Montpelier Roxbury Public Schools
Vermont Continuous Improvement Plan

LEA: Montpelier Roxbury Public School
LEA Continuous Improvement Plan Contact Name: Michael Berry

LEA Continuous Improvement Plan Contact Email: michaelberry@mpsvt.org
Collaborative Stakeholders Represented: Link to the MRPS Comprehensive Needs Assessment
Continuous Improvement Plan Development: Link to MRPS Comprehensive Needs Assessment

MRPS Continuous Improvement Plan Goals 2022-2024:

Required Component	Prioritized SU/SD Goal	Prioritized Strategies/Change Ideas	Measures	Human, material, and fiscal resources supporting implementation
Safe and Healthy Schools	By June of 2024 we will decrease our total percentage of chronically absent students from 32.3% to 20% or less.	–Continued support and development of the community liaison position and systems –Collaborative development of SEBL coordination through the new Director of SEBL position and associated staff –Provision of new and increased mental health supports for the learning community –Focus on student engagement in the classroom and school communities of instructional leadership teams –Improved data systems to track attendance and contributing factors –Development and support of alternative learning environments and programs –Restorative practices implementation across schools and settings	–Absenteeism data –Documented responses to data and implemented measures –Engagement observations and feedback from stakeholder groups –Data on use of systems and supports	–Community Liaison position –Director of SEL and Wellness –Data systems –Guiding coalitions at each school –Instructional leadership team –Teletherapy service –Restorative practices professional learning opportunities across schools and staff

Required Component	Prioritized SU/SD Goal	Prioritized Strategies/Change Ideas	Measures	Human, material, and fiscal resources supporting implementation
Academic Achievement	By June of 2024 we will decrease the total number of students needing Tier 3 supports to no more than 5% of each school's total student population	–Identification and use of universal skills to intentionally target tier 3 student needs –Improved data systems to monitor progress and make data driven decisions –Updated MTSS model and implementation across tiers –Creation, use and continuous updating of a local assessment plan –Facilitation of collaborative team discussions examining data and making adjustments to tier 1 and 2 instruction –Focused use of intervention staff to target no more than 5% of student population and utilize universal skills and diagnostic tools to target short term interventions –Firm understanding and implementation of changes supported through Act 173 –Provide specialized training to individual instructional support staff to develop a deep bench of tools to utilize in remediation and support	–Academic data collected and reviewed in new data systems –Numbers and percentages of students accessing different tiers of support –Universal skills list documentation –Comprehensive local assessment plan documentation –Number of staff trained in different systems of support (ex. Orton Gillingham)	–Curriculum Committees –Intervention staff –Special education staff –Collaborative teams and classroom teachers –Instructional leadership team –New and improved data collection and analysis tools –Training in new systems and professional development

Plan Evaluation and Re**vision**

VERMONT
AGENCY OF EDUCATION

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

Process of Evaluating the Implementation and Results of your Continuous Improvement Plan
MRPS has several layers of systems to make sure we are tracking, reviewing and adjusting within each of our goals. These systems include: • An instructional leadership team made up of administration and instructional coaches who will review data on an extremely regular basis, discuss and implement strategies. • Weekly team meetings with special educators and interventionists to review goals and related data • New and continuing additional data systems that will help teams and individuals interact with data and information about student performance in both goal areas • Dedicated community liaison working to intentionally improve student attendance and provide feedback to leadership regarding initiatives, data and actions at the school and district level • Guiding coalition teams at each building to discuss, understand and implement steps to support students and staff in regards to each goal area • An annual comprehensive needs assessment process coordinated at the district level and constructed at each individual school to intentionally review data, actions and outcomes • School designated "data days" where individual school leadership teams present updates, data and celebrations regarding both goals listed on the district level continuous improvement plan • Regular interaction with the community to cull information, feedback and support ideas • Improved systems to support strong student voice and reaction to the goals including student membership on our school board, increased opportunities and supports for student affinity spaces, and other opportunities for students to interact with school leadership • Instructional coaches in mathematics and literacy that will help support professional learning in response to data and outcomes of goal areas • Dedicated efforts to improve data systems to provide as much timely and accessible data as possible to appropriate school staff and learning community members

VERMONT
AGENCY OF EDUCATION