

Vermont Continuous Improvement Plan

LEA: Cambridge Elementary

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Collaborative Stakeholders Represented: List the names and roles of representative stakeholders involved in developing the Continuous Improvement Plan (e.g., school board members, students, parents, teachers, administrators, CTE partners, mental health agency representatives, and other community members). Strive to ensure diverse voices are part of the planning process.

Continuous Improvement Plan Development

1. List your prioritized Goals, Strategies, Measures, and Resources to support implementation based upon your [Comprehensive Needs Assessment](#) and [Data Inventory](#)
2. You must have at least one Safe and Healthy Schools goal and one Academic Achievement goal. You can identify additional goals, but it's best practice to limit your CIP goals to a manageable number to implement and measure.
3. Analytical tools from the [Comprehensive School Improvement Toolkit](#) and [VTmtss Framework Tools](#), may be useful in this work

Required Component	Prioritized SU/SD Goal	Prioritized Strategies/Change Ideas	Measures	Human, material, and fiscal resources supporting implementation
Safe and Healthy Schools	By June 2025, CES will have strengthened and broadened social and emotional learning opportunities for our students at all levels within our MTSS.	Strategies will include: • Expanding our school counselor services to include preschool and increased time for all	Teaching Strategies GOLD (Prek assessment) Discipline data: reduced incidents of bullying and harassment	Title 1, Title IIA, ESSR, Local

Required Component	Prioritized SU/SD Goal	Prioritized Strategies/Change Ideas	Measures	Human, material, and fiscal resources supporting implementation
		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	Reduced truancy referrals Staff and students surveys which include questions regarding self-worth, school engagement and climate	

Required Component	Prioritized SU/SD Goal	Prioritized Strategies/Change Ideas	Measures	Human, material, and fiscal resources supporting implementation
		our staff professional development opportunities on how they can better 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.		
Academic Achievement	By June 2025, CES will have strengthened and broadened academic opportunities for our students at all levels within our MTSS.	Tier One: program implementation and professional development and ongoing professional learning community sessions focusing on Guided Reading, Phonics to Reading, Fountas and Pinnell assessment, Reader's and Writer's Workshop using the	We will utilize academic data collected from the following assessments: Teaching Strategies gold in preschool MAPS Fastbridge Fountas and Pinnell literacy assessment Bridges End of unit assessments Cognia Data	Title 1, Title IIA, ESSR, Local

Required Component	Prioritized SU/SD Goal	Prioritized Strategies/Change Ideas	Measures	Human, material, and fiscal resources supporting implementation
		Oakland Units of Study, Patterns of Power, Math Menu and differentiation, and the Bridges math program using our “Have to” list as a guide CES "Have to" list • Tier Two: implementation by highly trained interventionists and professional development and ongoing professional learning community session focusing on Leveled Language Intervention (LLI), Reading Recovery, and Bridges Intervention. Implementation of a coordinated WIN block across all grade levels. 2024-2025 Master Schedule Overview • Development of a teacher comprised leadership team to assist		

Required Component	Prioritized SU/SD Goal	Prioritized Strategies/Change Ideas	Measures	Human, material, and fiscal resources supporting implementation
		in the development and coordination of our PLC work and PD plan.		

If you would like to include goals specific to an individual school and/or have more SU/SD goals, you can create additional rows.

Equity Supports (required if your SU/SD or a specific school is eligible for Equity Supports)

If any schools in your LEA—or the LEA as a whole—are eligible for equity supports, please list which of the goals or strategies above address a reason for the eligibility. If none of the goals or strategies address eligibility, please identify a separate goal or strategy for each entity eligible for supports.

Eligible LEA or School	Prioritized Goal	Prioritized Strategies/Change Ideas	Measures	Human, material and fiscal resources supporting implementation

Add additional rows, if needed

Plan Evaluation and Revision

Describe the process of how you evaluate the implementation of plans and results achieved. How is this information used to revise plans to ensure you are achieving your desired results?

Process of Evaluating the Implementation and Results of your Continuous Improvement Plan

Teachers will increase their individual and collective capacity to meet the needs of students struggling in tier 1. This will be directly observed during teacher observations and walk through visits conducted by the building Principal. We will also see increases in classroom (Bridges, F&P, MAPS, and Fastbridge) and Cognia data. We will survey our PLCs to determine effectiveness.

We will see a reduction in truancy, discipline and EST referrals resulting in students spending more time in classrooms accessing Tier 1 instruction. Students will have enhanced their ability to understand peers, manage emotions, develop greater empathy and resolve conflicts, which will be measured by climate surveys and observations. We will see academic growth in Math and ELA which will be measured by state and local assessment data.

In spring of 2025, CES instructional and behavioral staff will meet to complete “Data Inventory Information 2024-2025” for the purposes of assessing our current CIP and for developing our future schoolwide plans. Staff will be asked to analyze student assessment and anecdotal data and answer many questions about how our students have been performing and what strategies and interventions would help students who were not meeting state academic standards.