



*A belief in what is possible!*

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## Continuous Improvement Plan (CIP)

**SU:** Franklin West Supervisory Union

**Schools:** Fletcher Elementary School (FES), BFA Elementary, Middle and High School (BFA), Georgia Elementary and Middle School (GEMS)

**FWSU Continuous Improvement Plan Members:** Aimee Toth (Principal FES), Tom Walsh (Principal BFA ES), Justin Brown (Principal BFA MS), Geri Witalec-Krupa (Director of Student Activities), Elizabeth Noonan (Principal BFA HS), Steve Emery (Principal ES GEMS), Julie Conrad (Principal GEMS MS), Karen Lehning Director of Teaching and Learning (GEMS), Geoff Pac (Interventionist FES), Rebecca Cardone (Educator FES), Juliet King (Instructional Coach BFA), Denette Locke (Instructional Coach BFA), Karen Shearer (Literacy Interventionist BFA), Tony Hardy (Math Interventionist BFA), Cindy Burton (Literacy Interventionist BFA), Lisa Koval (Coordinator of Student Services FWSU), Danielle Drogalis (Data Manager and Assessment Coordinator FWSU), Rachel McIntyre (Director of Student Supports FWSU), Saybra Varisano (Guidance BFA), Mike Malinowski (Guidance) All CNA team members.

**Date:** June 2022

**Assurances:**

- To Be Approved by School Board (May 25)

**FWSU Targets:**

**Target 1 – Proficiency-Based Personalized Learning**

FWSU students and staff design and engage in proficiency-based personalized learning that integrates collaborative inquiry, problem solving, and creativity.

**Target 2 – Student and Adult Leadership**

FWSU students and staff lead innovative, personalized learning opportunities, both locally and globally.

**Target 3 – Flexible Learning Environments** FWSU maximizes flexible learning environments by redefining the school day, promoting learning



experiences that extend beyond the classroom, and fostering creativity, innovation, and personalized learning opportunities for all.

**Target 4 – Engaged Community Partners**

FWSU staff and students engage in authentic learning opportunities with local, regional, state, and global partners to make a difference in their community, state, and world

Goals:

Required Component	Prioritized SU/SD Goal	Prioritized Strategies	Measures	Human, material, and fiscal resources supporting implementation
<p><b>Safe and Healthy Schools</b></p>	<p><b>Enhance our Social Emotional practices by identifying common skills and strategies, district-wide, to support all learners, especially <u>students in poverty (FRL), English Language Learners (EL) and students with the need for individualized education plans (IEPs).</u></b></p> <ul style="list-style-type: none"> <li>- Help students and teachers to identify a common and understood language and practice for self regulation strategies</li> <li>- Focus on engagement during primary instruction using the Universal Design for Learning Framework so all students can access their learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify PBIS Coordinators in each elementary school and or middle school if appropriate (BEST, 230 Grant)</li> <li>- Hire a Board Certified Behavioral Analyst to support our most in need students, behavioral staff, classroom teachers, paraprofessionals, and administration (ESSER III).</li> <li>- Support teachers with explicit instruction of SEL skills</li> <li>- Offer ongoing professional development to enhance the</li> </ul>	<ul style="list-style-type: none"> <li>- Behavioral data improves SWIS, planning room referrals.</li> <li>- Improvement in our DESSA (Universal SEL Screener) Data</li> <li>- Fidelity to PBIS and Restorative Practices in walkthrough data.</li> <li>- Improvements to the Tiered Fidelity Inventory (TFI) PBIS</li> <li>- Improvements to the Self Assessment Survey (SAS)</li> <li>- Improvements to the PBIS Climate Survey.</li> <li>- Greater resources to support families and students.</li> </ul>	<ul style="list-style-type: none"> <li>- PBIS Coordinators (BEST, ACT 230 Grant) at the school level</li> <li>- Board Certified Behavioral Analyst (ESSER III) at the District level</li> <li>- Professional Development for SEL, PBIS, and UDL (BEST, ACT 230, Title IV, ESSER, Local)</li> <li>- SEL Resources for educators, students, and families.</li> <li>- DESSA - SEL Universal Screener (ESSER II)</li> </ul>



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	- Gather PBIS teams (or restorative teams) across schools.	professional learning for all educators. -		
Required Component	Prioritized SU/SD Goal	Prioritized Strategies	Measures	Human, material, and fiscal resources supporting implementation
Academic Achievement	<b>PROFICIENCY BASED, PERSONALIZED LEARNING</b> FWSU creates common proficiencies, proficiency scales, best first instruction, performance assessments, aligned targeted and intensive interventions and reporting methods for prioritized proficiencies, high-leverage standards, and transferable skills to clarify essential learning goals, and to personalize and improve learning for ALL LEARNERS <u>especially students in poverty (FRL), English Language Learners (EL) and students with the need for individualized education plans (IEPs).</u>	<b>Curriculum, Instruction and Assessment</b> 1) Increase understanding and fidelity to models of high leverage instructional practices and high leverage assessments in core content areas through trainings and embedded PD in the implementation of the FWSU UNIVERSAL FRAMEWORKS and analysis of DATA from Local Assessment Plan  2) Continue training cycle in workshop-based instructional frameworks for all content areas (including secondary Proficiency-based Classroom Framework) to ensure that high quality first instruction is universal and that assessments, including clinical interviews (Tier 3), yield evidence for instructional adjustments, supplemental	Instruction and Assessment Measures <ul style="list-style-type: none"> <li>- SBAC ELA and Math Achievement Data</li> <li>- SBAC ELA and Math Equity Data</li> <li>- Local Assessments that reflect focus on claims that indicated low performance in math and ELA (e.g. STAR 360)</li> <li>- Baseline measurement of Vermont Science Assessment MTSS Measures</li> <li>- Instructional Framework Fidelity data</li> <li>- MTSS Implementation Rubrics</li> <li>- Percentages of Tier II and III (decreases) Use of Data Measures</li> <li>- Educlimber Analytics</li> <li>- Framework for Linking Data with Action</li> </ul>	<ul style="list-style-type: none"> <li>- Summer curriculum development opportunities (ESSER III)</li> <li>- Ongoing professional development(course work, workshops, conferences) in UDL and research based practices (Consolidated Federal Grants (Title I, Title IIA, Title IV) Local Funds</li> <li>- Extended day and school year opportunities for students struggling to attain academic proficiency (Title 1 and IDEA)</li> <li>- Early release days and curriculum pull out days.</li> </ul>



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supports, and best-fit, evidence-based interventions

3) Revise PLPs to reflect Paths to Proficiency that are aligned with articulated proficiency-based progressions and provide greater opportunities for personalization.

4) Continue work on creating common assessment tasks for grade K-8 (the high school developed their common science proficiency tasks in required courses; we share a similar approach in Social Studies using the Inquiry Design Model along with the SDGs, this same professional learning is needed for that content).

5) Vertically and horizontally aligned prek-12 curriculum in accordance with ACT 173.

**MTSS**

1) Continue training cycle in proficiency-based and high leverage standards, pedagogy, assessment, intervention, and reporting including exhibitions



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of student learning, in ALL core content areas through a K-12 All Learners Project (MTSS), and begin training cycles in Universal Design for Learning (UDL-MTSS) to inform continuous improvement in these areas in alignment with the goals and principles of the MTSS Field Guide

2) Refine systems to ensure both horizontal and vertical understanding of an effective MTSS framework, which includes effective full implementation of instructional frameworks, use of local assessment system for data analysis, collaborative adjustments to instruction and assessment, and tiered interventions delivered by most qualified staff

### **Use of Data**

1) Provide training that increases teacher collaboration through capacity-building professional partnerships facilitated by Teacher Leaders and their Principals using Collaborative Inquiry models including but not limited to data analysis and decision-making,



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		<p>peer coaching, peer observation, and peer feedback skills Continuous Improvement Plan Page 6 of 15</p> <p>2) Develop “roles and responsibilities” organizers for workshop-based instructional frameworks at the Universal, Targeted, and Intensive Levels</p> <p>3) Develop framework for “Linking Data to Action” to support the development of robust Early Warning Systems in each school</p>		
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If you would like to include goals specific to an individual school, you can create additional rows.

FWSU Goal	Prioritized SU/SD Goal	Prioritized Strategies	Measures	Human, material, and fiscal resources supporting implementation
	Increase Administration, Faculty and Staff retention across all three schools in FWSU.	<ol style="list-style-type: none"> <li>1) Draft a formal administrative onboarding and mentoring program.</li> <li>2) Revise the current faculty mentoring program to reflect recent feedback and</li> </ol>	<ul style="list-style-type: none"> <li>- Increased longevity for administrators</li> <li>- Decreased teacher turnover</li> <li>- Decreased staff turnover</li> <li>- Satisfaction surveys</li> </ul>	<ul style="list-style-type: none"> <li>- Continue teacher mentoring program (local funds, CFG)</li> <li>- Develop Administrative mentoring program (Local funds, CFG)</li> <li>- Expend support and mentoring for staff (Local</li> </ul>



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		<p>needs. To include differentiation based on the teaching assignment.</p> <p>3) Provide the opportunity for exit interviews to learn of strengths and undeveloped strengths in our programming and daily operations.</p> <p>4) Expand our current staff onboarding process and develop a program of support for new staff hires.</p>		funds, CFG)
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**Equity Supports** (required if your SU/SD or a specific school is eligible for Equity Supports)

If any schools in your LEA—or the LEA as a whole—are eligible for equity supports, please list which of the goals or strategies above address a reason for the eligibility. If none of the activities address eligibility, please identify a separate goal or strategy for each of the organizations eligible for supports.

Eligible LEA or School	Prioritized Goal	Prioritized Strategies	Measures	Human, material and fiscal resources supporting implementation
FWSU	Franklin West SU EQ 1 Free and Reduced Lunch Students (FRL)	Addressed in Goal 2 Academic Achievement		
BFA	Bellows Free Academy Fairfax EQ 1- FRL	Addressed in Goal 2 Academic Achievement		



BFA	Student on IEPs	Addressed in Goal 2 Academic Achievement		
GEMS	Georgia Ele/Middle School EQ 1 IEP	Addressed in Goal 2 Academic Achievement		

**Plan Evaluation and Revision**

Describe the process of how you evaluate the implementation of plans and results achieved. How is this information used to revise plans to ensure you are achieving your desired results?

Process of Evaluating the Implementation and Results of your Continuous Improvement Plan
<ul style="list-style-type: none"> <li>● The Director of Curriculum reports to the school board will provide on-going progress monitoring and updates specific to the three goals.</li> <li>● The CIP team will meet quarterly to update and revise the CIP plan</li> <li>● Early release Wednesday's will focus primarily on Goal 1 and Goal 2.</li> <li>● Data teams in each school and grade level will evaluate progress and make adjustments.</li> <li>● Admin Leadership team meetings will monitor the coherence of this plan as well as devote time and support to educators for implementation.</li> <li>● School based leadership team will be quartly to update and review progress and next steps.</li> </ul>





<p>Resources</p>	<ul style="list-style-type: none"><li>• FES Comprehensive Needs Assessment</li><li>• BFA ES Comprehensive Needs Assessment</li><li>• BFA MS Comprehensive Needs Assessment</li><li>• BFA HS Comprehensive Needs Assessment</li><li>• GEMS Comprehensive Needs Assessment</li><li>• DIT FWSU</li></ul>
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