

Vermont Continuous Improvement Plan-Eden Central School

LEA: Elizabeth Goodman

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Collaborative Stakeholders Represented: Elizabeth Goodman(ECS Principal), Annessa Parrett(Planning Room Supervisor), Heidi Fortin(ECS School Guidance Counselor), Erin Neckers(Literacy Interventionist)

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 the spring of 2025, ECS will have strengthened and broadened SEL opportunities for students at all levels within the MTSS.	Strategies will include: <ul style="list-style-type: none"> To develop a broader understanding of Restorative Practices and Approaches with all members of our school 	GOLD – PreK assessment Infinite Campus data Attendance data School climate data Attendance data of community events such as Open House, Family Engagement Events,	Title 1, Title IIA, ESSER, Local funding

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		<p>community.</p> <ul style="list-style-type: none"> To continue staff training and support in the implementation of strategies included in Responsive Classroom practices, PBIS supports, Restorative Practices, and Zones of Regulation framework across all grade levels. 	<p>Community Meetings, & parent conferences.</p>	
<p>Academic Achievement</p>	<p>By June 2025, ECS will have strengthened and broadened the academic opportunities for our students at all levels within our MTSS.</p>	<ul style="list-style-type: none"> To provide professional learning opportunities to support comprehensive implementation of strategies and programs including Phonemic awareness/Word Study, Readers’ & Writers’ Workshop, Focus Math, LLI, and Bridges. To provide professional learning opportunities to support the establishment of consistent routines within all grade levels to support effective instruction at Tier I, II, 	<p>Academic data: NWEA data Bridges unit assessments ESI/PSI F &P assessment Fact Fluency VTCAP data Professional data: MTSS rolling agendas PD attendance & survey data</p>	

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		<p>and III.</p> <ul style="list-style-type: none"> To improve the MTSS structures to support effective use of student data to inform instruction and intervention. 		

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

The strength and effectiveness of instruction in Tier I, II, III will be observed through teacher observations, walk through visits, and peer observations conducted by the appropriate education professionals including the building principal, educational coaches, and educational peers. Improvement in student performance will be assessed by reviewing all student data including attendance and engagement, literacy and math assessments, and Infinite Campus data.

Instructional improvement will be assessed through surveys and discussions with grade level teams, interventionists, special educators, behavior support personnel, and the building principal.

Student engagement will be reviewed through analysis of attendance records, Infinite Campus data, and other academic assessments.