

Vermont School Continuous Improvement Plan Template

LEA Approving the Plan: Micheal Clark, Superintendent of OSSD

School Names: Braintree Elementary School, Brookfield Elementary School, Randolph Elementary School, Randolph Union High School

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

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

School Continuous Improvement Plan Point of Contact Name: Heather Lawler

School Continuous Improvement Plan Point of Contact Email: hlawler@orangesouthwest.org

Assurances

- 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 Heather Lawler.
- 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 Vermont Educational Quality Standards (EQS), Attendance Works, Gifford Medical Center, Clara Martin, C9 Wellness Policy, Upper Valley Service, and Individuals with Disability Education Act (IDEA).
- This plan is in effect for the 2025 - 2026 school year
- This plan will be monitored **monthly** by the school and will be updated by the school monthly 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

Collaborative Stakeholders Represented: OSSD Superintendent Michael Clark, OSSD Assistant Superintendent Heather Lawler, Randolph Elementary Co-Principal Melinda Robinson, Randolph Elementary Co-Principal Mindybeth Pike, Brookfield Principal Cara Houston, Braintree Principal Patti Sprague, Randolph Union MS/HS Principal Lisa Floyd, OSSD RU Director of Student Services Kara Merrill, RU Associate Principal Herb Perez, RU Dean of Students Colin Andrzejczyk, RU Family/Community Advisory Board (presented April 7, 2025), ELA Curriculum Kathryn Fredericks, OSSD Mathematics Curriculum Betty Young, OSSD Data Manager Crystal Larocque, OSSD Board Chair, Hannah Arias, OSSD Board Vice Chair, Anne Kaplan, OSSD Board (presented April 9, 2025)

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

Braintree Elementary School, Brookfield Elementary School, Randolph Elementary School

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
Goal 1	We will create clear protocols for analyzing math data and building interventions based on the needs identified in the data.	Intervention schedules Coach's classroom visits/meeting agendas	Center for Leadership & Educational Equity and Data Wise protocols	3 Elementary interventionists support for tier 2 and 3 instruction Math coach Student Data training for administrators and staff
Goal 2	We will increase our proficiency in science, specifically accessing information from multiple sources and synthesizing that information to lead to a conclusion.	Cognia scores Our 2023-2024 school year scores are showing 55% below proficiency in our Cognia scores.	Boston Museum of Science engineering kits NGSS science standard implementation	STEM Teachers with investment in time for curriculum work on integration PD work with using multiple sources of information with students.
Goal 3	We will increase family engagement within the school and its academic programming, particularly for families who have historically been less active in the school community.	Parent attendance at community events and students' school attendance	Providing age-appropriate books and games Surveying community for needs and sense of connection within the school	Investments for family and community events Investments for staff wellness

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

Braintree Elementary School, Brookfield Elementary School, Randolph Elementary School

Goal Number	School prioritized goals related to Act 139 (increasing reading proficiency)	Outcome Measures (directly related to goal)	Number and % students proficient on local and state literacy assessments (K-3)	Prioritized evidence-based strategies/ change ideas, evidence level and research source citation	Fiscal, human, other resources (or investments) needed to support implementation
Goal 4	We will strengthen our MTSS systems with clear protocols for analyzing data, creating in and out of class interventions, and following up with the family regarding the students that are working below grade level expectations	<p>Completion of Act 139 communication letters</p> <p>Reduction in tier 2 services needed for literacy</p> <p>Protocol use included in staff trainings and meeting agendas</p> <p>100% student participation on Star assessments in reading and math</p>	Star assessments are being implemented in May 2025. This holistic, quantifiable data is currently unavailable.	<p>Academic programs: Foundations, EBLLI, UFLI</p> <p>Need to add: Orton Gillingham</p>	<p>eduCLIMBER training for administrators and staff</p> <p>Literacy coach is needed to support tiered instruction</p> <p>3 elementary Interventionists support for tiers 2 and 3 instruction</p> <p>Professional development about supporting literacy curriculum (Orton Gillingham)</p>

Goal 5	In order to improve student achievement of age-level or grade-level typical development in specific literacy skills, OSSD will implement screening and parent/guardian notification as required by Act 139.	Student achievement data and parent/guardian notification data.	Star assessments are being implemented in May 2025. This holistic, quantifiable data is currently unavailable.	Academic intervention	In order to improve student achievement of age-level or grade-level typical development in specific literacy skills, OSSD will employ academic interventionists to target literacy skills.
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Section 3: Schools Identified for Comprehensive or Targeted Support Complete This Section (CSI & TSI/ATSI/Equity 2 and 3)

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

Equitable Resource Allocations:

- For which student populations did you identify inequities? We will be implementing a new data warehouse that would allow us to track specific student populations, but we don't have access to that information at this time.
- What are the root causes of these inequities?

Equitable Resource Allocation Goal	Measures of Improvement	Change Ideas

Section 4: Progress Monitoring

All schools complete this section.

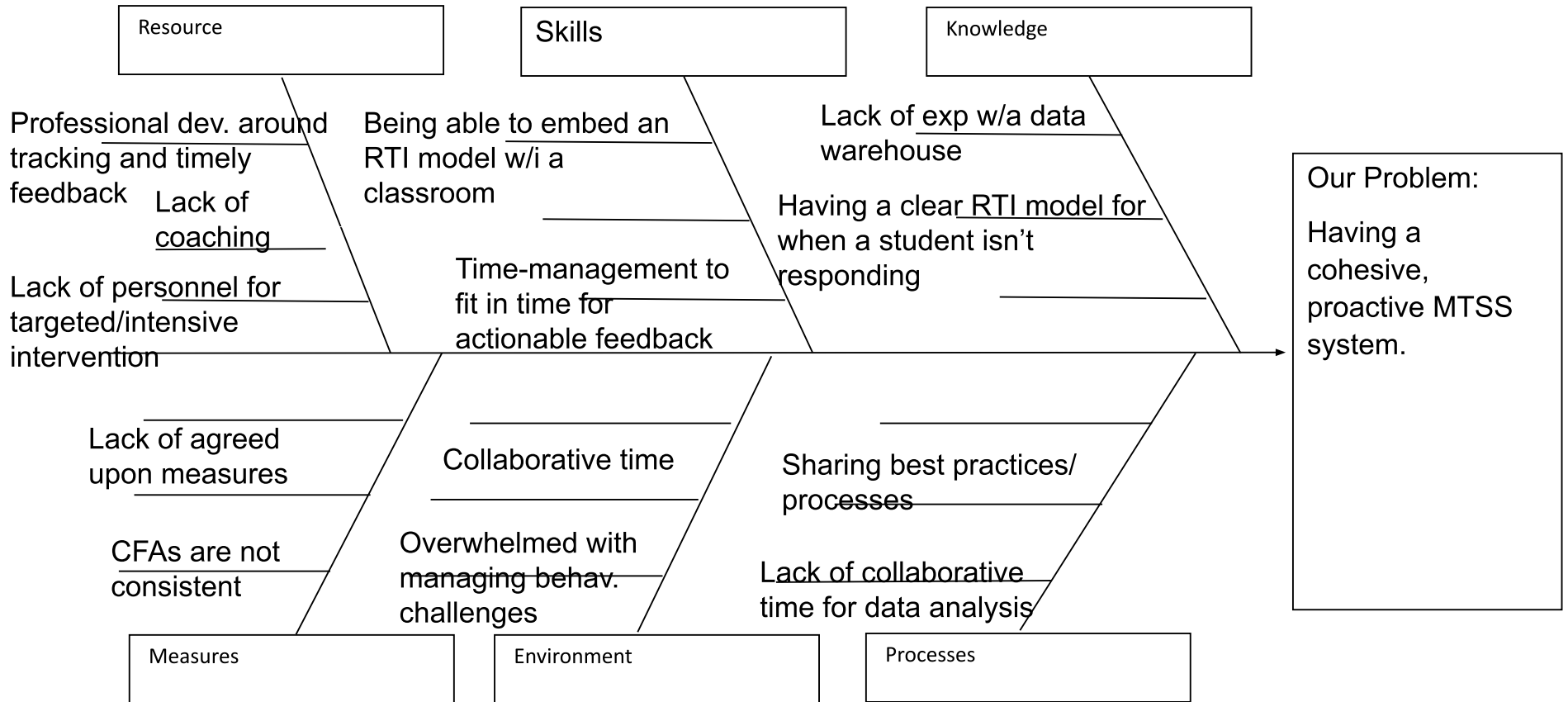
Goal Reference Number	Measures	Baseline Data (Initial Submission)	Mid-Year Progress Check and Next Steps	End-of-Year Results and Next Steps
Goal 1	Star 360 Windows assessment data	Star 360 Spring 2025 and Fall 2025	Winter Window (January)	Results: Was Goal Met? Next Steps:
Goal 2	Cognia District created assessments	Cognia scores from 2023	District created assessments Teacher survey for curriculum check-in	Results: Was Goal Met? Next Steps:

Goal Reference Number	Measures	Baseline Data (Initial Submission)	Mid-Year Progress Check and Next Steps	End-of-Year Results and Next Steps
Goal 3	Family surveys Monthly Attendance Reports	Spring 2025 family survey Open House Attendance/October PTC Attendance 2025 24 - 25 Attendance Report	Spring 2026 family survey Monthly Attendance Reports	Results: Was Goal Met? Next Steps:

Goal Reference Number	Measures	Baseline Data (Initial Submission)	Mid-Year Progress Check and Next Steps	End-of-Year Results and Next Steps
Goal 4	Star 360 benchmarks Cognia Scores	Fall window (September) Spring 2025 3rd Grade Cognia Scores	Star 360 assessments throughout the year Spring 2026 3rd grade Cognia scores	Results: Was Goal Met? Next Steps:

Goal Reference Number	Measures	Baseline Data (Initial Submission)	Mid-Year Progress Check and Next Steps	End-of-Year Results and Next Steps
Goal 5	Percentage of students taking Star assessments	0% of students are taking a state-approved literacy screener currently Spring 2025 assessment data	Percentage of students taking Star assessments January 2026 assessment data Teacher meeting agendas, PD schedule	Results: Was Goal Met? Next Steps:

Fishbone Diagram Template



Data Inventory

LEA: Michael Clark

Submitted By:

Date Completed: 3/24/25

Background

Per requirements in Every Student Succeeds Act and federal uniform grants guidance, LEAs must assess local needs in direct support of Consolidated Federal Program (CFP) investments and school improvement plans (2 CFR § 200.403; ESEA 1114(b)(6); ESEA 2102(b)(2); ESEA 4106(c)(d)). The Data Inventory was designed to support LEAs in meeting these federal requirements in a single document, as well as to support LEAs and schools in developing cohesive and effective strategies for federal fund use.

When completing the Data Inventory, LEAs will:

1. Consider the LEA's student outcomes data and specific data points/measures.
2. Identify LEA needs to inform CFP investment decisions.
3. Outline school specific data, identify related school needs to inform school plans and investments.

Part 1: Consider Student Outcomes Data

Instructions: LEAs should begin the process of determining needs by considering strengths, weaknesses, trends, and disparities revealed in student academic achievement data and student social, emotional, and physical well-being data. Outcomes data representing historically marginalized student groups, including students from low-income families, students who are English learners, students who are homeless and students with disabilities, should be considered.

- See Appendix A for possible sources of data.

Part 2: Identify Needs in Support of CFP Fund Use

Instructions: Beginning with the student outcomes considered in Part 1, identify the LEA's specific needs under the intents of Title IA, Title IIA, Title IIIA and Title IVA.

- Extensive analysis and raw data need not be included in narratives, but summative findings from specific measures should be described. Narratives that reference specific measures and results are more likely to support the approval of CFP investments. Needs of Students Most Academically At-Risk

Instructions: For the LEA, please complete the below chart to indicate the comprehensive LEA data measures that were used to determine LEA needs in support of LEA level investment strategies. LEAs may report on the suggested content areas below or include others of importance. **Please note, school specific data should be included below in section 3 of the data inventory.*

Subject	Measure/Data points	Summarized needs
Literacy	<p>ESGI - Less than 50% of the second graders in the OSSD are able to decode grade level words.</p> <p>Track My Progress - Over the last 3 years, the percentage of students meeting proficiency has increased by 5 percentage points, putting the district above 50% proficient in grade level ELA standards. Our goal as a district is to increase the percentage of students proficient in ELA grade level standards to 75%</p> <p>Cognia - Longitudinal data illustrates that overtime in the elementary grades, there is significant growth in proficiency in grade level standards. The middle grades exhibit considerable decrease in the number of</p>	<p>We need to provide additional support with increasing literacy achievement for students in need.</p> <p>Need to develop a more cohesive and effective MTSS system of support.</p> <p>Further PD is required for research based intervention approaches, and for tracking and using the data for individual students and whole cohorts to ensure we are meeting the needs of all students.</p> <p>PD that helps support middle and high school level staff in knowing how to approach intervention in a heterogenous group that is developmentally appropriate for adolescent learners is required.</p>

	<p>students proficient in grade level standards for ELA. grades</p> <p>Recent administration of the STAR 360 test show that students at RU between grades 7 and 11 have are struggling to meet ELA proficiency.</p> <p>Percent Proficient by Grade Level:</p> <table border="1" data-bbox="512 626 842 1040"> <thead> <tr> <th>G Lvl</th> <th>STAR</th> <th>Cognia</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>54%</td> <td>59%</td> </tr> <tr> <td>8</td> <td>53%</td> <td>38%</td> </tr> <tr> <td>9</td> <td>55%</td> <td>23%</td> </tr> <tr> <td>10</td> <td>62%</td> <td></td> </tr> <tr> <td>11</td> <td>67%</td> <td></td> </tr> </tbody> </table> <p>We are aiming for 75% proficiency at all grade levels and trying to understand patterns that show discrepancy between our local assessment and Cognia tests.</p>	G Lvl	STAR	Cognia	7	54%	59%	8	53%	38%	9	55%	23%	10	62%		11	67%		
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Math	<p>PNOA - Track My Progress - Our data from the last year has illustrated increases in the percentage of students who are proficient in grade level standards.</p>	<p>We need to provide additional support with increasing math achievement for students in need.</p> <p>Need to develop a more cohesive and effective MTSS system of support.</p>																		

Cognia - Longitudinal results in Cognia math assessments does not illustrate a noteworthy trend across the grades. What is gleaned from this data is that the adoption of our new math curriculum in 22-23 has illustrated a decrease in the percentage of students who are proficient in grade level math standards.
 Grades -

At the middle and high school level, students continue to grow, in terms of their math skills, however we are well below the 75% level of proficiency that we aspire to.

Percent Proficient by Grade Level:

G Lvl	Star	Cognia
7	48%	42%
8	53%	40%
9	49%	38%
10	40%	
11	60%	

We are aiming for 75% proficiency at all grade levels and trying to understand patterns that show discrepancy between our local assessment and Cognia tests.

Further PD is required for research based intervention approaches, and for tracking and using the data for individual students and whole cohorts to ensure we are meeting the needs of all students.

<p>Science</p>	<p>Cognia - Since Covid, our elementary schools have increased the percentage of students who are proficient in 5th grade level Science standards. Scores from school year 23 - 24 illustrate that we are still not meeting our goal of having 70% of students proficient in Science standards.</p> <p>At the middle and high school level data continues to show that our students are struggling to reach science goals. With only 26% of students showing proficiency in science at the 8th grade level and 42% showing proficiency at the 11th grade level we know we have a significant amount of work to do.</p>	<p>We need to provide additional support with increasing science achievement for students in need.</p> <p>Need to develop a more cohesive and effective MTSS system of support.</p> <p>PD is required for better integration of science and for greater use of hands-on experiences in the science curriculum.</p> <p>At the middle and high school level continued investment in STEM programming and staffing in order to ensure opportunities for students to apply what they have learned in high engagement hands on settings is critical.</p>
<p>Attendance & Engagement</p>	<p>Engaging families has been increasingly difficult at our elementary schools, particularly in regards to workshops for parents. As a district, our attendance and truancy policies differ drastically between schools. There is consistently lower attendance for our youngest students who need to develop foundational skills.</p> <p>At the high school level we continue to struggle with attendance, particularly in families where students did not develop health attendance patterns early in their educational experience.</p>	<p>Focus on meeting families where they are at and establishing our schools as community centers and places where families can be connected with resources.</p> <p>Interventionists support students' academic and social-emotional wellness which reduces some barriers students experience to attendance.</p> <p>Social emotional learning training for staff in order to help them embed self regulation and coping skills into lessons and to form positive relationships with students who need connection and a sense of deep belonging in order to overcome their own mental health struggles and get to school.</p>

<p>College and career readiness</p>	<p>School Counselors and Advisories work with students to help them plan for their high school education and beyond. Students visit a college campus each year of their high school career. In the 22/23 school year 86% of students graduated with a post secondary education plan, which can include apprenticeships, technical education and 2 and 4 year degrees. In the 23/24 school year that number is 88%.</p> <p>Grade teams engage students in college and career exploration annually.</p>	<p>Continued development of community connections and partnerships, as well as professional development to help staff use the Wayfinder program to lean into this work is required.</p>
<p>Graduation rate</p>	<p>Our 4 year graduation rate at 95%.. We continue to work to strengthen flexible pathways and work with families to help students prepare for the next phase of their lives.</p> <p>We anticipate that numbers for next year will be lower because of the number of chronically absent students in that class.</p>	<p>Since the Covid 19 pandemic and the loosening of state guidelines around homeschooling have led us to see ups and downs in our graduation rate. Additionally, a focus on mental health and wellness will likely improve these rates; our data shows that high student levels of anxiety and mental health struggle impact our graduation rates.</p> <p>Professional Development around family engagement and flexible pathways is required for us to continue to grow and adapt in an ever changing college and career landscape.</p>
<p>Other academic subject areas:</p>		

<p>Other focus areas: SEL</p>	<p>DESSA assessment - Over the last two years, OSSD elementary schools have been using the DESSA assessment to evaluate social emotional needs in our students. Based on these assessments, 15% of our students need targeted and intensive support around social emotional skills.</p> <p>At the middle and high school levels we have implemented the Wayfinder SEL program. While staff have used this program to some benefit, we have not been fully able to access the assessments and use this as a true measure of where our students are at.</p> <p>Our SEL Coordinator has implemented high interest programming in which SEL strategies have been embedded. These programs have been successful.</p>	<p>We need additional support with interventionists to provide targeted and intensive interventions and education to support the 15% who need this support.</p> <p>We need professional development to increase positive behavior interventions systems throughout the district, Responsive Classroom, and EduClimber for behavior referrals.</p> <p>We need stipends to pay for in-depth work to strengthen these systems and provide this training.</p> <p>Additional Wayfinder training is required to fully access this tool.</p> <p>Professional development for all middle level staff is required to help them understand how they can embed social emotional learning in their content areas.</p>
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Parent and Family Engagement Needs

Key Question: What do parents and families need to become more informed, involved partners in support of student success? Include the data sources used and define specific needs that will be addressed by the proposed activities/investments.

In order to engage the OSSD preschool and elementary parent community in strategies that will help their children realize greater academic success, family nights will be held to provide parents with educational workshops, topics may include: executive functioning, social-emotional skills, academics, mental health, etc. Stipends for up to 6 teachers for up to 12 hours spread out over multiple family nights. Supplies to be purchased may include books, math manipulatives, educational games, etc. to support family engagement in their child's learning.

Needs of Students Experiencing Homelessness

Please provide the following data points regarding students experiencing homelessness in the LEA:

Number of McKinney-Vento eligible students enrolled # 10 students as of 3/25/2025

Proposed total amount of Title IA Homeless Reservation \$5,000

Proposed per pupil amount \$500 (total amount of Title IA Homeless Reservation divided by total current number of McKinney-Vento eligible students enrolled)

Please describe the needs of students experiencing homelessness in the LEA. These should be data-supported and may include academic, social-emotional, or other educationally related needs of students. The LEA should consider data including, but not limited to: prior year amount of Title IA Homeless Reservation spent, activities implemented, academic data such as graduation rates, academic proficiency, chronic absenteeism rates, behavior and/or discipline data, etc.:

Students experiencing homelessness often face unique challenges that can impact their academic success, social-emotional well-being, and overall educational experience. Students experiencing homelessness frequently encounter barriers to academic achievement, including inconsistent attendance, lack of access to educational resources, and limited support at home. Chronic absenteeism is a significant issue, with students experiencing homelessness having high absenteeism rates. OSSD provides support for students experiencing homelessness and uses the Title I-A Homeless Reservation funds to provide transportation.

What other funding or resources within the LEA or community will be used to support the identification, enrollment, and academic success of students experiencing homelessness? Please check the funding source that applies and briefly describe activities:

- McKinney-Vento Subgrant _____
- Community Schools Grant funding _____
- Act 112 Mental Health and Well-Being Service to Youth Grant _____
- Stronger Connections Grant: Community connections and family engagement activities.
- Other local funds: Attendance support, tutoring, school supplies, and access to extracurriculars.
- Other local community resources: Gifford Medical Center, Randolph Area Food Shelf, and Attendance Works

Needs of English Learners*

Instructions: This section must be completed if the LEA has any identified ELs and the LEA is utilizing any Title funds to support their needs.

Number of English Learners in your LEA: 14

of FTE of EL specialist/s serving these students: 0.6

Key Question: What data points were used to determine the needs of English Learners that are being met by the investments included in this application? Please summarize the data used to determine the needs of the learners and provide a general outline of activities that would promote English Learner and family success.

To determine the needs of English Learners (ELs) in Vermont and inform investments in this application, a combination of statewide and local data was used. These data points highlight both academic performance and access to supportive services. OSSD data shows an increase in English Learner enrollment. The English proficiency test shows that many ELs struggle with language acquisition, especially in academic vocabulary and writing.

Well-Rounded Education Needs

Key Question: Based on our data, what are the LEA's needs around increasing access to well-rounded educational opportunities beyond core offerings? When reviewing the data, consider:

- Academic proficiency (literacy, math, science, social studies, etc.)
- Access and enrollment/participation for other courses and offerings (world languages, technology, CTE, visual arts, performing arts, health and physical education, etc.)
- Access and usage of educational supports (library services, college and career counseling, etc.)
- Access and participation in advanced student coursework (AP, dual credit classes, etc.)

Based on our data, what strengths or weaknesses stand out in the area of Well Rounded Education? Of the subject areas that have proficiency data, which ones are doing well, and which ones need support to improve proficiency? Which subject areas appear to have limited access or enrollment?

Based on our data, we see a true deficit in our science achievement in the district. We need support from STEM integration and true application of science to improve our depth of science understanding.

Safe and Healthy Student Needs

Key Question: Based on our data, what do our students need to support their social, emotional and physical well-being and to improve conditions for learning? When reviewing the data, consider:

- School engagement (chronic absenteeism, dropout rate, etc.)
- School discipline (out-of-school suspensions, in-school suspensions, law enforcement referrals, expulsions, etc.)
- School climate and safety (school climate surveys, physical fights, bullying, etc.)
- Access to school-based service providers (school nurses, counselors/psychologists/school social workers, and other personnel to coordinate services)

Looking at the data collected, what strengths and weaknesses stand out in the area of Safe and Healthy Students? What factors may be affecting or driving needs in the area of Safe and Healthy Students?

At this point in time, family engagement events at the elementary level have been well attended with more than 50% attendance rate at these after school events. Funds for presentations and education, necessary supplies for these events and stipends for planning and preparation create exciting and engaging events for our communities is needed to increase family engagement and build/sustain a positive climate in our schools.

Effective Use of Technology Needs

Key Questions: Based on our data, what training and resources do staff need to effectively incorporate technology into instruction and to increase the digital literacy of students? When reviewing the data, consider:

- Support Offered to Use Technology (training, PD, etc.)
- Technology Use (online courses, blended learning, computer-based assessments, etc.)
- Access to Technology (infrastructure)

Looking at the data collected, what strengths and weaknesses stand out in the area of Effective Use of Technology? In which areas do schools seem to be lacking access to technology and support to implement technology well? Are teachers and staff well-supported in their use of technology? Do the trainings offered align to the technology currently available in the schools (and vice versa)?

In order to increase access and use of data among faculty and staff, we will need training for EduClimber, the district's new data warehouse.

Professional Development Needs

Key Question: Based on our data, what professional development do staff members need to support them in improving student outcomes?

When looking at our district data, it is evident that we need continued professional development in strengthening PBIS and Responsive Classroom within our schools. Professional development around the use of data with our new data warehouse, EduClimber, bolstering our math curriculums, and research based interventions that can occur in and out of the classroom.

Staff Recruitment, Retention and Evaluation Needs

Key Questions: Based on our data, what needs exist concerning the recruitment and retention of high-quality staff? Is the LEA's mentoring program adequately supporting new staff? Is the educator supervision and evaluation model timely, relevant, reflective, and comprehensive enough to support staff growth?

Based on our needs assessment we need to bolster our mentoring program to ensure that new staff joining our schools have support in maintaining each teacher's capacity to implement high quality instruction, data

collection and analysis, and intervening when students are struggling. We are also working on implementing a more comprehensive evaluation system to support our teachers to increase their capacity.

Part 3: School Specific Needs

The Every Student Succeeds Act, Vermont’s State Plan for Accountability, 16 V.S.A. § 165, and Vermont’s Education Quality Standards require each school in the state to have a plan that addresses the school’s assessed needs and describes strategies that will be implemented to meet these needs.

Instructions: To demonstrate that school level data has been reviewed to determine school needs and establish school plans, please include school specific information below. **Copy the below table for each school in the LEA and fill it out with relevant school data.** In each school’s table, please indicate the measures that were used to determine their assessed needs in each relevant category (see [state report card](#)). Consider how these needs relate to supporting all students to meet state academic standards, particularly those students most at-risk. Schools may add additional rows to include other subject area data points and needs that support the school’s plan and investment strategies. **This data will be used as evidence of the school specific needs assessments for school improvement plans as well as evidence of the necessity for school specific investments. Needs summarized should drive CIPs and CFP investment strategies.**

School: Brookfield Elementary

Subject	Measure/Data points	Summarized needs
Literacy	Assessment measures illustrate a need for support in decoding in the primary grades and reading foundational skills for the upper elementary grades.	<ul style="list-style-type: none"> - Academic interventionist to support tier 2 targeted instruction in decoding and comprehension - Literacy coach for supporting classroom teachers and academic interventionists teaching and instruction - We need to create a clear protocol for

		<p>analyzing data and creating interventions based on the need identified in the data.</p> <ul style="list-style-type: none"> - We need to create a procedure for informing parents of student assessment scores and areas of need on a regular basis based on Act 139.
Math	<p>Assessment measures illustrate a need for support in the math domains of measurement and data in the primary grades and algebraic thinking in the upper elementary grades.</p>	<ul style="list-style-type: none"> - Academic interventionist to support tier 2 targeted instruction in - Math coach for supporting classroom teachers and academic interventionists teaching and instruction - Need to provide additional support with increasing math achievement for students in need. - Need to increase teacher comfort and confidence with our classroom math curriculum.
Science	<p>The VTCAP 5th Grade Science Assessment illustrates that 41% of students are proficient in 5th grade science standards.</p>	<ul style="list-style-type: none"> - To support an increase in proficiency, the funding of a STEM teacher is necessary. - Need to provide additional support with increasing science achievement for students in need. - Need to offer additional avenues of learning and increased access to special projects/experiences
Attendance & Engagement	<p>Teacher feedback, attendance and academic data show decreased attendance is having a negative impact on academic learning.</p>	<ul style="list-style-type: none"> - Need to offer PD for our new data warehouse. - Need to implement efforts that increase attendance and engagement in the classroom. - Funds for family engagement events for

		parent learning, celebrations of learning, and performances or presentations.
Other focus areas: SEL		<ul style="list-style-type: none"> - Need to build a structure for a behavior response team that provides proactive support for students. - We need to create a clear protocol for analyzing data and creating interventions based on the need identified in the data.

School: Braintree Elementary

Subject	Measure/Data points	Summarized needs
Literacy	Cognia demonstrates increased proficiency in ELA for grades 3-6 compared to previous years. While we utilized Track My Progress for grades 2+ in previous years, there is a lack of common assessments at the primary grade level. This should change next year with the introduction of Star Early Literacy and Star Reading due to Act 139.	<ul style="list-style-type: none"> - We need to improve our systems for summatively assessing and reporting literacy in the primary grades. This requires our new data warehouse (Educlimber) as well as a literacy coach to organize, analyze, and distribute the information as needed.
Math	Cognia demonstrates that there is improved performance on math assessments for grades 3-6. All grades are back to pre-covid rates of proficiency, however only one grade (6) surpasses our district's suggested 75% proficiency.	<ul style="list-style-type: none"> - A math coach will improve teachers' ability to collect and analyze formative and summative data in order to provide best in-the-moment instruction. They will also be able to build connections and alignment between buildings within the district.

	Teachers require guidance in reviewing formative and summative assessments at timely intervals.	
Science	The 2024 Cognia 5th Grade Science Assessment illustrates that 50% of students are proficient in 5th grade science standards, which is an increase from 47% the year prior.	<ul style="list-style-type: none"> - Including STEM as a unified arts class is necessary in order to continue building students' science proficiencies. Title funds allow for a highly qualified STEM instructor.
Attendance & Engagement	Our monthly average number of absences is about 34. There is a notable increase in absences for disabled students and those experiencing poverty.	<ul style="list-style-type: none"> - A behavior interventionist who works closely with families can improve attendance rates by providing the appropriate supports for students to attend school.
Other focus areas: SEL	There has been a massive increase in behavior referrals over the past three years, particularly in our primary grades. Students are coming to school with fewer material needs met and are exhibiting behavior that is not typical in an elementary setting. Over 15% of our students are on much-needed behavior plans.	<ul style="list-style-type: none"> - A behavior interventionist has been instrumental in creating and implementing behavior plans for students who struggle to perform at grade level standards. They also facilitate targeted SEL lessons to small groups and classes in order to build students' capacities. This allows individual students as well as their classmates to engage deeply in the learning that is necessary.

School: Randolph Elementary

Subject	Measure/Data points	Summarized needs
Literacy	Assessment scores demonstrate a	Need to provide additional support with increasing

significant need for support in early elementary and in fifth grade in particular.

Cognia scores show that our ELA scores have been rising, but the scores are not at the goal of 75% proficient for the third through sixth grade that the school board has tasked for our end goals. In particular, the data is showing that our 3rd grade scores show that there is a lot of need for improvement in reading. And that is supported with our benchmark assessment that shows 65% of our 2nd graders are not meeting proficiency at the most recent benchmark assessment.

By Cohort - Randolph
ELA

	18-19	20-21	21-22	22-23	23-24
3					51
4				53	71
5			45	73	60
6		29	40	45	68
7		39	50	51	
8	41	41	52		

literacy achievement for students in need by offering interventions and literacy coaching.

We need to improve our systems for summatively assessing and reporting literacy in the primary grades. This requires our new data warehouse (Educlimber) as well as a literacy coach to organize, analyze, and distribute the information as needed.

We need to create a procedure for informing parents of student assessment scores and areas of need on a regular basis based on Act 139.

Math

Assessment scores demonstrate a concern in upper elementary, specifically in the area of measurement and geometry in first through fifth grade. In 6th grade our struggle is in equations and expressions.

Cognia scores for math have been inconsistent and we are below 50% proficient

Need to provide additional support with increasing math achievement for students in need by providing math intervention services and math coaching.

Need to increase teacher comfort and confidence with our classroom math curriculum.

	for all grades third through sixth grade.																																																		
	<p style="text-align: center;"><i>By Cohort - Randolph</i> Math</p> <table border="1"> <thead> <tr> <th></th> <th>18-19</th> <th>20-21</th> <th>21-22</th> <th>22-23</th> <th>23-24</th> </tr> </thead> <tbody> <tr> <td>3</td> <td></td> <td></td> <td></td> <td></td> <td>41</td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> <td>51</td> <td>44</td> </tr> <tr> <td>5</td> <td></td> <td></td> <td>65</td> <td>59</td> <td>45</td> </tr> <tr> <td>6</td> <td></td> <td>9</td> <td>43</td> <td>33</td> <td>50</td> </tr> <tr> <td>7</td> <td></td> <td>24</td> <td>24</td> <td>49</td> <td></td> </tr> <tr> <td>8</td> <td>65</td> <td>22</td> <td>52</td> <td></td> <td></td> </tr> </tbody> </table>		18-19	20-21	21-22	22-23	23-24	3					41	4				51	44	5			65	59	45	6		9	43	33	50	7		24	24	49		8	65	22	52										
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Science	<p>Our Cognia test scores in 5th grade are showing slight improvements, but they are still significantly below proficient.</p> <p style="text-align: center;">Randolph</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>>3</th> </tr> </thead> <tbody> <tr> <td>23-24</td> <td>n=42</td> <td>4</td> <td>19</td> <td>14</td> <td>5</td> <td>45%</td> </tr> <tr> <td>22-23*</td> <td>n=42</td> <td>7</td> <td>16</td> <td>15</td> <td>4</td> <td>45%</td> </tr> <tr> <td>21-22</td> <td>n=36</td> <td>7</td> <td>16</td> <td>6</td> <td>7</td> <td>36%</td> </tr> <tr> <td>20-21</td> <td>n=27</td> <td>13</td> <td>7</td> <td>4</td> <td>3</td> <td>26%</td> </tr> <tr> <td>19-20</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>18-19</td> <td>n=55</td> <td>7</td> <td>27</td> <td>17</td> <td>4</td> <td>38%</td> </tr> </tbody> </table>			1	2	3	4	>3	23-24	n=42	4	19	14	5	45%	22-23*	n=42	7	16	15	4	45%	21-22	n=36	7	16	6	7	36%	20-21	n=27	13	7	4	3	26%	19-20							18-19	n=55	7	27	17	4	38%	<p>Need to provide additional support with increasing science achievement for students in need.</p> <p>Need to offer additional avenues of learning and increased access to special projects/experiences.</p>
		1	2	3	4	>3																																													
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Attendance & Engagement	Teacher feedback, attendance and academic data show decreased attendance is having a negative impact on academic learning.	<p>Need to offer PD for our new data warehouse.</p> <p>Need to implement efforts that increase attendance and engagement in the classroom.</p>																																																	
Other focus areas: SEL	9-10% of students are on behavior plans and/or access SEL supports. (These are intensive needs/supports.)	We need to create a clear protocol for analyzing data and creating interventions based on the need identified in the data.																																																	

		In order to proactively address student needs, improve student academic outcomes and cultivate a positive school climate in grades K-6, a Behavior Specialist and Interventionist will provide targeted Social Emotional Learning instruction to whole classroom groups, small groups, and one-on-one as to meet the diverse needs of students.
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School: Randolph Union High School

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
<p>#1 Prioritizing foundational student learning in math and ELA.</p> <p>These are the skills that underpin all learning.</p>	<p>Intervention for students struggling to meet math and ELA goals. This would:</p> <ul style="list-style-type: none"> • support students identified through local and statewide assessment scoring in the red/yellow zones to move into the blue zone. • support students in acquiring skills to show proficiency in the prioritized engaging classes that they choose and find meaningful. 	<p>Reduce the percentage of students showing that they are not achieving proficiency to 30% or lower at all grade levels</p>	<p>Continued professional development for staff to learn high leverage strategies to engage students in moving their skill level forward.</p>	<p>\$ 200, 000.00 to hire a math interventionist and an ELA interventionist</p>

<p>#2 STEM</p> <p>Students learn best when they can apply their learning.</p> <p>STEM motivates students to meet proficiency in science and math.</p>	<p>Continue to offer high quality, high engagement for students needing to apply their math and science skills.</p>	<p>Reduce the percentage of students who are not achieving proficiency to 30% in science at the 8th and 11th grade levels.</p>	<p>Professional development aimed at math and science teachers working with the Innovation Center team will help us to link common instruction in core classrooms to the learning occurring in the Innovation Center/STEM classes.</p>	<p>Dedicated STEM and robotics teacher. \$100,000.00</p>
<p>#3 Behavioral Support</p> <p>Meeting students behavioral needs allows us to support access to education well.</p>	<p>We continue to emphasize the need for behavioral support and regular professional development to support staff in addressing these needs.</p>	<p>Reduce the need for students to receive Social Emotional Learning support, reduce the number of nurse visits, and reduce absenteeism.</p>	<p>Professional development for staff to implement Social Emotional Curriculum through Advisory.</p> <p>Focus on teaching students coping skills, and self regulation skills. Outreach to build relationships with families and students to improve the overall sense of belonging and well being in school.</p>	<p>\$10,000.00 Wayfinder professional development</p> <p>\$10,000.00 Additional SEL PD to help middle level staff integrate SEL into their content area classes. This work may build upon previously completed Responsive Classroom work.</p>

Part 4: Independent School Needs– Equitable Services Investments

During consultation with the independent school leaders discuss the school, student, staff needs and how those needs may be served with equitable services of ESEA funds. Provide data in the table below as evidence of the necessity for any equitable services investments for eligible independent schools that are included in the CFP application. Data should be provided by the independent school.

Independent School	Measure/Data point	Summarized needs related to measure
Vermont Academy for Science and Technology	N/A - Not included in CFP Application	
East Valley Academy	N/A - Not included in CFP Application	
The Wilder School	N/A - Not included in CFP Application	
The New School	N/A - Not included in CFP Application	
The Sharon Academy	N/A - Not included in CFP Application	

Appendix A: Sources of Data

Student Outcomes

- [State and local assessments](#)
- [State Report Card](#)
 - Graduation rate
 - Dropout rate
 - Chronic Absenteeism rate
 - College readiness measures
 - Career readiness measures
 - Harassment Hazing Bullying (HHB)
 - Exclusionary discipline practices
- Grades/Proficiency
- Student health data
- Health/Physical education data
- Nurse referrals
- Counselor referrals
- Kindergarten readiness
- Education Support Team data
- Behavior data

- [Youth Risk Behavior Survey data](#)
- English Proficiency data
- Formative measures
- Student portfolio measures

[Demographic](#)

- School enrollment
- Attendance
- Homelessness
- Migrant status
- Socio-economic status
- Student: Age/grade/gender/race/ethnicity/language/disability
- [Staff characteristics](#)
- Parent profiles

Perceptions/Engagement

- Interviews
- Focus groups
- Questionnaires
- Surveys
- Communication records
- Meeting notes
- Parent involvement rates

School/LEA Process

- [Assessment practices](#)
- Curriculum coordination
- EST functioning
- Professional development planning process
- Instructional practices/walk-through data
- [VTmtss Survey](#)
- [Technology integration/availability](#)
- Staff evaluations
- Mentoring practices
- Leadership strategies
- Data use and literacy
- Scheduling practices
- Planning practices
- Hiring practices
- [Staff retention, credentials, and vacancies](#)
- Continuous improvement practices
- Professional learning outcomes