

FWSU Continuous Improvement Plan (CIP)

Initial Plan Development Date: March 14, 2016

Date of Last Revision: May 6, 2016
Updated: May 20, 2017; June 5, 2017

Schools: FES, BFA, GEMS

Title I Schoolwide? (Y/N):
FES (Applied for Waiver)
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EQS	GOALS AND OBJECTIVES <i>What do we want to accomplish?</i>	ACTION STEPS AND STRATEGIES for CONTINUOUS IMPROVEMENT <i>What changes can we make that will result in continuous improvement?</i>	CFG INVESTMENTS
<p>EQS Component 1 – Goals and Objectives for Improved Student Learning</p> <p>EQS Component 2a – Research-based Educational Strategies and Activities Designed to Achieve Improved Student Learning Goals</p>	<p>FWSU Target 1 – Proficiency-Based Personalized Learning (<i>A Climate of Achievement; Research and Evidence</i>)</p> <p>STATEMENT OF GOAL ONE: FWSU students and staff design and engage in proficiency-based, personalized learning that integrates both academic content and transferable skills.</p> <p>OBJECTIVES: 1(a) Define proficiency-based graduation requirements in content and transferable skills, how to document proficiency through exhibitions of learning, and determine their implications for elementary and middle outcomes to create seamless, articulated progressions of learning and high levels of achievement 1(b) Provide training and for implementation of PLCs/data teams with a goal of improving student learning and closing achievement gaps</p>	<p>Ongoing Action Steps from FWSU Future-ready Vision:</p> <ul style="list-style-type: none"> • Address issues of equity to support high expectations and proficiency for all learners • Design, model, and highlight innovative, personalized social and academic proficiency-based learning opportunities • Revise curriculum and curriculum resources to reflect PBGR and high-leverage standards for content and transferable skills, as well as learning targets and learning scales and single point rubrics to promote continuous growth in learning • Maintain a robust, balanced assessment system reflected in the Local Assessment Plan to support continuous learning growth • Engage all staff and students in creating personalized learning opportunities (including personalized professional development) <p>Continuing Strategies to Improve Student Learning:</p> <ul style="list-style-type: none"> • FWSU: Develop, plan, and communicate “focusing direction and impact targets” via Principals and school-based leadership teams at August inservice • FWSU: Revise curriculum frameworks and update curriculum cycle to include Fidelity tools based on 	<p>External Resources/Consultants: SPDG (Judi Maynard, Kate Rogers, Carol Randall); John Tapper (Math); Train the Trainer Model for “Workshop”; VHEC; CVEDC; VTPBIS; Trauma-informed Schools consultants; Alpine Trainers</p> <p>State, Federal, and Other Funding Sources: CFG, SPDG; Bay and Paul; ADAP; EPSDT-MAC; Medicaid; Local Funds</p> <p>Products/Deliverables: Needs Assessment Process, Local Assessment Plans and LAP data, Fidelity Tools, Teacher Leadership Model, PD plans, frameworks and models; Intervention Plans, MTSS data</p> <p>CFP investments that support the work: <u>All</u> investments are linked to this target area</p>

<p>EQS Component 3— Strategies to Maintain a Safe, Orderly, Civil, and Positive Learning Environment</p> <p>Act 77</p>	<p>1(c) Create systems that authentically engage students, monitor progress, and documents their personalized learning and pathways to proficiency</p> <p>1(d) Continue to provide prevention (universal) and intervention (targeted and intensive) supports for students with learning struggles and emotional and behavioral challenges that interfere with access, readiness, and progress in learning</p> <p>1(e) Facilitate learning success through universal implementation of UDL, common literacy and math practices for best first instruction and assessment, and for PBIS in PreK-8</p> <p>1(f) Develop comprehensive plans for social/emotional skill sets, coping strategies, conflict resolution, and regular school attendance, and determine most effective systems of support</p>	<p>PBL/high leverage standards; integrate into August inservice</p> <ul style="list-style-type: none"> • FWSU: Create common proficiencies, proficiency scales, performance assessments, and reporting methods for prioritized proficiencies, high-leverage standards, and transferable skills. • FWSU: Provide embedded and direct data team training using the Local Assessment Plans for Leadership Teams and Teacher Leaders using Alpine • FWSU: Provide annual data team trainings using Alpine, phase 2 using to School-based Leadership Teams and Teacher as Trainers • FWSU: Increase understanding and fidelity to models of high yield instructional strategies in math and literacy through trainings and embedded PD through the implementation of the FWSU FIDELITY TOOLS and analysis of FIDELITY DATA • FWSU: Continue training cycle in workshop model to ensure high quality first instruction is universal • FWSU: Continue training cycle in high leverage standards and pedagogy in math through the All Learners Project • FWSU: Provide training that increases teacher collaboration through capacity-building professional partnerships facilitated by Teacher Leaders and their Principals using peer collaboration models: peer coaching, peer observation, and peer feedback skills • BFA Middle and High School: Finalize PBGRs in core content and develop communication plan for full faculty, board, families, and students; complete proficiency work with non-core content areas • BFA High School: Develop procedures for revised policy, and craft communication plan concerning PBGRs, determining proficiency, and flexible pathways. • BFA High School: Provide access to high-quality, evidence-based intervention and intervention resources for eligible students • BFA High School: Provide individual/small-group supplemental academic literacy (and transferable skills) services and in-class support to serve at-risk students using evidence-based interventions, and extend those resources to students beyond the school day and year. • BFA, GEMS, and High School: Create learning targets, proficiency scales, and assessments in core content areas based on PBGRs and prioritized Transferable Skills with School-based Leadership Task Teams • BFA Middle and High School: Refine personalized learning with grade 9 team and move to Grade 10 for Core Model of grade 7-10 progressions and exhibitions • FES: Determine best practices for primary/elementary developmentally and digitally driven personalized learning • FES: Provide individual/small-group supplemental literacy services and in-class support to serve at-risk 	
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<p>EQS Component 1 – Goals and Objectives for Improved</p>	<p>FWSU Target 2 – Student and Teacher Leadership (<i>Distributed Leadership and Student Agency</i>)</p> <p>STATEMENT OF GOAL TWO: FWSU students and staff lead innovative, proficie</p>	<p>Ongoing Action Steps from FWSU Future-ready Vision:</p> <ul style="list-style-type: none"> • <i>Design multiple avenues for students and staff to lead, advocate, and serve within the school and community</i> • <i>Provide learning opportunities in which students can demonstrate learning habits, communication, and problem-solving skills necessary for collaborative learning and</i> 	<p>Products/Deliverables: Professional Learning Plans Portfolio artifacts Student surveys S and E data collection PLP data collection</p>

<p>Student Learning</p> <p>EQS Component 2b</p> <p>Strategies for High-quality and Ongoing Professional Development</p> <p>EQS Component 4</p> <p>Coordination and Integration of AOE Services and Supports</p>	<p>based, personalized learning opportunities.</p> <p>OBJECTIVES:</p> <p>2(a) Develop leadership structures and processes within Leadership Teams that reflect a coherence model for school-based teams of teachers and cohort of students to lead school improvement efforts</p> <p>2(b) Develop leadership density, including student voice, within schools</p> <p>2(c) Design and deliver a model of high-yield instructional support in best first instruction/prioritized (high leverage) core content along with the assessment literacy need for continuous growth</p> <p>2(d) Develop a cadre of in-house teacher and student experts in identified areas of need to provide on-going training and support to successive cohorts of teachers</p>	<p><i>leadership</i></p> <ul style="list-style-type: none"> • <i>Use rich, authentic questions, problems they identify, and diverse resources to formulate solutions</i> <p>Continuing Strategies to Improve Student Learning:</p> <ul style="list-style-type: none"> • FWSU: Extend the capacity of mentoring in local schools to exceed basic requirements • FWSU: Continue to use innovative, contemporary models to lead the implementation of coherent frameworks/systems in all schools, including coaching for high leverage digital learning practices • BFA High School: Provide a range of inclusive trainings for staff and students that expand student leadership models (<i>e.g. Up for Learning</i>) • FWSU, GEMS, and FES: Provide embedded science leadership professional learning using STEM Teacher Leaders to coordinate professional learning in STEM/NGSS across the SU • FWSU: Work with Teacher Leaders to design, implement, support and monitor a universal best first instruction framework • FWSU: Train Teacher Leaders in the implementation and progress monitoring of Fidelity Tool and Local Assessment Plan in all classrooms for data collection and analysis purposes • FWSU: Provide training that increases teacher collaboration through capacity-building professional partnerships facilitated by Teacher Leaders and their Principals using peer collaboration models: peer coaching, peer observation, and peer feedback skills • FWSU: Design responsive and engaging professional learning that supports CIP with Planning and Evaluation Teams: FWSU Leadership Team; Teacher Leaders; School-based Leadership Teams, Vertical Teacher Teams <p>2017-2018 School Year Strategies Added:</p> <ul style="list-style-type: none"> • FWSU: Develop and implement a best practice instructional Teacher Leadership model that incorporates coaching strategies, high yield communication and partnership strategies, and quality intervention and data analysis practices • FWSU: Continue to develop a cadre of in-house experts in identified areas of need to provide on-going training and support to successive cohorts of teachers using the FWSU Professional Learning Institute Model • FWSU: Design and provide responsive and engaging high-quality professional learning that supports the CIP with FWSU Leadership Team, Teacher Leaders, School-based Leadership Teams, and consultants 	<p>PD survey data Curriculum audit</p> <p>External Resources/Consultants: John Tapper, All Learners Project; Bonnie Poe WSCC; Up for Learning</p> <p>State, Federal, and Other Funding Sources: CFG, Medicaid</p> <p>CFP investments that support the work: #1, #2, #3, #4, #5, #6, #9</p>
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<p>EQS Component 1 Goals and Objectives for Improved Student Learning</p> <p>EQS Component 2a Research-based Educational Strategies and Activities Designed to Achieve Improved Student Learning Goals</p> <p>EQS Component 4 Coordination and Integration of AOE Services and Supports</p>	<p>FWSU Target 3 – Flexible Learning Environments (<i>A Climate of Achievement; Research and Evidence, Engaged Community</i>)</p> <p>STATEMENT OF GOAL THREE: FWSU maximizes flexible learning environments by redefining the school day, promoting engaging learning experiences within and beyond the classroom, and fostering a range of creative, innovative, and personalized learning opportunities</p> <p>OBJECTIVES: 3(a) Increase diverse pathways to learning, including “flexible pathways” within the high school 3(b) Seek and formalize partnerships that enrich learning and expand resources within and beyond the classroom</p>	<p>On-going Action Steps from FWSU Future-ready Vision:</p> <ul style="list-style-type: none"> • Increase access to (learning opportunity) resources for all students through collaborative coaching models with the Digital Learning Coach • Provide students with access to content, resources, and methods for learning beyond the school day and beyond the school walls • Develop opportunities for students to demonstrate transferable skills in authentic settings, both live and digitally • Provide safe, orderly, civil, and positive learning environments and equitable opportunities for all students <p>Continuing Strategies to Improve Student Learning:</p> <ul style="list-style-type: none"> • FWSU: Leverage digital tools to increase access to learning beyond the classroom through collaborative coaching models and cycles • FWSU: Coach Tech Integrationists and teachers to leverage digital in classrooms and enlarge understanding of computational thinking and its connection to deeper engaged learning • BFA: Work with the 10/11 Core Teams, Flexible Pathways Coordinator, and Title One Teacher (Flexible Pathways Program) to prototype program continuity to ensure proficiency for ALL STUDENTS • BFA: Establish WIB partnership and higher ed (UVM Community Economic Development) • BFA: Continue partnerships with higher ed <p>2017-2018 School Year Strategies:</p> <ul style="list-style-type: none"> • Scale up flexible pathways work in the high school to meet the needs of ALL STUDENTS • Design and staff an integrated work-based learning model/program to expand flexible pathways • Expand learning opportunities with partnerships • Expand number of high school teachers offering 3 college credits in advanced proficiency courses <p>2018-2019 School Year Strategies:</p> <ul style="list-style-type: none"> • Further refine and revise objectives, actions, and strategies • Further expand number of high school teachers offering 3 college credits in advanced proficiency courses 	<p>Products /Evidence: Professional Learning Framework Classroom observation data indicate teaching and learning that incorporates personal devices and assistive technology to address the upper levels of SAMR ISTE Coaching Model Caching Plan PLPs indicate evidence of solutions stemming from diverse resources LMS analytics Data from parents/ students surveys Evidence of proficiency in transferable skills in PLPs Data collected from Learning Targets Performance assessments Student PLPs indicate evidence of authentic problem solving, data collection, and collaboration in teams/cohorts</p> <p>External Resources/Consultants: Fred Bay, Ken Hood, UVM CEMS- Luis Garcia, Champlain College, Information Technology and Computer Sciences- Dr. Robert Marino; WIB; Digital Promise League of Innovative Schools</p> <p>State, Federal, and Other Funding Sources: CFG, local funds</p> <p>CFP investments that support the work: #1</p>
<p>Title I Requirements Act 77</p>	<p>FWSU Target 4 – Engaged Partners: Parents and Community (<i>Engaged Community</i>)</p> <p>STATEMENT OF GOAL FOUR: FWSU staff and students engage in authentic learning opportunities with families, as well as local, regional, state, and global partners to make a difference in learning outcomes, as well as their community, state, and world.</p>	<p>Ongoing Action Steps from FWSU Future-ready Vision:</p> <ul style="list-style-type: none"> • Plan and manage instruction to address problems relevant to students and their community; design and present solutions to authentic audiences • Engage community partners in a focused, collaborative inquiry process to address community needs • Develop global partnerships for innovative learning opportunities <p>Continuing Strategies to Improve Student Learning:</p> <ul style="list-style-type: none"> • Engage parents as partners in a focused process to support student learning needs by providing evidence- 	<p>Products/Deliverables: Professional Learning Plans Parent trainings that support student learning and social/emotional/behavioral growth Surveys Feedback from regular Partners’ and Parent’ Meetings Monitor growth of community and parent involvement in student learning in school through surveys Monitor growth of global student/classroom</p>

	<p>4(a) Strategically develop partnerships that build safe, inclusive, innovative learning opportunities across multiple environments that increase achievement</p> <p>4(b) Leverage global connections in learning opportunities</p> <p>4(c) Engage parents as partners in student learning</p>	<p>based learning opportunities in our schools</p> <ul style="list-style-type: none"> • Further develop partnership goals and actions with UVM CEMS • Further develop partnership goals and actions with Champlain College • Further develop partnership goals and actions with VCILP and Bay and Paul • Create prevention partnerships with community organizations, including RiseVT and mental health providers, using the WSCC Model • Create flexible pathways relationships with community organizations • Further refine plans as partnerships develop actions and strategies 	<p>partnerships in accomplishing academic goals through surveys</p> <p>Curated list of global collaborations opportunities available for all teachers</p> <p>Increased number of global exchanges in FWSU</p> <p>Blog analytics on Target 4</p> <p>External Resources/Consultants: IVECA, Fred Bay, Ken Hood, UVM CEMS, Champlain College, Information Technology and Computer Sciences; FCWIB; Rise VT; FWSU Prevention and Wellness Coordinator</p> <p>State, Federal, and Other Funding Sources: ADAP (SAP Outreach); EPSDT (Prevention/Wellness Coordinator Outreach-WSCC); Medicaid, Bay and Paul, RiseVT</p> <p>CFP investments that support the work: #14</p>
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P21 Pillars of Transformation

