Science Fair projects</p> <p>Resources: NGSS Materials Rubrics and Scoring guides (as they are developed)</p>	6-8 science teachers Science curriculum coordinator

Goal #2 (Purpose): Tiered Systems of Support	Statement of Goal: We are committed to narrowing achievement gaps between high & low performing students by providing interventions that minimize difficulties and/or accelerate learning.
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Objective (SMART Goal)	Task / Timeline	Evidence/ Resources/Product	Person(s) Responsible
<p>A. Students will improve skills in reading, writing, and mathematics.</p>	<p>2016-17:</p> <ol style="list-style-type: none"> 1. Students participate in academic enrichment/interventions to meet needs or fill learning gaps. Enrichments occur approx 2x/week. 2. Summer School (June 2017) to remove student incompletes and raise them to meet the standard in areas they have not yet demonstrated proficiency <p>2017-18: Same as previous years</p> <p>Ongoing: Students participate in academic enrichment/interventions to meet needs. Enrichments occur approx 2x/week.</p>	<p>Evidence: Students are grouped based on formative assessments in the classrooms based on current units or current needs.</p> <p>Resources:</p> <ol style="list-style-type: none"> 1. Classroom formative assessments 2. Teacher scoring guides, rubrics, resources for reaching proficiency 	<p>6-8 Math teachers and special educators</p> <p>2 classroom teachers (summer school)</p>

<p>B. Use assessment data to provide specific academic interventions.</p>	<p>2016-17:</p> <ol style="list-style-type: none"> 1. Develop tools (like a data tracking chart) for data collection at the MS level to track growth through MS for students <p>2017-18: Same as previous year.</p> <p>Ongoing: Chart will be updated and references to make adjustments to curriculum or determine enrichment group needs.</p>	<p>Evidence: Student achievement will increase, student understanding of specific concepts will improve. Teachers will track on their own data charts or on PowerSchool</p> <p>Resources: Data Chart Enrichment materials (created or provided by classroom teachers)</p>	
<p>C. Use data to provide specific social/emotional intervention.</p>	<p>2016-17:</p> <ol style="list-style-type: none"> 1. Guidance classes will be taught to MS students quarterly 2. Guidance groups will be created based on student need, identified by either parents through a questionnaire, or by teaching staff based on observed need of students. 3. Survey will be sent out late fall 2016 to determine if all EFMS 	<p>Evidence: Guidance groups and curriculum Student data from survey (in table w. Guidance counselor)</p> <p>Resources: Survey Guidance lessons</p>	<p>Guidance counselor, teachers on MS team</p>

	<p>students have a meaningful connection with at least 1 adult in the building, anyone who does not will be given extra supports to ensure they feel safe and supported when at school</p> <p>4. EFMS counselor to participate in year-long poverty-based training with other FNESU guidance counselors</p> <p>2017-18: Same as previous year</p> <p>Ongoing: Regular guidance check-ins with individuals or groups by guidance, team meetings to determine student need</p>		
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<p>Goal #3 (Purpose): Professional Learning Communities</p>	<p>Statement of Goal: We are committed to providing high quality, relevant professional learning opportunities that are embedded, ongoing, promote teacher-collaboration and focus on improved learning.</p>
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Objective (SMART goal)	Task / Timeline	Product/Evidence/ Resources	Person(s) Responsible
<p>A. Teachers will meet weekly in a MS PLC community to focus on improving student learning through sharing classroom strategies and observing one another.</p>	<p>2016-17:</p> <ol style="list-style-type: none"> 1. Teachers will share out instructional strategies and tools in PLC meetings at least 1x/year for feedback and to provide others with useful tools. 2. Teachers will observe one another to help improve their own practice as well as the practice of their peers. 3. Teachers will use their classroom data and SBAC data to create enrichment groups and determine which students are in need of more targeted supports. <p>2017-18:</p> <p>Ongoing:</p>	<p>Evidence:</p> <ol style="list-style-type: none"> 1. Teacher presentations in PLC meetings 2. Observation protocols 3. Weekly Enrichment document <p>Resources: Enrichment document Data Tracking table</p>	<p>Principal Classroom teacher 6-8, all content areas</p>
<p>B. Teachers will plan common unit for student PLP and project-based learning.</p>	<p>2016-17: TA and classroom time will be used to implement LiFT/PLP platform, beginning late fall</p>	<p>Evidence: LiFT student profiles</p> <p>Resources:</p>	<p>All EFMS teaching staff, special educators, principal</p>

	<p>2016. Students will do some goal-setting and class reflection on this platform.</p> <p>2017-18: Students will start with PLP/LiFT in the fall (exception: new 6th graders), teachers will assign at least 1 goal per class.</p> <p>Ongoing: LiFT reflection in classes, career interests will be saved as they appear and are engaging to students.</p>	<p>LiFT, Goal setting, last year's google PLP platform.</p>	
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Continuous Improvement Team Members and Roles: Rachel Reynolds (Principal), EFMS teaching team, Jay Nichols (Supt), Jennifer Kennison (Math/Sci curriculum coordinator), Jody Vaillancourt (ELA curriculum coordinator)

Approved by the School Board on (Date): 9/22/16

Posted in PDF form on the school's web site on (Date): 9/26/16