Vermont School Continuous Improvement Plan Template

LEA Approving the Plan: Lamoille North Supervisory Union

School Name: Lamoille Union High 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: Bethann Pirie

School Continuous Improvement Plan Point of Contact Email: bpirie@lnsd.org

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Assurances

_X__ 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.

_X__ 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).

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_X__	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 **Bethann Pirie.**

_X__	This plan was/will be approved by the school board.

_X__	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.

_X__	This plan is developed in coordination with other Federal, State and local services, resources and programs such as **Lamoille Restorative Justice Center, Healthy Lamoille Valley, Lamoille County Mental Health, and the Lamoille County Sheriff's Department**

_X__	This plan is in effect for the **2025-2026 School Year**

_X__	This plan will be monitored **monthly** by the school and will be updated by the school **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:

LNSD School Board Curriculum Committee – Monica Stearns, Kyley Hill, Philip Kiely, Stephanie Sweet, Tina Lowe, Diane Reilly, Amy Listenik, Bethann Pirie, Jen Hulse, Kimberly Hunt, Jan Epstein
Lamoille Restorative Justice Center – Emily Neilson and Shannon O'Connor
Healthy Lamoille Valley – Jessica Bickford and Carrie Patterson
Lamoille County Mental Health – Katina Idol and Haleigh West
Parent Engagement, Focus Groups, Community Forums – Varied - Partners In Education, Lamoille Boosters, Lamoille Athletic Advisory Committee
Lamoille Union High School Administration – Bethann Pirie, Principal, Ashley Creighton, Assistant Principal

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Lamoille Union High School Leadership Team – Bethann Pirie, Ashley Creighton, Emily Braggins, Ian Trombulak, Greg Davis, Mike Potvin, Isabelle Chayer, Dan Johnstone, Sheri Boutin, Andrew Belitsos, Andy Race, Valerie Sullivan, Alex Donelson, Angela Keller, Eric Hutchins, Kaysie Smith, Jared Trombley, Lizi Lyon, James Love
Lamoille Union High School PLC/Departments – English, Math, Science, Social Studies, World Languages, Fine Arts, Performing Arts, Student Services, Guidance, and Health Office.
Lamoille Union High School Intervention Team – Bethann Pirie, Ashley Creighton, Andrew Belitsos, Meranda Morin, Rachel Crawford, Megan Little, Sally Hile, Andrew Race, Jeremy Scannell, Haleigh West, Ian Trombulak, Emily Braggins, Brittany Bullard, Noreen Hopkins, Warren Lyon, Chris Turner, Emily Neilsen, Shannon O'Connor, Flo Kelley, Karen Wells, and Stephanie Veit.
Lamoille Union High School Student Leadership – Student Council, National Honor Society, Equity Design Team, Student Athletic Advisory Committee
Director of Curriculum - Kim Hunt

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, **evidence level** and research source citation	Fiscal, human, other resources (or investments) needed to support implementation

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| Goal #1

Safe and Healthy Schools:

Multi-Tiered System of Supports (MTSS) | By June 2025, LUHS will operationalize a tiered support system for academic, behavioral, and social-emotional interventions. | **Outcome 1:** Distribution of MTSS systems and roles documentation (website, handbook, faculty resource document)

Outcome 1: Participation in MTSS-specific PD (meeting record and attendance)

Outcome 2:

Weekly EST time maintained (meeting records and attendance) | **Outcome 1: Establish Clear Staff Roles and Responsibilities in alignment with the District MTSS Framework**

Strategy: Develop and distribute clearly defined MTSS roles and responsibilities to all staff. Provide targeted professional development to ensure staff understand their roles in the MTSS framework.

Outcome 2: Maintain a Dedicated EST Meeting Block

Strategy: Protect weekly time in the school schedule for EST meetings. Track attendance, discussions, and decisions to ensure consistent use and follow-through on student supports. | **Funding Sources:** General Fund, Title 2, Title 4, Title 11A, Title IVA, ARP, ADAP

Fiscal Resources:

Cost of universal screener

Human Resources:

EST Coordinators

Other Resources:

Time built into the daily schedule to hold Intervention Team (MTSS Team) meetings |

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			3. Implement Support Documentation in Infinite Campus	
		Outcome 3:		
		EST documentation audits (Quarterly audits to ensure forms are being utilized)	Use Infinite Campus for consistent entry, access, and monitoring of student support documentation. Provide staff training and ongoing technical support to ensure usability.	
			4. Designate EST Coordinator(s)	
		Outcome 4:		
		Coordinator(s) name(s) and role listed in the MTSS documentation	Appoint one or more staff members as EST Coordinators responsible for meeting facilitation, documentation oversight, and support to colleagues. Provide clear role definition and time for duties.	
		Outcome 5:	5. Use of a Universal Academic Screener with Fidelity	

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		% of students screened Fidelity checklists Use of data in EST meeting notes **Outcome 6:** Referral form is created Data is used to schedule meetings	Implement a universal academic screener. Train staff and use screener results to inform EST decisions and tiered supports. **6. Develop a Consistent Referral System** Create and train staff on a standardized referral process to request Tier 2 or Tier 3 supports. Monitor use of the system, response timelines, and clarity of the process.	

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Goal #2 Safe and Healthy Schools: Inclusive School Climate and Responsive Behavior Systems	By June 2025, LUHS will strengthen a positive and inclusive school climate by enhancing systems that promote belonging, clarify behavioral expectations, and ensure consistent and student-centered responses to behavior.	**Outcome #1 Expectations visibly posted** Evidence of expectations on display throughout the building Evidence of lessons or discussions tied to expectations **Outcome #2** Behavior system guide distributed All staff participation in Tier 1 training Consistency in behavior responses (walkthroughs or observations)	**1. Establish and Communicate Core Behavioral Expectations** Define 3–5 core behavioral expectations aligned with LUHS values (e.g., respect, responsibility, cell phones). Clearly post and reinforce expectations throughout the building and in classrooms. **2. Implement a Consistent Tier 1 Behavior System** Develop a schoolwide system for teaching, modeling, and reinforcing positive behavior (e.g., acknowledgment systems, consistent language, Tier 1 discipline flowcharts) as well as consistent responses to negative behaviors.	**Funding Sources:** General Fund, Title 2, Title 4, Title 11A, Title IVA, ARP, ADAP **Fiscal Resources:** Up for Learning Lamoille Restorative Center • Emily Neilsen (Trainings) • Shannon O'Connor (School Engagement Program) Healthy Lamoille Valley (ADAP) Lamoille County Sheriff's Department (General Funds) **Human Resources:** Equity Design Team Leader **Other Resources:** Time built into the daily schedule to hold Student

| | | Evidence of behaviors being addressed

● Classroom plans
● Out of class referrals
● Formal letters for substance use
● Formal letters for Hazing, Harassment, and Bullying

Outcome #3

Student and staff survey results (climate survey)

Participation rates in community-building activities | **3. Promote Student Belonging and Connection**

Implement school wide strategies that promote inclusion and build strong student-staff relationships. This will be completed through a new Teacher Advisory (TA) model which uses relationship mapping to create rosters.

4. Establish Student-Centered Behavior Response Practices

Use brain-based research to understand more about student and adult regulation to align our responses with restorative practices and other student-centered approaches to address behavior. | Support Team Meetings with the Restorative Center

Time built into faculty meetings to train the educators

Time aligned with 9th grade classroom teachers to ensure education in regard to the behavioral expectations |

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		Documentation/att endance data of advisory		
		Outcome #4		
		Student Support Team PD designed and led by the Restorative Center (attendance and notes)		
		Faculty and Staff PD designed and led by the Student Support Team (attendance and notes)		
		Documentation of restorative conversations or conferences (scheduled and led by a member of the		

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		Student Support Team)		

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Goal #3 Academic: **Proficiency-Based Learning System**	By June 2025, LUHS will have continued the foundational work started in 2024-25, to strengthen the proficiency-based learning practices.	**Outcome #1** Graduation proficiencies document published **Outcome #2** Learning scales evident and easily accessed **Outcome #3** Grading guidelines published (two week grade updates)	**1. Finalize and Align Graduation Competencies and Indicators** Refine and adopt a clear set of graduation proficiencies and indicators rooted in AOE guidance and tailored to LUHS priorities. **2. Develop and Use Learning Scales for Key Proficiencies** Incorporate learning scales aligned with graduation proficiencies/indicators to support student understanding, guide instruction, and inform assessment. **3. Implement Transparent Grading and Reporting Practices** Adopt and communicate clear, consistent grading	**Funding Sources:** General Fund, Title 2, Title 4, Title 11A, Title IVA, ARP, ADAP **Fiscal Resources:** Red House Learning **Human Resources:** Instructional Coaches (General Funds) **Other Resources:** Time built into afternoon meetings, early release PD and full-day district PD

		Progress report timeline established and on the calendar	practices aligned with proficiencies (using scales, etc).
		Evidence of grade updates through Infinite Campus	Develop progress report expectations and feedback systems that reflect learning (comments), not behavior or compliance.
		Transferable skill proficiencies and scales will be housed with the district graduation proficiencies.	A common set of transferable skills and scales is used by educators.
		Outcome #4 PD calendar and attendance records Coaching logs Department meeting agendas and attendance	**4. Provide Ongoing Professional Learning through Red House Partnership** Continue collaboration with Red House Learning with structured PD on backward design, brain-based strategies, and instructional alignment. Use faculty

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		Staff self-assessment and reflection surveys (Getting to Know Me)	coaching and department time to support implementation.	
			5. Design Standards-Based Units and Assessments Using Backward Design	
			Support educators in creating units that begin with graduation proficiencies and end with performance-based assessments that reflect real-world application of learning.	
		Outcome #5 Unit plans and performance tasks designed Peer or coach feedback records Student work artifacts aligned to proficiencies		
		Outcome #6 Individual student meetings scheduled and documented on	**6. Develop and Implement School Counseling Outcomes to Support Student Success Plans** School counselors will lead the development and implementation of a comprehensive plan that ensures every student engages meaningfully with a Success Plan (LUHS's personalized learning plan).	

| | | counselor calendars

Student Success Plan sites created and actively developed

Evidence of student work and reflection within Success Plan platforms | These plans will be integrated into school counseling services and advisory structures, helping students connect their learning to personal goals, interests, and postsecondary pathways. The focus will be on increasing student understanding and ownership of learning by linking academics to purpose and future planning. | |
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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.

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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

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? _____

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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
				Results: **Was Goal Met?** **Next Steps:**

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Goal Reference Number	Measures	Baseline Data (Initial Submission)	Mid-Year Progress Check and Next Steps	End-of-Year Results and Next Steps
				Results: **Was Goal Met?** **Next Steps:**

Add additional rows, as needed.

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