

Vermont School Continuous Improvement Plan Template

LEA Approving the Plan: _____

School Name: Hyde Park 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: Diane Reilly _____

School Continuous Improvement Plan Point of Contact Email: dreilly@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]. [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 **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:

Crystal Koch, Math Specialist/Coach
Donna Cullivan, MTSS/EST coordinator
Shawn Clough, Teacher Leader
Adam Bank, School Counselor
Charity Lanpher, Special Educator/Parent
Jessica Bickford, Community Partner
Kristen Knight, Behavior Technician, Parent
Diane Reilly, Principal

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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<p>#1 Safe and Healthy Schools</p>	<p>By June of 2026, HPES will have upgraded our framework for learning supports, which include:</p> <p>Social Emotional Learning (CASEL);</p> <p>Whole School, Whole Community, Whole Child (WSCC) alignment with a priority on identified (SHI) area of needs; Restorative practices;</p> <p>Community and Parent Involvement;</p> <p>PBIS House system aligned with LNSD and Vermont expectations. The above framework and supports will integrate all aspects of student, family, and community Engagement, Attendance, and Equity and Inclusion.</p>	<p>PBIS “House” System HPES will strengthen: First/Universal instruction, Intervention Systems. ARC K-5 and UFLI in grades K-2</p> <p>Comprehensive assessment</p> <p>Data Analysis to support the individual and first/universal instruction, and collaboration across systems in alignment with the MTSS framework.</p> <p>Engaging Learning Practices, Student Goal Setting, and Engaging Assessment Practices</p> <p>Health and Wellness class</p>	<p>Examine Data and Plan: Student Support team in conjunction with the Leadership Team and other staff will review all current data to determine priority areas for learning for SEL/WSCC, and how to incorporate all areas of identified learning needs into the school day.</p> <p>Provide Expectations and Responsibilities: Clear guidelines will be in place to support all aspects of SEL/ WSCC. This will include clear identification of responsibilities and expectations for each adult in the building to support the whole child.</p> <p>Collaborate with LNSU: Identify PBIS and RP systems and tools to support all aspects of student challenges including harm to self and others, mental health crisis, discipline, behavior, trauma, and family/school crisis.</p> <p>Provide engaging learning opportunities and experiences: Expand ways to personalize learning, engage</p>	<p>Human: HPES staff, teachers, and Administration; LNSU Director supports; State and Local Consultation; Local Agencies; and Community members and organizations.</p> <p>Materials: Local, Grants from outside agencies, Local Organizations</p> <p>Human: HPES staff, teachers, and Administration; LNSU Director supports; State and Local Consultation; Local Agencies; and Community members and organizations.</p> <p>Funding Sources:</p> <p>Title 11A, Title IVA, Local, Grants and Donations from Community Organizations</p> <p>Continued support for Developmental Designs/Advisory/Morning and Afternoon Meetings, and Professional Development in “House” “RCA” PBIS System: Supplies, materials, resources,</p>
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		<p>Decrease in Chronic Absenteeism.</p> <p>Materials, Supplies, and Books: will be identified, aligned with current strategies, and purchased as needed.</p> <p>Leadership Classes in the schedule for grades 5/6.</p> <p>Stipends for work done outside the contracted day: Staff will schedule time throughout the year to complete this program planning, and assessment as approved by administration. Documentation of all work will be in place.</p>	<p>students in learning, project-based learning, and provide more place for student voice. Expand ways to personalize and engage families in all aspects of their student's learning. Provide opportunities to attend and participate in Leadership trainings and programs. Leadership Classes, Cross Grade Mentorship for 5/6 students.</p> <p>Continued support for Developmental Designs/Advisory/Morning and Afternoon Meetings, and Professional Development in "House" "RCA" PBIS System: Supplies, materials, resources, professional development, and experiences support SEL.</p> <p>Stipends for work done outside the contracted day: Staff will receive compensation for hours worked to support SEL(PBIS programming outside the contracted school day.</p> <p>Materials, Supplies, Books: to support all learning activities training/professional</p>	<p>professional development, and experiences support SEL.</p> <p>Human Resources needs and/or a creative restructure to cover aspects of these personnel needs: Additional personnel for Student Support Center to ensure all students are supported as needed; coaching supports for PBIS team and Restorative practices, personnel to examine systems, data, and support team using MTSS practices to support behavior.</p> <p>Home/School Engagement personnel to coordinate and support family involvement.</p> <p>Personalized Learning/Project Based Learning Coach to support all school members to better engage in learning.</p> <p>Mental Health Services (In the school building) to offer equitable access for students.</p> <p>Training/Professional Development: provide SEL 1) local ongoing</p>
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			<p>development, and programming (Math, Literacy, PBL, SEL, STEAM).</p> <p>Other Change idea: Time scheduled by the SU to support PLC's, MTSS, planning and data, compensation for staff who work outside the contract to support data review, planning, and supporting systems.</p> <p>Other Change idea: Teachers, Administration and leadership will have identified meeting time to work together (and with SU) to plan for SEL Planning, and Data Review and Analysis blocks of time</p> <p>End-of-year reflection for students, all staff, parents, and leadership (survey) 6/26</p>	<p>training/professional development to ensure “at the moment” needs are met to support students, staff, and teachers. 2) Regional/State training/professional development to ensure staff, teachers, and administration are “up-to-date” with current expectations. 3) National Training/Professional Development to ensure staff, teachers, and administrations have networking opportunities and are receiving training and information on the most current practices.</p>
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<p>#2 Academic Achievement</p>	<p>By June 2026, for all students to succeed in their learning, academic growth, and achievement,</p> <p>HPES will strengthen: First/Universal instruction, Intervention Systems. ARC K-5 and UFLI in grades K-2</p> <p>Comprehensive assessment</p> <p>Data Analysis to support the individual and first/universal instruction, and collaboration across systems in alignment with the MTSS framework.</p> <p>Engaging Learning Practices, Student Goal Setting, and Engaging Assessment Practices</p>	<p>Bridges 3.0 is in place for FY 26 School Year</p> <p>ARC System is in Place for Grades K-3 for FY 26 School Year</p> <p>Bridges and ARC in place to increase NWEA MAP scores in student growth and achievement.</p> <p>Training/Professional Development for all staff, teachers, and administration: Training/Professional development expectations will be shared with staff as determined by administration, leadership, and/or coaches. Training/PD for “in the moment” or identified needs will be scheduled as much as possible within the school day with times identified in the yearly schedule. All</p>	<p>Math Coach and Literacy Coach: Provide educational support and coaching to all teachers to ensure each student is able to reach academic potential from daily lesson planning to systems and programs. This will include Support for identified first/universal instruction programs and practices, supporting data systems, supporting teachers in using data to improve instruction, providing analysis of school-wide trends in instruction and success, and collaboration with teams (staff, teachers, leadership, cadre leaders and administration) to continuously monitor, track and analyze student achievement data to identify needed supports and strategies. 1-1.0 FTE</p> <p>Math and Literacy Interventionists: In consultation with the Math and Literacy Coach, Math and Literacy interventionists will support teams and conduct</p>	<p>Human: HPES staff, teachers, and Administration; LNSU Director supports; State and Local Consultation; Local Agencies; and Community members and organizations.</p> <p>Materials: Local, Grants from outside agencies, Local Organizations</p> <p>Funds to provide Training/Professional Development for all staff, teachers, and administration: provide 1) local ongoing training/professional development to ensure “in the moment” needs are met to support students, staff, and teachers. 2) Regional/State training/professional development to ensure staff, teachers, and administration are “up-to-date” with current expectations. 3) National Training/Professional Development to ensure staff, teachers, and administrations have networking opportunities and are receiving training and</p>
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		<p>Training/Professional development will be documented. Training will focus on Content as well as Engaging Delivery Methods, Student Goal Setting, and Engaging Assessment practices.</p> <p>“Walk Through” System: in place with frequent, at least monthly feedback for each teacher scheduled.</p> <p>Stipends for work done outside the contracted day: Staff will schedule time throughout the year to complete this program planning, and assessment as approved by administration. Documentation of all work will be in place.</p> <p>Materials, Supplies, Books: will be identified, aligned with</p>	<p>assessments, analyze data, and provide consultative support or direct services in Math and/or Literacy to meet the individual student’s needs in an individual, small group, or classroom setting.</p> <p>1-1.0 FTE Math Interventionist 1-1.0 FTE Literacy interventionist</p> <p>MTSS/EST Coordinator who will coordinate all aspects of our progress monitoring, MTSS systems, EST systems, and support teachers in data analysis and planning for learning.</p> <p>1-1.0 FTE</p> <p>A Project-Based Learning Coach will support Math, Science, and Social Studies work. PBL Coach will support student leadership initiatives.</p> <p>1-1.0 FTE</p> <p>“Walk Through” System: provides administration frequent check-ins and time in the</p>	<p>information on the most current practices, program, assessments, and current initiatives.</p> <p>Stipends for work done outside the contracted day: Staff will receive compensation for hours worked to support all academic and specialist programming, events planning and assessment as needed outside the contracted school day.</p> <p>Materials, Supplies, Books: to support all learning activities training/professional development, and programming (Math, Literacy, PBL, WSWC, PBL, and STEAM).</p> <p>Funding Sources:</p> <p>Title 11A, Title IVA, Local, ARP ESSER, Community grants, Community Supports</p>
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		current strategies, and purchased as needed.	classroom to observer and provide immediate feedback. Other Change idea: Teachers, Administration, and leadership will schedule time to work together (and with SU) to plan for PLC, MTSS, Planning, and Data Review and Analysis blocks of time.	

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
#2 Academic Achievement	By June 2028, HPES will have raised the percentage of students reading at grade level to 80% on VTCAP.	Increased proficiency in foundational skills using Fastbridge Early Reading screeners Increased Growth and Achievement Scores in NWEA MAP	46% Proficient Spring 2025 MAP Score	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 will undergo and will continue training in ARC and UFLI. Continued PD with the ARC company and release time to work with teachers in the district and within our school to make sure the program is being taught with fidelity. Scheduled time to look at the data, which will inform practice.

#2 Academic Achievement	Improve universal instruction in literacy by providing coaching opportunities for all classroom teachers.	Increased proficiency in foundational skills using Fastbridge Early Reading screeners Increased Growth and Achievement Scores in NWEA MAP	46% Proficient Spring 2025 MAP Score	Coaches will train teachers using ARC and UFLI and provide support throughout the process.	School Based Instructional Practice Coaches
#2 Academic Achievement	Improve universal instruction in literacy through providing Intervention for Tier II and EST students and IRLA for all students	Increased proficiency in foundational skills using Fastbridge Early Reading screeners Increased Growth and Achievement Scores in NWEA MAP	46% Proficient Spring 2025 MAP Score	Interventionists will support Fastbridge and IRLA assessments and support teachers in the process of data assessment, review and planning for instruction.	School-Based literacy interventionists.

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 Safe and Healthy Schools	Attendance Records Fastbridge SEL Screener Local sourced survey of family and students	FY25 Attendance DATA September Assessments Fall Assessments and Survey	January Attendance Data January Assessments Mid year parent survey and student survey. January Assessment - look for progress or regression. Use MTSS to identify students that may need additional SEL support Celebrate successes	Results: Was Goal Met? Next Steps:

