

Vermont School Continuous Improvement Plan Template

LEA Approving the Plan: _____

School Name: _____ Cambridge 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: _____ Mary Anderson

School Continuous Improvement Plan Point of Contact Email: _____ manderson@lnsd.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.



- ☒ X 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).
- ☒ X 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 [Please type here]. _____
- ☒ X This plan was/will be approved by the school board.
- ☒ X 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 [Please type here School Year.] 25-26
- _____ This plan will be monitored [Please type the frequency weekly, monthly, quarterly] monthly
- _____ by the school and will be updated by the school [Please type the frequency weekly, monthly, quarterly] monthly 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: Mary Anderson, CES leadership team which includes teachers from across grade levels and departments and CES parents

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

All schools complete this section.

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 <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
1. Literacy	By June 2026, CES will have strengthened and broadened literacy acquisition opportunities for our students at all levels as evidenced by a 10% increase in grade level and school wide results on the MAPS and Cognia assessments.	We will utilize academic data collected from the following assessments: Teaching Strategies gold in preschool MAPS Fastbridge Cognia Data ARC data	We need to focus on best practices in literacy education including explicit, systematic, and engaging. This includes developing phonemic awareness, phonics skills, fluency, vocabulary, comprehension, and writing. Interactive, rich environments, and opportunities for shared and guided reading will be included. Specifically, we will have professional development on explicit writing instruction explicit, systematic phonic, and phonemic instruction.	Title 1, Title IIA, Local

2. Mathematics	By June 2026, CES will have strengthened and broadened mathematical understanding and opportunities for our students at all levels as evidenced by a 10% increase in grade level and school wide results on the MAPS and Cognia assessments. .	We will utilize academic data collected from the following assessments: Teaching Strategies gold in preschool MAPS Fastbridge Bridges data in Forefront Cognia Data	We need to focus on best practices in mathematics education including hands-on learning with manipulatives, a focus on building conceptual understanding before moving to procedural fluency, as well as explicit instruction. Additionally we will create a positive learning environment where students feel comfortable asking questions, sharing their thinking, and making mistakes. Upgrades to Bridges 3 will be purchased for all prek-4 classrooms. Finally, we will improve these gaps through improvements in our MTSS system. We will identify students in need of intervention and provide that intervention. And we will continue to examine our data meetings and educational support team processes.	Title 1, Title IIA, Local
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3. Social and Emotional Learning	By June 2026, CES will have strengthened and broadened social and emotional learning opportunities for our students at all levels within our MTSS.	Teaching Strategies GOLD (Prek assessment) Discipline data: reduced incidents of bullying and harassment Reduced truancy referrals Staff and students surveys which include questions regarding self- worth, school engagement and climate	1. Strategies will include: • Maintaining our school counselor services and student classes to include preschool and increased time for all students who require more intensive SEL supports. • Maintenance and strengthening of behavioral intervention supports for students who require more intensive behavioral support across all grade levels. • Continued staff training and implementation of Responsive classroom practices across all grade levels. Responsive Classroom is a student-centered, social and emotional learning approach to teaching and discipline. It is comprised of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers. • We will continue to offer our staff professional development opportunities on how they can better	1. Title 1, Title IIA, Local
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			attend to the academic and social and emotional needs of identified students. Understanding of anxiety and trauma and how it impacts learning as well as mindfulness and other strategies will be the focus of these sessions. • Continued staff training and implementation of restorative practices across all grade levels. • Continued participation in LNSU Up for Learning Student Leadership Initiative – click here to learn more about some of this group’s accomplishments during the 24-25 school year 24-25 CES Student Leadership Results	
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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	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
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1.	By June 2026, CES will have strengthened and broadened literacy acquisition opportunities for our students in grades K-3 as evidenced by a 10% increase in grade level and school wide results on the NWEA, Fastbridge and Cognia assessments.	We will utilize academic data collected from the following assessments: Teaching Strategies gold in preschool MAPS Fastbridge Cognia Data ARC data	Spring 2025 NWEA scores – single achievement percentile 50% and above Kindergarten: 71% First: – 38% Second: - 31% Third - - 51%	Priority Strategies: Focus ARC Core (UFLI compatible version) for the 25/26 school year. Continue with IRLA for small group work. Expanded PD for FASTBRIDGE/CBM which is our screener approved by the AOE (new requirement under ACT 139). LNSU K-3 Literacy Plan	Title 1, Title IIA, Local	

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
Intentionally blank	Intentionally blank	Intentionally blank

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
1. Literacy k-6	Cognia	2024 Cognia Results % of students at or above standard Third: 55 Fourth: 56 Fifth: 57 Sixth: 59 2025 Cognia Results % at or above standard Third: Fourth: Fifth: Sixth:		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
2. Mathematics	Cognia	2024 Cognia Results % of students at or above standard Third: 32 Fourth: 54 Fifth: 51 Sixth: 52 2025 Cognia Results % at of students at or above standard Third: Fourth: Fifth: Sixth:		Results: Was Goal Met? Next Steps:

Add additional rows, as needed.