

## Johnson Elementary School Continuous Improvement Plan 2025-2026

Vermont School Continuous Improvement Plan Template

**LEA Approving the Plan:** Lamoille North Supervisory Union - Lamoille North Modified Unified Union School District

**School Name:** Johnson 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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### 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].Rene Thibaut  
(rthibault@lnsd.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 **[Please type here.]** \_\_\_\_\_
- ☒ This plan is in effect for the 2025-2026 school year
- ☒ This plan will be monitored once per trimester by the school and will be updated by the school at least annually 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.

## **Johnson Elementary School Continuous Improvement Plan 2025-2026**

### **Section 1: Collaborative Stakeholder Input - All Schools complete this section**

Collaborative Stakeholders Represented: All JES Educators, including teachers and support staff had an opportunity to provide input into this plan during scheduled work hours. The full staff includes numerous parents of former, current, and future JES students as well as several educators who attended JES when they were younger.

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

**All schools complete this section.**

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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, <u>evidence level</u> and research source citation	Fiscal, human, other resources (or investments) needed to support implementation
1. Safe and Healthy Schools	<p>To help students and adults grow in awareness of emotional regulation, trauma informed practices, cultural biases, and restorative practices which will help us strengthen our relationships with one another and allow us all to be in an optimal zone for teaching and learning</p> <p>Promote the value of Respect, in regards to student-to-student, student-to-teacher, and teacher-to-teacher relationships (i.e. maintaining professional conduct and communication at all times; supportive positivity, not critical negativity).</p> <p>Improve the consistency of the school wide response to misbehavior system</p>	<p>A fully developed, Level II, Restorative Practices system will be in place by June 2026 as measured by Student Support Center (SSC) data and Lamoille Restorative Center (LRC) metrics.</p> <p>Responsive Classroom inspired Morning Meetings occurring in every classroom by December 2025</p> <p>A tight system will be in place for identifying students who need more SEL support - research universal screeners.</p> <p>More time should be devoted to the sharing and refining of specific SEL teaching practices, (e.g. TIDE Organizers)</p> <p>Fewer Office Referrals</p>	<p>Use:</p> <ul style="list-style-type: none"> <li>• Responsive Classroom practices</li> <li>• Restorative Practices</li> <li>• PBIS</li> <li>• Trauma informed school practices</li> <li>• LNSU ExPert Document</li> <li>• Wayfinder SEL Curriculum</li> </ul>	<p>School schedule needs to allow time for morning meetings, teacher collaboration, and SEL sessions with whole groups using Wayfinder curriculum</p> <p>Continue the LRC leadership team monthly meetings</p> <p>Staff need to feel comfortable running morning meetings and circles before they can feel comfortable running restorative circles</p> <p>Utilize school and LRC coaches to provide push in support for running restorative circles</p>

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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, <u>evidence level</u> and research source citation	Fiscal, human, other resources (or investments) needed to support implementation
2. Academic Achievement	<p>To create an equitable school where a student's demographics (a student's or a student's family member's actual or perceived race, creed, color, national origin, marital status, disability, sex, sexual orientation, gender identity, or economic status) do not predict their performance. For the focus area of Academic Proficiency, we hope:</p> <p>We will become more systematic in working interdependently to increase our individual and collective capacity to meet the needs of students struggling in tier 1.</p> <p>Explore ways to address absenteeism, students can not receive equitable instruction if they are too often absent or truant.</p> <p>Promote expected behaviors with consistent instruction and daily reinforcement. (e.g. proactive classroom management; consistency over consequences).</p>	<ul style="list-style-type: none"> <li>to increase the percentage of students successful in ELA and Math by 10% by 2026.</li> </ul> <p>We believe that achieving this goal will result in a higher percentage of students passing SBAC and Fountas and Pinnell assessments at their grade level.</p>	<p>For k-3 team, start using IRLA data for win groupings.</p>	<p>We need to make sure the schedule is designed to support these goals. We should rethink WIN and increase its effectiveness with push from interventionists to support tier 1 and 2. This can be menu and centers which will require training from coaches. Meetings for data discussions are essential. 5/6</p>

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### 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
2. Academic Achievement	By June 2028, JES will have raised the percentage of students reading at grade level to 70% on VTCAP.	Academic data: NWEA assessments ARC assessments VTCAP data Fastbridge data  Professional data: Professional learning attendance MTSS/PLC rolling agendas	28% of K-3 students proficient in Spring 2026 MAP Scores	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.	Title 1, Title IIA, Local  Teachers and interventionists are undergoing and will continue training to learn these programs 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 practice
2. Academic Achievement	Improve universal instruction in literacy through providing coaching opportunities for all classroom teachers	Increased proficiency in foundational skills using Fastbridge Early Reading screeners	28% of K-3 students proficient in Spring 2026 MAP Scores	Coaches will train teachers using ARC and	School Based Instructional Practice Coaches



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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



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### 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. Safe and Healthy Schools	Wayfinder SEL Screener September, January, May	September Assessment	January Assessment - look for progress or regression. Use MTSS to identify students that may need additional SEL support.	Results:  Was Goal Met?  Next Steps:
2. Academic Achievement	<b>Literacy:</b> <ul style="list-style-type: none"> <li>• ARC assessments</li> <li>• MAPS</li> <li>• Fastbridge</li> </ul> <b>Mathematics:</b> <ul style="list-style-type: none"> <li>• Bridges Assessments</li> <li>• Fastbridge</li> </ul>	ARC and MAP in 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: