

Vermont School Continuous Improvement Plan

LEA Approving the Plan: Rutland City Public Schools

School Name: Northwest 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)

School Continuous Improvement Plan Point of Contact Name: Christy Coloutti

School Continuous Improvement Plan Point of Contact Email: christy.coloutti@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 Christy Coloutti
- ☒ 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.]** _____
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- ☒ 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: William Olsen, Superintendent, Pam Reed, Director of Support Services Equity & Inclusion, Patricia Aigner, Director of Technology, Bianca Mckeen, Assistant Superintendent, Bryan Cupoli, Physical Education teacher, Kate Troy, Interventionist, Sue Cody, Classroom Teacher, Noel Campise, Parent, Amanda Gurney, School counselor, Alicia Engel, School Psychologist

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 <u>Evidence-based</u> Strategies/Change Ideas, <u>evidence level</u> and research source citation	Fiscal, human, other resources (or investments) needed to support implementation
Goal 1: Academic Achievement	Northwest Primary School is committed to providing all students with access to research-based, standards-aligned Tier 1 programming. There will be a MTSS system to track student progress and implement services beyond Tier 1 to students in need of additional supports.	Increase student achievement scores with the following measures: -Fastbridge Benchmark Screening -Common Local Assessments	Regularly analyze student achievement data and adapt and adjust instructional practices (universal for all students) and interventions (targeted and intensive) based on student outcomes. Build, support, and align grade-level instruction. Review student data, refine assessments, make instructional changes, and provide robust interventions.	• Targeted PD in instructional practices • Professional Learning Communities to enhance literacy practices and implementation of a consistent curriculum • Data Team to review monthly data • Guided Coalition to support MTSS • Licenses for Fastbridge assessments

Goal 2: Safe and Healthy Schools	Northwest Primary School will promote students in making healthy lifestyle choices, enhance their physical, social, and emotional well-being through structures that support all learning.	Consistent approach to monitoring and addressing the social, emotional, and physical needs of students. Train appropriate staff in the Behavioral Threat Assessment Administer a family survey to collect data on student wellness. Increase activities to promote family engagement. Identify more opportunities to have families come into school.	Identified resources and systems in each building supporting SEL, clarifying roles, personnel, and programs in each building with an evidence-based social emotional program. Reviewed & revised the RCPS Behavioral Threat Assessment. The training focused on the Behavioral Threat Assessment delivered to Admin and new counselors. Analyze survey results from the wellness survey that will be sent home to families 3 x year. Offer high-interest activities to support family engagement. Invite families into school-based activities during school hours.	SEL Curriculum Materials Professional Development Stipend staff to support and host family engagement activities.
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Section 2 (a): Goals Related to Reading Proficiency (Act 139 implementation)

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
Goal 3: Reading	Northwest School will provide all students access to high-quality reading instruction and standards-based content that clearly identifies student learning progress.	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.	Administer and respond to increased formative assessment. Monthly grade-level meetings to analyze data Build schedules that will reflect common time for tiered services. Intervention supported by benchmark assessment data	• MTSS Coach/Guiding Coalition • Classroom teachers • MTSS coaching and supports, interventionists to support math. • Data analysis assistance from data coach and data teams • Programs to support MTSS and interventions

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: 5 Whys Diagram.

Equitable Resource Allocations:

- For which student populations did you identify inequities? Students who are eligible for free and reduced lunch, students on educational plans to include: IEP, 504, EST.
- What are the root causes of these inequities? Adverse experiences, lack of exposure to early literacy skills.

Equitable Resource Allocation Goal	Measures of Improvement	Change Ideas
To provide consistent implementation of the phonics/reading program to meet the needs of all learners.	Student progress on phonics/reading-based assessments and observational data for targeted skills. FastBridge data Common local assessments	Ongoing professional development on common approaches Data team meeting to analyze data Grade level meetings to analyze data

Section 4: Progress Monitoring

Goal Reference Number	Measures	Baseline Data (Initial Submission) all, winter, spring)	Mid-Year Progress Check and Next Steps	End-of-Year Results and Next Steps
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Goal 1: Academic Achievement	-Fastbridge Benchmark Screening -Common Local Assessments	<i>Schoolwide assessment calendar for monthly data and tasks</i> <u><i>Percentage of students scoring as follows:</i></u> <i>K-early reading Norms</i> <i>Below 20%ile</i> 39 <i>20-29.9%</i> 12 <i>30-84.9%ile</i> 44 <i>Above 85%ile</i> 5 <i>Risk benchmarks</i> <i>High risk !!</i> 29 <i>Some risk !</i> 29 <i>Low risk</i> 41 <i>Gr1-early reading Norms</i> <i>Below 20%ile</i> 27 <i>20-29.9%</i> 20 <i>30-84.9%ile</i> 45 <i>Above 85%ile</i> 8 <i>Risk benchmarks</i> <i>High risk !!</i> 25 <i>Some risk !</i> 25 <i>Low risk</i> 49 <i>Gr2-cbm reading Norms</i> <i>Below 20%ile</i> 40 <i>20-29.9%</i> 15 <i>30-84.9%ile</i> 36 <i>Above 85%ile</i> 9		Results: <
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Goal Reference Number	Measures	Baseline Data (Initial Submission) all, winter, spring)	Mid-Year Progress Check and Next Steps	End-of-Year Results and Next Steps
		<i>Risk benchmarks</i> <i>High risk !!</i> 38 <i>Some risk !</i> 28 <i>Low risk</i> 17 <i>Low risk</i> 17 Monthly data team and PLL meetings to analyze assessment data; follow-up meetings with grade-level teams to plan strategies for supporting student needs		

Goal Reference Number	Measures	Baseline Data (Initial Submission)	Mid-Year Progress Check and Next Steps	End-of-Year Results and Next Steps
2	Consistent approach to monitoring and addressing the social, emotional, and physical needs of students. Train appropriate staff in the Behavioral Threat Assessment Administer a family survey to collect data on student wellness. Increase activities to promote family engagement. Identify more opportunities to have families come into schools.	<i>Data from family surveys administered (26 families responded-March, 2025)</i> <i>Family engagement opportunities:</i> <i>Family nights to include a focus of literacy (11 families), math (9 families) and science (12 families)</i> <i>Parent-teacher conferences (94% of families K-2)</i> <i>Concerts, field trips, make it take it day, author meet and greet.</i> <i>Survey appropriate staff to find out who has been and who needs to be trained in Behavioral Threat Assessment.(7/7 team mebers are trained)</i>		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
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3	Student scores on benchmark assessments will increase between the fall and winter tests and again between winter and spring tests.	<i>Spring universal screeners 2024-2025 school year Percentage of students scoring as follows:</i> <i>K-early reading Norms Below 20%ile 20-29.9% 30-84.9%ile Above 85%ile</i> <i>Risk benchmarks High risk !! Some risk ! Low risk</i> <i>Gr1-early reading Norms Below 20%ile 20-29.9% 30-84.9%ile Above 85%ile</i> <i>Risk benchmarks High risk !! Some risk ! Low risk</i> <i>Gr2-cbm reading Norms Below 20%ile 20-29.9% 30-84.9%ile Above 85%ile</i>		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
		<i>Risk benchmarks</i> <i>High risk !!</i> <i>Some risk !</i> <i>Low risk</i>		