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Continuous Improvement Plans: Requirements and Instructions for Completion and Submission

Purpose

The purpose of this document is to provide an overview of the expectations, instructions for completion, and submission process for Continuous Improvement Plans (CIPs) in Vermont.

CIP Plan Expectations

CIPs are designed with an improvement science approach and are aligned to the [Education Quality and Continuous Improvement Framework](#), the [Comprehensive Needs Assessment Toolkit](#), and the [Plan-Do-Study-Act Toolkit](#). Based on state and federal statutes, school CIPs are updated **annually** for review by the Vermont Agency of Education (AOE). Schools and SUs/SDs can access the [template](#) for developing the CIP on the [Continuous Improvement Website](#).

All schools in Vermont will maintain a continuous improvement plan, pursuant to 16 V.S.A. § 165, which states, “The school, through a process including parents, teachers, students, and community members, develops, implements, and annually updates a continuous improvement plan to improve student performance within the school.” This plan:

- is submitted/updated annually,
- is developed by the school, in collaboration with collaborative stakeholders,
- includes goals and strategies for improved student learning,
- addresses effectiveness of efforts made in previous CIP to maintain a safe, orderly, civil, and positive learning environment, and
- assesses student performance.

As per [EQS](#), the supervisory union or supervisory district board shall approve the Plan annually.

In addition to the above requirements, for all ***schools eligible for Comprehensive Support and Improvement (CSI)***, pursuant to ESEA Section 1111 (d)(1)(B) and the [Vermont State Plan](#), this plan:



- is informed by multiple sources of data and Annual Snapshot indicators, including measures of student academic performance and growth, graduation rate, literacy proficiency, and chronic absenteeism,
- is based on school level, comprehensive needs assessment,
- includes evidence-based interventions, based on data analyses,
- identifies and addresses resource inequities, and
- is monitored, approved, and periodically reviewed by school, LEA and SEA.

Further, in addition to the above requirements, for all ***schools eligible for Targeted/Equity Support and Improvement (Equity 2 and 3)*** pursuant to ESEA Section 1111 (d)(2)(B) and the [Vermont State Plan](#), this plan:

- includes evidence-based interventions (goals and strategies that explicitly support the student groups for whom achievement gaps exist, which led to identification status),
- results in additional action following unsuccessful implementation of such plan after a number of years, and
- will undergo increased VT AOE implementation monitoring.

Instructions for Completion and Submission

All school CIPs are submitted by LEA leadership (superintendent or designee) for AOE approval, annually (with updates allowable at any time throughout the year), based on the following guidelines:

- All CIPs need to be entered into the [template](#) and uploaded to Grant Management System (GMS).
- Initial submissions are due each year between May 1 - September 1
 - For schools identified for Comprehensive or Targeted Support and Improvement (Equity 2 or 3) mid-year progress updates are submitted by February 1, and your end of year results by June 30.
- When naming and saving the CIP to your computer/network, please include the date or the version of the CIP. For example, "*Apple Orchard CIP SY21-22 1-18-2022.*"
- Please keep in mind that the Superintendent or designee is required to approve all school CIPs and an assurance to this effect is included in the CIP form.

The CIP Instructions will walk you through each section of the CIP. If you have any questions, reach out to your Education Quality Coordinator (EQC) for assistance.