

Vermont School Continuous Improvement Plan

LEA Approving the Plan: Lamoille North Supervisory Union

School Name: Lamoille Union Middle School

- ☐ 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: Chris Hennessey

School Continuous Improvement Plan Point of Contact Email: chennessy@insu.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](#)).



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 [Please type here]. Rene Thibaut (rthibault@lnsd.org)

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

X This plan was approved by the LEA Superintendent or designee.

X This plan is developed in coordination with other Federal, State and local services, resources and programs.

X This plan is in effect for the 2025-26 school year.

X This plan will be monitored quarterly 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:

Name	Role
Chris Hennessey Krystal Granzow Diane Lepikko Candy Palmer Heather Bellavance Doreen Cota Pat Spencer	Principal Assistant Principal School Counselor Math Interventionist Literacy Interventionist Planning Room Coordinator Classroom Teacher

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

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
LUMS Goal #1	<p>Academic (Literacy):</p> <p>By the end of school year 25-26 75% of students will score in the proficient range of the NWEA MAP literacy assessment.</p>	VTCAP, MAP	<ul style="list-style-type: none"> • All students will receive tier 1 instruction from a highly qualified teacher. • After a comprehensive data review from ongoing progress monitoring, students will be identified as needing further layers of instruction. • Students that are identified as needing further instruction will be assigned appropriate intervention services based on level of need and learning style. • ELA teachers will meet at least monthly to discuss progress, targeted 	<p>Necessary resources needed to support implementation:</p> <ul style="list-style-type: none"> • Identified and scheduled shared time for grade level MTSS/English Department meetings to take place during the contractual day. • Access to intervention services sufficient enough to meet the needs of all learners.

			<p>instruction, and necessary areas of improvement.</p> <ul style="list-style-type: none"> • ELA teachers will meet to establish criteria for weaving students through different layers of instruction. • Employ additional age appropriate assessments as needed and agreed upon by the team. 	<ul style="list-style-type: none"> • Access to high quality and appropriate screening tools. • Enough highly qualified professionals to create adequately sized intervention groups depending on student need and learning style. • Fiscal resources include local budget, state resources, and federal grants.
LUMS Goal #2	<p>Academic (Math):</p> <p>By the end of school year 25-26 75% of students will score in the proficient range of the NWEA MAP math assessment.</p>	VTCAP, MAP	<ul style="list-style-type: none"> • All students will receive tier 1 instruction from a highly qualified teacher. • All students will receive ongoing progress monitoring in math through NWEA MAP assessments • After a comprehensive data review from progress monitoring, students will be identified as needing further layers of instruction. • Students that are identified as needing further instruction will be assigned appropriate intervention services based on level of need and learning style. 	<p>Necessary resources needed to support implementation:</p> <ul style="list-style-type: none"> • Identified and scheduled shared time for grade level MTSS/Math Department meetings to take place during the contractual day. • Access to intervention services sufficient enough to meet the needs of all learners. • Access to high quality and appropriate screening tools. • Enough highly qualified professionals to create

			<ul style="list-style-type: none"> • Math teachers will meet at least monthly to discuss progress, targeted instruction, and necessary areas of improvement. • Math teachers will meet to establish criteria for weaving students through different layers of instruction. • We will employ additional age appropriate assessments as needed and agreed upon by the team. • Following the assessment window for MAP Math, math teachers will utilize meeting time to complete a data analysis to guide further instruction, intervention needs and other identified curricular gaps. 	<p>adequately sized intervention groups depending on student need and learning style.</p> <ul style="list-style-type: none"> • Fiscal resources include local budget, state resources, and federal grants.
LUMS Goal #3	<p>Safe and Healthy Schools:</p> <p>By the end of the 25-26 school year, there will be a 10% increase (from 24-25) in the number of student respondents who respond “agreed” or “strongly agreed” to the following statements in LNSU EDT’s annual data survey:</p> <p>I have at least one adult at school I can go to when I</p>	<p>LNSU Equity Design Team’s Annual Data Survey; annual discipline data; Teacher Advisory attendance and feedback.</p>	<ul style="list-style-type: none"> • The EDT’s Annual Data Survey will be administered to all students 2x/yearly. • The LUMS Intervention Team (consisting of teachers, admin, school counselors, school resource officers, substance counselor, and planning room coordinator) will complete a data review of the survey after each assessment window and identify students in need of additional layers of instruction and support. 	<p>Necessary resources needed to support implementation:</p> <ul style="list-style-type: none"> • Newly established LUMS Teacher Advisory program for 25-26, ensuring students are connected to at least one caring adult in groups no larger than 6 each day. • Human resources in the form of time to spend collaborating and

	<p>need support.</p> <p>Adults respond quickly to discipline issues.</p>		<ul style="list-style-type: none"> • The LUMS Intervention Team will inform those who work with individual students what their independent level of needs are specific to behavior and specific resources to address them. • Students will receive universal, tier two and tier three instruction based on their level of need and the outcome of the data analysis. All instruction will be tailored to the identified student need. • Staff will work towards identifying behavior definitions and calibrating the three levels (red/yellow v. blue). • Administration will work towards establishing professional development that is meant for, and applicable to all students. • All staff will continue their work towards implementing trauma informed and restorative practices both in the classroom and throughout the entire building. 	<p>calibrating at LUMS Intervention and Team meetings.</p> <ul style="list-style-type: none"> • A main schedule that allocates time for grade level MTSS groups to convene and dig into data. • Robust and available community partners in the field of mental health to partner with the school to address ongoing student behavioral needs (e.g., the Lamoille Restorative Center and Lamoille County Mental Health) • Two school counselors with the capacity to meet with students needing further layers of instruction. • A main schedule that supports weekly MTSS/Intervention Team meetings with shared stakeholders such as the grade alike team, school counselor, admin and special educators.
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Section 4: Progress Monitoring

Goal Reference Number	Measures	Baseline Data (Initial Submission)	Mid-Year Progress Check and Next Steps	End-of-Year Results and Next Steps
<p>LUMS Goal #1</p> <p>Academic (Literacy):</p> <p>By the end of school year 25-26 75% of students will score in the proficient range of the NWEA MAP literacy assessment.</p>	<p>2024 VTCAP</p> <p>2025 NWEA MAP Literacy Assessment (May 2025)</p>	<p>VTCAP: (% proficient)</p> <p>7th: 48%</p> <p>8th: 42%</p> <p>NWEA MAP Literacy:</p> <p><u>7th Grade: (Reading)</u></p> <p>At/Above: 56%</p> <p><u>8th Grade: (Reading)</u></p> <p>At/Above: 47%</p>		<p>Results:</p> <p>Was Goal Met?</p> <p>Next Steps:</p>

<p>LUMS Goal #2</p> <p>Academic (Math):</p> <p>By the end of school year 25-26 75% of students will score in the proficient range of the NWEA MAP math assessment.</p>	<p>2024 VTCAP</p> <p>2025 NWEA MAP Math Assessment (May 2025)</p>	<p>VTCAP: (% proficient)</p> <p>7th: 37%</p> <p>8th: 12%</p> <p>NWEA MAP Math:</p> <p><u>7th Grade: (Math)</u></p> <p>At/Above: 42%</p> <p><u>8th Grade: (Math)</u></p> <p>At/Above: 55%</p>		<p>Results:</p> <p>Was Goal Met?</p> <p>Next Steps:</p>
<p>LUMS Goal #3</p> <p>Safe and Healthy Schools:</p> <p>By the end of the 25-26 school year, there will be a 10% increase (from 24-25) in the number of student respondents who respond “agreed” or “strongly agreed” to the following statements in LNSU EDT’s annual data survey:</p> <p>I have at least one adult at school I can go to when I need support.</p> <p>Adults respond quickly to discipline issues.</p>	<p>LNSU Equity Design Team’s Annual Data Survey; annual discipline data; Teacher Advisory attendance and feedback.</p>	<p>Spring 2025 % responding to “agree” or “strongly agree”:</p> <p>I have at least one adult at school I can go to when I need support.</p> <p>82% (76% in 2024)</p> <p>Adults respond quickly to discipline issues.</p> <p>43% (46% in 2024)</p>		<p>Results:</p> <p>Was Goal Met?</p> <p>Next Steps:</p>

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