

Calais Elementary School Continuous Improvement Plan

April 9, 2025

Approved by School Board May 21, 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

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:

| Name | Role | Name | Role |
|-------------------------|--------------------------|-----------------------|--------------------------------|
| <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> | <u>Michelle Ksepka</u> | <u>Board Member</u> |
| <u>Linda Gray</u> | <u>Community Member</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>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</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>Local budget</p> <p>Time</p> |

| | | | | |
|---|---|-------|--|--|
| | <p>disadvantaged students will perform at or above proficient.</p> <p>At least 80% of economically disadvantaged students will meet their annual typical growth goals.</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> | |
| 2 | <p>Safe and Healthy Schools: Build and nurture a culture of well-being and inclusivity.</p> <p>By June 2026 we will maintain or increase the % of students who score as “typical” or “strength” in the social emotional composite score.</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>By June 2026 all K-3 students on IEPs will achieve above or well above typical progress on each Acadience reading benchmark assessment.</p> | Acadience Reading K-6 | <p>Winter 2025 results K-3 indicate the following:</p> <ul style="list-style-type: none"> • Above Benchmark: 38% • At Benchmark: 25% • Below Benchmark: 28% • Well Below Benchmark: 13% <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">• <i>Calais</i>• 64% proficient or above• 73% progress toward typical growth• <i>District</i>• 46% proficient or above• 58% median progress toward typical growth <p>VTCAP Spring 2024 Math Results: % proficient or above</p> <table><tr><td></td><td>Calais</td><td>District</td><td>State</td></tr><tr><td>Grade 3</td><td>42</td><td>32</td><td>35</td></tr><tr><td>Grade 4</td><td>20</td><td>22</td><td>30</td></tr></table> | | Calais | District | State | Grade 3 | 42 | 32 | 35 | Grade 4 | 20 | 22 | 30 | | Results: Was Goal Met? Next Steps: |
| | Calais | District | State | | | | | | | | | | | | | |
| Grade 3 | 42 | 32 | 35 | | | | | | | | | | | | | |
| Grade 4 | 20 | 22 | 30 | | | | | | | | | | | | | |

| | | | | | | | | | | | | |
|---------|-------|---|---------|-----|----|----|---------|-----|----|----|--|--|
| | | <table><tr><td>Grade 5</td><td>n=7</td><td>65</td><td>36</td></tr><tr><td>Grade 6</td><td>n=9</td><td>65</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 48%.</p> | Grade 5 | n=7 | 65 | 36 | Grade 6 | n=9 | 65 | 46 | | |
| Grade 5 | n=7 | 65 | 36 | | | | | | | | | |
| Grade 6 | n=9 | 65 | 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 | Acadiance Reading K-6 | <p>Winter 2025 results K-3 indicate the following:</p> <ul style="list-style-type: none"> • Above Benchmark: 38% • At Benchmark: 25% • Below Benchmark: 28% • Well Below Benchmark: 13% <p>Calais sent 5 letters home to families of students who performed well below benchmark on the Winter Benchmark Assessment.</p> | | |
|---|-----------------------|--|--|--|