

Schoolwide Plan 2024-2025

Rutland Intermediate School

School: Rutland Intermediate School

LEA: Rutland City Public Schools

Date created/Date last revised: September 26, 2024

School SWP Contact: Kerry Coarse

1. Parent and Stakeholder Involvement

ESEA Requirement: The plan must be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school (ESEA § 1114(b)(2)).

Instructions: Please describe the process used for involving parents and all required members of the school community noted above, in the development of this Schoolwide Program Plan. Include details such as when and what kind of stakeholder involvement did or will take place, who was or will be involved and how the involvement has or will occur.

[RCPS Strategic Plan](#)

[Strategic Plan Implementation Guide](#)

Optional Stakeholder Involvement Chart:

Rutland Intermediate School’s Continuous Improvement Plan grew out of the multi-year strategic planning process. More specifically, the goals and strategies listed below are taken directly from the results of the strategic planning process. This process began in the fall of 2022 and concluded in the winter of 2024. This process had about 150 stakeholders participate - parents, community members, students, teachers, and staff, some of whom are listed below. Meetings were held on 10/20/2022, 11/14/2022, 12/15/2022, 1/12/2023, 9/20/2023, 10/19/2023, and 12/13/2023. We conducted a current state analysis to acquire a balanced portrayal of our present reality and identified priorities. From these priorities, we established goals and strategies through an iterative vetting process, constantly using stakeholder feedback to guide their development.

Stakeholder Name	Stakeholder Role/Title	Type of Involvement
Megean Martin	Assistant Principal	Planning
Lindsey Riter	Assistant Principal	Planning
Jenna Whitehorne	District Special Educator	Planning
Todd Stratton	Classroom Teacher	Planning
Ellen Colvin	Classroom Teacher	Planning
Ed Dechen	Classroom Teacher	Planning
Megan Ehntholt	Classroom Teacher	Planning
Ashleigh Bonilla	Special Educator	Planning
Julia Maroun	School Psychologist	Planning
Carol Baker	Fine Arts Director	Planning

Susan Tanen	Literacy Coach	Planning
Dana Johnson	Math Coach	Planning
William Olsen	Superintendent	Preliminary Discussions and Planning
Robert Bliss	Assistant Superintendent	Preliminary Discussions and Planning

If you would like to be added to this school's SWP Planning Committee, please contact Kerry Coarse, Principal.

2. Comprehensive Needs Assessment

ESEA Requirement: An eligible school operating a Schoolwide Program shall develop a comprehensive plan that is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency (ESEA § 1114(b)(6)).

Instructions: Summarize the results of the school's comprehensive needs assessment, including a description of the data sources used. Please describe specific assessment measures/data results that have been or will be used to identify the school specific needs. Include information regarding the academic achievement of students who are failing or most at risk of failing to meet challenging State academic standards and potential causes. Consider including the summarized analysis of all subgroups defined in ESEA Section 1111(c)(2) (students who are economically-disadvantaged, students from major racial and ethnic groups, children with disabilities, and English learners).

Reference: [RCPS Strategic Plan](#)

Grades	Content Areas	Test Window	Students	Scale Score ↕	Meets State Standards	Performance Level
03	English Language Arts	Spring 23	132	1684	26%	
	Math	Spring 23	131	1665	20%	
04	English Language Arts	Spring 23	107	1683	28%	
	Math	Spring 23	109	1642	13%	
05	English Language Arts	Spring 23	129	1680	22%	
	Math	Spring 23	130	1658	14%	
	Science	Spring 23	129	1700	19%	
06	English Language Arts	Spring 23	101	1713	33%	
	Math	Spring 23	102	1712	38%	

[FastBridge amath 23-24](#)

[FastBridge areading 23-24](#)

RCPS Strategic Plan Priority Area 1: Teaching and Learning

Goal #1: Teaching and Learning for Literacy: Provide and align common instructional practices that will accommodate the learning of *all students* including all marginalized groups and allow greater achievement of proficiency.

SPECIFIC: Professionals will continue to refine the agreed upon curriculum by establishing consistent expectations for reading, writing, and word work using the CCSS and aligned materials. Ensure that the assessment plan in place is comprehensive and addresses critical literacy components, as well as classroom instruction, to support instructional decision-making.

MEASURE: Increase VTCAP scores for students in grades 3-6 and increase local assessment measures for all students.

ATTAINABLE: As a school, there will be an average increase of 10% in the number of students making progress as measured by VTCAP.

REALISTIC: Based on our current professional evaluation plan and access to resources, we believe this to be a realistic goal. Teachers will receive ongoing support with literacy through resources, professional development opportunities, and access to District Literacy Coach.

TIME BOUND: by the end of fiscal year 2026.

Goal # 2: Teaching and Learning for Math: Provide and align instructional timeline that aligns skills with prioritized grade level standards to improve teacher efficacy and student learning outcomes.

SPECIFIC: Professionals will create an instructional guide that specifies timelines prioritizing instructional strategies and practices that align with current content.

MEASURE: Increase of VTCAP scores, increase student outcomes on local measures.

ATTAINABLE: As a school, there will be an average increase of 10% in the number of students making progress with the goal of meeting proficiency.

REALISTIC: Based on the current PD plan and access to various resources, this is a realistic goal.

TIMEBOUND: by the end of the 2026-2027 fiscal year

RCPC Strategic Plan Priority Area 2: Evolution of Wellness Through Inclusive School Communities

Goal #3: To improve the overall well-being of students including physical, social, and emotional health.

SPECIFIC: Educators will learn how to integrate social and emotional learning into their daily practices to improve student behaviors, develop strategies for students for students to self-regulate, and learn to make healthy decisions.

MEASURE: There will be a 10% decrease in behavioral referrals. (There were 690 total incidents as of 5/17/2024.) Family surveys related to safety and comfort. Social and emotional, pre and post-assessment for students. Increase opportunities mentoring at the building based level.

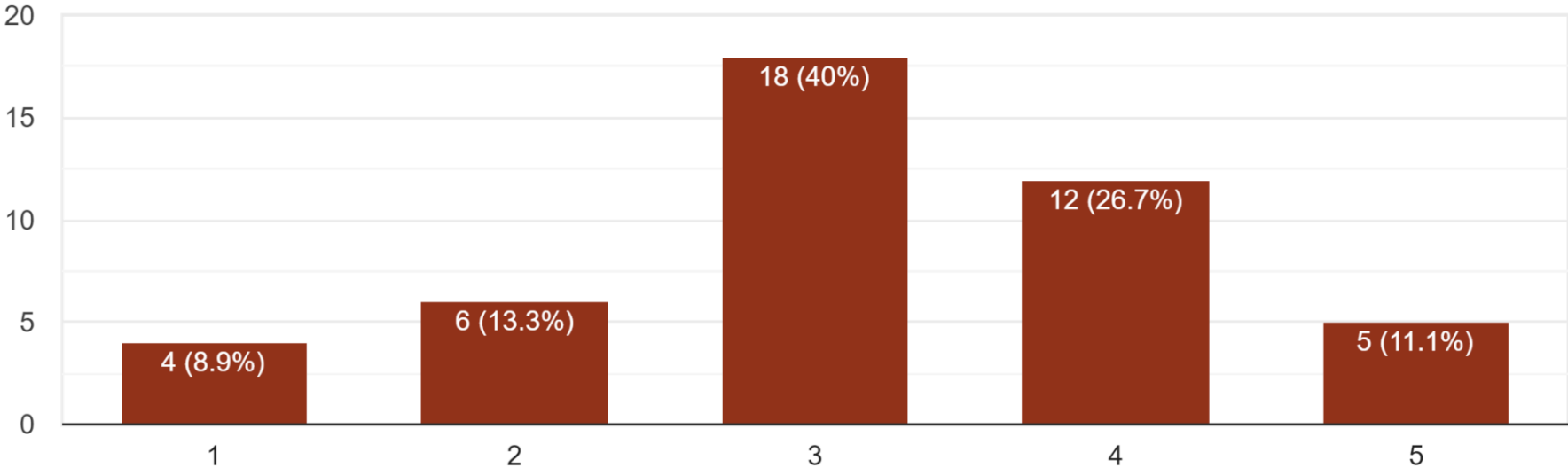
ATTAINABLE: As a school, there will be an average decrease of 10% in the number of students with behavioral referrals with 2 or more referrals.

REALISTIC: Our counselors provide social emotional learning once a week in all grade levels. Counselors provide small group social skills on a rotating basis. We implement Community Block daily for our class community.

TIME BOUND: The goal is to see a decrease of 10% by the end of the June 2026.

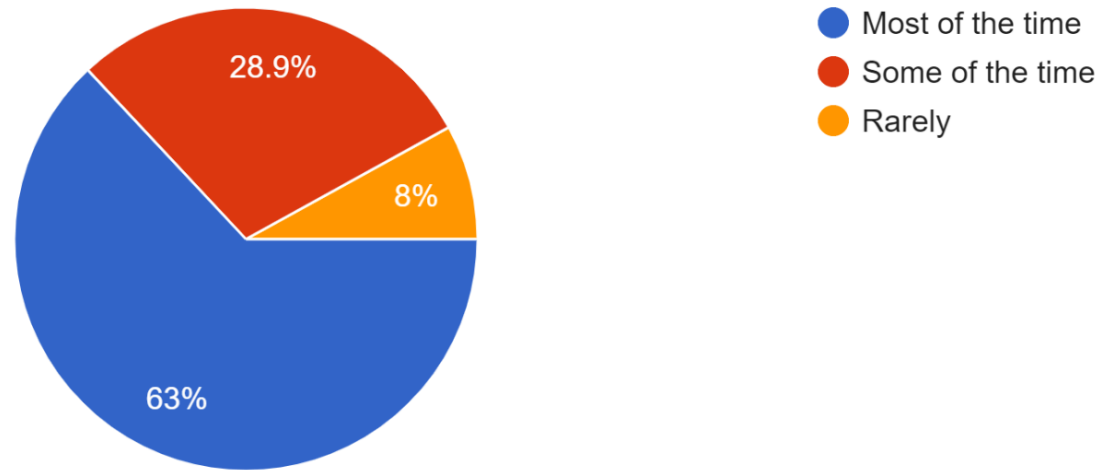
Students at RIS respect each other's differences

45 responses



I am treated with as much respect as other students at RIS.

349 responses



3. Schoolwide Plan Strategies

ESEA Requirement: The Schoolwide Plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will –

- provide opportunities for all children, including each of the subgroups of students (as defined in ESEA § 1111(c)(2)) to meet the challenging State academic standards;
- use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards (ESEA § 1114(b)(7)(A)(iii)).

Instructions: Describe the comprehensive strategies that the school will use to upgrade the entire educational program to improve achievement of all students, particularly students most at risk of not meeting challenging State academic standards. Proposed strategies should address all three requirement areas noted above. Please include a specific description of each strategy, the need being addressed and the intended objective. Please note that each strategy should clearly be supported by a data driven need included in the comprehensive needs assessment section 2.

Reference: [RCPS Strategic Plan](#)

RCPS Strategic Plan Priority Area 1: Teaching and Learning

- Educlimber training for all staff, implementation of utilizing educlimber data to support EST process.
- PLC time with grade level teachers and district coaches to support district goals of aligning common instructional practices in math and literacy.
- Compare VTCAP test scores over time to track progress.
- Create and align common assessments.
- Analyze class schedules
- Align universal instructional practices and strategies

- Analyze the EST process and make adjustments to best meet the needs of the whole student population
- Utilize EST Data to determine Tier 3 intervention services
- Analyze use of interventionists and skill block times to best support student needs through layered (tiered) approaches

RCPC Strategic Plan Priority Area 2: Evolution of Wellness Through Inclusive School Communities

- Analyze and make adjustments to the current system for responding to social, emotional, and physical needs of students.
- Implementation of additional POD (Positive Opportunities for Development) classroom
- Analyze school counselors schedules to allow for consistent teaching of SEL in classrooms
- Analyze school counselors schedules to allow for consistency for small group SEL interventions
- Utilize research based programs for SEL
- Utilize building staff, student, and family surveys, and discipline data to assess progress
- Implement new staff PLC group to support and retain new hires that incorporates collaboration, problem solving, and appreciation

RCPS Strategic Plan Priority Area 3: Resources for Success

- Schoolwide presentations on the impact of social media and mental health (John Halligan)
- Utilize research based programs for SEL
- Analyze school counselors schedules to allow for consistent teaching of SEL in classrooms
- Analyze school counselors schedules to allow for consistency for small group SEL interventions
- Review school wide practices for responding to emergency actions utilizing Standard Response Protocol
- Ensure all new counseling/admin staff are trained in threat assessments

4. Evaluation and Revision

ESEA/CFR Requirement: A school operating a Schoolwide Program must-

- determine whether the Schoolwide Program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards; and
- describe how the Schoolwide Plan will be revised annually, as necessary, based on regular monitoring to ensure continuous improvement of students in the Schoolwide Program (34 CFR § 200.26(c), ESEA § 1114(b)(3)).

Instructions: Describe how the school evaluates the implementation of, and results achieved by, the Schoolwide Program strategies using data from the State’s annual assessments and other indicators of academic achievement. Include details about how this information is used to revise the Schoolwide Plan annually to ensure program improvement.

Reference: [RCPS Strategic Plan](#)

RCPS Strategic Plan Priority Area 1: Teaching and Learning

- VTCAP & Common Local Assessments

RCPC Strategic Plan Priority Area 2: Evolution of Wellness Through Inclusive School Communities

- Utilize building staff, student, and family surveys, and discipline data to assess progress

RCPS Strategic Plan Priority Area 3: Resources for Success

- Utilize building staff, student, and family surveys, and discipline data to assess progress

This Schoolwide Program Plan has been regularly monitored using the above described measures to ensure continuous improvement of students. Using the results of these evaluation processes, the Schoolwide Program Plan was most recently revised on 6/14/2024.

5. Other Requirements

The school and LEA are responsible for ensuring that all additional requirements under ESEA are met:

- The plan shall be available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand (ESEA § 1114(b)(4)).
- If appropriate and applicable, the plan shall be developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under the Every Student Succeeds Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) (ESEA § 1114(b)(5)).
- The plan remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards (ESEA § 1114(b)(3)).

Instructions: Fill in the appropriate information in the prompts below. If additional information is needed to provide clarity, add any other relevant details regarding the above requirements.

This plan will be made available to the school community via the school website and in print form. If a language translation or other accommodation needs to be made, please contact Kerry Coarse at 802-773-1932 or kerry.coarse@rcpsvt.org.

This plan is developed in coordination with other Federal, State, and local services, resources, and programs such as CFP and local funding.

This plan is in effect for the 2024-2025 School Year. This plan will be monitored bi-monthly at team leader meetings and revised at the end of each trimester, if needed, to ensure that the plan is based on student needs and is providing opportunities for all students to meet the challenging State academic standards.