

Bakersfield Elementary and Middle School  
Continuous Improvement Plan 2016-2018  
(Addressing Education Quality Standards, AYP Plan and Title I Schoolwide Plan Requirements)

School Name: Bakersfield	Title I Schoolwide (Y/N): Y	Supervisory Union: Franklin Northeast
Superintendent: Jay Nichols	SU Phone: 848-7661	Superintendent Email: jnichols@fnesu.net
Principal: Anissa Seguin	School Phone: 827-6611	Principal Email: aseguin@bakersfieldk8.net

OUR MISSION STATEMENT

The Bakersfield Elementary Middle School learning environment is safe and respectful, where the dignity, uniqueness, and potential of all is honored.

*VISION*

The school will provide the basic skills and knowledge to enable students to be flexible, independent thinkers in order to persevere when solving problems, thinking critically, and communicating effectively.

The school will promote positivity, honesty, and integrity in order to encourage students to become habitually effective & responsible members of society.

The school will foster each child's self awareness and confidence in order to assist students in achieving their full potentials in academic, physical, social, technological, and artistic areas.

<p>Goal #1: Standards-Based Outcomes</p>	<p>We are committed to ensuring that all students are meeting challenging academic content standards and to increasing achievement overall.</p>
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<p align="center"><b>ELA / English Language Arts</b></p>			
<p><b>Objective</b></p>	<p><b>Task / Timeline</b></p>	<p><b>Product/Evidence/ Resources</b></p>	<p><b>Person(s) Responsible</b></p>
<p>Improve student achievement in Literacy</p> <p><b>A. By June 2017, 65% of Bakersfield students will score proficient or higher on the ELA SBAC assessment, SRI, F&amp;P, PVT, and other local and district assessments</b></p> <p><b>B. By June 2018, 70% of Bakersfield</b></p>	<p><b><u>2016 - 2017 and 2017-2018:</u></b> Units of Study Training : Provide new teachers with a two day training for Units of Study in Reading and Writing.</p> <p>Provide ongoing training of Units of Study during SU inservice days and SU Academy days. Teachers will be provided with supervisory union level professional development opportunities in curriculum, instruction, design and assessment in literacy.</p> <p>Provide teachers with a refresher training for the Units of Study in Reading and Writing.</p> <p>Purchase CCSS - Literacy aligned research-based K-8 Reading and K- 5 Writing Program, to ensure that all students have access to content &amp; resources aimed at</p>	<p><b>Evidence:</b></p> <p>School-based, SU-wide &amp; statewide assessment data. (including SRI, F&amp;P, SBAC interim and summative results, etc.)</p> <p>Teachpoint data related to instructional strategies.</p> <p><b>Resources:</b></p> <p>SIG Funds</p> <p>Local Funds</p>	<p>Principal, Literacy Coach, Teachers, Reading Recovery Teacher, Co- Director of Instruction and Learning, Special Educator, SLP, and Support Staff</p>

<p><b>students will score proficient or higher on the ELA SBAC assessment, SRI, F&amp;P, and other local and district assessments</b></p> <p><b>C. By June 2018 95% of students at Bakersfield School will increase their personal scaled score on the SBAC Assessment.</b></p>	<p>rigorous, grade level standards. Purchase research-based literacy intervention program/resources.</p> <p>Purchase researched based writing program to ensure preschool students have access to resources aimed at age level developmental skills.</p> <p>Purchase researched based phonics program to ensure that younger students have access to supplemental high quality rigorous, grade level literacy intervention program.</p> <p><u>Instructional Coaching</u> Provide Instructional Coaching aimed at the use of research-based, effective instructional strategies. Focused support for new classroom teachers and veteran teachers around instructional planning, effective first instruction, differentiation and use of assessment as a tool for guiding instructional next steps. Provide opportunities for the literacy coach to receive related professional learning in order to further enhance their professional practice.</p>	<p>CFG Funds</p> <p><b>Product:</b> Aligned SU wide Common Curriculum maps, SU Assessment Plan, EGSI assessment and data collection to support intervention work, Teaching Strategies Gold</p>	
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	<p><u>Leveled Literacy Intervention</u> We will continue to use the Leveled Literacy Intervention program and model in order to provide students with high-quality and targeted support and intervention in the classroom and out of the classroom. Provide opportunities for the literacy interventionists to receive related professional learning in order to further enhance their professional practice.</p> <p><u>Literacy Leadership Team - SU</u> Support School-Based Literacy Coach/Interventionist participation on SU-wide Literacy Leadership Team to ensure consistent content expectations, assessment practices, evaluation criteria and related school-based communication.</p> <p><u>Literacy Team - School Level</u> Support School-Level Literacy Team including Literacy Coach, Reading Recovery Teacher, and Principal to focus on ongoing school improvement in literacy. Focus will be on first instruction, intervention and teacher professional development in both</p>		
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literacy content and pedagogy.

Literacy Interventionist

Use literacy interventionist model in order to provide students with high-quality and targeted support and intervention in the classroom and out of the classroom. Provide opportunities for the literacy interventionists to receive related professional learning in order to further enhance their professional practice.

Reading Recovery

We will continue to use the Reading Recovery Intervention model for the struggling first graders. Our membership in the local Reading Recovery Consortium will allow our Reading Recovery teacher to have ongoing embedded professional development. We will continue to adhere to the guidelines for professional learning within this consortium.

Wilson Reading Program:

We will continue to use the Wilson Reading program for struggling readers who have not

	<p>met the standards with other interventions. We will have the reading program staff attend any updates or trainings that are applicable for this position.</p> <p><b>only for 2017-2018</b>  <u>Literacy Consultant</u>  Contract literacy consultant support aligned to the Units of Study and/or CCSS in order to provide rigorous professional development for all school level staff including; literacy coach/interventionist, classroom teachers, principal and paraeducators.</p>		
<b>Math</b>			
<b>Objective (SMART Goal)</b>	<b>Task / Timeline (strategy)</b>	<b>Product/Evidence/ Resources</b>	<b>Person(s) Responsible</b>
<p>Improve Student Achievement in Math.</p> <p><b>A. By June, 2017, 55% of</b></p>	<p><b>2016-17:</b>  Purchase &amp; Implement CCSS-math aligned, research-based K-5 program, Bridges, to ensure that all students have access to content &amp; resources aimed at rigorous, grade level standards.</p>	<p><b>Evidence:</b>  School-based, SU-wide &amp; statewide assessment data. (including but not limited to PNOA, OGAP,</p>	<p>Principal, Math Coach, Teachers, Interventionists, Co-Director of Instruction and</p>

<p><b>Bakersfield students will score proficient or higher on the Math SBAC assessment, PNOA.</b></p> <p><b>B. By June, 2018, 65% of Bakersfield students will score proficient or higher on the Math SBAC assessment, PNOA and OGAP.</b></p> <p><b>C. By June 2018 95% of students at Bakersfield School will increase their personal scaled</b></p>	<p>Purchase research-based math intervention resources to support teacher implementation.</p> <p><b>Ongoing:</b>  <u>Instructional Coaching</u>  Provide Instructional Coaching aimed at the use of research-based, effective instructional strategies. This training will be for all teachers focused around planning effective first instruction, differentiation and use of assessment as a tool for guiding instructional next steps.</p> <p>Provide opportunities for the math coach to receive related professional learning in order to further enhance their professional practice.</p> <p>Purchase additional research-based math intervention resources to enhance program and support teacher implementation (ongoing).</p> <p><u>Math Leadership Team - SU</u></p>	<p>SBAC interim and summative results, etc.)</p> <p>Teachpoint data related to instructional strategies.</p> <p><b>Resources:</b>  SIG Funds  Local Funds  CFG Funds</p> <p><b>Product:</b>  SU wide common K-8 problem solving tasks &amp; scoring criteria, SBAC Interim Assessment, OGAP Student Assessment</p>	<p>Learning, Special Educators and Support Staff</p>
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<p><b>score on the SBAC Assessment.</b></p>	<p>Support School-Based Math Coach participation on SU-wide Math Leadership Team to ensure consistent content expectations, assessment practices, evaluation criteria and related school-based communication.</p> <p><u>Teacher Academy Teams - SU</u> Teachers will be assigned to a grade level or content based team and will be provided with supervisory union level professional development opportunities in curriculum, instruction, design and assessment in math.</p> <p><u>Math Team - School Level</u> Support School-Level Math Team including Math Coach, Principal, teachers and paraprofessionals to focus on ongoing school improvement in mathematics. Focus will be on first instruction, intervention and teacher professional development in both math content and pedagogy.</p> <p><u>Math Coach</u> Use math Coach model in order to provide students with high-quality and targeted</p>		
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	<p>support and intervention in the classroom and out of the classroom. Provide opportunities for the math coach to receive related professional learning in order to further enhance his or her professional practice.</p> <p><u>OGAP Training</u> Provide teams of teachers with the OGAP training in order to deepen their understanding of mathematics instruction and assessment.</p> <p><b><u>2017-2018 only:</u></b> <u>Math Consultant</u> Contract consultant support through the Vermont Mathematics Institute or a similar entity in order to provide rigorous professional development for all school level staff including; math coach, classroom teachers, principal and paraeducators.</p>		
<b>Science</b>			
<b>Objective (SMART</b>	<b>Task / Timeline (strategy)</b>	<b>Product/Evidence/</b>	<b>Person(s)</b>

<b>Goal)</b>		<b>Resources</b>	Responsible
<p>Improve student achievement in science.</p> <p><b>A. By June, 2017, 50% of Bakersfield students will score proficient or higher on the NECAP Science assessment, and other local and district science assessments. (G1)</b></p> <p><b>B. By June, 2018, 60% of Bakersfield students will score proficient or higher on the</b></p>	<p><b>2016-17:</b> NGSS Aligned Curriculum Units introduced at all levels.</p> <p><b>2017-18:</b> NGSS Aligned Curriculum Units fully aligned at all grade levels across the Supervisory Union</p> <p><b>Ongoing:</b>  <u><b>Teacher Academy Teams - SU</b></u>  Teachers will be assigned to a grade level or content based team and will be provided with supervisory union level professional development opportunities in curriculum, instruction, design and assessment in science.</p> <p><u><b>NGSX - Science Professional Development Cohort</b></u>  Two teachers will have participation in NGSX Science Professional Development Cohort. They will be further enhancing their own knowledge in order to become a building based Science Curriculum leader.</p>	<p><b>Evidence:</b>  School-based, SU-wide &amp; statewide assessment data. (including PNOA, OGAP, SBAC, etc.)</p> <p>Teachpoint data related to instructional strategies.</p> <p><b>Resources:</b>  <b>SIG Funds</b>  <b>Local Funds</b>  <b>CFG Funds</b>  <b>Mac / EPSDT Grant</b></p> <p><b>Product:</b>  Aligned SU wide NGSS Common Curriculum maps, SU Assessment Plan</p>	<p>Principal,  NGSX Teacher Leaders,  Classroom Teachers,  Co-Director of Instruction and Learning,  Special Educator, SLP, and Support Staff</p>

<p><b>NECAP Science assessment, and other local and district science</b></p>	<p>The work will allow Bakersfield to sustain professional development and improved practices throughout our school.</p> <p><b><u>Four Winds:</u></b> Bakersfield attempts to get parent volunteers in order for the school to access this program to support science standards and learning through the environment.</p>		
<p><b>Technology</b></p>			
<p><b>Objective</b></p>	<p><b>Task / Timeline</b></p>	<p><b>Product/Evidence/ Resources</b></p>	<p><b>Person(s) Responsible</b></p>
<p>To increase the effectiveness and implementation of 1:1 and improve/increase student usage with technology</p> <p><b>By June 2017 our school will move from replacing to</b></p>	<p><b><u>Technology Integrationist:</u></b> In order to improve student achievement of academic standards across content, build &amp; sustain teacher capacity to effectively integrate 1 to 1 academic technology Bakersfield will hire a technology integrationist to provide classroom support, resources, and prof learning opportunities.</p> <p>Purchase technology tools and resources as needed in order to continue with 1:1</p>	<p><b>Evidence:</b> Teachpoint data related to technology implementation strategies as compared to the SMAR model.</p> <p><b>Resources:</b> <b>SIG Funds</b> <b>Local Funds</b></p>	<p>Principal, Classroom Teachers, Technology Integrationist</p>

<p><b>augmentation using the SMAR model</b></p> <p><b>By June 2018 Bakersfield students will be able to use technology to solve problems and communicate with a larger audience.</b></p>	<p>initiative (ongoing) and help teachers implement rich, rigorous planning of 21st Century skills.</p>	<p><b>CFG Funds</b></p> <p><b>Product:</b> Student and Teacher use of technology tools to support integration.</p>	
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<p>Goal #2: Tiered Systems of Support</p>	<p>Statement of Goal: We are committed to narrowing achievement gaps of low performing students by providing interventions both academic and emotional that prevent difficulties and/or accelerate learning.</p>
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Objective	Task / Timeline	Evidence/ Resources/Product	Person(s) Responsible
To narrow the achievement gap for	<b>Ongoing:</b> <u>Responsive Classroom</u>	<b>Evidence:</b>	Principal, PBIS

<p>students receiving intervention.</p> <p>Improve educator capacity to meet diverse social-emotional needs.</p> <p>Improve student access to academic content &amp; achievement of rigorous standards</p> <p>To increase student access to enriching opportunities at school and within the community.</p> <p>To meet the vision of Bakersfield Elem and Middle School (listed above).</p> <p><b>A. By June 2017, students who receive intervention will show progress in their performance by</b></p>	<p>Teachers and paraeducators will be trained in the Responsive Classroom model and will create a classroom community which uses positive language and establishes rules and logical consequences.</p> <p><u>Developmental Design:</u> Teachers and paraeducators will be trained or have a refresher in the Developmental Design and will create a classroom community which uses positive language and establishes rules and logical consequences.</p> <p><u>Restorative Justice</u> Teachers and paraeducators will be trained in restorative practices and language in order to create a positive culture within the school community. This will support teachers in dealing with the harmed student and making sure needs are met, and then working with the student who has done the harm to come up with a repair plan.</p>	<p>Student Profile data providing evidence of interventions and performance.</p> <p>Weekly and monthly behavioral data (individual and overall)</p> <p>School-based, SU-wide &amp; statewide assessment data. (including PNOA, OGAP, SBAC, etc.)</p> <p>Check in, check out data will show student growth with strategies</p> <p>Guidance assessment of self regulation skills</p> <p>Restorative Plan Reporting data</p> <p><b>Resources:</b> FFV Grant CFG Funds SIG Funds Local funds MAC / EPSDT Funds</p>	<p>Leadership Team, teachers, and school staff</p>
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<p><b>decreasing their need for behavior plans, increasing their use of strategies in times of needs, and increasing their attention to academics (this includes their social, emotional, and academic needs) .</b></p> <p><b>B. By June 2017: We will reduce the number of students needing check in check out by 10% because they have shown they are able to use self regulation skills to remain attentive to task.</b></p> <p><b>C. By June of 2018, we will see declined weekly individual and school-wide behavioral intervention trends.</b></p> <p><b>D. By June 2018 Bakersfield LEAPS program will be</b></p>	<p><u>Mindfulness Training</u> Staff throughout our system will receive training on how to use mindfulness as a tool to help students engage and reduce stress.</p> <p><u>Trauma Informed Systems Professional Learning</u> School Counselor will receive ongoing training around developing trauma informed systems and responding to the varying needs of high poverty students. The counselor will provide training to the staff to support full staff awareness of student needs.</p> <p><u>Child Nutrition:</u> To ensure all students have access to nutritional snacks Bakersfield continues to offer fresh fruit and veggies each day through the FFV grant. Students are able to have a grab and go breakfast through a nutritional grant for breakfast.</p>	<p>Child Nutrition Program Funds OVX grant (Sandra Brauer) Fuel Up</p> <p><b>Product:</b> Swis data /PBIS Responsive Classroom, Repair Plan, Student products</p>	
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<p><b>available at Bakersfield because more students are engaging with the program.</b></p> <p><b>E. By June 2018 Students at Bakersfield School will show awareness to safe and healthy choices because 100% of students will have had a training on OVX and VKAT information.</b></p>	<p><u>School-Based PBIS - Behavior Interventionist Model</u></p> <p>Bakersfield will work as a school system to implement behavior interventions that are part of the PBIS system. A team will go to BEST in the summer and provide updates and professional learning to all school staff. We will have a PBIS Leadership team who will take on various roles in order to maintain the integrity of the PBIS model (including but not limited to: data collection, check in check out performance and data, school wide expectations, take a break implementation, assemblies, attending some trainings and school wide incentives).</p> <p><u>Crisis Prevention Training:</u></p> <p>At least four staff will be trained in Crisis Prevention in order to promote positivity, honesty, and integrity in order to encourage students to become habitually effective and responsible members of society. This allows all to</p>		
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	<p>be safe and respectful within the school community.</p> <p><u>Vermont Kids Against Tobacco</u> School Counselor and three students will be trained in VKAT /OVX</p> <p><u>Mental Health First Aid Training</u> School staff will receive Mental Health First Aid training in order to support the mental health needs of our students.</p> <p><u>Tutoring:</u> In order to increase student outcomes Bakersfield LEAP's Program employees teachers to tutor students.</p> <p><u>Summer Tutoring:</u> To prevent regression of skills and support the decrease in the achievement gap Bakersfield After School Summer Program provides academic tutoring.</p> <p><u>Mindfulness:</u> As part of our Wellness Program Staff at Bakersfield will</p>		
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	<p>receive training on how to use mindfulness as a tool to help students engage and reduce stress.</p> <p><u>Music Drives Us:</u> Drumtastic program will be done to integrate movement into content. This will help increase student emotional, social, and academic development.</p> <p><u>Movement Training:</u> Staff and students will have access and training on movement within content in order to help foster differentiation of content skills while implementing movement.</p> <p><u>Girls on the Run:</u> To increase access to social and emotional development of girls in grades 3 - 8, in order to interact and</p> <p><u>Chamber Winds:</u> To expose students to learning opportunities through music. A</p>		
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	<p>musician from VT Youth Orchestra comes to give lessons.</p> <p><u>Farm to School:</u> Bakersfield School will use a consultant for Farm to School educational program to foster social, emotional, and academic learning in a different environment.</p> <p><u>Learning and Enrichment Activities that promote positive relationships and boost Self -Esteem LEAPS:</u> Bakersfield will continue to provide these opportunities in order to foster each child's self awareness and confidence in order to assist all students in achieving their full potential in academic, physical, social, technological, and artistic areas.</p> <p><u>After School Program ASP:</u> Bakersfield School will continue to have a childcare center where all students grade K - 8 are welcome, in order to increase child social and emotional well being in a safe and</p>		
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	<p>welcoming environment. Students who attend ASP, gain comfort and security in their school setting and are better able to perform and function.</p> <p><u>Academic Time:</u> Provide both push-in and pull-out supports for students who struggle academically as needed. Work to target the majority of the student intervention during the Academic Time (AT) each day. This allows students to receive timely intervention without missing new instruction.</p> <p><u>ELL Services as needed (not happening now, but incase)</u> As needed provide services for students who are English Language Learners. Provide resources for teachers in order to best support the needs of our English Language Learners.</p>		
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	<p><u>Formative Assessment:</u> Regularly use a variety of formative assessments to gather data to inform instruction.</p> <p><u>BEST Institute</u> Attend the BEST Institute in Killington, VT in June 2017 and 2018, to provide ongoing professional learning in positive behavior supports.</p> <p><u>Outside Therapist Contract</u> Contract with NCSS for Outside Therapy to students who have additional needs then what the School Counselor can provide.</p> <p><u>Bullying and Harassment:</u> Contract with Sweethearts and Heroes in order for students to hear and interact with people who have had struggles with bullying and harassment, and come to realize that being someone's hero is important. Also to remember to never give up because there is always HOPE.</p>		
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<b>Goal #3:</b> Professional Learning Communities	<b>Statement of Goal:</b> We are committed to providing high quality, relevant professional learning opportunities that are embedded, ongoing, promote teacher-collaboration and focus on improved learning.
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Objective	Task / Timeline	Product/Evidence/Resources	Person(s) Responsible
<p>Build high quality PLC within teacher teams.</p> <p><b>A. By June 2018 School-based Math and Literacy Coaches will provide professional development on a weekly basis during school hours and after school on at least 8 occasions.</b></p> <p><b>B. 2016-17: Math and literacy coaches will visit classrooms on a regular</b></p>	<p>Ongoing:  Provide Instructional Coaching aimed at the use of research-based, effective instructional strategies.</p> <p>Provide Instructional Coaches with professional development that will assist them in guiding teachers to improve their professional practice which in turn will improve learning opportunities for students.</p>	<p><b>Evidence:</b>  <b>PLC team minutes</b></p> <p><b>Resources:</b>  <b>Local funds</b>  <b>CIP/SIG funds</b>  <b>CFG Funds</b></p> <p><b>Product:</b>  <b>Shared Professional Development Plan,</b></p>	<p>Math &amp; Literacy Coaches  Classroom Teachers  Principal</p>

<p><b>basis and meet with teams of teachers on a weekly basis.</b></p> <p><b>C. Team of teachers will work as PLC's to reflect on skills taught to students and then reference this within curriculum maps.</b></p>	<p>PLC teacher leaders and coaches will lead professional discussion using curriculum maps and researched based strategies.</p> <p>Principal and Asst Principal will attend trainings regarding PLC's in order to bring this back to the teaching staff.</p>	<p><b>Assessment products based on professional learning</b></p>	
<p><b>D. 2016-18: Teachers will have the opportunity to observe colleagues</b></p>	<p>Ongoing: Provide Instructional Coaching aimed at the use of research-based, effective instructional strategies.</p>	<p>Evidence: PLC team minutes Resources: CIP/SIG funds Local Funds Products: Classroom differentiation based on instructional needs</p>	<p>Principal Classroom Teachers Math &amp; Literacy Coaches Math &amp; Literacy Interventionist</p>

Continuous Improvement Team Members and Roles: Anissa Seguin, Principal; Kim Brown, Asst Principal/Math Coach; Kendra Pillsbury, Middle School Social Studies; Mallory Jones, 4th grade teacher; Arlene O'Rourke, PE Teacher

Will be approved by the School Board on: November 21, 2016

Will be posted to Bakersfield Website by November 30, 2016