

**East Montpelier Elementary School
Continuous Improvement Plan 2017-18**

School Name: East Montpelier Elementary School

Title I Schoolwide: N

Supervisory Union: WCSU

Superintendent: Bill Kimball

SU Phone: 229-0553

Superintendent Email: bkimball@u32.org

Principal: Alicia Lyford

School Phone: 223-7936

Principal Email: alyford@u32.org

Goal Number: 1	Statement of Goal: EMES students will meet or exceed rigorous standards for core knowledge in the areas of <i>literacy, mathematical content and practices, scientific inquiry and content knowledge, global citizenship, physical education and health, artistic expression, and financial literacy</i> , as well as the transferable skills and behaviors that will prepare them for lifelong learning and success.
-------------------	--

Goal addresses what identified need? What data supported the identification of this need? Data to consider: SBAC, Fountas & Pinnell, DRA 2, DSA, Star 360, Formative and Summative Assessment measures, Grades	When will this goal be realized (date or “ongoing”)? Ongoing
How does this goal translate into student outcomes? EMES students will demonstrate proficiency or better on all of the WCSU Student Learning Outcomes (SLO’s).	Anticipated funding sources: School budget
How does this goal reflect SU goals or priorities? WCSU has developed an implementation plan to ensure that all students achieve proficiency in the WCSU Student Learning Outcomes. In order to accomplish the plan, the WCSU Leadership Team has developed a Theory of Action: <i>If we provide high-quality instruction and interventions that are responsive to learners’ needs and interests, based on clear learning targets and measured by a comprehensive and balanced assessment system, then we will close achievement gaps and ensure that all students achieve proficiency in our WCSU Student Learning Outcomes.</i>	Implementation lead (name and role): Alicia Lyford, Principal

Task	Person(s) Responsible	Anticipated Completion Date	Status (Completed, in progress. etc.) and related notes
Clear Learning Targets: Task 1a: Develop Student Learning Outcomes for	Principal Curriculum Committees	Ongoing	

grades Pre-K through 6; create community awareness and understanding; answer parent questions.	Classroom Teachers		
Task 1b: Ensure that all staff have a shared understanding of learning targets and instructional best practice. Each classroom will have clear learning targets articulated in “I can” language.	Principal	Ongoing	
Transferable Skills: Task 2a: Each classroom will have a copy of WCSU Transferable Skills in their classroom for students to refer to.	Principal Classroom Teachers	Ongoing	
Task 2b: Connect the instruction and assessment of transferable skills with the instruction and assessment of standards-based academic content.	Principal Instructional Coaches Classroom Teachers	Ongoing	
Student Learning Outcomes: Task 3: We will articulate and communicate performance indicators in all Student Learning Outcomes and align the indicators to the standards.	Principal Instructional Coaches Classroom Teachers Curriculum committees	Ongoing	
Grading and Reporting: Task 4: Students and their families will have a clear understanding of their progress toward achieving proficiency in the Student Learning Outcomes.	Principal Classroom Teachers	Ongoing	
Comprehensive and Balanced Assessment System: Task 5a: Implement WCSU comprehensive assessment plan and use collected assessment data to inform instruction.	Director of Curriculum Principal Classroom Teachers	Ongoing	
Task 5b: Use student formative assessment data to inform teaching and learning. Students will know where they are and what the next body of work will be, following a formative assessment and feedback.	Classroom Teachers	Ongoing	
Task 5c: Teachers will use technology both as an instructional and collaborative tool, and for	Instructional Coaches Classroom Teachers	Ongoing	

assessment purposes.			
Task 5d: Use data analysis effectively in teaching and learning.	Principal Interventionists Classroom Teachers		
MTSS: Task 6a: Provide a multi-tiered system of supports to support learning on several levels including interventions and enrichment.	Principal Interventionists Classroom Teachers	Ongoing	
Task 6b: Students will be identified as needing interventions during Kid Talk sessions, directly following WCSU benchmark assessment windows.	Principal Instructional Coaches Interventionists Classroom Teachers	Ongoing	
Task 6c: Instructional coaches will support teachers in alignment of excellent instruction in the areas of literacy, math, tech integration, and behavior.	Principal Instructional Coaches	Ongoing	

Goal Number: 2	Statement of Goal: EMES is a student centered, safe learning environment for all students, staff and families.
--------------------------	---

<p>Goal addresses what identified need? What data supported the identification of this need? PBIS/Responsive Classroom: Student behaviors will decrease as an outcome of Responsive Classroom and 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 EST process. Special Education: Students eligible for special education will be provided a high quality program.</p> <p>Data to consider: EMES Climate Survey Results 2015-16, EMES Climate Survey Results 2016-17</p>	<p>When will this goal be realized (date or “ongoing”)? Ongoing</p>
<p>How does this goal translate into student outcomes? EMES students will improve their academic performance when they feel safe and respected, and when we have partnered with families in an efficacious way.</p>	<p>Anticipated funding sources: School budget, BEST Funds</p>

<p>How does this goal reflect SU goals or priorities? WCSU is committed to the Responsive Classroom philosophy and Positive Behavior Interventions and Supports. The SU provides training and support related to these practices, and to ensure that all staff members and students receive appropriate training in related bullying, harassment, and hazing on an annual basis.</p>	<p>Implementation lead (name and role): Alicia Lyford, Principal</p>
--	--

Task	Person(s) Responsible	Anticipated Completion Date	Status (Completed, in progress, etc.) and related notes
<p>Responsive Classroom/PBIS - Task 1a: All teachers new to EMES will attend Responsive Classroom summer institute within their first two years of employment. They will also receive ongoing PBIS training from the Behavior Coach.</p>	Principal Behavior Coach All Staff	Ongoing	
<p>Task 1b: EMES PBIS Leadership Team and Behavior Coach will use Tier 1 student behavior data to provide targeted instruction during Monday Morning Meetings and other times across the school setting.</p>	Behavior Coach EMES PBIS Leadership Team	Ongoing	
<p>Task 1c: 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.</p>	Principal Behavior Coach	Ongoing	
<p>Task 1d: EMES Behavior Coach will meet regularly to consult on individual student issues with the Green Mountain Behavior Consultant.</p>	Behavior Coach	Ongoing	
<p>2: School Climate - EMES will administer an annual school climate survey to students, parents, and staff. Results will be used to address climate issues and to promote positive school climate.</p>	Principal	Ongoing	