

## Milton Town School District Continuous Improvement Plan: 2015-2016; 2016-2017; 2017-2018

**Target Goal #1: A Systemic and Comprehensive Approach** – Careful examination of research on systemic change shows significant relationships between systemic organization and capacity and student achievement (Huie, Buttram, Deviney, Murphy & Ramos, 2004). In addition, real and enduring change is complex and requires commitment and creative thinking (Fullan, 1997; Senge, et al., 1999, 2000). VERMONT Multi-tiered System of Supports Response to Intervention and Instruction (MTSS-RtII) Field Guide © 2014, P. 6

ACTION STEPS (What is to be done?)	Focus Area:	Person Responsible:	Tasks/Timeline	Anticipated Completion Date:	Possible Funding Sources:	Result Indicators:	Green Mountain Star/ Educational Quality Standards:	Status Updates
1-1 Develop and articulate the mission/vision for each of the schools within the Milton Town School District that supports students in meeting proficiency requirements through personalized learning, flexible pathways and differentiated instruction.	MES MMS MHS	Building Principals	<ol style="list-style-type: none"> <li>1. A group representing all stakeholders develops a Vision, Mission and Core Values for the district.</li> <li>2. Each principal assembles a committee to review existing documents and make revisions to existing Core Values and Beliefs according to Education Quality standards</li> <li>3. Create a document describing the organizational structure that allows for distributive leadership in each school.</li> <li>4. Review for alignment with the Vision, Mission &amp; Core Values                             <ol style="list-style-type: none"> <li>4a. master schedule</li> <li>4b. faculty and student handbooks</li> <li>4c. PLPs/Flexible Pathways</li> <li>4d. PBGRs</li> </ol> </li> </ol>	Fall 2016  Schools Winter 2017	General Budget Funds	Core Values and Beliefs become part of school practice.  Distributed leadership organizational chart is applied to organizational decision making	EQS-2120	DONE
1-2. Conduct a comprehensive review of all MTSS Tiers to more effectively meet students' needs and monitor their progress.	MES MMS MHS	Data & Assessment Coordinator  MES, MMS, &MHS, Building Principals, Dean of Students	<ol style="list-style-type: none"> <li>1. Building principals use walkthroughs and professional evaluation tools to monitor quality and rigor of tier I instruction and application of strategies to differentiate within the classroom and provide feedback to teachers on ways to improve (fall 2016 and ongoing).</li> <li>2. Clarify function and structure of tier 2 and 3 intervention system. (Fall 2016)</li> <li>3. Develop and use protocols with defined criteria to determine tier 2 and tier 3 interventions throughout PreK-12 system. (Begin Fall 2016)</li> <li>4. Leadership team reviews data related to # of MTSS referrals, referral process and</li> </ol>	Fall 2016 - ongoing	General Funds	As a result of completing this comprehensive review of student support services, the process for identify and serving "At-Risk" students is more efficient and effective.	EQS-2121 EQS-2123  EQS-2123	IN Progress

<p><b>Target Goal # 1 (Continued)</b></p>			<p>protocols for Tier II and Tier III used across the district and aligns/refines the process annually (9/2016 –annually)</p>					
<p>1-3 Develop and implement a system for the equitable distribution of resources and staffing across the district.</p>	<p>MTSD</p>	<p>Superintendent  Leadership Team</p>	<ol style="list-style-type: none"> <li>1. Leadership team reviews local math and reading data 3 times per year and does an annual review of SBAC &amp; NECAP data to determine staffing needs in the district and plan/budget accordingly.</li> <li>2. Develop a clearly articulated implementation plan which includes procedures within the system for equitable distribution of resources.</li> <li>3. Annual review of data on class size, caseloads of Special Ed&amp; Guidance to prioritize needs for budgeting.</li> <li>4. Review technology needs and plan and budget accordingly. STAR, etc.</li> </ol>	<p>June 2016  Ongoing-annual</p>	<p>General Budget Fund  Federal Funds:  IDEA  Consolidated Federal Grant, Title I</p>	<p>Equitable distribution of resources and staffing is realized across the district. Budget, staffing and resource decisions are prioritized according to needs.</p>	<p>EQS-2100</p>	<p>Done Annually</p>
<p>1-4. Develop and implement a comprehensive data system to record, track, and intervene/address reports of bullying, harassment, hazing, as well as all levels of disciplinary/incident reporting.</p>	<p>MTSD</p>	<p>Superintendent  Dean of Students  IT</p>	<ol style="list-style-type: none"> <li>1. Review existing system and personnel responsible for tasks, revise system to improve reporting efficiencies and eliminate redundancies</li> <li>2. Develop a system and process to collect data with clearly defined tasks, timeline and personnel responsible for tasks               <ol style="list-style-type: none"> <li>2. a. SWIS data is used to monitor student discipline (K-5), 4500 Reports are maintained by the Superintendent).</li> <li>2.b. Develop forms and reporting procedures</li> </ol> </li> <li>3. IT and leadership team explore appropriate platforms to increase current capacity and future ways to support implementation of plan and platforms that integrate data.</li> </ol>	<p>Fall 2016</p>	<p>General Budget Funds</p>	<p>Reporting system is improved and data system is streamlined and efficient</p>	<p>EQS-2122</p>	<p>DONE</p>

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**Target Goal #2: Effective Collaboration** – Research suggests that most organizations can benefit and improve by developing a collaborative culture (Darling-Hammond, 1997; Fullan, 1999; Goddard, Goddard & Taschannen-Moran, 2007). A collaborative culture is a distinguishing feature of effective schools (Lipson et al, 2004), and a necessary condition for successful multi-tiered systems. VERMONT Multi-tiered System of Supports Response to Intervention and Instruction (MTSS-RtII) Field Guide © 2014, P. 12

ACTION STEPS (What is to be done?)	Focus Area:	Person Responsible:	Tasks/Timeline	Anticipated Completion Date:	Possible Funding Sources:	Result Indicators:	GMS/EQS Indicators:	Status Update
2-1 Develop school and district plans to improve communication MTSD and Milton community.	MTSD  MES MMS MHS	Board Administrators	<ol style="list-style-type: none"> <li>1. Develop a shared vision for school and district communication</li> <li>2. Develop draft communication plans</li> <li>3. Form an action team partnership to provide feedback on the communication plan with all stakeholders to facilitate communication of district information</li> <li>4. Collaborate with community partners on projects, events, and activities to engage Milton Town residents and students in community based health and wellness activities/initiatives.</li> <li>5. Use backward design based on a shared vision to articulate a district wide communication plan which may include increasing and improving the district's and each school's online presence (websites, social media, mass communication systems, such as Blackboard), the consolidation of multiple online systems to a manageable and reasonable number of systems &amp; databases, and a unified communication platform so that all employees within the Milton Town School District are using the same email, calendars and document sharing platforms. Determine structure of team (by building, district)</li> <li>6. All stakeholders will be trained on the use of the various electronic/on-line communication venues/resources.</li> </ol>	June 2017	General Budget Funds	<p>Expanded opportunities for students, families, and community members to feel engaged with the Milton Town community as reported on the bi-annual Youth Risk Behavior Survey and the Community Asset Index.</p> <p>The relationship between MTSD and community is improved</p>	.EQS 2125	<p>The PreK-5 School publishes a Student-Parent Handbook at the beginning of each school year. Additionally, the PreK-5 office prepares a monthly newsletter that is sent electronically to parents and community members. The school guidance counselors provide evening opportunities on topics generated</p> <p>Added Social Media</p> <p>Reviewing and Improving Use of Powerschool/ Powerteacher-</p> <p>MMS Reporting System Committee Convened</p> <p>MHS Reporting System Committee Convened</p>
			<ol style="list-style-type: none"> <li>7. To increase parental involvement, MES to provide and parent materials and light refreshments for K-5 math night for parents of 676 elementary school students.</li> </ol>	June 2018	SIGrant	<p>Parents report greater level of understanding of common core mathematics and learning progressions.</p>		
2-2 Improve culture in all MTSD schools and within the leadership team	MTSD MES		<ol style="list-style-type: none"> <li>1. Contract with external consultant to perform an audit of K-5, 6-8 and 9-12 schools and MTSD central office</li> </ol>	June 2017-	Federal SIG	Audit and action plan developed/implemented	EQS-2122	Anthony Muhammad Audit

	MMS MHS		(fall 2016) 2. District and each school will develop action steps to improve culture based on audit results (2016) 3. Provide training that targets improving culture to all staff & faculty working in MTSD (2016)	ongoing	funds	Increased retention rate of new hires Increased student achievement as a result of higher degree of adult collaboration	EQS-2121.3 EQS-2121.4 c,d,e	finished. School-based goals set. Continuing Education.
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**Milton Town School District  
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**Target Goal #3: High-quality instruction and Intervention** – A multi-tiered system of **RtII** focuses first on ensuring that students are experiencing the highest-quality classroom instruction – instruction that is differentiated and responsive to diverse students and provides appropriate supports and feedback for both academic success and socially effective behavior. VERMONT Multi-tiered System of Supports Response to Intervention and Instruction (MTSS-RtII) Field Guide © 2014, P. 19

ACTION STEPS (What is to be done?)	Focus Area:	Person Responsible:	Tasks/Timeline	Anticipated Completion Date:	Possible Funding Sources:	Result Indicators:	GMS/EQS Indicators:	Status Up-Dates:
<p>3.1 Provide high quality Tier I instruction for all students</p> <p><i>Sample PLC Calendar</i>                      Sept. 12 <i>Review SBAC data, identify priority standards, set annual improvement goals-quantitative</i>                      Sept. 19 <i>Record strategies to meet annual improvement goals Identify or create common assessment # 1 tied to annual improvement goals</i>                      Sept. 26 <i>Review common assessment # 1 results for the grade level and individual teachers Identify strengths; share strategies. List strategies to try Identify or create common assessment # 2 Develop improvement goal for common assessment # 2</i></p>	MES MMS MHS	Principals	<p>Ensure high expectations-establish consistent performance standards keyed to external targets</p> <ul style="list-style-type: none"> <li>All middle level teachers work with instructional coach to ensure utilization of best practices across all content areas</li> </ul> <p>Provide structure for common planning for general and special ed PLCs                      Create calendars for PLCs</p> <ul style="list-style-type: none"> <li>Common assessments</li> <li>Data meetings</li> <li>Progress monitoring/strategy check</li> </ul> <p>Provide agendas for each type of meeting                      Require and respond to agenda-based meeting minutes-maintain binders                      Admins monitor and support                      Train CLTs to run data meetings to start, gradual release of responsibility</p> <p>Develop consistent understanding/implementation of UDL</p> <p>Ensure evidence-based instruction</p> <p>Provide increased student choice/voice within unit planning</p>	<p>Begin fall 2016/ongoing</p> <p>Begin fall 2016/ongoing</p>	SIG	<p>Walk through data shows increasing consistency in best practices used across all classrooms and increased student engagement</p> <p>Teachers meet regularly, create and follow agenda and use UDL principals to plan instruction and assessments</p>	<p>EQS 2120.1</p> <p>EQS 2121.1c</p>	<p>Reviewed data SP 17, made recommendations based on PDSA cycle..</p>

			<p>Implement common unit development across grade levels</p> <p>Use high-quality common assessments, including modified, with clear targets and performance standards</p>					
3.2 Create a culture in which teachers take responsibility for engaging all students in Tier 1 instruction, success for 75-85% of students		Principals: MES, MMS & MHS	<p>Develop cultural competency (including poverty and trauma)</p> <p>Read/View best practices in school culture</p> <p>Plan school culture PD for FY 17</p>	Faculty meetings by June 2016			<p>EQS-2122</p> <p>EQS-2121.3</p> <p>EQS-2121.4 c,d,e</p>	PLC Meetings On-going
3.3 Develop procedures to ensure equity for students	MES MMS MHS	Principals       Data & Assessment Coordinator	<p>Placement of students</p> <p>Teacher teams</p> <p>Equal access to curriculum</p> <p>Common assessment by content/grade reported to parents</p> <p>Assess current status of common assessments</p> <p>In VCAT to ensure consistency</p> <ul style="list-style-type: none"> <li>• Units</li> <li>• Common assessments</li> <li>• Pacing guides</li> </ul> <p>Scoring guides</p>	June 2016			<p>EQS2120.5</p> <p>EQS 2121.5</p> <p>EQS 2123,2</p> <p>EQS 2124</p>	<p>Ongoing</p> <p>Reviewed data SP 17, made recommendations based on PDSA cycle..</p>
3.4 Create consistent communication protocols			<p>Parents, community, staff</p> <p>HS report cards-build awareness</p>	16-17				Work started
3-1.a Create and articulate a PreK-12 curricular framework and units of study for <b>Mathematics</b> aligned to the Common Core State Standards and Mathematics proficiency graduation requirements.	MTSD  MES MMS MHS	<p>Director of Curriculum</p> <p>Building Principals</p> <p>Data and Assessment Coordinator</p>	<p>Grades 6-12 math teachers</p> <ol style="list-style-type: none"> <li>1. Select proficiency based graduation requirements and performance indicators (2015-2016)</li> <li>2. Develop assessments and scoring guides for performance indicators (2016-2017)</li> <li>3. Create common assessments, pacing guides and unit rubrics, map performance indicators to curriculum framework (2016-2018)</li> </ol> <p>Grades K-5 math teachers</p> <ol style="list-style-type: none"> <li>1. Create curriculum framework, common assessments, pacing guides and identify performance standards (2016-17)</li> </ol>	2018	<p>General Budget Funds</p> <p>Title IIA</p>	<p>Clearly articulated, aligned PreK-12 math curricula, with professional development and fidelity of implementation</p> <p>All students will show growth in scaled score using the SBAC as measurement.</p> <p>100% of students will be</p>	<p>EQS-2120</p> <p>EQS-2123</p>	<p>PBGR's selected and scoring guides are completed for 6-12 math (April 2016)</p>

			<ol style="list-style-type: none"> <li>2. Map performance indicators to learning targets in curriculum framework (2016-2017)</li> <li>3. Develop assessments and scoring guides for performance indicators (2017-2019)</li> <li>4. To improve math instruction, math consultant will provide studio model pd to improve teacher understanding of math content, apply rb instructional practices and new learning to plan instruction.</li> <li>5. To build teacher capacity through distributed leadership, MES K5 Distributed Leadership Team designs meeting cycle to support comprehensive and systemic implementation of grant through mtgs. outside of school day.</li> </ol>		<p>SIG 1003g</p>	<p>proficient as defined by the District Proficiency Based Graduation Standards</p>		
<p>3-1b. Create and articulate a <b>PreK-12 ELA</b> curriculum framework and units of study for Reading and Writing aligned to the Common Core State Standards for Literacy and proficiency base graduation requirements.</p>	<p>MTSD  MES MMS MHS</p>	<p>Director of Curriculum  Building Principals  Data and Assessment Coordinator</p>	<p>Grades 6-12</p> <ol style="list-style-type: none"> <li>1. Select proficiency based graduation requirements and performance indicators (2015-2016)</li> <li>2. Develop assessments and scoring guides for performance indicators (2016-2017)</li> <li>3. Create units of study, common assessments, pacing guides and unit rubrics (2016-2018)</li> <li>4. Map performance indicators to learning targets and curriculum framework (2016-2018)</li> <li>5. All 9-12 teachers of English meet with principal to create a written document that establishes common standards of practice to support K-8 document (2016-2017)</li> </ol> <p>Grades K-5</p> <ol style="list-style-type: none"> <li>1. Create curriculum framework, units of study, common assessments, pacing guides and performance standards (2016-2018)</li> <li>2. Align performance indicators to learning targets &amp; curriculum framework (2016-2018)</li> <li>3. Develop assessments and scoring guides for performance indicators (2016-2019)</li> <li>4.</li> </ol>	<p>2018</p>	<p>General Budget Funds  Title IIA</p>	<p>Clearly articulated, aligned PreK-12 ELA curricula, with professional development and fidelity of implementation.</p> <p>All students will show growth in scaled score using the SBAC as measurement.</p> <p>100% of students will be proficient as defined by the District Proficiency Based Graduation Standards.</p>	<p>EQS-2120  EQS-2123</p>	<p>PBGR's selected and scoring guides completed for 6-12 ELA</p> <p>PBGRs to MES next.</p>

<p>3-1c. Create and articulate a <b>PreK-12 Science</b> curriculum framework and units of study aligned to the Next Generation Science Standards and proficiency based graduation requirements.</p>	<p>MTSD MES MMS MHS</p>	<p>Director of Curriculum  Building Principals  Data and Assessment Coordinator</p>	<p>Grades 6-12            1. Select proficiency based graduation requirements and performance indicators (2015-2016)            2. Develop assessments and scoring guides for performance indicators (2016-2017)            3. Create units of study, common assessments, pacing guides and unit rubrics (2016-2018)            4. Map performance indicators to learning targets and curriculum framework (2016-2018)            Grades K-5            1. Identify proficiency based graduation requirements and performance indicators (2015-2016)            2. Develop scoring guides for performance indicators (2016-2017)            3. Create units of study, common assessments, pacing guides and performance standards (2016-19)            4. Align performance indicators to learning targets and curriculum framework (2016-2019)</p>	<p>June 2018</p>	<p>General Budget Funds  Title IIA</p>	<p>Clearly articulated, aligned PreK-12 science curricula, with professional development and fidelity of implementation  100% of students will be proficient as defined by the District Proficiency Based Graduation Standards.</p>	<p>EQS-2120 EQS-2123</p>	<p>Gr. K-12 PBGR's selected.(March 2016) 9-12 scoring guides completed (April 2016)  K-12 Committee Convened to review data and rewrite.</p>
<p>3-1d. Create and articulate a <b>PreK-12 History/Social Sciences</b> curricular framework and units of study aligned to standards and proficiency based graduation requirements.</p>	<p>MTSD MES MMS MHS</p>	<p>Director of Curriculum  Building Principals  Data and Assessment Coordinator</p>	<p>Grades 6-12            1. Select proficiency based graduation requirements and performance indicators (2015-2016)            2. Develop assessments and scoring guides for performance indicators (2016-2017)            3. Create units of study, common assessments, pacing guides and unit rubrics (2016-2018)            4. Map performance indicators to learning targets and curriculum framework (2016-2018)            Grades K-5            1. Select proficiency based graduation requirements and performance indicators (2015-2016)            2. Develop scoring guides for performance indicators (2016-2017)            3. Create units of study, common assessments, pacing guides and performance standards (2017-2020)            4. Align performance indicators to learning targets and curriculum framework (2017-2020)</p>		<p>General Budget Funds  Title IIA</p>	<p>Clearly articulated, aligned PreK-12 social studies curricula, with professional development and fidelity of implementation  100% of students will be proficient as defined by the District Proficiency Based Graduation Standards.</p>	<p>EQS-2120 EQS-2123</p>	<p>Gr. 6-12 PBGR's selected and Scoring Guides completed (March 2016)</p>
<p>3-1e. Develop and articulate a curriculum framework for <b>Unified Arts</b> classes and curricula aligned to standards and proficiency based graduation requirements.</p>	<p>MTSD MES MMS MHS</p>	<p>Director of Curriculum  Building Principals</p>	<p>Grades K-12            1. Select proficiency based graduation requirements and performance indicators (2015-2016)            2. Develop scoring guides for performance indicators (2016-2017)            3. Create units of study, common assessments, pacing guides and performance standards (2017-2019)            4. Align performance indicators to learning targets and curriculum framework (2017-2019)</p>	<p>June 2018</p>	<p>General Budget Funds  Title IIA</p>	<p>Clearly articulated, aligned PreK-12 Unified Arts curricula, with professional development and fidelity of implementation  100% of students will be proficient as defined by the District Proficiency Based Graduation Standards.</p>	<p>EQS-2120 EQS-2123</p>	<p>K-12 PBGR's selected (March 2016) 6-12 Scoring guides in process (April 2016)  Ongoing</p>



<p>3.1f Develop evidence-based, consistent system of Tier II and Tier III interventions, including criteria for eligibility and exit and progress monitoring</p>	<p>MTSD</p>	<p>Data &amp; Assessment Coordinator  Director of Student Services</p>	<p>Grades K-12 1. Develop criteria and procedures to be used in elementary, middle and high school to provide Tier II &amp; III interventions (fall 2016) 2. Monitor process and revise as needed (annually)</p>	<p>ongoing</p>	<p>General Budget Funds</p>	<p>Written criteria and procedures are posted electronically in an agreed upon location and reviewed by teachers and principals annually</p>	<p>EQS-2121.5  EQS-2123.2</p>	<p>Ongoing  Reviewed data SP 17, made recommendations based on PDSA cycle..</p>
<p>3.1g Articulate and monitor implementation of common standards of practice across Prek-12 grade levels to ensure rigorous, high quality Tier 1 instruction in reading, writing, math and science for ALL students. Hire instructional coaches to align and support the professional development plan and assist leadership to evaluate and teachers to implement best practices and curriculum pacing guides.</p>	<p>MTSD  MES MMS MHS</p>	<p>Director of Curriculum  Building Principals  Data and Assessment Coordinator</p>	<p>MTSD 1. Data is gathered and analyzed by leadership team each trimester to determine areas of instructional improvement and pd (Fall 2016 ongoing) 2. All K-12 teachers of mathematics participate in the Best Practices in Mathematics Course Math Matters (2015-2016)  Grades 6-8 1. All 6-8teachers of mathematics participate in Studio Model PD (2016-2017) 2. All middle level teachers work with instructional coach to ensure utilization of best practices across all content areas  Grades K-5 3. All K-5 teachers of reading participate in PD, "Lesson Planning Using the Readers Workshop Model"(2015-2016) 4. All K-5 teachers of mathematics participate in Course II of Best Practices in Mathematics Course (2016-2017) 5. All K-5 teachers of mathematics participate in Studio Model PD (2015-2017) 6. All K-5 teachers of reading participate in lesson study with reading coach (fall 2016-2017)</p>	<p>2018</p>	<p>General Budget Funds  Title IIA</p>	<p>Implementation of action steps focused on improving Tier 1 instruction will enable MTSD to improve student performance.</p>	<p>EQS-2123  EQS-2125  EQS 2121.3  WPLO6, HQII 5</p>	<p>Data was shared at each school in spring (2016)  K-5 teachers completed math course, 6-12 will complete course on May 2.  K-5 PD for reading teachers was provided and lessons planned with additional support for new hires  K-5 teachers completed all rounds of math studio model pd in 2015-2016</p>
<p>3.1h Based upon current data (from local and state assessments), develop a comprehensive plan to improve student performance in Writing.</p>	<p>MTSD MES MMS MHS</p>	<p>Director of Curriculum  MES, MMS, MHS Building Principal  Data &amp; Assessment Coordinator</p>	<p>MTSD 1. Finalize Writing Rubrics K-12 aligned to CCSS and SBAC requirements (2016-2018)  Gr. 6-8 1. Pilot Writers Workshop Units of Study grades 6-8 (2016-2017)  Gr. K-5 1. Implement and monitor Writers Workshop Units of Study grades K-5 (spring 2015-</p>	<p>June 2018</p>	<p>General Budget Funds</p>	<p>MES: Local on-demand prompts will show increases in the number of students achieving proficiency beginning in 2017. MMS: Local on-demand prompts will show increases in the number of students achieving proficiency beginning in 2017.</p>	<p>EQS-2120  EQS-2123.1 2123.2  EQS 2124</p>	<p>K-5 rubrics have been revised and aligned with SBAC and Lucy Calkins Units of Study (April 2016)  Walkthrough Tool was revised to reflect components of Writers</p>



			ongoing) 2. Provide time for teachers to identify benchmark writing pieces to guide scoring (2016-2017)			MHS: High school students continue to exceed state average regardless of assessment. Local assessments will show continuous improvement for all students.		Workshop Model (Spring 2015)  Reviewed data SP 17, made recommendations based on PDSA cycle..
3.1i Based on current data (from local and state assessments), develop a plan to improve student performance in reading.	MES MMS MHS	Principal Data & Assm Curric	Gr. K-5 1. Fund two reading specialists to provide Tier II intervention in gr. K-5 and assist teachers to plan for differentiation to meet the needs of below target students during literacy instruction (2015-ongoing)  Gr. 9-12 1. Fund one reading specialists for literacy lab to support students performing below proficiency (2015-ongoing)		ongoing	MES- SWP Federal Funds  MHS- SWP Federal Funds	EQS- 2121.5	Funding for specialists positions were budgeted for in CFP grant. (2015-2016)  FY 2017 grant has budgeted for these positions
3.1j Create and articulate a comprehensive <b>PreK-12 Guidance and/or Health &amp; Wellness</b> curriculum for the school district that aligns with the Vermont Framework of Standards and Learning Opportunities and Vermont Transferrable Skills.	MTSD  MES MMS MHS	MTSD Guidance Staff  MTSD Health Grant Coordinator	K-12 1. Complete K-5 Guidance Curriculum (June 2016) 2. 6-12 Guidance Curriculum is revised (2017-2018)	General Funds	2018	All high school students meet guidance and health graduation requirements.	EQS-2120	K-5 Units of study are complete (February 2016)
3.1k Research, pilot, and implement new <b>math</b> programs (for both Tier I and Tier II Instruction) for grades K-5 and 6-8 which are aligned to the Common Core Mathematics Standards.	MES MMS	Director of Curriculum  K-2 Principal 3-5 Principal 6-8 Principal	Grades K-8 1. All Gr. K-8 teachers of mathematics pilot and recommend a math program for adoption (K-5, 6-8) (2015-2016) 2. Annual budget supports purchase of new math program (FY 1y budget Elementary School, FY 17 budget Middle School) 3. All Gr. K-8 teachers of mathematics participate in PD related to implementation of new math program during in-service days (Fall 2016) 4. Building principals monitors implementation and provides feedback to teachers related to standards of practice, well planned lessons that allow for differentiation and pacing of instruction (fall 2016/ongoing) 5. Reconvene K-5 School Improvement Team to monitor progress with goals as determined by	2018	General Budget Funds  Title IIA	Math program is aligned to the Common Core Mathematics Standards and to the Smarter Balanced Assessment, with proper and sufficient trainings, which is followed to fidelity, will result in an increase in the number of students achieving proficient and/or proficient with distinction on state and local assessments.	EQS 2122.2  WPLO5, WPLO6	K-8 teachers completed math pilot and selected a program (March 2016)  Budget is in place to support purchases as listed in plan (April 2016)  Reviewed data SP 17, made recommendations based on PDSA cycle..

			school improvement rubric (2016-2017)					
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**Target Goal #4: Comprehensive and Balanced Assessment** – Good decision making for groups and individuals requires good information. This critical component acknowledges the central role of assessment in effective MTSS-RtII.  
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ACTION STEPS (What is to be done?)	Focus Area:	Person Responsible:	Task/Timeline Anticipated Completion Date:	Anticipated Completion Date:	Possible Funding Sources:	Result Indicators:	GMS/EQS Indicators:	Status Up-Dates:
4-1 Provide on-going training and the regular opportunities for teachers to meet (by grade level, across grade levels, by content areas) to review student performance data, create or revise proficiency based tasks and/or to review student work and to discuss impact on student learning and on instruction.	MTSD MES MMS MHS	Director of Student Services  Building Principals & CTL's  Data &	1. Continue to clarify co-teaching model and expectations (2015/ongoing) 2. Address inequities in terms of scheduled common planning time. (fall 2016) 3. Collaborative teams (classroom teachers, specialists, special educators/co-teachers) meet weekly to plan instruction around learning targets & differentiation, review student academic data, set instructional goals and SMART goals (2016-ongoing) 4. A.Develop protocols to include common	June 2018        June 2018	General Budget Funds	Increase in student academic performance (as stated previously in plan) is realized as a result of co-planning, differentiation of instruction and setting clear learning goals for students.  Walkthrough data gathered by principals shows increasing rigor and quality of Tier 1 instruction	EQS-2121  EQS-2121	Math consultant worked with Director of Student services and K-5 teachers to clarify co-teaching model (fall 2015)  K-5 Specialists and Classroom teachers planned math instruction together during math Studio Model (205-2016)

		Assessment Coordinator	<p>agreements and expectations for teams to work collaboratively (fall 2016)</p> <p>B.Develop and implement a common protocol for data analysis and a common protocol to be used when teams are examining/looking at student work. (fall 2016)</p> <p>5. Provide PD to all leadership team members and teachers on use of protocols, process to analyze data and/or examine student work and set SMART goals (2016-2017)</p> <p>6. Select an electronic platform to house collaborative lesson planning documents, student assignments, student work and make these accessible to teachers, specialists, students and parents (2017-2018)</p> <p>7. Support principals and teachers through data analysis meetings in year 1 (2016-2017)</p> <p>8. Principals participate in meetings to support and ensure teachers are meeting expectations and use common protocols across all grade levels (Begin fall 2017)</p>			Teachers and principals are highly skilled in use of protocols to review student work and use data from review session to drive instruction.	EQS-2123	
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<b>Target Goal # 4 (continued)</b>								
4-2 Periodically review the data on the number of bullying incidents, harassment incidents, hazing incidents, as well as all levels of disciplinary/incident to determine intervention needs of the district and/or individual school(s) and to determine professional development needs of the district and/or individual school staff members.	MTSD MES MMS MHS	Leadership Team  Behavior Teams  Guidance Teams	<p>MES, MMS, MHS</p> <p>1. Review data periodically at the building level during the school year (2015 ongoing)</p> <p>MTSD Leadership</p> <p>1. Review data annually at district level to look for trends (fall 2016-ongoing)</p> <p>2. Review data annually with school board</p>	Ongoing  Ongoing		Through a comprehensive system of identifying students and families “At-Risk” the Milton Town School District will be better able to meet students’ individual social, emotional, and academic needs.	EQS-2121	

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**Target Goal #5: Expertise (Well-designed Professional Learning)** – Expertise and professional learning are the “fuel that drives the RtII Engine” (Batsche, n.d.). The four critical components of MTSS-RtII already described in this Field Guide require significant expertise. The development and refinement of this expertise must be supported by well-designed opportunities for professional learning. In this final section, we describe the significance of expertise and professional learning and offer guidance for how to plan for and tailor professional learning in a multi-tiered system of RtII. VERMONT Multi-tiered System of Supports Response to Intervention and Instruction (MTSS-RtII) Field Guide © 2014, P. 37

ACTION STEPS (What is to be done?)	Focus Area:	Person Responsible:	Tasks/Timeline:	Anticipated Completion Date	Possible Funding Sources:	Result Indicators:	GMS/EQS Indicators:	Status Up-Dates:
5.1 Develop and implement a multi-year <b>professional development plan</b> to support faculty, staff, and administration with the implementation of the various initiatives outlined within this Strategic Action Plan.	MTSD  MES MMS MHS	Director of Curriculum  Data & Assessment Coordinator	1. PD Plan includes all content areas and is connected to curriculum cycle (Winter 2016) 2. Annual review of student performance data (STAR Reading, Math, VCAT, SBAC, NECAP, Local assessments) proficiency based graduation requirements, & teacher surveys are used to determine pd needs and make revisions to plan (2017-ongoing)	June 2017	General funds  Federal CFG-Title IIA	District is able to streamline initiatives and focus professional development funds.  Strategies funded through local budget and CFP reflect needs assessment.	EQS-2121	PD plan is in place and continues to be revised based on assessment and walkthrough data.

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<p>5-1a. Provide explicit job-embedded <b>professional development and coaching</b> focused on the <b>Mathematics</b> requirements of the new Common Core Learning Standards.</p>	<p>MTSD MES MMS MHS</p>	<p>Director of Curriculum  Tier 1 Coach Trainer /Consultant</p>	<ol style="list-style-type: none"> <li>1. K-12 teachers of mathematics (including co-teachers and special educators) participate in Best Practices in Mathematics course with Teacher Development Group (2015-2016)</li> <li>2. Gr. 6-8 teachers of mathematics (including co-teachers and special educators) participate in Studio Model (2016-2017)</li> <li>3. K-5 teachers participate in 2<sup>nd</sup> math course with Teacher Development Group (2016-2017)</li> <li>4. K-5 teachers participate in year 2 Studio Model (2016-2017)</li> <li>5. K-8 Special Educators receive training in Do the Math Intervention Program.(2015-2016)</li> <li>6. K-8 teachers participate in professional development specific to newly adopted math program (2016-2017)</li> <li>7. Support new hires with district initiatives through job embedded coaching (2015-2018)\</li> <li>8. To improve math instruction, teachers will attend Vermont Math Institute master's program to improve teacher understanding of math content, apply rb instructional practices. Costs for credits for three teachers will not exceed \$2000- per teacher per class.</li> </ol>	<p>June 2018</p>	<p>General Fund  Consolidated Federal Grant, Title IIA</p>	<p>All students will show growth in scaled scores on both the SBAC and STAR assessments.  Local assessments will have an increase in the number of students proficient. Baseline data will be collected on year 1 of implements and goals will be set.</p>	<p>GMS-WPLO 5  GMS-WPLO 6</p>	<p>See information on these strategies in goal # 3  Strategies are listed in the CFP grant to fund activities for 2016-2017 school year.</p>
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**Milton Town School District  
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ACTION STEPS (What is to be done?)	Focus Area:	Person Responsible:	Tasks/Timeline:	Anticipated Completion Date	Possible Funding Sources:	Result Indicators:	GMS/EQS Indicators:	Status Up-Dates:
Target Goal # 5 (Continued)								
5-1b. Provide <b>professional development in Next Generation Science Standards</b> to increase teacher understanding of grade level content, inquiry, engineering standards performance indicators, and	MTSD MES MMS MHS	Director of Curriculum	1. Professional development is provided to K-12 Committee to support curriculum alignment with NGSS and proficiency based indicators (2016-2017)	2018 and beyond	Consolidated Federal Grant	Professional Development provided supports the needs identified needs as documented in K-12	EQS-2120	

<p>type of instruction needed for students to be successful in science.</p>		<p>MES, MMS, MHS Building Principals</p>	<ol style="list-style-type: none"> <li>Professional development is provided to K-12 teachers of science to help them “unpack standards”, understand inquiry and engineering standards, performance indicators and content expected at each grade level (2017-2019)</li> <li>Principals work with teachers to guarantee master schedule includes sufficient time for science instruction at each grade level (120 min. K-1, increasing each year to 300 minutes by gr. 5) (2016-2017)</li> <li>Principals monitor implementation of science curriculum (Fall 2016/ ongoing)</li> </ol>		<p>Title IIA</p>	<p>Committee and In-service Agendas &amp; other MTSD course/workshop offerings.</p> <p>Local assessments will have an increase in the number of students proficient. Baseline data will be collected on year 1 of implements and goals will be set.</p> <p>100% of students will be proficient as defined by the District Proficiency Based Graduation Standards.</p>		
<p>5-1c. Provide on-going <b>professional development for teachers in the use of and integration of technology</b> into the various curricular areas, K-12. This plan will also contain provisions for the continual training of teachers, staff, and administrators on the use of the new Power School Student Data Management System, Interactive White Boards, 1:1 student devices, and other emerging technologies. On-going, embedded professional development to include the services of Tech Integrationists positions across the district.</p>	<p>MTSD  MES MMS MHS</p>	<p>IT ???</p>	<ol style="list-style-type: none"> <li>Provide HS teachers with Apple PD (2015-2016)</li> <li>Provide teachers with Google Classroom PD (2016-2017)</li> <li>Provide ongoing Power School pd (2015- as needed annually)</li> </ol>	<p>2017 &amp; ongoing</p>	<p>General Funds</p>	<p>A comprehensive tech plan will identify the professional development needs of teachers within the district on the use of and implementation of technology within the various content areas and across grade levels. The needs identified will then be formulated into a professional development plan for implementation.</p>	<p>EQS-2120</p>	<p>Apple pd was provided to all HS teachers in October 2016</p> <p>Google Tools for Classroom teacher class is planned for July 18, 2016</p> <p>Small Power School trainings were held on-site this school year (2015-2016) 3 staff members will attend off-site Power School training this summer (2016)</p>
<p>5-1g. Provide on-going <b>professional development, support, and coaching</b> for regular educators and special educators in the implementation of <b>Co-teaching and co-planning</b> to address the needs of all levels of learners within a heterogeneous classroom.</p>	<p>MTSD  MES MMS MHS</p>	<p>Director of Student Support Services  Building Principals</p>	<ol style="list-style-type: none"> <li>K-5 special educators and regular educators participate in math studio rounds and co-plan lessons together (2015-2016)</li> <li>K-5 special educators and teachers of reading co plan units and lessons together during in-service days (2015-2016)</li> <li>Gr. 6-12 special educators and regular educators participate in math studio rounds and co-plan lessons together (2016-2017) Done...continuing.</li> </ol>	<p>????</p>	<p>CFG Title IIA</p>	<p>A comprehensive plan will be developed and articulated o identify the professional development needs of teachers within the district on the implementation of co-teaching and co-planning within the various content areas and across grade levels. As a result of the continual implementation of co-teaching, the district will see an increase in improved student performance on both state and local assessments and an increase in graduation</p>	<p>WPLO 5 WPLO 6  HQIIO 5</p>	<p>Math studio rounds completed for 2015-2016 (April 2016) and planned for 2016-2017</p> <p>K-5 reading teachers co-planned units during all in-service days. (Feb. 2016)</p>

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