

East Montpelier Elementary School  
Continuous Improvement Plan 2016-2017

School Name: East Montpelier Elementary School      Supervisory Union: Washington Central

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**Literacy Goal Statements:**

# 1: EMES **writing** curriculum, instructional practices, and assessments are aligned and integrate with the WCSU non-negotiables and CCSS writing text types.

#2: EMES **reading** curriculum, instructional practices, and assessments are aligned and integrate with the Reading CCSS Anchor Standards (and with the forthcoming WCSU Reading non-negotiables).

#3 : EMES will have a Tier 2 structure that identifies and implements literacy instructional supports for all EMES students. (reteach time, literacy interventionist, EMES PD Coach).

## Identified Need & Data to Support Need

### # 1 Literacy: Writing

*Three years of writing data identifies writing structure, development and convention proficiency levels for all students in grades K-6 for narrative, opinion and informational text types.*

All EMES students will receive multiple opportunities for practicing and refining their writing skills across the 3 writing text types.

All EMES staff are guided by a document that aligns the CCSS, curriculum, instruction, and assessment in writing.

All EMES student receive explicit spelling/vocabulary instruction.

Teachers will provide and give feedback about their practices.

All students that are identified with the need for Tier 2, will receive support through an interventionist and/or classroom teacher.

### #2 Literacy: Reading

*EMES has not implemented a school-wide curriculum that is aligned with the CCSS. The performance indicators are in progress, not yet implemented. Assessments are being administered to students in grades 4-8. (Gates and DRA2).*

All EMES students will receive multiple opportunities for practicing and refining their strategies for foundational skills, comprehending literature, and informational text.

All EMES teachers have a common framework for teaching reading skills (pedagogy) that include: demonstration, collaborative engagement and independent application.

EMES will use the WCSU Best Practices/Performance Indicators for reading instruction.

All EMES teachers will be calibrated in common/benchmark reading assessment administration; early lit screening, F& P and DRA2.

Via PD sessions, teachers will provide and give feedback about their literacy instructional practices.

All students that are identified with the need for Tier 2, will receive support by an interventionist and/or classroom teacher during Reteach and other instructional times.

## When will goals be realized?

1: This is an ongoing goal. We expect to see an increase in the percent of students moving up into the next proficiency level as documented on the EMES data wall 3x a year.

#2: This will be an ongoing goal. As the work develops over time, we will expect to see an increase in the percent of students moving up into the next proficiency levels documented on the EMES data wall at least 3x a year.

#3 A Tier 2 interventionist and/or classroom teachers will provide support to all children identified with the need through data analysis and kid talk.

### Literacy Student Outcomes & Supporting Data

The EMES Board has identified Educational and Academic Learning Outcomes as one of its Goals. The learning outcomes are identified as: **Core Academics; Habits of Mind; Social/Character Building; and, Critical Thinking.**

*Students will make continuous progress in the structure, development and language conventions identified in the Teachers College Reading and Writing Project K-6 learning progressions (2013) for the 3 CCSS writing types. Students will also make continuous progress in the writing process learning progressions, Levels 1-8: generating ideas, drafting, revising, and editing. Students will improve their handwriting (cursive/manuscript) and keyboarding/navigation skills through explicit instruction and regularly scheduled practice.*

Students will increase their performance proficiencies in Structure: (lead, transitions, endings and organization); Development: (elaboration and craft); and, Language Conventions: (spelling & punctuation). Performance indicators will include pre and post writing assessments. Data will be recorded on the EMES Data Wall.

2015-2016 <b>Narrative</b>	% Did not meet standards	%Nearly met standards	%Met standards	%Exceeded standards
Grade 6 (35)	17	29	14	40
Grade 5 (23)	13	57	26	4
Grade 4 (26)	15	50	19	15
Grade 3 (16)	13	50	13	25
Grade 2 (27)	22	48	26	4
Grade 1 (16)	0	36	43	21
K (28)	18	13	38	31
School: N=171	14	40	26	20
2015-2016 <b>Information</b>	% Did not meet standards	%Nearly met standards	%Met standards	%Exceeded standards
Grade 6 (36)	19	42	25	14
Grade 5 (23)	30	48	17	5
Grade 4 (24)	13	42	33	13
Grade 3 (19)	26	16	16	42
Grade 2 (28)	11	39	39	11
Grade 1 (17)	6	35	24	35
K (27)	4	11	22	63
School: N= 174	16	33	25	26

2015=2016 Opinion	% Did not meet standards	%Nearly met standards	%Met standards	%Exceeded standards
Grade 6 (36)	3	50	19	28
Grade 5 (23)	17	43	26	13
Grade 4 (25)	28	36	24	12
Grade 3 (19)	26	16	32	26
Grade 2 (28)	7	54	32	7
Grade 1 (17)	6	12	47	35
K (28)	0	18	21	61
School: N= 176	12	33	29	26

For the 2016-2017 school year, the above data will continue to be disaggregated into the writing sub topics: **Structure**, **Development** and **Conventions** within each text type (narrative, informational, opinion) to identify explicit instructional needs for each grade level. Also, data concerning the students who receive Tier 2 instruction will be monitored to show the proficiency levels of each student and their growth (pre and post assessment data for Tier 2).

#### EMES Reading Data Wall Information

2015-2016 Reading-Fall	% Did not meet standards	%Nearly met standards	%Met standards	%Exceeded standards
Grade 6 (36) DRA2	3	39	47	11
Grade 5 (23) DRA2	13	30	52	4
Grade 4 (25) DRA2	0	56	40	4
Grade 3 (18)F&P	22	5	5	67
Grade 2 (26)F&P	42	13	4	42
Grade 1 (16)F&P	13	20	13	56
School: 144	16	27	27	31

\*Does not include the G-M data for grade 6

2015-2016 <b>Reading – Winter</b>	% Did not meet standards	%Nearly met standards	%Met standards	%Exceeded standards
Grade 6 DRA2 (37)	3	30	46	22
Grade 5 DRA2 (23)	4	39	48	9
Grade 4 DRA2 (25)	8	28	56	8
Grade 3 F & P (18)	11	11	5	72
Grade 2 F & P (27)	22	7	22	48
Grade 1 F & P(17)	12	0	18	71
K F & P (28)	7	21	21	50
School: N=175	10	19	31	40

2015-2016 <b>Reading – Spring</b>	% Did not meet standards	%Nearly met standards	%Met standards	%Exceeded standards
Grade 6 DRA2 (37)	8	5	59	27
Grade 5 DRA 2 (23)	0	13	57	30
Grade 4 DRA2 (25)	0	12	76	12
Grade 3 F&P (19)	16	0	11	74
Grade 2 F&P (28)	18	7	29	46
Grade 1 F&P (17)	12	18	0	71
K F&P (28)	7	29	21	43
Total 177	9	12	36	43

Students will increase their proficiency in understanding: Key Ideas & Details, Authors Craft & Structure, Integration of Knowledge & Ideas, and, Range of Reading and Level of Text Complexity and Foundational skills (CCSS Anchor Standards).

Implementation lead (name and role):

#1 Principal, Alicia Lyford; Kathy Christy, Literacy Teacher Leader; EMES Leadership/Data Team (Individuals above and, Ellen Knoedler, Jillian Zeilenga, Arlyn Bruccoli, Patti Taffel, David Willard)

#2 Principal, Alicia Lyford; Kathy Christy, Literacy Teacher Leader; EMES Leadership/Data Team (Individuals above and, Ellen Knoedler, Jillian Zeilenga, Arlyn Bruccoli, Patti Taffel, David Willard)

#3 Interventionists and classroom teachers.

## DATA TO REVIEW

### Writing

- ✓ Narrative, Informational, and Opinion Pre and Post assessments. Data is posted as proficiency levels on the EMES data wall. We expect to see an increase in the proficiency levels from the 2015-2016 data
- ✓ Writing Learning Progressions/Rubrics for each text type from TCRWP
- ✓ SBAC
- ✓ Writing Performance Indicators documents
- ✓ Students receiving Tier 2 interventions-progress monitoring
- ✓ CCSS

### Reading

- ✓ Early Literacy Screening
- ✓ Fountas & Pinnell Text Levels
- ✓ DRA 2
- ✓ Gates
- ✓ WCSU Reading Performance Indicators and Best Practices document TBD
- ✓ Students receiving Tier 2 interventions-progress monitoring
- ✓ SBAC
- ✓ CCSS
- ✓ Formative assessments
- ✓ Student work/artifacts

Tasks (WCSU-written by SU) (EMES - written for EMES)	Related Green Mountain Star	Person(s) Responsible	Antic. Comple tion Date	Status (Completed, in progress, etc.) and related notes
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	Indicators			
1. <b>(EMES)</b> EMES Students will make continuous progress in writing structure, development and conventions as measured by pre and post writing assessments. This is supported through weekly embedded professional development sessions.		Principal, EMES PD Coach, Teachers	Ongoing	There is a specific PD calendar that teachers follow that align with text types, pre and post assessments from September to June, each year.
2. <b>(WCSU)</b> WCSU Elementary Literacy Specialists with U-32 support articulates first draft of student performance indicators in reading PreK-12.		Director of Curriculum, Principals, Elementary Literacy Specialists	October 2016	In progress  First draft will be completed and shared by October 2016
2a. <b>(EMES)</b> EMES staff will research, discuss, and implement agreed upon Best Practices for Reading Instruction (based upon WCSU Performance Indicators).		EMES Teachers and EMES PD Coach	June 2017	In progress
2b. <b>(EMES)</b> EMES teachers will engage in differentiated book study within PD teams.		EMES Teachers and EMES PD Coach	June 2017	EMES teachers are studying the anchor standards and implementing during their literacy blocks.
3. <b>(WCSU)</b> Administer common assessments as		Director of	Ongoing	In progress

<p>articulated in WCSU local comprehensive assessment plan (Early Literacy screening K-2, F&amp;P K-3, DRA2 4-6, Gates 6).</p>		<p>Curriculum, Washington Central Leadership Team, classroom teachers, elementary literacy specialists</p>	<p>annually</p>	<p>GMRT will be administered as a universal screener in the fall 2016 We need to commit to ongoing calibration for WCSU early literacy assessments, F &amp; P and DRA2</p>
<p>3a. <b>(EMES)</b> EMES administers common assessments as articulated on the WCSU local assessment plan as well as the writing assessments for each text type. The data is displayed on the EMES data wall three times a year. The data is analyzed to determine next steps for PD, classroom instruction, and Tier 2 &amp; 3 supports.</p>		<p>Principal, EMES PD Coach</p>	<p>Ongoing</p>	<p>Ongoing</p>
<p>4. <b>(WCSU)</b> Washington Central Leadership Team (WCLT) calibrates observations and conducts walk through's aligned with 2013 Danielson Framework .</p>		<p>WCSU Leadership Team</p>	<p>Ongoing</p>	<p>In progress  We will need to provide Danielson training for all new Teachers.</p>



<p>5. <b>(WCSU)</b> WCSU Elementary Literacy Specialists analyze data to determine necessary Tier 2 intervention and supports, including “quick start” planning.</p>		<p>Literacy Specialists, Leadership team</p>	<p>Ongoing</p>	<p>Each June the elementary literacy specialists analyze data and create a “quick start” plan</p>
<p>5a. <b>(EMES)</b> The EMES Data/Leadership Team and grade alike teams (at ‘kid talk’) will determine necessary Tier 2 supports at EMES.</p>		<p>EMES Leadership/Data Team, EMES grade alike teams, Principal</p>	<p>Ongoing</p>	<p>The 2016-2017 schedule allows for 30 minutes of re-teach time 4X a week for all grades.</p>
<p>6. <b>(WCSU)</b> WCSU EST work group will revisit the EST process and make revisions to the process as necessary.</p>		<p>WCSU EST work group, WCLT</p>	<p>Ongoing</p>	<p>Ongoing</p>
<p>7. <b>(WCSU)</b> Teachers will routinely use and share formative assessment practices during PD sessions. PD groups will identify, research, and practice FA strategies.</p>		<p>Principals, Teachers, PD Coach</p>	<p>June 2017</p>	<p>Some teachers routinely use formative assessment.</p>
<p>7a. <b>(EMES)</b> EMES Teachers will refine calibration processes in writing to ensure that we remain steadfast in our calibration practices. This will be in conjunction with the WCSU Literacy Steering Committee writing calibration initiative.</p>		<p>Teachers, Principal, PD Coach</p>	<p>Ongoing</p>	<p>Ongoing</p>

<p>8. <b>(EMES)</b> There continues to be a structure in place that ensures that all EMES teachers are meeting at least 3x a month for professional development sessions (90 minutes each) in all literacy areas. This is led/facilitated by the EMES PD Coach.</p>		<p>EMES PD Coach, Principal</p>	<p>Ongoing</p>	<p>Ongoing</p>
<p>9. <b>(EMES)</b> EMES teachers will receive support from the PD Coach in classroom literacy instruction.</p>		<p>EMES PD Coach</p>	<p>Ongoing</p>	<p>Ongoing</p>
<p>11. <b>(EMES)</b> EMES staff will review the CCSS for Language #1-6 in respective grade level teams. This in turn will lead to consistency in classroom instruction regarding the Language Standards. Areas of competence and need will be addressed via formative assessment, PD sessions.</p>		<p>Classroom Techers, EMES PD Coach</p>	<p>Ongoing</p>	<p>Ongoing</p>

**Mathematics Goal Statement:**

1. EMES Math curriculum, instructional practices and assessments are aligned and integrated with the WCSU math non-negotiables and the CCSS.
2. Students will increase their proficiency in mathematical concepts for numbers and operations, geometry and measurement, functions and algebra, and, data, statistics and probability.
3. EMES will have a Tier 2 structure that identifies and implements math instructional supports for all EMES students.

**Identified Need and Data to Support the Needs:**

All EMES students will make connections and apply mathematical concepts across the curriculum in real life situations.

All EMES staff are guided by a document that aligns the CCSS standards, curriculum, instruction and assessment in mathematics

All EMES teachers are implementing the math learning progressions developed by the WCSU Math Steering Committee.

All EMES teachers develop and use multiple source of data to inform instruction.

All EMES teachers will be calibrated in common/benchmark assessment administration.

All students that are identified with the need for Tier 2 will receive support.

**Mathematics Student Outcomes & Supporting Data**

The EMES Board has identified Educational and Academic Learning Outcomes as one of its Goals. The learning outcomes are identified as: **Core Academics; Habits of Mind; Social/Character Building; and, Critical Thinking.**

WCSU engaged in a comprehensive and collaborative math review conducted by LAPDA in the spring of 2014.

The EMES Math Data Wall will include the STAR 360 benchmark assessment. During the 2016-2017 school year, staff will be trained on the STAR 360 math assessment. The WCSU math steering committee will roll out additional formative, benchmark and common assessments that EMES will use for data.

### EMES Math Data Wall Information using Easy CBM

2015-2016 <b>Math Fall</b>	% Did not meet standards	%Nearly met standards	%Met standards	%Exceeded standards
Grade 6 (36)	5/36= 14%	7/36= 19%	22/36=61%	2/36=6%
Grade 5 (23)	2/23=9%	4/23=17%	14/23=61%	3/23=13%
Grade 4 (25)	1/25=4%	3/25=12%	15/25=60%	6/25=24%
Grade 3 (18)	1/18=6%	2/18=11%	12/18=67%	3/18=17%
Grade 2 (25)	1/25=4%	8/25=32%	13/25=52%	3/25=12%
Grade 1 (16)	5/16=31%	0/16=0%	10/16=63%	1/16=6%
School: 143	11%	15%	61%	13%
2015-2016 <b>Math Winter</b>	% Did not meet standards	%Nearly met standards	%Met standards	%Exceeded standards
Grade 6 (37)	1/37=3%	4/37=11%	29/37=78%	3/37=8%
Grade 5 (23)	1/23=4%	0/23=0%	19/23=83%	3/23=13%
Grade 4 (25)	0/25=0%	3/25=12%	19/25=76%	3/25=12%
Grade 3 (18)	1/18=6%	0/18=0%	13/18=72%	4/18=22%
Grade 2 (24)	0/24=0%	0/24=0%	22/24=92%	2/24=8%
Grade 1 (17)	0/17=0%	0/17=0%	9/17=53%	8/17=47%
K (27)	0/27=0%	3/27=11%	18/27=67%	6/27=22%
School: N=175	2%	5%	74%	19%
2015-2016 <b>Math Spring</b>	% Did not meet standards	%Nearly met standards	%Met standards	%Exceeded standards
Grade 6 (37)	1/37=3%	4/37=11%	31/37=84%	1/37=3%
Grade 5 (23)	0/23=0%	7/23=30%	13/23=57%	3/23=13%
Grade 4 (24)	0/24=0%	4/24=17%	18/24=75%	2/24=8%
Grade 3 (18)	1/18=6%	2/18=11%	4/18=22%	11/18=61%
Grade 2 (29)	0/29=0%	3/29=10%	15/29=52%	11/29=38%
Grade 1 (17)	1/17=6%	5/17=29%	11/17=65%	0/17=0%
K (28)	0/28=0%	4/28=14%	21/28=75%	3/28=11%
Total 177	2%	17%	61%	19%

**Data to Review**

- ✓ Easy CBM Benchmark
- ✓ PNOA in primary grades
- ✓ WCSU Mathematics non-negotiables and newly developed assessments.
- ✓ Students receiving Tier 2 interventions
- ✓ SBAC
- ✓ Learning progressions
- ✓ CCSS
- ✓ Student work
- ✓ Formative assessments

Tasks	Related Green Mountain Star Indicators	Person Responsible	Anticipated Completion Date	Status (Completed, in progress, etc.) and related notes
<p>1. <b>(WCSU)</b> Administer common assessments as articulated in WCSU local comprehensive plan</p>	<p>C1N01 C102 C1N03 PTC04 L05</p>	<p>Director of Curriculum, WCLT, classroom teachers.</p>	<p>Ongoing annually</p>	<p>Star 360 will be administered as a universal screener in Grades K-8 in the fall and winter</p>
<p>2. <b>(EMES)</b> Teachers will develop a working knowledge of instructional practices and pedagogy for math instruction, based on a scope and sequence from the WCSU learning progressions.</p> <p>Professional development will be provided around instructional practices, assessment, learning progressions, CCSS, etc.</p>		<p>Principal, EMES Math Coach/Interventionist WCSU Math Coach/Interventionist, Classroom teachers</p>	<p>Ongoing</p>	<p>In progress</p> <p>A PD calendar will be developed in the summer of 2016</p>

<p>3. <b>(EMES)</b> EMES Students progress on the WCSU learning progressions, will be measured through common benchmark and summative assessments. Understanding and interpretation of these assessments will be facilitated by ongoing PD.</p>
<p>4. <b>(EMES)</b> EMES will have a working document that delineates Tiers 1, 2, and 3 math supports. These supports will be determined during Kid Talk.</p>
<p>5. <b>(WCSU)</b> WCSU math coach/ interventionist supports teachers as they align curriculum, instruction and assessment practices.</p>
<p>6. <b>(EMES)</b> EMES math coach/interventionist will support students and teachers in instruction and instructional practices.</p>

Principal, EMES Math Coach/Interventionist WCSU Math Coach	Ongoing	In progress  PD calendar that teachers will follow that align with the assessment window Sep - June, each year
EMES Leadership/Data Team, EMES Grade alike teams, Principal	Ongoing	The EMES Leadership/Data team has created a structure for the reteach blocks.
Director of Curriculum, Math Coach, Interventionist, WCLT, teachers	Ongoing	Rotating schedule during 2016-2017 school year.
EMES Math Interventionist	Ongoing	During PD Blocks

**School Climate Goal Statements:**

There is a data driven multi-tiered system of support to identify and meet the academic and pro-social needs of all EMES learners. EMES will have a Tier 2 structure that identifies and implements behavioral/social supports for all EMES students. EMES is a student centered, safe learning environment for all students, staff and families.

**Student Outcomes and Supporting Data**

All staff will have common behavioral expectations.  
Students will be provided the academic and pro-social skills that they need as identified by the data.  
The EMES Leadership/Data Team and the PBIS Leadership Team will analyze student data to identify student needs and professional development needs  
Use of SWIS data to inform PBIS efforts  
Positive feedback from parents and students about the effectiveness of PBIS  
EST and Pre-EST process is used seamlessly in order to provide support to students  
There is a data collection program to enter and analyze EST (and other student) data  
The Special Education program has a service delivery model that includes effective intervention, integration, case management, scheduling, data collection and service delivery including MTSS.  
All students that are identified with the need for Tier 2 will receive support.

**PBIS:** Student behaviors will decrease as an outcome of the PBIS system. Teachers will use consistent language and methods when addressing behavioral expectations.  
**EST:** Students will be provided supports as part of the MTSS. Teachers will be proficient in using the revised EST process.  
**Special Education:** Students eligible for special education will be provided a high quality program.

The EMES Board has identified Educational and Academic Learning Outcomes as one of its Goals. The learning outcomes are identified as: **Core Academics; Habits of Mind; Social/Character Building; and, Critical Thinking.**

## School Climate Data: SWIS

### 1. Average referrals per day per month 2015-2016

Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
3.14	3.10	3.35	2.94	2.37	5.36	2.41	5.87	4.19	1.22

### 2. Referrals by problem behaviors

Other	Harassment	Inappropriate display of affection	Minor – property misuse	Inappropriate location	Minor Inappropriate language	Abusive inappropriate language
17 (2.6%)	4 (0.6%)	5 (0.8%)	9 (1.5%)	12 (2%)	14 (2.3%)	17 (2.8%)
Disrespect	Disruption	Minor Disruption	Minor Physical Contact/ aggression	Minor Disrespect	Physical Aggression	Defiance/Insubordination Non-Compliance
28 (5%)	47 (8%)	54 (9%)	83 (14%)	87 (15%)	100 (17%)	121 (20%)

### 3. Referrals by location

Art	Music	Special Event	Bathroom	Library	Gym	Cafe	Hall	Bus	Play ground	Class
5 (0.8%)	11 (1.8%)	11 (1.8%)	12 (2%)	20 (3.3%)	26 (4.3%)	32 (5.3%)	46 (7.7%)	51 (8.5%)	91 (15.2%)	290 (48.5%)

### 4. Referrals by time

8-9	9-10	10-11	11-12	12-1	1-2	2-3	3-4	4-5
12 (2%)	44 (7%)	58 (9%)	77 (13%)	132 (22%)	78 (13%)	107 (17%)	76 (13%)	14 (2%)

### 5. Referrals by day of week

Monday	Tuesday	Wednesday	Thursday	Friday
100 (16%)	142 (24%)	117 (19%)	130 (22%)	105 (17%)

### 6. # of Referrals by grade

Pre k	K	1	2	3	4	5	6
3 (0.5%)	92 (15%)	130 (21%)	184 (30%)	96 (16%)	16 (2.6%)	30 (5%)	47 (7.8%)



7. Referrals by month

Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
66 (11%)	62 (10%)	57 (9%)	50 (8%)	45 (7%)	75 (12%)	53 (9%)	88 (15%)	88 (15%)	11 (1%)

Tasks	Related Green Mountain Star Indicators	Person Responsible	Anticipated Completion Date	Status (Completed, in progress, etc.) and related notes
1. <b>WCSU</b> Social Curriculum Steering Committee reviews behavioral data, identifies trends and considers ways to make improvements.	L05 UD01 UD02 PTCo3 SS02 SC01	Director of Special Services, Director of CIA, Social Steering Committee	Ongoing	In progress
2. <b>(EMES)</b> All teachers new to WCSU attend Responsive Classroom summer institute within their first two years of employment.		Director of Curriculum, Principals, WCSU Responsive Classroom trainers	Ongoing	In progress  WCSU supports three RC trainers; we will ascertain needs for RC I and II institutes in spring 2015.

Tasks	Related Green Mountain Star Indicators	Person Responsible	Anticipated Completion Date	Status (Completed, in progress, etc.) and related notes
3. <b>(EMES)</b> EMES PBIS Leadership Team and behavioral interventionist were trained on Tier 2 interventions	L05 UD01 UD02 PTCo3 SS02 SC01	EMES PBIS Leadership Team	March 2015	In progress
4. <b>(EMES)</b> EMES PBIS Leadership Team and behavioral interventionist attended the BEST institute and participated in a Tier 1 refresher workshop		EMES PBIS Leadership Team	June 2016	In progress
5. <b>(EMES)</b> PBIS Coach meets weekly with Green Mountain Behavior Consultant		PBIS Coach	Ongoing	In progress
6. <b>(EMES)</b> EMES will continue to use data to support Tier 1 practices across the school		All those employed at EMES	Ongoing	In progress
7. <b>(EMES)</b> EMES will begin using the PBIS bully prevention program. All staff will undergo training.		All those employed at EMES	Ongoing	Beginning August 2016

Tasks	Related Green Mountain Star Indicators	Person Responsible	Anticipated Completion Date	Status (Completed, in progress, etc.) and related notes
8. <b>(EMES)</b> PBIS Coach will participate in RBT (Registered Behavior Technician) training.	L05 UD01 UD02 PTCo3 SS02	PBIS Coach	November 2015	Completed
9. <b>(EMES)</b> EMES will meet the needs of students identified as needing Tier 2 supports. There will be a structure in place for an interventionist to address individual student needs.	SC01	EMES Staff/Behavior interventionist	Ongoing	In progress
10. <b>(WCSU)</b> All WCSU teachers complete mandatory training on bullying and harassment.		Washington Central Leadership Team	Annually	In progress

Continuous Improvement Plan: Supplemental AYP Narrative  
For AYP-identified and/or Title-funded schools submitting CIPs for AOE review To be  
completed in each school's Green Mountain Star dashboard

(For AYP-identified schools) How will the needs of your AYP-identified student subgroups be addressed in a new way as a part of this plan?

As part of the MTSS, EMES will clearly articulate and implement Tier 2 & Tier 3 supports and structures to students who show evidence of need by progress monitoring and common/benchmark assessments. The EMES data wall clearly identifies the subgroups; and if a child in any of the subgroups (Race, SES, IEP, 504, etc) are identified as needing Tier 2 or Tier 3 supports, they will receive the instructional support they need. There will be structure in place (2016-2017) so that students in need of Tier 2 or 3 support will receive it during a 'reteach' block that will not interfere with regular classroom instruction (Tier 1) in the areas of mathematics, literacy and social /behavioral.

(For AYP-identified schools) Why do you think that these changes will lead to improved outcomes for students in your AYP-identified subgroups?

Identifying student in need of support in a timely manner (and providing the appropriate Tier level(s) of support) will lead to improved outcomes. Also, progress monitoring will measure the effectiveness of the interventions. EMES's data wall will be another indicator of student outcomes.

(For AYP-identified schools) How will you be modifying your approach to supporting AYP-identified content areas as a part of this plan? We will be implementing in- class coaching and modeling of pedagogy and instructional practices in 'real time'.

Careful data analysis will identify content areas that teachers may benefit from specific professional development. During the 2016-2017 school year, we will be providing professional development in mathematics once a month for 90 minutes in addition to the 3X a month literacy professional development.

(For AYP-identified schools) Why do you think that these changes will lead to improved student outcomes within your AYP-identified content areas? Specific professional development in content areas that have been identified through data analysis. Students will receive immediate support in identifies areas through Tier 2 interventions by the classroom teacher and/or interventionist.

Continuous Improvement Team Members and Roles:

Alicia Lyford, EMES Principal

Ellen Knoedler, EMES Grade 6 Teacher and Community Member

Kathy Christy, EMES PD Coach, Grades 3 Teacher

Jillian Zeilenga, EMES First Grade Teacher, Parent/Community Member

Arlyn Bruccoli, EMES Librarian/Tech Integrationist

Patti Taffel, EMES Speech/Language Pathologist

\*with input from the entire EMES Staff

Approved by the School Board on (Date):

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