

Caledonia Central Supervisory Union Continuous Improvement Plan

Goal	Question	Plan
Goal 1: Curriculum & Instruction	What do we want to accomplish?	All schools in CCSU will participate in a leadership team to work with a consultant to develop a 3-year school improvement plan which includes direction, professional development and expectations for our content areas. We will develop a curriculum map that aligns and sequences our literacy, humanities and science units. We will determine high-leverage instructional strategies and determine a plan for professional development. Our students will improve their ability to read, analyze, and interpret complex texts. Our students will improve their ability to examine multiple sources and cite evidence in written arguments. Our students will improve their ability to persevere and solve complex multi-step problems in mathematics and we will work towards all students achieving proficiency with grade level computational skills. Our curriculum will reflect a proficiency-based learning design.
	What change(s) can/did we make that will result in improvement?	<p>We will develop a three-year plan that outlines our direction, goals and strategies for curriculum and instruction.</p> <p>We will form a committee of teachers and instructional coordinators to align our science units with our literacy units to better align with our program's components and develop an overall curricular map.</p> <p>We will determine high leverage instructional strategies.</p> <p>We will work with a consultant to design and provide professional development in literacy instruction at the primary level in both core instruction and with tiered intervention.</p> <p>We will purchase a k-2 literacy program and provide training.</p> <p>We will ensure training on our math program for new teachers.</p> <p>We will ensure all plan components are communicated effectively to all appropriate staff and school community members.</p> <p>We will form teams to begin learning about and developing k-12 proficiency-based learning design.</p>
	How will/do we know our change resulted in an improvement?	<p>We will know our changes have resulted in improvement when:</p> <p>Our data (state and local) indicates our proficiency scores have improved.</p> <p>Our curriculum is better aligned across content areas and our teaching time has been maximized. Due to a more connected cohesive curriculum structure, our student engagement and understanding has improved.</p> <p>Our teachers are trained in our reading and math programs and are using program components with reasonable fidelity.</p> <p>Our teachers are aware of our three-year plan and are following it with fidelity.</p> <p>There is consistency with curriculum, instruction and assessment and overall learning design across schools within our SU.</p> <p>Our staff will be more knowledgeable in proficiency-based learning and we will have begun our developing our learning design.</p>

Goal	Question	Plan
Goal 2: Targeted Intervention	What do we want to accomplish?	Our MTSS model will be effective and appropriately staffed. Our targeted interventions will be high leverage, high quality instructional strategies and will be differentiated to ensure our students meet proficiency goals. Our data team meetings will be scheduled, well-functioning, well-attended meetings where decisions about instruction are made.
	What change(s) can/did we make that will result in improvement?	We will review our MTSS model as an administration and leadership team for effectiveness and ensure adequate time and staffing for an effective MTSS model to provide tiered academic supports for our students. We will revise our MTSS model so that pedagogy and practice are in alignment. We will review intervention data. We will ensure high quality instructional strategies and differentiation to reach our proficiency goals. We will review our data team process and revise for effectiveness.
	How will/do we know our change resulted in an improvement?	We will know our revisions to our MTSS model are working based on intervention data collected and reviewed during regularly scheduled six-week data cycle meetings. We will know our model is working because our schedule will support tiered instructional time and we will have appropriate staff to implement the strategies.

Goal	Question	Plan
Goal 3: Safe Healthy School	What do we want to accomplish?	Our school and SU climate and culture provide the best learning environment for students. Families support student learning and are partners with the school in strengthening student participation and engagement.
	What change(s) can/did we make that will result in improvement?	We utilize Quaglia My Voice Survey data from all staff and parents, and students in grade two and above in schools across the SU. We will analyze data and determine priorities specific to climate and culture in buildings, as well as parent & community involvement. We will make priorities part of SU and school plans and develop actions steps.
	How will/do we know our change resulted in an improvement?	We will know our changes have resulted in improvement when we administer the surveys again and compare data. We will hope to see improvement with results related to select targeted areas.

Barnet School

Continuous Improvement Plan

Goal	Question	Plan
Goal 1: Curriculum & Instruction	What do we want to accomplish?	The Barnet school will participate in a leadership team to work with a consultant to develop a 3-year school improvement plan which includes direction, professional development and expectations for our content areas. We will develop a curricular map that aligns and sequences our literacy, humanities and science units. We will determine high-leverage instructional strategies and determine a plan for professional development. Our students will improve their ability to read, analyze, and interpret complex texts. Our students will improve their ability to examine multiple sources and cite evidence in written arguments. Our students will improve their ability to persevere and solve complex multi-step problems in mathematics and we will work towards all students achieving proficiency with grade level computational skills. Our curriculum will reflect a proficiency-based learning design.
	What change(s) can/did we make that will result in improvement?	<p>We will develop a three-year plan that outlines our direction, goals and strategies for curriculum and instruction.</p> <p>We will form a committee of teachers and instructional coordinators to align our science units with our literacy units to better align with our program's components and develop an overall curricular map.</p> <p>We will determine high leverage instructional strategies.</p> <p>We will work with a consultant to design and provide professional development in literacy instruction at the primary level in both core instruction and with tiered intervention.</p> <p>We will purchase a k-2 literacy program and provide training.</p> <p>We will ensure training on our math program for new teachers.</p> <p>We will ensure all plan components are communicated effectively to all appropriate staff and school community members.</p> <p>We will form teams to be trained in proficiency-based learning and will begin our overall design process.</p>
	How will/do we know our change resulted in an improvement?	<p>We will know our changes have resulted in improvement when:</p> <p>Our data (state and local) indicates our proficiency scores have improved.</p> <p>Our curriculum is better aligned across content areas and our teaching time has been maximized. Due to a more connected cohesive curriculum structure, our student engagement and understanding has improved.</p> <p>Our teachers are trained in our reading programs and are using program components with reasonable fidelity.</p> <p>Our teachers are aware of our three-year plan and are following it with fidelity.</p> <p>There is consistency with curriculum, instruction and assessment and overall learning design across schools within our SU.</p> <p>Our learning design will be proficiency-based.</p>

Goal	Question	Plan
Goal 2: Targeted Intervention	What do we want to accomplish?	<p>We will review our MTSS model for effectiveness.</p> <p>We will ensure a true MTSS model to provide tiered academic supports for our students.</p> <p>We will ensure staffing to meet the requirements of our MTSS model.</p> <p>We will ensure high quality instructional strategies and differentiation to reach our proficiency goals.</p>
	What change(s) can/did we make that will result in improvement?	<p>We will use data and research to determine most effective high leverage and targeted intervention teaching strategies.</p> <p>We will revise our MTSS model so that pedagogy and practice are in alignment.</p> <p>We will revise our schedule and how we use staff to best implement targeted interventions within an MTSS model.</p>
	How will/do we know our change resulted in an improvement?	<p>We will know our revisions to our MTSS model are working based on intervention data collected and reviewed during regularly scheduled six-week data cycle meetings.</p> <p>We will know our model is working because our schedule will support tiered instructional time and we will have appropriate staff to implement the strategies.</p>

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Goal 3: Safe Healthy School	What do we want to accomplish?	<p>Our school and SU climate and culture provide the best learning environment for students.</p> <p>Families support student learning and are partners with the school in strengthening student participation and engagement.</p>
	What change(s) can/did we make that will result in improvement?	<p>We utilize Quaglia My Voice Survey data from all staff and parents, and students in grade two and above in schools across the SU. We will analyze data and determine priorities specific to climate and culture in buildings, as well as parent & community involvement. We will make priorities part of SU and school plans and develop actions steps.</p>
	How will/do we know our change resulted in an improvement?	<p>We will know our changes have resulted in improvement when we administer the surveys again and compare data. We will hope to see improvement with results related to select targeted areas.</p>

Danville School

Continuous Improvement Plan

Goal	Question	Plan
Goal 1: Curriculum & Instruction	What do we want to accomplish?	<p>The Danville school will participate in a leadership team to work with a consultant to develop a 3-year school improvement plan which includes direction, professional development and expectations for our content areas. We will develop a curricular map that aligns and sequences our literacy, humanities and science units. We will determine high-leverage instructional strategies and determine a plan for professional development. Our students will improve their ability to read, analyze, and interpret complex texts. Our students will improve their ability to examine multiple sources and cite evidence in written arguments. Our students will improve their ability to persevere and solve complex multi-step problems in mathematics and we will work towards all students achieving proficiency with grade level computational skills. Our curriculum will reflect a proficiency-based learning design.</p>
	What change(s) can/did we make that will result in improvement?	<p>We will develop a three-year plan that outlines our direction, goals and strategies for curriculum and instruction.</p> <p>We will form a committee of teachers and instructional coordinators to align our science units with our literacy units to better align with our program's components and develop an overall curricular map.</p> <p>We will determine high leverage instructional strategies.</p> <p>We will work with a consultant to design and provide professional development in literacy instruction at the primary level in both core instruction and with tiered intervention.</p> <p>We will purchase a k-2 literacy program and provide training.</p> <p>We will ensure training on our math program for new teachers.</p> <p>We will ensure all plan components are communicated effectively to all appropriate staff and school community members.</p> <p>We will form teams to begin learning about and developing k-12 proficiency-based learning design.</p>
	How will/do we know our change resulted in an improvement?	<p>We will know our changes have resulted in improvement when:</p> <p>Our data (state and local) indicates our proficiency scores have improved.</p> <p>Our curriculum is better aligned across content areas and our teaching time has been maximized. Due to a more connected cohesive curriculum structure, our student engagement and understanding has improved.</p> <p>Our teachers are trained in our reading and math programs and are using program components with reasonable fidelity.</p> <p>Our teachers are aware of our three-year plan and are following it with fidelity.</p> <p>There is consistency with curriculum, instruction and assessment and overall learning design across schools within our SU.</p> <p>Our staff will be more knowledgeable in proficiency-based learning and we will have begun our developing our learning design.</p>

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Goal 2: Targeted Intervention	What do we want to accomplish?	Our MTSS model will be effective and appropriately staffed. Our targeted interventions will be high leverage, high quality instructional strategies and will be differentiated to ensure our students meet proficiency goals. Our data team meetings will be scheduled, well-functioning, well-attended meetings where decisions about instruction are made.
	What change(s) can/did we make that will result in improvement?	We will review our MTSS model as an administration and leadership team for effectiveness and ensure adequate time and staffing for an effective MTSS model to provide tiered academic supports for our students. We will revise our MTSS model so that pedagogy and practice are in alignment. We will review intervention data. We will ensure high quality instructional strategies and differentiation to reach our proficiency goals. We will review our data team process and revise for effectiveness.
	How will/do we know our change resulted in an improvement?	We will know our revisions to our MTSS model are working based on intervention data collected and reviewed during regularly scheduled six-week data cycle meetings. We will know our model is working because our schedule will support tiered instructional time and we will have appropriate staff to implement the strategies.

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	What change(s) can/did we make that will result in improvement?	We utilize Quaglia My Voice Survey data from all staff and parents, and students in grade two and above in schools across the SU. We will analyze data and determine priorities specific to climate and culture in buildings, as well as parent & community involvement. We will make priorities part of SU and school plans and develop actions steps.
	How will/do we know our change resulted in an improvement?	We will know our changes have resulted in improvement when we administer the surveys again and compare data. We will hope to see improvement with results related to select targeted areas.

Peacham Elementary School Continuous Improvement Plan

Goal	Question	Plan
Goal 1: Curriculum & Instruction	What do we want to accomplish?	<p>The Peacham School will participate in a leadership team to work with a consultant to develop a 3-year school improvement plan which includes direction, professional development and expectations for our content areas. We will develop a curricular map that aligns and sequences our literacy, humanities and science units. We will determine high-leverage instructional strategies and determine a plan for professional development. Our students will improve their ability to read, analyze, and interpret complex texts. Our students will improve their ability to examine multiple sources and cite evidence in written arguments. Our students will improve their ability to persevere and solve complex multi-step problems in mathematics and we will work towards all students achieving proficiency with grade level computational skills. Our curriculum will reflect a proficiency-based learning design.</p>
	What change(s) can/did we make that will result in improvement?	<p>We will develop a three-year plan that outlines our direction, goals and strategies for curriculum and instruction. We will participate in a committee of teachers and instructional coordinators to align our science units with our literacy units to better align with our program's components and develop an overall curricular map. We will determine high leverage instructional strategies. We will work with a consultant to design and provide professional development in literacy instruction at the primary level in both core instruction and with tiered intervention. We will purchase a k-2 literacy program and provide training. We will ensure training on our math program for new teachers. We will ensure all plan components are communicated effectively to all appropriate staff and school community members. We will form teams to begin learning about and developing k-12 proficiency-based learning design.</p>
	How will/do we know our change resulted in an improvement?	<p>We will know our changes have resulted in improvement when: Our data (state and local) indicates our proficiency scores have improved. Our curriculum is better aligned across content areas and our teaching time has been maximized. Due to a more connected cohesive curriculum structure, our student engagement and understanding has improved. Our teachers are trained in our reading and math programs and are using program components with reasonable fidelity. Our teachers are aware of our three-year plan and are following it with fidelity. There is consistency with curriculum, instruction and assessment and overall learning design across schools within our SU. Our staff will be more knowledgeable in proficiency-based learning and we will have begun our developing our learning design.</p>

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Goal 2: Targeted Intervention	What do we want to accomplish?	Our MTSS model will be effective and appropriately staffed. Our targeted interventions will be high leverage, high quality instructional strategies and will be differentiated to ensure our students meet proficiency goals. Our data team meetings will be scheduled, well-functioning, well-attended meetings where decisions about instruction are made.
	What change(s) can/did we make that will result in improvement?	We will review our MTSS model as an administration and leadership team for effectiveness and ensure adequate time and staffing for an effective MTSS model to provide tiered academic supports for our students. We will revise our MTSS model so that pedagogy and practice are in alignment. We will review intervention data. We will ensure high quality instructional strategies and differentiation to reach our proficiency goals. We will review our data team process and revise for effectiveness.
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Goal 3: Safe Healthy School	What do we want to accomplish?	Our school and SU climate and culture provide the best learning environment for students. Families support student learning and are partners with the school in strengthening student participation and engagement.
	What change(s) can/did we make that will result in improvement?	We utilize Quaglia My Voice Survey data from all staff and parents, and students in grade two and above in schools across the SU. We will analyze data and determine priorities specific to climate and culture in buildings, as well as parent & community involvement. We will make priorities part of SU and school plans and develop actions steps.
	How will/do we know our change resulted in an improvement?	We will know our changes have resulted in improvement when we administer the surveys again and compare data. We will hope to see improvement with results related to select targeted areas.

Walden Elementary School Continuous Improvement Plan

Goal	Question	Plan
Goal 1: Curriculum & Instruction	What do we want to accomplish?	<p>The Walden School will participate in a leadership team to work with a consultant to develop a 3-year school improvement plan which includes direction, professional development and expectations for our content areas. We will develop a curriculum map that aligns and sequences our literacy, humanities and science units. We will determine high-leverage instructional strategies and determine a plan for professional development. Our students will improve their ability to read, analyze, and interpret complex texts. Our students will improve their ability to examine multiple sources and cite evidence in written arguments. Our students will improve their ability to persevere and solve complex multi-step problems in mathematics and we will work towards all students achieving proficiency with grade level computational skills. Our curriculum will reflect a proficiency-based learning design.</p>
	What change(s) can/did we make that will result in improvement?	<p>We will develop a three-year plan that outlines our direction, goals and strategies for curriculum and instruction. We will form a committee of teachers and instructional coordinators to align our science units with our literacy units to better align with our program's components and develop an overall curricular map. We will determine high leverage instructional strategies. We will work with a consultant to design and provide professional development in literacy instruction at the primary level in both core instruction and with tiered intervention. We will purchase a k-2 literacy program and provide training. We will ensure training on our math program for new teachers. We will ensure all plan components are communicated effectively to all appropriate staff and school community members. We will form teams to begin learning about and developing k-12 proficiency-based learning design.</p>
	How will/do we know our change resulted in an improvement?	<p>We will know our changes have resulted in improvement when: Our data (state and local) indicates our proficiency scores have improved. Our curriculum is better aligned across content areas and our teaching time has been maximized. Due to a more connected cohesive curriculum structure, our student engagement and understanding has improved. Our teachers are trained in our reading and math programs and are using program components with reasonable fidelity. Our teachers are aware of our three-year plan and are following it with fidelity. There is consistency with curriculum, instruction and assessment and overall learning design across schools within our SU. Our staff will be more knowledgeable in proficiency-based learning and we will have begun our developing our learning design.</p>

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	What change(s) can/did we make that will result in improvement?	We will review our MTSS model as an administration and leadership team for effectiveness and ensure adequate time and staffing for an effective MTSS model to provide tiered academic supports for our students. We will revise our MTSS model so that pedagogy and practice are in alignment. We will review intervention data. We will ensure high quality instructional strategies and differentiation to reach our proficiency goals. We will review our data team process and revise for effectiveness.
	How will/do we know our change resulted in an improvement?	We will know our revisions to our MTSS model are working based on intervention data collected and reviewed during regularly scheduled six-week data cycle meetings. We will know our model is working because our schedule will support tiered instructional time and we will have appropriate staff to implement the strategies.

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Goal 3: Safe Healthy School	What do we want to accomplish?	Our school and SU climate and culture provide the best learning environment for students. Families support student learning and are partners with the school in strengthening student participation and engagement.
	What change(s) can/did we make that will result in improvement?	We utilize Quaglia My Voice Survey data from all staff and parents, and students in grade two and above in schools across the SU. We will analyze data and determine priorities specific to climate and culture in buildings, as well as parent & community involvement. We will make priorities part of SU and school plans and develop actions steps.
	How will/do we know our change resulted in an improvement?	We will know our changes have resulted in improvement when we administer the surveys again and compare data. We will hope to see improvement with results related to select targeted areas.

Waterford Elementary School Continuous Improvement Plan

Goal	Question	Plan
Goal 1: Curriculum & Instruction	What do we want to accomplish?	The Waterford School will participate in a leadership team to work with a consultant to develop a 3-year school improvement plan which includes direction, professional development and expectations for our content areas. We will develop a curricular map that aligns and sequences our literacy, humanities and science units. We will determine high-leverage instructional strategies and determine a plan for professional development. Our students will improve their ability to read, analyze, and interpret complex texts. Our students will improve their ability to examine multiple sources and cite evidence in written arguments. Our students will improve their ability to persevere and solve complex multi-step problems in mathematics and we will work towards all students achieving proficiency with grade level computational skills. Our curriculum will reflect a proficiency-based learning design.
	What change(s) can/did we make that will result in improvement?	<p>We will develop a three-year plan that outlines our direction, goals and strategies for curriculum and instruction.</p> <p>We will form a committee of teachers and instructional coordinators to align our science units with our literacy units to better align with our program's components and develop an overall curricular map.</p> <p>We will determine high leverage instructional strategies.</p> <p>We will work with a consultant to design and provide professional development in literacy instruction at the primary level in both core instruction and with tiered intervention.</p> <p>We will purchase a k-2 literacy program and provide training.</p> <p>We will ensure training on our math program for new teachers.</p> <p>We will ensure all plan components are communicated effectively to all appropriate staff and school community members.</p> <p>We will form teams to be trained in proficiency-based learning and will begin our overall design process.</p>
	How will/do we know our change resulted in an improvement?	<p>We will know our changes have resulted in improvement when:</p> <p>Our data (state and local) indicates our proficiency scores have improved.</p> <p>Our curriculum is better aligned across content areas and our teaching time has been maximized. Due to a more connected cohesive curriculum structure, our student engagement and understanding has improved.</p> <p>Our teachers are trained in our reading programs and are using program components with reasonable fidelity.</p> <p>Our teachers are aware of our three year plan and are following it with fidelity.</p> <p>There is consistency with curriculum, instruction and assessment and overall learning design across schools within our SU.</p> <p>Our learning design will be proficiency-based.</p>

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Goal 2: Targeted Intervention	What do we want to accomplish?	<p>We will review our MTSS model for effectiveness.</p> <p>We will ensure a true MTSS model to provide tiered academic supports for our students.</p> <p>We will ensure staffing to meet the requirements of our MTSS model.</p> <p>We will ensure high quality instructional strategies and differentiation to reach our proficiency goals.</p>
	What change(s) can/did we make that will result in improvement?	<p>We will use data and research to determine most effective high leverage and targeted intervention teaching strategies.</p> <p>We will revise our MTSS model so that pedagogy and practice are in alignment.</p> <p>We will revise our schedule and how we use staff to best implement targeted interventions within an MTSS model.</p>
	How will/do we know our change resulted in an improvement?	<p>We will know our revisions to our MTSS model are working based on intervention data collected and reviewed during regularly scheduled six-week data cycle meetings.</p> <p>We will know our model is working because our schedule will support tiered instructional time and we will have appropriate staff to implement the strategies.</p>

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Goal 3: Safe Healthy School	What do we want to accomplish?	<p>Our school and SU climate and culture provide the best learning environment for students.</p> <p>Families support student learning and are partners with the school in strengthening student participation and engagement.</p>
	What change(s) can/did we make that will result in improvement?	<p>We utilize survey data from all staff and parents, and students in grade two and above in schools across the SU.</p> <p>We will analyze data and determine priorities specific to climate and culture in buildings, as well as parent & community involvement. We will make priorities part of SU and school plans and develop actions steps.</p>
	How will/do we know our change resulted in an improvement?	<p>We will know our changes have resulted in improvement when we administer the surveys again and compare data. We will hope to see improvement with results related to select targeted areas.</p>

