

Vermont School Continuous Improvement Plan Template

LEA Approving the Plan: Meaghan Marsh

School Name: Rutland Middle 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: Meaghan Marsh

School Continuous Improvement Plan Point of Contact Email: meaghan.marsh@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 Meaghan Marsh
- ☒ 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:

☒ 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 **quarterly** 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:

School Representatives	Family Representatives	Community Representatives
Meaghan Marsh: Principal	Loren Boudreau: Parent	Lauren Sullivan: DCF
Sean Murphy: Assistant Principal	Sara Borkowski: Parent	
Abby Bennett: Director of Support Services		
Chris VanSciver: ELA Educator & Teacher Leader		

Cara Bailey: School Psychologist & Teacher Leader		
Lisa Boerner: Special Educator & Teacher Leader		
Danielle Solomon: Music & Teacher Leader		

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

Goal Number	School Prioritized Goals (include academic and safe, healthy school goals for all students AND targeted sub-groups if identified for TSI/ATSI)	Outcome Measures (directly related to goal)	Prioritized Evidence-based Strategies/Change Ideas, evidence level and research source citation	Fiscal, human, other resources (or investments) needed to support implementation
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Academic Achievement RCPS Strategic Plan Priority Area 1: Teaching and Learning	Increase school-wide math scores by 5%	- Fastbridge aMath - VTCAP	- Math educators will work for a minimum of two hours weekly in a PLC group and for one hour a week in a team differentiation meeting. - Implement a four week rotation of Math Tier 2 Intervention during an Enrichment block. This will be facilitated by all Math teachers.	- Math Interventionist - District Data Coach - Dysgraphia training for math and special educators - Summer work time to create Tier 2 Intervention curriculum - MTSS coach and interventionist - Fastbridge Licenses for progress monitoring. - Other Intervention Supports
Academic Achievement RCPS Strategic Plan Priority Area 1: Teaching and Learning	Increase school-wide reading scores by 5%	-Fastbridge aRead -VTCAP	- ELA educators will work for a minimum of two hours weekly in a PLC group and for one hour a week in a team differentiation meeting. - Implement a four week rotation of ELA Tier 2 Intervention during an Enrichment block. This will be facilitated by all ELA teachers.	- Professional Development available for ELA and Special Educators in basic reading skills, including but not limited to phonics based strategies - Vocabulary Program - Reading Interventionist - District Data Coach - Summer work time to create curriculum around basic reading skills - MTSS coach and interventionist - Fastbridge Licenses for progress monitoring. - Other Intervention Supports

Safe and Healthy Schools RCPS Strategic Plan Priority Area 3: Resources for Success	Cultivate community resources to increase daily attendance by 10%	Infinite Campus Attendance Data	- Establish working relationships with community partners to provide opportunities including career exploration, mentoring, and exposure to community resources for students and families - Involve community partners in our Advisory program - Enhance our Truancy process to include proactive work with community partners	- Counselors - Attendance Officer - Curriculum and Professional Development for Advisories.
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Section 4: Progress Monitoring

Goal Reference Number	Measures	Baseline Data (Initial Submission)	Mid-Year Progress Check and Next Steps	End-of-Year Results and Next Steps
Academic Achievement RCPS Strategic Plan Priority Area 1: Teaching and Learning Math	Fastbridge: aMath VTCap	FASTBRIDGE: aMath Winter SY'25 7th Grade: At or above proficient: 40% 8th Grade: At or above proficient: 44% - Overall 42% - Race (nonwhite) 47.2% - Disabilities 20% - MLL 11% - Male 48% - Female 35% 2024 VTCAP: 7th Grade: Meeting proficiency: 30% - Males 34.78% - Females 25% - Disability 0% - Free and Reduced Lunch 30.38 8th Grade Meeting proficiency: 17% - Males 25% - Females 8.47% - Disability 4.35% - Free and Reduced Lunch 12%	October 2025: January 2026: March 2026: June 2026:	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
Safe and Healthy Schools RCPS Strategic Plan Priority Area 3: Resources for Success	Attendance Data in Infinite Campus	2024-2025 Data: 11.4% of RMS students were Truant, by definition of missing twenty or more days of school.	October 2025: January 2026: March 2026: June 2026:	Results: Was Goal Met? Next Steps: