

# Berlin Elementary School Continuous Improvement Plan

April 9, 2025

**LEA Approving the Plan:** Washington General Unified Union School District

**School Name:** Berlin Elementary 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:** Cecilia Guggemos, Principal

**School Continuous Improvement Plan Point of Contact Email:** cguggemos@u32.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 Celia Guggemos at cguggemos@u32.org.
- 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 Title IA requirements, Vermont AOE requirements, and the goals of the district's strategic plan.
- This plan is in effect for the 2025-2026 school year.
- This plan will be monitored quarterly by the school and will be updated by the school at least three times per year after the fall, winter, and spring assessment windows 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**

Collaborative Stakeholders Represented:

<b>Name</b>	<b>Role</b>	<b>Name</b>	<b>Role</b>
Danny Velez	Interventionist	Marc Chamberlain	Allied Arts
MaryBeth Downing	Classroom Teacher	Jessica Egizi	Interventionist
Sarah Rogers	Classroom Teacher	Erin Mullaney	School Nurse
Amber Dessureau	Classroom Teacher	Ashlyn Smith	Interventionist
Michele Turcotte	Classroom Teacher	Jennifer Chambers	Special Educator

Jessie Dall	Allied Arts	Rick Agran	Classroom Teacher
Lynn Wagner	Classroom Teacher	Jennifer Miller-Arsenault	Curriculum Teacher
Tyler Smith	Behavior Interventionist	Kim Knapp	Interventionist

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

Goal #	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 <u>Evidence-based Strategies/Change Ideas, evidence level</u> and research source citation	Fiscal, human, other resources (or investments) needed to support implementation
1	<p>Academic Achievement: Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum and varied educational opportunities.</p> <p><b>By June 2026 we will reduce the difference in performance between students who are economically disadvantaged and students who are not economically disadvantaged, and 70% of economically disadvantaged students will perform at or above proficient.</b></p>	<p>i-Ready Math Diagnostic</p> <p>VTCAP</p>	<p>Ensure the i-Ready Classroom mathematics program is implemented with fidelity in Grades K-6. <i>What Works Clearinghouse, EL 4</i>.</p> <p>Ensure that students who score two or more grade levels below expectations after each assessment window receive supplemental, targeted intervention with systematic progress monitoring (<i>National Center on Intensive Intervention, EL 1</i>).</p> <p>Ensure that classroom teachers, interventionists, and/or special educators are able to meet at least twice monthly to discuss student</p>	<p>Local budget</p> <p>Consolidated Federal Programs</p> <p>Time</p>

	<b>At least 80% of economically disadvantaged students will meet their annual typical growth goals.</b>		progress and coordinate support in our multi-layered system of supports ( <i>What Works Clearinghouse, EL 4</i> ).	
2	<p>Safe and Healthy Schools: Build and nurture a culture of well-being and inclusivity.</p> <p><b>By June 2026 we will increase the % of students who score as “typical” or “strength” in the area of self-management by at least 50%.</b></p> <p><b>By June 2026 we will increase the % of students who score as “typical” or “strength” from 85% to 92% in the social emotional composite score, with an emphasis on improvement in the area of self-management.</b></p>	DESSA	<p>Ensure that teachers are trained in administering the DESSA and that they calibrate their scoring practice at least annually (<i>What Works Clearinghouse, EL 4</i>).</p> <p>Support teachers and school counselors to implement classroom lessons and interventions in alignment with DESSA results (<i>What Works Clearinghouse, EL 1</i>).</p> <p>Ensure that students in need of instruction receive targeted interventions (<i>What Works Clearinghouse, EL 1</i>).</p>	<p>Local budget</p> <p>Time</p> <p>Professional learning</p>

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

**All schools with grades K-3 complete this section.**

Goal #	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
3	<p>Academic Achievement: Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum and varied educational opportunities.</p> <p><b>By June 2026 at least 50% of K-3 students receiving intervention services in literacy will achieve above or well</b></p>	Acadience Reading K-6	<p>Winter 2025 results K-3 indicate the following:</p> <ul style="list-style-type: none"> <li>• Above Benchmark: 23%</li> <li>• At Benchmark: 24%</li> <li>• Below Benchmark: 43%</li> <li>• Well Below Benchmark: 43%</li> </ul> <p>Berlin sent 36 letters home to families of students who performed well below benchmark on the Winter Benchmark Assessment.</p>	<p>Ensure that the Foundations program is implemented with fidelity in Grades K-4 (<i>What Works Clearinghouse, EL 1</i>).</p> <p>Ensure that new teachers may or will participate in professional learning about the science of reading.</p> <p>Ensure that students who score Well Below Benchmark after each assessment window receive supplemental, targeted intervention with systematic progress monitoring (<i>What Works Clearinghouse, EL 1</i>).</p> <p>Ensure that classroom teachers, interventionists, and/or special educators are able to meet at least twice monthly to discuss student progress and coordinate</p>	<p>Local budget</p> <p>Consolidated Federal Programs</p> <p>Time</p>

	<b>above typical progress on each Acadience reading benchmark assessment.</b>			supports in our multi-layered system of supports ( <i>What Works Clearinghouse, EL 4</i> ).	
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**Section 3: Schools Identified for Comprehensive or Targeted Support** Not applicable

**Section 4: Progress Monitoring**

<b>Goal #</b>	<b>Measures</b>	<b>Baseline Data (Initial Submission)</b>	<b>Mid-Year Progress Check and Next Steps</b>	<b>End-of-Year Results and Next Steps</b>
1	i-Ready Math Diagnostic  VTCAP	i-Ready Math Diagnostic Winter 2025 Results: <ul style="list-style-type: none"> <li>• <i>Berlin</i></li> <li>• 30% proficient or above</li> <li>• 42% progress toward typical growth</li> <li>• <i>District</i></li> <li>• 46% proficient or above</li> <li>• 58% median progress toward typical growth</li> </ul>		Results:  Was Goal Met?  Next Steps:

VTCAP Spring 2024 Math  
Results: % proficient or above

	Berlin	District	State
Grade 3	30	32	35
Grade 4	7	23	30
Grade 5	3	68	36
Grade 6	9		46

The Winter 2025 Reading math diagnostic results show that 15% of students who are economically disadvantaged are currently meeting expectations for proficiency. 41% of students who are not economically disadvantaged are meeting current expectations for proficiency. The median % progress for students who are economically disadvantaged is 41% and the median % progress for students who are not economically disadvantaged is 48%.

2	DESSA	<p>Berlin implemented the DESSA for the first time in Winter 2025.</p> <p>Results show 24% of students scored in the strength range, 61% scored in the typical range, and 15% scored in the need for instructional range.</p>		
3	Acadience Reading K-6	<p>Winter 2025 results for K-3 include the following:</p> <ul style="list-style-type: none"> <li>• Above Benchmark: 23%</li> <li>• At Benchmark: 24%</li> <li>• Below Benchmark: 11%</li> <li>• Well Below Benchmark: 43%</li> </ul> <p>Berlin sent 36 letters home to families of students who performed well below benchmark on the Winter Benchmark Assessment.</p>		

# Calais Elementary School Continuous Improvement Plan

April 9, 2025

**LEA Approving the Plan:** Washington Central Unified Union School District

**School Name:** Calais Elementary 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:** Jarrod Weiss, Principal

**School Continuous Improvement Plan Point of Contact Email:** [jweiss@u32.org](mailto:jweiss@u32.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 Jarrod Weiss at jweiss@u32.org.
- 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 Title IA requirements, Vermont AOE requirements, and the goals of the district's strategic plan.
- This plan is in effect for the 2025-2026 school year.
- This plan will be monitored quarterly by the school and will be updated by the school at least three times per year after the fall, winter, and spring assessment windows 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**

Collaborative Stakeholders Represented:

<b>Name</b>	<b>Role</b>	<b>Name</b>	<b>Role</b>
<u>Jarrod Weiss</u>	<u>Principal</u>	<u>Cheryl Ecklund</u>	<u>5th/6th Grade Teacher</u>
<u>Callie Weller</u>	<u>Preschool Teacher</u>	<u>Jamie Bohn</u>	<u>Special Educator</u>
<u>Blakely Gilmore</u>	<u>1st Grade Teacher</u>	<u>Mary Carpenter</u>	<u>Math Interventionist</u>
<u>Lauralea Curavoo</u>	<u>2nd Grade Teacher</u>	<u>Jenna Howard</u>	<u>Reading Interventionist</u>
<u>Sam Jackson</u>	<u>3rd/4th Grade Teacher</u>	<u>Maryellen Munday</u>	<u>Behavior Support Spec.</u>

<u>David Kirk</u>	<u>Music Teacher</u>	<u>Ruth Frisenda</u>	<u>Counselor</u>
<u>Heidi Schmidt</u>	<u>SLP</u>		

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

Goal #	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	<p>Academic Achievement: Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum and varied educational opportunities.</p> <p><b>By June 2026 we will reduce the difference in performance between students who are economically disadvantaged and students who are not economically disadvantaged, and 70% of economically disadvantaged students will perform at or above proficient.</b></p>	<p>i-Ready Math Diagnostic</p> <p>Y-CAP</p>	<p>Ensure that i-Ready Classroom Mathematics program is implemented with fidelity in Grades K-6 (<i>What Works Clearinghouse, EL 4</i>).</p> <p>Ensure that students who score two or more grade levels below expectations after each assessment window receive supplemental, targeted intervention with systematic progress monitoring (<i>National Center on Intensive Intervention, EL 1</i>).</p> <p>Ensure that classroom teachers, interventionists, and/or special educators are able to meet at least twice monthly to discuss student</p>	<p>Local budget</p> <p>Time</p>

	<b>At least 80% of economically disadvantaged students will meet their annual typical growth goals.</b>		progress and coordinate support in our multi-layered system of supports ( <i>What Works Clearinghouse, EL 4</i> ).	
2	<p>Safe and Healthy Schools: Build and nurture a culture of well-being and inclusivity.</p> <p><b>By June 2026 we will maintain or increase the % of students who score as “typical” or “strength” in the social emotional composite score.</b></p>	DESSA	<p>Ensure that teachers are trained in administering the DESSA and that they calibrate their scoring practice at least annually (<i>What Works Clearinghouse, EL 4</i>).</p> <p>Support teachers and school counselors to complement classroom lessons with interventions in alignment with DESSA results (<i>What Works Clearinghouse, EL 1</i>).</p> <p>Ensure that students in need of instruction receive targeted intervention (<i>What Works Clearinghouse, EL 1</i>).</p>	<p>Local budget</p> <p>Time</p> <p>Professional learning</p>

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

**All schools with grades K-3 complete this section.**

Goal #	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
3	<p>Academic Achievement: Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum and varied educational opportunities.</p> <p><b>By June 2026 all K-3 students on IEPs will achieve above or well above typical progress on each Acadience reading benchmark assessment.</b></p>	Acadience Reading K-6	<p>Winter 2025 results K-3 indicate the following:</p> <ul style="list-style-type: none"> <li>• Above Benchmark: 38%</li> <li>• At Benchmark: 25%</li> <li>• Below Benchmark: 28%</li> <li>• Well Below Benchmark: 9%</li> </ul> <p>Calais sent 5 letters home to families of students who performed well below benchmark on the Winter Benchmark Assessment.</p>	<p>Ensure that the Foundations program is implemented with fidelity in Grades K-4 (<i>What Works Clearinghouse, EL 1</i>).</p> <p>Ensure that new teachers have or will participate in professional learning about the science of reading.</p> <p>Ensure that students who score Well Below Benchmark after each assessment window receive supplemental, targeted intervention with systematic progress monitoring (<i>What Works Clearinghouse, EL 1</i>).</p> <p>Ensure that classroom teachers, interventionists, and/or special educators are able to meet at least twice monthly to discuss student progress and coordinate supports in our multi-layered system of supports (<i>What Works Clearinghouse, EL 4</i>).</p>	Local budget Time

**Section 3: Schools Identified for Comprehensive or Targeted Support** Not applicable

**Section 4: Progress Monitoring**

Goal #	Measures	Baseline Data (Initial Submission)	Mid-Year Progress Check and Next Steps	End-of-Year Results and Next Steps												
1	i-Ready Math Diagnostic  VTCAP	<p>i-Ready Math Diagnostic Winter 2025 Results:</p> <ul style="list-style-type: none"> <li>• Calais</li> <li>• 64% proficient or above</li> <li>• 73% progress toward typical growth</li> <li>• District</li> <li>• 4% proficient or above</li> <li>• 32% median progress toward typical growth</li> </ul> <p>VTCAP Spring 2024 Math Results: 0% proficient or above</p> <table border="1" data-bbox="739 1177 1113 1382"> <thead> <tr> <th></th> <th>Calais</th> <th>District</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>Grade 3</td> <td>42</td> <td>32</td> <td>35</td> </tr> <tr> <td>Grade 4</td> <td>20</td> <td>23</td> <td>30</td> </tr> </tbody> </table>		Calais	District	State	Grade 3	42	32	35	Grade 4	20	23	30		<p>Results:</p> <p>Was Goal Met?</p> <p>Next Steps:</p>
	Calais	District	State													
Grade 3	42	32	35													
Grade 4	20	23	30													

		<table border="1"> <tr> <td>Grade 5</td> <td>86</td> <td>68</td> <td>36</td> </tr> <tr> <td>Grade 6</td> <td>78</td> <td>64</td> <td>46</td> </tr> </table> <p>The Winter 2025 i-Ready math diagnostic results show that 41% of students who are economically disadvantaged are currently meeting expectations for proficiency. 58% of students who are not economically disadvantaged are meeting current expectations for proficiency. The median % progress for students who are economically disadvantaged is 68% and the median % progress for students who are not economically disadvantaged is 41%.</p>	Grade 5	86	68	36	Grade 6	78	64	46		
Grade 5	86	68	36									
Grade 6	78	64	46									
2	DESSA	<p>Calais implemented the DESSA for the first time in Winter 2025.</p> <p>Results show 28% of students scored in the strength range, 69% scored in the typical range, and 3% scored in the need for instruction range.</p>										

3	Acadience Reading K-6	<p>Winter 2025 results K-3 indicate the following:</p> <ul style="list-style-type: none"> <li>• Above Benchmark: 38%</li> <li>• At Benchmark: 25%</li> <li>• Below Benchmark: 28%</li> <li>• Well Below Benchmark: 13%</li> </ul> <p>Calais sent 5 letters home to families of students who performed well below benchmark on the Winter Benchmark Assessment</p>		
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# Doty Memorial School Continuous Improvement Plan

April 9, 2025

**LEA Approving the Plan:** Washington Central Unified Union School District

**School Name:** Doty Memorial 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:** Gillian Fuqua, Principal

**School Continuous Improvement Plan Point of Contact Email:** gfuqua@u32.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 Gillian Fuqua at gfuqua@u32.org.
- 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 Title IA requirements, Vermont AOE requirements, and the goals of the district's strategic plan.
- This plan is in effect for the 2025-2026 school year.
- This plan will be monitored quarterly by the school and will be updated by the school at least three times per year after the fall, winter, and spring assessment windows 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**

Collaborative Stakeholders Represented:

Name	Role	Name	Role


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

Goal #	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	<p>Academic Achievement: Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum and varied educational opportunities.</p> <p><b>By June 2026 we will eliminate the difference in performance between students who are economically disadvantaged and students who are not economically disadvantaged, and all students will meet their annual typical growth goals.</b></p>	<p>i-Ready Math Diagnostic</p> <p>Y-CAP</p>	<p>Ensure that i-Ready Classroom Mathematics program is implemented with fidelity in Grades K-6 (<i>What Works Clearinghouse, EL 4</i>).</p> <p>Ensure that students who score two or more grade levels below expectations after each assessment window receive supplemental, targeted intervention with systematic progress monitoring (<i>National Center on Intensive Intervention, EL 1</i>).</p> <p>Ensure that classroom teachers, interventionists, and/or special educators are able to meet at least twice monthly to discuss student</p>	<p>Local budget</p> <p>Consolidated Federal Programs</p> <p>Time</p>

			progress and coordinate support in our multi-layered system of supports ( <i>What Works Clearinghouse, EL 4</i> ).	
2	<p>Safe and Healthy Schools: Build and nurture a culture of well-being and inclusivity.</p> <p><b>By June 2026 we will increase the % of students who score as “typical” or “strength” from 80% to 90% in the social emotional composite score, with an emphasis on improvement in the area of responsible decision making.</b></p>	DESSA	<p>Ensure that teachers are trained in administering the DESSA and that they calibrate their scoring practice at least annually (<i>What Works Clearinghouse, EL 4</i>).</p> <p>Support teachers and school counselors to implement classroom lessons and interventions in alignment with DESSA results (<i>What Works Clearinghouse, EL 1</i>).</p> <p>Ensure that students in need of instruction receive targeted intervention (<i>What Works Clearinghouse, EL 1</i>).</p>	<p>Local budget</p> <p>Time</p> <p>Professional learning</p>

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

**All schools with grades K-3 complete this section.**

Goal #	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
3	<p>Academic Achievement: Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum and varied educational opportunities.</p> <p><b>By June 2026 all K-3 students on IEPs will achieve above or well above typical progress on each Acadience</b></p>	Acadience Reading K-6	<p>Winter 2025 results K-3 indicate the following:</p> <ul style="list-style-type: none"> <li>• Above Benchmark: 33%</li> <li>• At Benchmark: 30%</li> <li>• Below Benchmark: 19%</li> <li>• Well Below Benchmark: 16%</li> </ul> <p>Document 6 letters home to families of students who performed well below benchmark on the Winter Benchmark Assessment.</p>	<p>Ensure that the Foundations program is implemented with fidelity in Grades K-4 (<i>What Works Clearinghouse, EL 1</i>).</p> <p>Ensure that new teachers have will participate in professional learning about the science of reading.</p> <p>Ensure that students who score Well Below Benchmark after each assessment window receive supplemental, targeted intervention with systematic progress monitoring <i>What Works Clearinghouse, EL 1</i>).</p> <p>Ensure that classroom teachers, interventionists, and/or special educators are able to meet at least twice monthly to discuss student progress and coordinate</p>	<p>Local budget</p> <p>Consolidated Federal Programs</p> <p>Time</p>

	reading benchmark assessment.			supports in our multi-layered system of supports <i>What Works Clearinghouse, EL 4</i> ).	
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**Section 3: Schools Identified for Comprehensive or Targeted Support** Not applicable

**Section 4: Progress Monitoring**

Goal #	Measures	Baseline Data (Initial Submission)	Mid-Year Progress Check and Next Steps	End-of-Year Results and Next Steps				
1	i-Ready Math Diagnostic VTCAP	<p>i-Ready Math Diagnostic Winter 2025 Results:</p> <ul style="list-style-type: none"> <li>• <i>Doty</i></li> <li>• 4% proficient or above</li> <li>• 5% progress toward typical growth</li> <li>• <i>District</i></li> <li>• 46% proficient or above</li> <li>• 58% median progress toward typical growth</li> </ul> <p>VTCAP Spring 2024 Math Results: % proficient or above</p> <table border="1"> <tr> <td></td> <td>Doty</td> <td>District</td> <td>State</td> </tr> </table>		Doty	District	State		<p>Results:</p> <p>Was Goal Met?</p> <p>Next Steps:</p>
	Doty	District	State					

		<table border="1"> <tr> <td>Grade 3</td> <td>33</td> <td>32</td> <td>35</td> </tr> <tr> <td>Grade 4</td> <td>29</td> <td>23</td> <td>30</td> </tr> <tr> <td>Grade 5</td> <td>42</td> <td>68</td> <td>36</td> </tr> <tr> <td>Grade 6</td> <td>100</td> <td>64</td> <td>46</td> </tr> </table> <p>The Winter 2025 i-Ready math diagnostic results show that 41% of students who are economically disadvantaged are currently meeting expectations for proficiency, 58% of students who are not economically disadvantaged are meeting or exceeding expectations for proficiency. The median % progress for students who are economically disadvantaged is 68% and the median % progress for students who are not economically disadvantaged is 48%.</p>	Grade 3	33	32	35	Grade 4	29	23	30	Grade 5	42	68	36	Grade 6	100	64	46		
Grade 3	33	32	35																	
Grade 4	29	23	30																	
Grade 5	42	68	36																	
Grade 6	100	64	46																	
2	DESSA	<p>Doty implemented the DESSA for the first time in Winter 2025.</p> <p>Results show 20% of students scored in the strength range, 59% scored in the typical range,</p>																		

		and 20% scored in the need for instruction range.		
3	Acadience Reading K-6	<p>Winter 2025 results K-3 indicate the following:</p> <ul style="list-style-type: none"> <li>• Above Benchmark: 33%</li> <li>• At Benchmark: 30%</li> <li>• Below Benchmark: 19%</li> <li>• Well Below Benchmark: 16%</li> </ul> <p>Doty sent 6 letters home to families of students who performed well below benchmark on the Winter Benchmark Assessment.</p>		

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# East Montpelier Elementary School Continuous Improvement Plan

April 9, 2025

**LEA Approving the Plan:** Washington Central Unified Union School District

**School Name:** East Montpelier Elementary 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:** Alicia Lyford, Principal

**School Continuous Improvement Plan Point of Contact Email:** alyford@u32.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 Alicia Lyford at alyford@u32.org.
- 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 Title IA requirements, Vermont AOE requirements, and the goals of the district's strategic plan.
- This plan is in effect for the 2025-2026 school year.
- This plan will be monitored quarterly by the school and will be updated by the school at least three times per year after the fall, winter, and spring assessment windows 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**

Collaborative Stakeholders Represented:

Name	Role	Name	Role
Alicia Lyford	Principal	Katrina Kilpatrick	Para
Victoria Capitanelli	Para	Jacqueline Hunt	Music Teacher
Amadeus Dorfman	Special Educator	Dina Lehrer	Para
Susie Deforge	Para	Noelle Drown	Classroom teacher
Melissa Purchase	Para	Kimberly Brown	Para

Jodi Parker	Admin Assistant	Danielle Laquerre	Para
Melanie White	Para	Karla Eberlein	Special Educator
Andrew McCarthy	Health Teacher	Michael Sherwin	Behavior Coach
Jenny Bradley	Classroom Teacher	Claire Gallagher	Classroom Teacher
Laura Giammusso	Classroom Teacher	Carrie Fitz	Special Educator
Cathie Ely	Interventionist	Hilary Paquet	Special Educator
Christine Christiano	Interventionist	Dave Willard	Classroom Teacher
Ellen Shedd	Classroom Teacher	Lisa Galardi	Classroom Teacher
Jillian Zeilenga	Classroom Teacher	Jessica Federa	Classroom Teacher
Liz Bevins	Interventionist	John Bruccoli	Libraian

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

Goal #	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
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1	<p>Academic Achievement: Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum and varied educational opportunities.</p> <p><b>By June 2026 we will reduce the difference in performance between students who are economically disadvantaged and students who are not economically disadvantaged, and 70% of economically disadvantaged students will perform at or above proficient.</b></p> <p><b>At least 80% of economically disadvantaged students will meet their annual typical growth goals.</b></p>	<p>i-Ready Math Diagnostic</p> <p>VTCAP</p>	<p>Ensure the i-Ready Classroom mathematics program is implemented with fidelity in Grades K-6 (What Works Clearinghouse, EL 4).</p> <p>Ensure that students who score two or more grade levels below expectations after each assessment window receive supplemental, targeted intervention with systematic progress monitoring (National Center on Intensive Intervention, EL 1).</p> <p>Ensure that classroom teachers, interventionists, and/or special educators are able to meet at least twice monthly to discuss student progress and coordinate support in our multi-layered system of supports (What Works Clearinghouse, EL 4).</p>	<p>Local budget</p> <p>Time</p>
2	<p>Safe and Healthy Schools: Build and nurture a culture of well-being and inclusivity.</p> <p><b>By June 2026 we will increase the % of students who score as “typical” or “strength” from 91% to 95% in the social emotional composite score.</b></p>	<p>DESSA</p>	<p>Ensure that teachers are trained in administering the DESSA and that they calibrate their scoring practice at least annually (What Works Clearinghouse, EL 4).</p> <p>Support teachers and school counselors to implement classroom lessons and interventions in</p>	<p>Local budget</p> <p>Time</p> <p>Professional learning</p>

			<p>alignment with DESSA results (What Works Clearinghouse, EL 1).</p> <p>Ensure that students in need of instruction receive targeted intervention (What Works Clearinghouse, EL 1).</p>	
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**Section 2 (a): Goals Related to Reading Proficiency (Act 139 implementation)**

**All schools with grades K-3 complete this section.**

Goal #	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
3	Academic Achievement: Challenge, empower, and engage each student through evidence-based instructional	Acadience Reading K-6	<p>Winter 2025 results K-3 indicate the following:</p> <ul style="list-style-type: none"> <li>• Above Benchmark: 35%</li> <li>• At Benchmark: 20%</li> <li>• Below Benchmark: 14%</li> </ul>	<p>Ensure that the Foundations program is implemented with fidelity in Grades K-4 (<i>What Works Clearinghouse, EL 1</i>).</p> <p>Ensure that new teachers have or will participate in</p>	<p>Local budget</p> <p>Time</p>

<p>strategies and curriculum and varied educational opportunities.</p> <p><b>By June 2026 at least 50% of K-3 students receiving intervention services in literacy will achieve above or well above typical progress on each Acadience reading benchmark assessment.</b></p>			<ul style="list-style-type: none"> <li>Well Below Benchmark: 31%</li> </ul> <p>EMES sent 30 letters home to families of students who performed well below benchmark on the Winter Benchmark Assessment.</p>	<p>professional learning about the science of reading.</p> <p>Ensure that students who score Well Below Benchmark after each assessment window receive supplemental, targeted intervention with systematic progress monitoring (<i>What Works Clearinghouse, EL 1</i>).</p> <p>Ensure that classroom teachers, interventionists, and special educators are able to meet at least twice monthly to discuss student progress and coordinate supports in our multi-layered system of supports (<i>What Works Clearinghouse, EL 4</i>).</p>	
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**Section 3: Schools Identified for Comprehensive or Targeted Support** Not applicable

**Section 4: Progress Monitoring**

Goal #	Measures	Baseline Data (Initial Submission)	Mid-Year Progress Check and Next Steps	End-of-Year Results and Next Steps																				
1	i-Ready Math Diagnostic  VTCAP	<p>i-Ready Math Diagnostic Winter 2025 Results:</p> <ul style="list-style-type: none"> <li>• <i>EMES</i></li> <li>• 53% proficient or above</li> <li>• 57% progress toward typical growth</li> <li>• <i>District</i></li> <li>• 46% proficient or above</li> <li>• 58% median progress toward typical growth</li> </ul> <p>VTCAP Spring 2025 Math Results: 46% proficient or above</p> <table border="1" data-bbox="739 959 1115 1325"> <thead> <tr> <th></th> <th>EMES</th> <th>District</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>Grade 3</td> <td></td> <td>32</td> <td>35</td> </tr> <tr> <td>Grade 4</td> <td>37</td> <td>23</td> <td>30</td> </tr> <tr> <td>Grade 5</td> <td>70</td> <td>68</td> <td>36</td> </tr> <tr> <td>Grade 6</td> <td>72</td> <td>64</td> <td>46</td> </tr> </tbody> </table> <p>The Winter 2025 i-Ready math diagnostic results show that</p>		EMES	District	State	Grade 3		32	35	Grade 4	37	23	30	Grade 5	70	68	36	Grade 6	72	64	46		<p>Results:</p> <p>Was Goal Met?</p> <p>Next Steps:</p>
	EMES	District	State																					
Grade 3		32	35																					
Grade 4	37	23	30																					
Grade 5	70	68	36																					
Grade 6	72	64	46																					

		<p>30% of students who are economically disadvantaged are currently meeting expectations for proficiency. 61% of students who are not economically disadvantaged are meeting current expectations for proficiency. The median % progress for students who are economically disadvantaged is 45% and the median % progress for students who are not economically disadvantaged is 62%.</p>		
2	DESSA	<p>EMES implemented the DESSA for the first time in Winter 2025.</p> <p>Results show 16% of students scored in the strength range, 74% scored in the typical range, and 9% scored in the need for instruction range.</p>		
3	Acadience Reading K-6	<p>Winter 2025 results K-3 indicate the following:</p> <ul style="list-style-type: none"> <li>● Above Benchmark: 35%</li> <li>● At Benchmark: 20%</li> <li>● Below Benchmark: 14%</li> </ul>		

		<ul style="list-style-type: none"><li>• Well Below Benchmark: 31%</li></ul> <p>EMES sent 30 letters home to families of students who performed well below benchmark on the Winter Benchmark Assessment.</p>		
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# Rumney Memorial School Continuous Improvement Plan

April 9, 2025

**LEA Approving the Plan:** Washington Central Unified Union School District

**School Name:** Rumney Memorial 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:** Karoline May, Principal

**School Continuous Improvement Plan Point of Contact Email:** [kmay@u32.org](mailto:kmay@u32.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 Karoline May at [kmay@u32.org](mailto:kmay@u32.org).
- 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 Title IA requirements, Vermont AOE requirements, and the goals of the district's strategic plan.
- This plan is in effect for the 2025-2026 school year.
- This plan will be monitored quarterly by the school and will be updated by the school at least three times per year after the fall, winter, and spring assessment windows 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**

Collaborative Stakeholders Represented:

Name	Role	Name	Role


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

Goal #	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	<p>Academic Achievement: Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum and varied educational opportunities.</p> <p><b>By June 2026 we will reduce the difference in performance between students who are economically disadvantaged and students who are not economically disadvantaged, and 70% of economically disadvantaged students will perform at or above proficient.</b></p>	<p>i-Ready Math Diagnostic</p> <p>Y-CAP</p>	<p>Ensure that i-Ready Classroom Mathematics program is implemented with fidelity in Grades K-6 (<i>What Works Clearinghouse, EL 4</i>).</p> <p>Ensure that students who score two or more grade levels below expectations after each assessment window receive supplemental, targeted intervention with systematic progress monitoring (<i>National Center on Intensive Intervention, EL 1</i>).</p> <p>Ensure that classroom teachers, interventionists, and/or special educators are able to meet at least twice monthly to discuss student</p>	<p>Local budget</p> <p>Time</p>

	<b>At least 80% of economically disadvantaged students will meet their annual typical growth goals.</b>		progress and coordinate support in our multi-layered system of supports ( <i>What Works Clearinghouse, EL 4</i> ).	
2	<p>Safe and Healthy Schools: Build and nurture a culture of well-being and inclusivity.</p> <p><b>By June 2026 we will increase the % of students who score as “typical” or “strength” from 85% to 92% in the social emotional composite score, with an emphasis on improvement in the areas of responsible decision making and optimistic thinking.</b></p>		<p>Ensure that teachers are trained in administering the DESSA and that they calibrate their scoring practice at least annually (<i>What Works Clearinghouse, EL 4</i>).</p> <p>Support teachers and school counselors to complement classroom lessons with interventions in alignment with DESSA results (<i>What Works Clearinghouse, EL 1</i>).</p> <p>Ensure that students in need of instruction receive targeted intervention (<i>What Works Clearinghouse, EL 1</i>).</p>	<p>Local budget</p> <p>Time</p> <p>Professional learning</p>

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

**All schools with grades K-3 complete this section.**

Goal #	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
3	<p>Academic Achievement: Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum and varied educational opportunities.</p> <p><b>By June 2026 at least 50% of K-3 students receiving intervention services in literacy will achieve above or well</b></p>	Acadience Reading K-6	<p>Winter 2025 results 1-3 indicate the following:</p> <ul style="list-style-type: none"> <li>• Above Benchmark: 52%</li> <li>• At Benchmark: 25%</li> <li>• Below Benchmark: 4%</li> <li>• Well Below Benchmark: 19%</li> </ul> <p>Rumney sends letters home to families of students who performed well below benchmark on the Winter Benchmark Assessment.</p>	<p>Ensure that the Foundations program is implemented with fidelity in Grades K-4 (<i>What Works Clearinghouse, EL 1</i>).</p> <p>Ensure that new teachers have will participate in professional learning about the science of reading.</p> <p>Ensure that students who score Well Below Benchmark after each assessment window receive supplemental, targeted intervention with systematic progress monitoring (<i>What Works Clearinghouse, EL 1</i>).</p> <p>Ensure that classroom teachers, interventionists, and/or special educators are able to meet at least twice monthly to discuss student progress and coordinate</p>	Local budget  Time

	above typical progress on each Acadience reading benchmark assessment.			supports in our multi-layered system of supports ( <i>What Works Clearinghouse, EL 4</i> ).	
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**Section 3: Schools Identified for Comprehensive or Targeted Support** Not applicable

**Section 4: Progress Monitoring**

Goal #	Measures	Baseline Data (Initial Submission)	Mid-Year Progress Check and Next Steps	End-of-Year Results and Next Steps
1	i-Ready Math Diagnostic  VTCAP	i-Ready Math Diagnostic Winter 2023 results: <ul style="list-style-type: none"> <li>• <i>Region</i></li> <li>• 59% proficient or above</li> <li>• 63% progress toward typical growth</li> <li>• <i>District</i></li> <li>• 46% proficient or above</li> <li>• 58% median progress toward typical growth</li> </ul>		Results:  Was Goal Met?  Next Steps:

VTCAP Spring 2024 Math  
Results: % proficient or above

	Runney	District	State
Grade 3	55	32	35
Grade 4	31	23	30
Grade 5	92	68	36
Grade 6	80	64	46

The Winter 2025 i-Ready math diagnostic results show that 44% of students who are economically disadvantaged are currently meeting expectations for proficiency. 65% of students who are not economically disadvantaged are meeting current expectations for proficiency. The median % progress for students who are economically disadvantaged is 72% and the median % progress for students who are not economically disadvantaged is 56%.

2	DESSA	<p>Rumney implemented the DESSA for the first time in Winter 2025.</p> <p>Results show 42% of students scored in the strength range, 43% scored in the typical range, and 15% scored in the need for instruction range.</p>		
3	Acadience Reading K-6	<p>Winter 2025 results 1-3 indicate the following:</p> <ul style="list-style-type: none"> <li>• Above Benchmark: 52%</li> <li>• At Benchmark: 35%</li> <li>• Below Benchmark: 14%</li> <li>• Well Below Benchmark: 19%</li> </ul> <p>Rumney sent letters home to families of students who performed well below benchmark on the Winter Benchmark Assessment.</p>		

# U-32 Middle and High School Continuous Improvement Plan

April 9, 2025

**LEA Approving the Plan:** Washington Central Unified Union School District

**School Name:** U-32 Middle and 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:** Rebecca Tatistcheff, Principal

**School Continuous Improvement Plan Point of Contact Email:** [ratatistcheff@u32.org](mailto:ratatistcheff@u32.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 Rebecca Tatistcheff at [rtatistcheff@u32.org](mailto:rtatistcheff@u32.org).
- 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 Title IA requirements, Vermont AOE requirements, and the goals of the district's strategic plan.
- This plan is in effect for the 2025-2026 school year.
- This plan will be monitored quarterly by the school and will be updated by the school at least three times per year after the fall, winter, and spring assessment windows to ensure that the plan is based on student needs and is providing equitable access for all students to meet and challenge State academic standards. The AOE may request documentation of these monitoring practices at any time.

**Section 1: Collaborative Stakeholder Input**

Collaborative Stakeholders Represented:

<b>Name</b>	<b>Role</b>	<b>Name</b>	<b>Role</b>
Rebecca Tatistcheff	<u>Principal</u>	<u>Alden Bird</u>	<u>Department Facilitator and HS English Teacher</u>
<u>Maria Paris</u>	<u>Department Facilitator and Special Educator</u>	<u>Anne Decker</u>	<u>Department Facilitator and Performing Arts Teacher</u>
<u>Georgia Cody</u>	<u>Department Facilitator and MS Math Teacher</u>	<u>Drew Junkins</u>	<u>Department Facilitator and Math Teacher</u>

<u>Adam French</u>	<u>Department Facilitator and Spanish Teacher</u>	<u>Krista Dy</u>	<u>Department Facilitator and Visual Arts Teacher</u>
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**Section 2: Goals, Measures of Improvement, and Evidence-based Change Ideas**

Goal #	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	<p>Academic Achievement: Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum and varied educational opportunities.</p> <p>U-32 learning target: We can plan and implement rigorous and relevant learning tasks that result in engagement for all learners.</p> <p><b>By June 2026 increase the 4-year high school graduation rate by 5%.</b></p>	4-year graduation rate	<p>Create a system for assessing, tracking, and reporting Student Learning Outcomes in order to track progress towards graduation.</p> <p>Name universal instructional practices that help students build capacity to engage in learning (<i>What Works Clearinghouse, EL 2</i>).</p> <p>Define rigorous and relevant curriculum and instruction. (<i>Rigor by Design, Not Chance: Deeper Thinking Through Actionable Instruction and Assessment, EL 4</i>).</p> <p>Analyze exemplars of tasks (what we ask students to do) by grade and department (<i>What Works Clearinghouse, EL 4</i>).</p>	<p>Local budget</p> <p>Time</p> <p>Professional learning</p>

			<p>Reconnect with key indicators and rubrics for Transferable Skills and Content Proficiencies based on the definition of Rigor and Relevance.</p> <p>Plan task implementation aligned to transferable skills and content area proficiencies.</p> <p>Determine implementation strategies that constitute high quality instruction.</p> <p>Implement tasks aligned to transferable skills and content area proficiencies (<i>What Works Clearinghouse, EL 1</i>).</p> <p>Design and implement professional learning that gives teachers knowledge and skills and time to develop tasks aligned to both content and transferable skills.</p>	
2	<p>Safe and Healthy Schools: Build and nurture a culture of well-being and inclusivity.</p> <p>U-32 learning target: We can implement inclusive practices that will contribute to equitable outcomes for all learners.</p> <p><b>By June 2026 we will reduce the difference in performance between students who have IEPs</b></p>	<p>i-Ready Math Diagnostic</p> <p>i-Ready Reading Diagnostic</p> <p>VTCAP</p>	<p>Define inclusion and inclusive practices.</p> <p>Identify disaggregated data to examine (<i>What Works Clearinghouse, EL 4</i>).</p> <p>Analyze disaggregated data (<i>What Works Clearinghouse, EL 4</i>).</p> <p>Engage in focus groups with particular student groups based on initial findings (<i>What Works Clearinghouse, EL 4</i>).</p>	<p>Local budget</p> <p>Time</p> <p>Professional learning</p>

	<p><b>and students who do not have IEPs in both math and reading.</b></p> <p><b>At least 60% of students on IEPs will meet their annual stretch growth goals in both math and reading.</b></p>		<p>Determine goals and actions targeting particular subgroups of students (<i>What Works Clearinghouse, EL 4</i>).</p> <p>Develop a sequence for engaging teachers and teams in the work of looking at disaggregated data (<i>What Works Clearinghouse, EL 4</i>).</p> <p>Ensure that students who score two or more grade levels below expectations after each assessment window receive supplemental, targeted intervention with systematic progress monitoring (<i>National Center on Intensive Intervention, EL 1</i>).</p> <p>Ensure that classroom teachers, interventionists, and/or special educators are able to meet at least twice monthly to discuss student progress and coordinate support in our multi-layered system of supports (<i>What Works Clearinghouse, EL 4</i>).</p>	
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**Section 2 (a): Goals Related to Reading Proficiency ([Act 139](#) implementation)** Not applicable

**Section 3: Schools Identified for Comprehensive or Targeted Support** Not applicable

**Section 4: Progress Monitoring**

Goal #	Measures	Baseline Data (Initial Submission)	Mid-Year Progress Check and Next Steps	End-of-Year Results and Next Steps																								
1	4-year graduation rate	4-year graduation rate <table border="1" data-bbox="739 440 1108 919"> <thead> <tr> <th>Year</th> <th>U-32</th> <th>VT</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>89%</td> <td>89%</td> </tr> <tr> <td>2017-18</td> <td>90%</td> <td>85%</td> </tr> <tr> <td>2018-19</td> <td>82%</td> <td>85%</td> </tr> <tr> <td>2019-20</td> <td>84%</td> <td>83%</td> </tr> <tr> <td>2020-21</td> <td>77%</td> <td>83%</td> </tr> <tr> <td>2021-22</td> <td>80%</td> <td>83%</td> </tr> <tr> <td>2022-23</td> <td>76%</td> <td>82%</td> </tr> </tbody> </table>	Year	U-32	VT	2016-17	89%	89%	2017-18	90%	85%	2018-19	82%	85%	2019-20	84%	83%	2020-21	77%	83%	2021-22	80%	83%	2022-23	76%	82%		Results:  Was Goal Met?  Next Steps:
Year	U-32	VT																										
2016-17	89%	89%																										
2017-18	90%	85%																										
2018-19	82%	85%																										
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2	i-Ready Math Diagnostic i-Ready Reading Diagnostic VTCAP	VTCAP Spring 2024 Results: % proficient or above: U-32 in black, VT in blue <table border="1" data-bbox="739 1190 1108 1417"> <thead> <tr> <th></th> <th>ELA</th> <th>Math</th> <th>Science</th> </tr> </thead> <tbody> <tr> <td>Grade 7</td> <td>64% 57%</td> <td>46% 43%</td> <td>NA</td> </tr> <tr> <td>Grade 8</td> <td>56% 57%</td> <td>49% 34%</td> <td>44% 41%</td> </tr> </tbody> </table>		ELA	Math	Science	Grade 7	64% 57%	46% 43%	NA	Grade 8	56% 57%	49% 34%	44% 41%														
	ELA	Math	Science																									
Grade 7	64% 57%	46% 43%	NA																									
Grade 8	56% 57%	49% 34%	44% 41%																									

Grade 9	51% 47%	38% 39%	NA
Grade 11	NA	NA	13% 46%

The Winter 2025 i-Ready math diagnostic results show that 10% of students who have IEPs are currently meeting expectations for proficiency. 53% of students who do not have IEPs are meeting current expectations for proficiency. The median % progress toward typical growth for students in Grades 7 and 8 who have IEPs is 70% and the median progress toward typical growth for students who do not have IEPs is 80%. The median % progress toward minimum growth for students who do and do not have IEPs is 31% and 43%, respectively.

The Winter 2025 i-Ready reading diagnostic results show that 15% of students who have IEPs are currently meeting expectations for proficiency. 63% of students who do not have IEPs are meeting current expectations for proficiency. The median % progress toward typical growth for students in

		Grades 7 and 8 who have IEPs is 33% and the median % progress toward typical growth for students who do not have IEPs is 58%. The median % progress toward annual stretch growth for students who do and do not have IEPs is 12% and 19%, respectively.		
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# Washington Central Unified Union School District

## Continuous Improvement Plan

April 9, 2025

**LEA Approving the Plan:** Washington Central Unified Union School District

**School Name:** Not applicable

**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:** Steven Dellinger-Pate, Superintendent

**School Continuous Improvement Plan Point of Contact Email:** sdpat@u32.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 Steven Dellinger-Pate at [sdpate@u32.org](mailto:sdpate@u32.org).
- 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 Title IA requirements, Vermont AOE requirements, and the goals of the district's strategic plan.
- This plan is in effect for the 2025-2026 school year.
- This plan will be monitored quarterly by the school and will be updated by the school at least three times per year after the fall, winter, and spring assessment windows 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

Collaborative Stakeholders Represented:

Name	Role	Name	Role
Michael Sherwin	PBIS Behavior Coach, East Montpelier Elementary	Shelley Vermilya	Scholar-in-residence
Flor Diaz Smith	School board member	Ellen Cooke	School Counselor, U-32 Middle and High School

Amy Molina	Assistant Principal, U-32 Middle and High School	Erica Zimmerman	Washington Central Friends of Education
Zach Sullivan	School board member	Daniel Keeney	School board member

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

Goal #	School Prioritized Goals (including 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	<p>Academic Achievement: Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum and varied educational opportunities.</p> <p><b>By June 2026 we will reduce the difference in performance between students who are economically disadvantaged and students who are not economically disadvantaged, and 60% of 8th graders will perform at or above proficient in algebra concepts.</b></p>	i-Ready Math diagnostic	<p>Ensure the i-Ready Classroom mathematics program is implemented with fidelity in Grades K-8 (<i>What Works Clearinghouse, EL 1</i>).</p> <p>Ensure that students who score two or more grade levels below expectations after each assessment window receive supplemental, targeted intervention with systematic progress monitoring (<i>National Center on Intensive Intervention, EL 1</i>).</p> <p>Ensure that classroom teachers, interventionists, and/or special educators are able to meet at least twice monthly to discuss student progress and coordinate support in</p>	<p>Local budget</p> <p>Consolidated Federal Programs</p> <p>Time</p>

			our multi-layered system of supports ( <i>What Works Clearinghouse, EL 4</i> ).	
2	<p>Safe and Healthy Schools: Build and nurture a culture of well-being and inclusivity.</p> <p><b>By June 2026 create and implement a sustainable plan for school nurse services across all schools.</b></p>	Time studies	Ensure that all schools have adequate access to and support from school nurses including times when school nurses are not physically present in a school building ( <i>VT Education Quality Standards</i> ).	Local budget Time
3	<p>Safe and Healthy Schools: Build and nurture a culture of well-being and inclusivity.</p> <p><b>By June 2026 ensure that teachers are implementing units of study aligned with IRIS framework across all schools.</b></p>	<p>Curriculum audit tool</p> <p>WCUUSD units of study</p>	<p>Use curriculum audit tool to determine findings and next steps in all schools (<i>Vermont Education Quality Standards</i>).</p> <p>Ensure that global citizenship and science units of study are aligned with IRIS framework K-6 (<i>Vermont Education Quality Standards</i>).</p> <p>Ensure that units of study Grades 7-12 are aligned with IRIS framework (<i>Vermont Education Quality Standards</i>).</p> <p>Monitor implementation of units of study across all grade levels</p>	Local budget Time Professional learning

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

**All schools with grades K-3 complete this section.**

Goal #	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
4	<p>Academic Achievement: Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum and varied educational opportunities.</p> <p><b>By June 2026 at least 50% of K-3 students receiving intervention</b></p>	Acadience Reading K-6	<p>Winter 2025 results indicate the following:</p> <p>Kindergarten:</p> <ul style="list-style-type: none"> <li>• Above Benchmark: 11%</li> <li>• At Benchmark: 25%</li> <li>• Below Benchmark: 33%</li> <li>• Well Below Benchmark: 31%</li> </ul> <p>Grade 1:</p> <ul style="list-style-type: none"> <li>• Above Benchmark: 35%</li> <li>• At Benchmark: 14%</li> </ul>	<p>Ensure that the Foundations program is implemented with fidelity in Grades K-4 (<i>What Works Clearinghouse, EL 1</i>).</p> <p>Ensure that new teachers have or will participate in professional learning about the science of reading.</p> <p>Ensure that students who score Well Below Benchmark after each assessment window receive supplemental, targeted intervention with systematic progress monitoring (<i>What Works Clearinghouse, EL 1</i>).</p>	<p>Local budget</p> <p>Consolidated Federal Programs</p> <p>Time</p>

	<p><b>services in literacy will achieve above or well above typical progress on each Acadience reading benchmark assessment.</b></p>		<ul style="list-style-type: none"> <li>• Below Benchmark: 12%</li> <li>• Well Below Benchmark: 40%</li> </ul> <p>Grade 2:</p> <ul style="list-style-type: none"> <li>• Above Benchmark: 46%</li> <li>• At Benchmark: 25%</li> <li>• Below Benchmark: 15%</li> <li>• Well Below Benchmark: 25%</li> </ul> <p>Grade 3:</p> <ul style="list-style-type: none"> <li>• Above Benchmark: 41%</li> <li>• At Benchmark: 32%</li> <li>• Below Benchmark: 9%</li> <li>• Well Below Benchmark: 18%</li> </ul> <p>Across our 5 elementary schools we sent 80 letters home to families of students who performed well below benchmark on the Winter Benchmark Assessment.</p>	<p>Ensure that classroom teachers, interventionists, and/or special educators are able to meet at least twice monthly to discuss student progress and coordinate supports in our multi-layered system of supports (<i>What Works Clearinghouse, EL 4</i>).</p>	
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**Section 3: Schools Identified for Comprehensive or Targeted Support** Not applicable

**Section 4: Progress Monitoring**

Goal #	Measures	Baseline Data (Initial Submission)	Mid-Year Progress Check and Next Steps	End-of-Year Results and Next Steps
1	i-Ready math diagnostic	<p>i-Ready Math Diagnostic Spring 2024 Results Algebra Readiness Indicator:</p> <ul style="list-style-type: none"> <li>• 24% of students were proficient overall</li> <li>• 11% of economically disadvantaged students were proficient or above</li> <li>• 27% of non-economically disadvantaged students were proficient or above</li> </ul>		<p>Results:</p> <p>Was Goal Met?</p> <p>Next Steps:</p>
2	Time studies	<p>The FY25 budget includes full-time school nursing services in all 6 schools.</p> <p>The FY26 budget includes a reduction in FTEs, resulting in</p>		

		part-time nursing services in 3 schools.		
3	Curriculum audit tool WCUUSD units of study	Baseline will be established in Spring and Summer 2025.		
4	Acadience Reading K-6	<p>Winter 2023 results indicate the following:</p> <p>Kindergarten:</p> <ul style="list-style-type: none"> <li>• Above Benchmark: 11%</li> <li>• At Benchmark: 5%</li> <li>• Below Benchmark: 33%</li> <li>• Well Below Benchmark: 31%</li> </ul> <p>Grade 1:</p> <ul style="list-style-type: none"> <li>• Above Benchmark: 35%</li> <li>• At Benchmark: 14%</li> <li>• Below Benchmark: 12%</li> <li>• Well Below Benchmark: 40%</li> </ul> <p>Grade 2:</p>		

		<ul style="list-style-type: none"> <li>• Above Benchmark: 46%</li> <li>• At Benchmark: 25%</li> <li>• Below Benchmark: 5%</li> <li>• Well Below Benchmark: 25%</li> </ul> <p>Grade 2:</p> <ul style="list-style-type: none"> <li>• Above Benchmark: 41%</li> <li>• At Benchmark: 32%</li> <li>• Below Benchmark: 9%</li> <li>• Well Below Benchmark: 18%</li> </ul> <p>Across our 5 elementary schools we sent 10 letters home to families of students who performed well below benchmark on the Winter Benchmark Assessment.</p>		
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