

Vermont School Continuous Improvement Plan

LEA Approving the Plan: Rutland City Public Schools

School Name: Northeast Primary 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)

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School Continuous Improvement Plan Point of Contact Email: justine.ruhlin@rcpsvt.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 Bianca McKeen.

☒ 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 **[Please type here.]** _____

☒ This plan is in effect for the 2025-2026 school year

☒ This plan will be monitored **Quarterly or as needed** by the district and will be updated by the district quarterly, as needed 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: Justine Ruhlin (Principal), Megean Martin (Coordinator of Support Services), Geri Bruso (Kindergarten Teacher), Sherry Kamyk (1st Grade Teacher), Laura Aprilliano (2nd Grade Teacher), and Nikki Adams (Special Educator) Parent Teacher Collaborative Input collected on April 7th, 2025, with the following members: Melissa Theis (Parent), Lindsey Riter (Parent), Anna Gries (Parent), Heather Dazzi (Parent), Bethany Manfredi (Kindergarten Teacher), and Stephanie Cassineri (Kindergarten Teacher).

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

Goal Number	LEA/ 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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Academic Achievement (Literacy and Math)	Adapt and adjust instructional practices (universal for all students) and interventions (targeted and intensive) based on student outcomes and data in literacy, math and STEAM. (T&L O2 S1)	Increase student achievement scores with the following measures: -Fastbridge Benchmark Screening (Math and Literacy) -Common Local Assessments (Letters/Sounds and High Frequency Words) 2023-2024 Academic Plan Type: 25% on an EST Plan 20% eligible for Special Education 3% on 504 plan 2024-2025 Academic Plan Type: 19% on an EST Plan 26% eligible for Special Education <1% on 504 plan	- Teach number and operations using a developmental progression. - Strengthen teacher confidence in delivering STEAM lessons and foster collaboration across grade levels. - Collaboratively develop grade-level STEAM lesson templates with a focus on connections to ELA and math. - Teach the foundational aspects of literacy that provide adequate time and resources to address: phonemic awareness, phonics, fluency, vocabulary, and comprehension. As a school, we will: 1). Use data-informed decision-making, adjust pacing and instruction to target identified literacy gaps.	Licenses for Fastbridge assessments to help screen and monitor progress, Intervention strategies and programs to support MTSS along with instructional coaching and supports Interventionist to support math and literacy needs Data analysis assistance from data coach Teacher Leader support Monthly Building-Based Grade Level Data review for each grade level via eduClimber
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		Administration of Fastbridge for Kindergarten, 1st and 2nd-grade (early Reading and aReading) and (earlyMath and aMath), with data day review of performance indicators x3 per year. Current Levels of Student Performance: As of January 2025, 53% of 2nd graders are meeting benchmark expectations according to the Fastbridge screener, aReading. 74% of 2nd-grade students are meeting benchmark expectations according to the Fastbridge screener, aMath, for Early Spring 2025.	2). Use scaffolds, flexible grouping, and varied strategies to support all learners within core instruction for math and literacy. 3). Work closely with teachers to co-plan and co-teach STEAM lessons at least once each half of the school year. 4). Each grade level will develop 1-2 core STEAM-integrated units per year (e.g., designing a bridge in 2nd-grade math or coding a story in 1st-grade literacy). 4). Incorporate high-leverage evidence-based practices within existing instructional frameworks to enhance student engagement and learning at the Tier 1 level. 5). Develop a comprehensive assessment plan that integrates critical literacy components and aligns with classroom instruction, supporting data-driven instructional decisions.	Designated Building-Based Data Weeks 3x per year between Intervention Rounds Collaborative ½ day work time with Northwest Primary School 4x a year: AGVC (articulated, guaranteed, viable curriculum) Continued consultation support from Partners in Literacy and Learning and anticipated support from Read Vermont/Stern Center Coaching
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		As of January 2025, 37% of 1st graders are meeting benchmark expectations according to the Fastbridge screener, Early Reading. 48% of 1st-grade students are meeting benchmark expectations according to the Fastbridge screener, aMath, for Winter 2025 58% of Kindergarteners are meeting benchmark expectations according to the Fastbridge screener, early Reading for Early Spring 2025. Kindergarten students will complete the Fastbridge screener, aMath in Spring 2025.		Utilize Seesaw platform to communicate with families and increase understanding of classroom learning between school and home (via audio and video capabilities) Support from Northeast's PTC to help sponsor parent nights focused on literacy and social-emotional development Title IV funds for STEAM supplies and resources for classroom Makerspaces and individual student STEM boxes
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Academic Achievement (Writing)	Build, support, and align grade-level and cross-disciplinary team competency and structures for reviewing student data, updating and refining assessments, making instructional changes, and providing robust interventions. (T&LO2S2)	Demonstrate measurable growth in foundational writing skills, including idea development, sentence formation, and handwriting conventions, as measured by common school-developed common local assessments administered throughout the year per RCPS assessment calendar.	-Provide daily time for students to write. -Teach students to use the writing process for a variety of purposes. -Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing. As a school, we will: 1). Through the implementation of consistent literacy instructional practices, shared expectations, and targeted professional learning, teachers will collaboratively identify and refine a developmentally appropriate approach to writing instruction that supports all learners and lays a strong foundation	Collaborative ½ day work time with Northwest Primary School 4x a year with a focus on writing calibration and rubric review Intervention strategies and programs to support MTSS along with instructional coaching and supports Interventionist to support math and literacy needs Data analysis assistance from data coach Teacher Leader support
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Safe and Healthy Schools (Behavior/Social Emotional Support)	Embody a culture of well-being through practices and infrastructure to enhance the physical, social, and emotional health of our students and staff, contributing to the vitality of our school community.	By the end of the 2025-2026 school year, behavior data will indicate a downward trend of major incidents over the last 3 school years. By promoting positive behavior, explicitly teaching expectations, and consistently using restorative and proactive strategies, we anticipate seeing a decrease in the number of major behaviors (# of students with 6+ major behavior events).	-Co-establish, model, and teach clear expectations for student behavior consistent with schoolwide expectations. -Remind students to engage in expected behaviors. -Acknowledge students for demonstrating expected behaviors through positive attention, praise, and rewards. -Teach students to monitor and reflect on their own behavior As a school we will: 1). Build and sustain a strong classroom foundation that promotes inclusion and belonging through proactive community circle-building and restorative approaches at the Tier 1/Universal level is imperative in our work. We will expand upon this with Community Circle Partners with non-Classroom Teacher professional members in the 2025-2026 school year.	Weekly Counselor Team Meetings to review Behavioral Data and outline SEL supports Monthly Admin Counselor Team Meetings to ensure fidelity to Behavior Intervention Documentation General Education Support Professional to facilitate POD (Positive Opportunities for Development) classroom for Tier 2 and Tier 3 targeted behavior intervention and behavior tracking.
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		Student Behavior Data Points: During the 2024-2025 school year, 64% of major behaviors within the school were displayed by Kindergarten students (132 of 193 total as of January 2025). Of those 132 incidents, 55% of the behaviors occurred in Kindergarten classrooms. The two leading types of behaviors displayed in Kindergarten classrooms have been physical aggression toward adults and peers and disruption of the learning environment (throwing classroom materials and objects).	2). Ensure our building-based behavior-tracking systems promote restorative/reparative responses and communication with families. By revisiting our PAWS/PBIS expectations at the beginning of the year and reinforcing our schoolwide PAWS expectations at the classroom and small group levels (Weekly Pizza with the Principal and Monthly PAWS assemblies), we can meet the VTPBIS MTSS Tier 1 - Tier 3 behavior support suggestions.	
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			3). CFU title purchase of classroom cabinet storage will help to make classrooms more organized and conducive to learning. Purchasing closed cabinet storage provides storage needed to keep pertinent materials needed for instruction in a safe, storage container while also promoting organization and international learning environments conducive and supportive for all students, but specifically students with ADHD and those experiencing or previously having experienced trauma. By having the tools and resources to provide students with more intentional, responsive, and accommodating classroom environments, our school could make more sensory and trauma-responsive accommodations a universal practice.	
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Add additional rows, as needed.

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

All schools with grades K-3 complete this section.

Goal Number	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
RCPS District Goal	Teaching and Learning is structured to provide all students access to high-quality reading instruction and standards-based content that clearly identifies student learning	Student scores on benchmark assessments will increase between the fall and winter tests and again between winter and spring tests.	We will decrease the number of students in the “high risk” category between fall and spring testing according to the Fastbridge assessment.	Intervention supported by benchmark assessment data and provided by interventionists for Tier 3 support Progress monitoring of students below benchmark by classroom teacher Communication of student benchmark performance following each benchmark window with families	Classroom teachers Interventionists Special Educators MTSS Coach School administration Families Data team time monthly and between intervention rounds/benchmark windows (as indicated above)

Add additional rows, as needed.

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? _____

- 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
Safe and Healthy Schools (Behavior/Social Emotional Support)	eduCimber data visualization s for major behavior referral tracking	During the 2024-2025 school year, 64% of major behaviors within the school were displayed by Kindergarten students (132 of 193 total as of January 2025). Of those 132 incidents, 55% of the behaviors occurred in Kindergarten classrooms. The two leading types of behaviors displayed in Kindergarten classrooms have been physical aggression toward adults and peers and disruption of the learning environment (throwing classroom materials and objects).		Results: Was Goal Met? Next Steps:

Academic Achievement (Literacy and Math)	Fastbridge screener data x3 per year for math and literacy MTSS tracking systems via EdDoc	As of January 2025, 53% of 2nd graders are meeting benchmark expectations according to the Fastbridge screener, aReading. 74% of 2nd-grade students are meeting benchmark expectations according to the Fastbridge screener, aMath, for Early Spring 2025. As of January 2025, 37% of 1st graders are meeting benchmark expectations according to the Fastbridge screener, Early Reading. 48% of 1st-grade students are meeting benchmark expectations according to the Fastbridge screener, aMath, for Winter 2025 58% of Kindergarteners are meeting benchmark expectations according to the Fastbridge screener, early Reading for Early Spring 2025. Kindergarten students will complete the Fastbridge screener, aMath in Spring 2025.		Results: Was Goal Met? Next Steps:
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Goal Reference Number	Measures	Baseline Data (Initial Submission)	Mid-Year Progress Check and Next Steps	End-of-Year Results and Next Steps
		2024-2025 Academic Plan Type: 19% on an EST Plan 26% eligible for Special Education <1% on 504 plan		

Add additional rows, as needed.