

Vermont School Continuous Improvement Plan Instructions

This School Improvement plan was developed to meet the requirements for schools outlined in the Every Student Succeeds Act (ESSA), Vermont's ESSA State Plan for Accountability, 16 V.S.A. § 165, and Vermont's Education Quality Standards. This plan template meets all requirements for Continuous Improvement Plans and [Schoolwide Program Plans](#) for schools eligible for Title I Schoolwide Programs. The plan is intended to help schools explore their current assets and challenges related to ensuring all students are afforded educational opportunities that are substantially equal in quality and enable them to meet or exceed the standards approved by the State Board of Education.

- Annually, all schools complete all sections of this plan, with the exception of section 3, which is completed only by schools identified for Comprehensive (CSI) or Targeted/Additional Targeted Support and Improvement (TSI/ATSI/Equity 2 and 3).
- The expectation is that you will continue to maintain SU/SD/LEA level systemic goals and strategies for improvement/plans; however, for this year, an LEA level plan submission to AOE is not a requirement. This may change in future years, considering District Quality Standards expectations.

Write in the LEA Approving the Plan

Write in School Name

Select all the ESEA and State [Designations](#) that apply:

- Title 1 Schoolwide Program
- Comprehensive Support and Improvement
- Targeted or Additional Targeted Support and Improvement (Equity 2 or 3)



Write in School Continuous Improvement Plan Point of Contact Name

Write in School Continuous Improvement Plan Point of Contact Email

Assurances

All schools must confirm the following assurances in the CIP template, as well as fill in the programs and date of the school year when prompted.

- A Comprehensive Needs Assessment, including comprehensive data analyses (with student learning, demographic, school process, and perceptions data) and causal analyses has been completed at the school level and the results have informed the goals and change ideas included in this School Continuous Improvement Plan. Resources such as the [Comprehensive Needs Assessment Toolkit](#), and the [Data Profiles: Protocol for Analysis](#) document may assist you in defining your current assets and challenges.
- A [data inventory](#) demonstrating the results of the CNA has been completed and has been uploaded with the submission of this CIP. This data inventory must include student proficiency levels for literacy and indicate universal screening instruments used in local assessment systems ([per Act 139](#)).
- This plan will be made available to the school community via the school website and in print form (if requested). If a language translation or other accommodation is required, please contact [contact person here].
- This plan was/will be approved by the school board.
- This plan was approved by the LEA Superintendent or designee.
- If your LEA is currently undergoing a formal Resource Allocation Review (RAR) with the AOE, please ensure that LEA leadership attaches/uploads a copy of the LEA's RAR improvement goals and strategies.
- This plan is developed in coordination with other Federal, State and local services, resources and programs such as [list programs here]
- This plan is in effect for the [YYYY-YYYY] School Year.

- This plan will be monitored [Please click here and select from the menu or type] by the school, and LEA, and will be updated by the school [Please click here and select from the menu or type] to ensure that the plan is based on student needs and is providing equitable access for all students to meet the challenging State academic standards. The AOE may request documentation of these monitoring practices at any time.

Section 1: Collaborative Stakeholder Input

All schools complete this section.

All schools must list diverse stakeholders represented in the construction of this plan.

Stakeholders must be put in the condition of offering meaningful feedback. This could happen through multiple venues – e-mail, virtual meeting, in-person meeting, surveys, etc. The statute does not specify what this must look like, but LEAs may have their own processes or policies.

All schools must list the names and roles of [representative stakeholders](#) involved in developing the school’s Continuous Improvement Plan (e.g. parents, teachers, students, and community members pursuant to 16 V.S.A. § 165, [ESEA §1114\(b\)\(2\)](#) and [ESEA §4106\(c\)](#)). Strive to ensure culturally and socially diverse voices are part of the planning process.

For Example:

Benjamin Racine (Principal)

Deborah Smith (Director of Student Services)

Carol Majors (School Secretary)

Cayla Bowen (Teacher)

Morgan Letterman (Teacher)

Bonnie Plunket (Paraprofessional)

Nicky Minaj (Community Member)

Michael Morrissey (Community Member, YMCA)

Jason Webb (Curriculum Director)
Wendy Anderson (Library Media Specialist)
Mary Anderson (Music Teacher)
Sarah Planters (Art Teacher)
Jamie Baker (PE Teacher)
Dave Matthews (Special Education Teacher)
Louise Robbins (Parent)
Kristen Jones (Paraprofessional)
Andrea White (Schoolwide Intervention Teacher)
Lori Henry (Superintendent)
Josh Robbins (Parent)

Section 2: Goals, Measures of Improvement, and Evidence-based Change Ideas

All schools complete this section.

Based on the results of your Annual Snapshot and from the Data Inventory and Comprehensive Needs Assessment, schools will list the prioritized Goals, Evidence-Based Strategies, Measures, and related investments to support implementation.

Please consider results from ELA, Math, Science, College and Career Readiness assessments, chronic absenteeism, and graduation rate in your analyses and to inform goal development.

School goals must address academic achievement and safe, healthy school environments as described in 16 V.S.A. § 165. Goals must be clear and measurable and about student outcomes; include **what** is being improved, **for whom** (**target student population(s)**), **by when**, and **by how much**. Goals should also explicitly address any equity achievement/opportunity gaps between student populations. Ensure that goals adhere to [Title I Schoolwide Program](#)

[Requirements](#) (if applicable). It is best practice to limit the CIP goals to a manageable number to implement and measure. See the goal examples below.

- a. School goals must provide opportunities for all children to meet state academic standards, including subgroups of historically marginalized children.
- b. Goals should strengthen academic program, increase amount and quality of learning time, enrich or accelerate the curriculum.
- c. Goals must address needs of all children, particularly those at risk of not meeting academic standards.

Analytical tools from the [Continuous Improvement Framework](#), [CNA Toolkit](#), [PDSA Toolkit](#), and [VTmtss Framework Tools](#) may be useful in this work.

You can use pre-existing and/or long-term goals, but ongoing progress monitoring should happen frequently to ensure students are on track for meeting those goals. Change ideas should be revisited with regularity, to ensure that actions address and meet the goals for which they are intended.

Goal Number	School Prioritized Goals (include academic and safe, healthy school goals for all students AND targeted sub-groups if identified for TSI/ATSI)	Outcome Measures (directly related to goal)	Prioritized Evidence-based Strategies/Change Ideas , evidence level and research source citation	Fiscal, human, other resources (or investments) needed to support implementation
1	Academic Proficiency Ex. By the end of June 2025, 75% of students in grades 3-5 will be proficient in the applicable common core writing standards in all genres.	VTCAP and local writing assessment data	Based on the IES Practice Guide, Teaching Elementary School Students to be Effective Writers , we will employ the following 2 recommendations: 1. Teach students to use the writing process for a variety of purposes (Evidence Level 1) Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing (Evidence Level 2)	Investments include evidence-based curriculum materials, writing best practices PD, stipends for teachers attending PD paid for by local budget, ESSER funds, Title 1 funds, or SI funds.

Goal Number	School Prioritized Goals (include academic and safe, healthy school goals for all students AND targeted sub-groups if identified for TSI/ATSI)	Outcome Measures (directly related to goal)	Prioritized Evidence-based Strategies/Change Ideas, evidence level and research source citation	Fiscal, human, other resources (or investments) needed to support implementation
2	Equity Ex. By the end of June 2025, the performance gap on VTCAP reading scores will decrease by 10% for students in the Free and Reduced Lunch subgroup and their non-subgroup counterparts.	VTCAP and local reading assessment data	Based on the IES Practice Guide, Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade , we will employ the following recommendation: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Evidence Level 2)	Investments include PD for instructional strategies aligned with the Science of Reading, and stipends for teachers for outside-of-contract PD and planning time for data-informed small group literacy instruction paid for by local budget, ESSER funds, Title 1 funds, or SI funds.

Add additional rows, as needed.

Section 2 (a): Goals Related to Reading Proficiency ([Act 139](#) implementation)

All schools with grades K-3 complete this section.

In order to support the implementation of [Act 139](#), specific goals and evidence-based change ideas directly related to literacy proficiency results must be included in Section 2a. Act 139 requires that K-3 public schools screen all students, provide evidence-based, explicit and systematic reading instruction, and provide professional learning for K-3 educators

and administrators on implementing a reading screening assessment, interpreting and utilizing results. Schools may decide to focus goals on one or more of these Act 139 requirements and/or other goals for improving literacy outcomes.

Note: Schools must report number and percentage of students proficient on local literacy assessments (K-3) and the type of screener used will be reported through a separate Cognito form that will be incorporated into the data inventory process.

'For Whom' criterion will suffice for grade level addressed.

Goal Number	School prioritized goals related to Act 139 (increasing reading proficiency)	Outcome Measures (directly related to goal)	Prioritized evidence-based strategies/ change ideas, evidence level and research source citation	Fiscal, human, other resources (or investments) needed to support implementation
1	Academic Proficiency Ex. By 2030, 85% of students in grades k-3 will be reading on proficiency levels, as measured by local and state assessments.	Local assessments (including but not limited to universal reading screener) State assessment	Conduct a literacy audit of literacy materials and assessments at all tiers for evidence of data-driven, explicit, and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.	Administration and educator leaders time to complete a literacy audit. Time and capacity to engage in AOE's Read Vermont job embedded coaching and professional learning series. Stipends for teachers for outside-of-contract PD and planning time for data-informed small group literacy instruction paid for by local budget, ESSER funds, Title 1 funds, or SI funds.
2	Equity Ex. By 2030, reduce the performance gap on VTCAP reading scores for students in the Free and Reduced Lunch subgroup and their non-subgroup counterparts by 15%.		Identify inefficient (e.g. non-evidence based) materials and assessments for strategic phase out.	Leadership support and alignment.

			All K-3 tier 1 educators participate in some form of to professional learning focused on implementation of screeners, and explicit and systematic instruction in the 2025-2026 school year. 40% of tier 1 educators participate in job embedded coaching.	Purchase of screening tool
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Add additional rows, as needed.

Section 3: Schools Identified for Comprehensive or Targeted Support Complete This Section (CSI and TSI/ATSI/Equity 2 and 3)

Schools identified for Comprehensive (CSI) or Targeted/Additional Targeted Support and Improvement (TSI/ATSI/Equity 2 and 3):

Upload a copy of your **Root Cause Analysis** (e.g., fishbone or 5 whys diagrams) in GMS.

Goals and [evidence-based strategies](#) must be related to the root causes identified in the CNA and **must be related to the reasons for the identification.**

Goals for schools identified for Targeted Support and Improvement (TSI/ATSI/Equity 2 and 3) must **address the needs of the student group(s) identified as in need of support and improvement.**

The plan must include at least one **evidence-based change idea/intervention.** *Evidence-based strategies funded with 1003 School Improvement grants must have an evidence level of 1-3.* For each change idea related to Comprehensive or Targeted/Equity Support and Improvement please include [evidence levels](#) and citations for sources of evidence.

Problem(s) of Practice and Root Cause Analysis: Please upload a copy of your fishbone or 5 Whys Diagram.

Equitable Resource Allocations: Based on your comprehensive data review, describe any resource inequities identified (related to funding, staffing, instruction and programs, and physical infrastructure), that will be addressed in the goals and change ideas sections below:

- For which student populations did you identify inequities?
- What are the root causes of these inequities?

Equitable Resource Allocation Goal	Measures of Improvement	Change Ideas
Equitable Resource Allocation ex. By the end of June 2025, 100% of students needing intervention beyond core instruction will receive evidence-based intervention services from licensed educators teaching in the endorsed area that applies to the type of intervention received	Local Assessment data results; Intervention schedule; EST documentation	Intentionally blank

Add additional rows, as needed.

Section 4: Progress Monitoring

All schools complete this section.

All schools must include detailed baseline data in the initial plan submission. Schools should evaluate and revise the plan, as needed.

Data and Results

Instructions: Regularly monitor the school's CIP strategies for effectiveness. Document data/results toward all goals including equity goals on the table below.

- Pursuant to Title 16 V.S.A. § 165, schools must report progress toward goals at least annually.
- CIPs for schools eligible for Comprehensive and Targeted/Equity Supports will be monitored by AOE twice annually, beyond the initial submission review. LEAs must demonstrate ongoing monitoring of the plan as well (pursuant to ESEA Section 1111 (d)(1)(B) and ESEA Section 1111 (d)(2)(B). Schools eligible for CSI/TSI/ATSI must update and submit mid-year progress no later than February 28 and end of year results no later than June 30.

For example:

Goal Reference Number	Measures	Baseline Data (Initial Submission)	Mid-Year Progress Check and Next Steps	End-of-Year Results and Next Steps
1	VTCAP and Local Writing Assessment Data	<p>Overall writing proficiency in fall of 2024 on local writing assessment:</p> <p>Grade 3 - 30% proficient Grade 4 - 46% proficient Grade 5 - 25% proficient FRL Students - 27% proficient</p> <p>June 2024 VTCAP writing data:</p> <p>Grade 3 - 25% proficient Grade 4 - 33% proficient Grade 5 - 30% proficient FRL students - 25% proficient</p>	<p>Results: Overall writing proficiency on winter 2025 benchmark local writing assessments increased by the following amounts:</p> <p>Grade 3 - 15% increase Grade 4 - 6% increase Grade 5 - 18% increase EL Students - 12% increase</p> <p>Next Steps: Continue with the implementation for grades 3-5. Provide peer coaching opportunities for Grade 4 teachers.</p>	<p>Results:</p> <p>Was Goal Met?</p> <p>Next Steps:</p>

Goal Reference Number	Measures	Baseline Data (Initial Submission)	Mid-Year Progress Check and Next Steps	End-of-Year Results and Next Steps
2	VTCAP and Local Reading Assessment Data	<p>Overall reading proficiency gaps in fall of 2024 on local reading assessment for FRL Subgroup:</p> <p>Kindergarten - 33%</p> <p>Grade 1 - 21%</p> <p>Grade 2 - 32%</p> <p>Grade 3 - 18%</p> <p>Grade 4 - 27%</p> <p>Grade 5 - 25%</p> <p>Grades K-5 - 26%</p> <p>June 2024 VTCAP reading proficiency gap:</p> <p>Grade 3 - 26%</p> <p>Grade 4 - 31%</p> <p>Grade 5 - 34%</p> <p>Grades 3-5 - 30%</p>	<p>Results: Reading proficiency gaps on winter 2024 local reading assessment for FRL Subgroup are as follows:</p> <p>Kindergarten - 27%</p> <p>Grade 1 - 18%</p> <p>Grade 2 - 25%</p> <p>Grade 3 - 18%</p> <p>Grade 4 - 35%</p> <p>Grade 5 - 17%</p> <p>Grades K-5 - 23%</p> <p>Next Steps: Continue with the implementation for grades K-5. Provide guided collaborative planning opportunities with a coach for Grades 3 and 4 teachers.</p>	<p>Results:</p> <p>Was Goal Met?</p> <p>Next Steps:</p>

Add additional rows, as needed.