

Vermont School Continuous Improvement Plan Template

LEA Approving the Plan: Lamoille North Supervisory Union

School Name: Waterville 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)

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School Continuous Improvement Plan Point of Contact Email: jepstein@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.



- ☒ 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 [Please type here]. Jan Epstein
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- ☐ 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 **[Please type here.]** _____
- ☐ This plan is in effect for the **[Please type here School Year.]** 2025-26
- ☐ This plan will be monitored **[Please type the frequency weekly, monthly, quarterly]** quarterly by the school and will be updated by the school **[Please type the frequency weekly, monthly, quarterly]** 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 - All Schools complete this section

Collaborative Stakeholders Represented: Teachers, professional staff, paraprofessional staff, administration, community members, parents, students _____

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 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. Literacy	Implement new literacy program – ARC - for grades K-4	Increased reading and writing proficiency	<p>We will use a new, evidence based program, ARC, for our literacy block. We will use embedded assessment and other local assessments to track growth and progress monitor (MAPS, Fastbridge).</p> <p>We will continue to strengthen and broaden our academic opportunities for our students at all levels within our MTSS. We will focus on Tier 1 classroom instruction, but also continue to refine our EST process and assign our interventionists to work with identified students.</p>	<p>Continued PD for teachers that will be implementing this program in their classrooms. Funds to add/replace resources as needed to be able to fully implement program. Release time for teachers to work with other teachers on implementation with fidelity and to look at data to determine outcomes.</p>
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2. Math	<p>Refresh our Bridges Units K-4 with transition kits so that our materials have been updated and refreshed so teachers have all necessary components. Continue to work with ALO for PD needs and increasing outcomes for students.</p> <p>Continue PD for 5th grade and recently hired 6th grade teacher with Open Up program.</p>	Increased math proficiency for students.	<p>We will use embedded assessments and other local assessments to track growth and/or progress monitor (MAPS, Fastbridge).</p> <p>We will continue to strengthen and broaden our academic opportunities for our students at all levels within our MTSS. We will focus on Tier 1 classroom instruction, but also continue to refine our EST process and assign our interventionists to work with identified students.</p>	<p>Continued PD for teachers that will be implementing this program in their classrooms. Funds to add/replace resources as needed to be able to fully implement program.</p> <p>Release time for teachers to work with other teachers on implementation with fidelity and to look at data to determine outcomes.</p>
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3. SEL	<p>Re-build our “pod” 5:1 system of supports for students that demonstrate additional support to be able to access the classroom environment consistently. Currently this is resourced by an outside agency, the district is starting a program “in-house” and staff will require training and support while this is being implemented.</p> <p>Will hire a new school based behavior specialist (our current one is leaving) to support the 5:1 pod work and work with emergent behavioral/SEL issues as they arise. Support students so they are able to return to the classroom environment</p>	<p>Increase time that students are able to access tier 1 instruction in the classroom.</p> <p>Provide SEL support to dysregulated students and provide strategies and practice for self-regulation.</p> <p>Look at behavior referrals in our database to notice trends and determine which specific areas</p>	<p>This program will be developed/monitored by an “in-house” BCBA. Behavior plans will be developed and monitored by newly trained staff and will be overseen by local special educator and behavior specialist. We will use our MTSS to determine students that are in need of these additional supports.</p>	<p>Continued PD for newly hired staff, and release time to work directly with the district BCBA. Funds to purchase regulation supplies/tools.</p> <p>Time for staff to meet with PLCs to discuss data and utilize MTSS to determine needs and then provide resources.</p>
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	<p>quickly to ensure a maximum amount of time receiving Tier 1 instruction.</p> <p>Continue to use our PBIS/RP systems to support positive behavior.</p>	<p>of behavior may be a concern. Use our MTSS to provide additional supports/interventions if necessary.</p>	<p>We will use supports offered through the VT pbis framework. We will continue to work with the Lamoille County Restorative Center for any PD needs.</p>	<p>Teachers/staff will need time to meet to discuss behavior/SEL data. New teachers/staff will need PD to learn about PBIS and RP and trauma informed practices if they have not received it.</p>
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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 % student s 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 2028, WES will have raised the percentage of students reading at grade level to 70% on VTCAP.	<p>Academic data:</p> <p>NWEA assessments</p> <p>ARC assessments</p> <p>VTCAP data</p> <p>Fastbridge data</p> <p>Professional data:</p> <p>Professional learning attendance</p> <p>MTSS/PLC rolling agendas</p>	41%	<ul style="list-style-type: none"> To provide professional learning opportunities to support comprehensive implementation of strategies and research-based programs including foundational skills - UFLI and knowledge building - ARC. To provide professional learning opportunities to support the establishment of consistent routines within all grade levels to support effective instruction at Tier I, II, and III. 	<p>Title 1, Title IIA, Local</p> <p>Teachers and interventionists are undergoing and will continue training to learn this program and implement it in the classrooms. We will need continued PD with the ARC company and release time to work with teachers in the district and within our own school to make sure the program is being taught with fidelity and to ensure we have sufficient time to look at data which will inform our practices.</p>
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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

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.	ARC assessments, MAPS, fastbridge, F&P,	ARC, MAP- September	January – check assessments for growth, use MTSS as needed for identified students to receive intervention services or referral for IEP.	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.	Bridges assessments, MAPS, fastbridge	MAP - September	January – check assessments and fastbridge for growth, use MTSS as needed for identified students to receive intervention services or referral for IEP.	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
3.	Safe schools survey, in-district created survey, teacher referrals, 504, EST or IEP goals.	<i>September/October - Results of surveys</i>	<i>January – look for progress or regression. Use MTSS to identify students that may need additional SEL supports.</i>	Results: Was Goal Met? Next Steps:

Add additional rows, as needed.