

Washington Central Unified Union School District

Continuous Improvement Plan

April 9, 2025

Approved by School Board May 21, 2025

LEA Approving the Plan: Washington Central Unified Union School District

School Name: Not applicable

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: Steven Dellinger-Pate, Superintendent

School Continuous Improvement Plan Point of Contact Email: sdpate@u32.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 Steven Dellinger-Pate at sdpate@u32.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 Title IA requirements, Vermont AOE requirements, and the goals of the district’s strategic plan.
- This plan is in effect for the 2025-2026 school year.
- This plan will be monitored quarterly by the school and will be updated by the school at least three times per year after the fall, winter, and spring assessment windows 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

Collaborative Stakeholders Represented:

Name	Role	Name	Role
Michael Sherwin	PBIS Behavior Coach, East Montpelier Elementary	Shelley Vermilya	Scholar-in-residence

Flor Diaz Smith	School board member	Ellen Cooke	School Counselor, U-32 Middle and High School
Amy Molina	Assistant Principal, U-32 Middle and High School	Erica Zimmerman	Washington Central Friends of Education
Zach Sullivan	School board member	Daniel Keeney	School board member

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

Goal #	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
1	<p>Academic Achievement: Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum and varied educational opportunities.</p> <p>By June 2026 we will reduce the difference in performance between students who are economically disadvantaged and students who are not economically disadvantaged, and 60% of 8th graders will perform at or above proficient in algebra concepts.</p>	i-Ready Math diagnostic	<p>Ensure the i-Ready Classroom mathematics program is implemented with fidelity in Grades K-8 (<i>What Works Clearinghouse, EL 4</i>).</p> <p>Ensure that students who score two or more grade levels below expectations after each assessment window receive supplemental, targeted intervention with systematic progress monitoring (<i>National Center on Intensive Intervention, EL 1</i>).</p> <p>Ensure that classroom teachers, interventionists, and/or special</p>	<p>Local budget</p> <p>Consolidated Federal Programs</p> <p>Time</p>

			educators are able to meet at least twice monthly to discuss student progress and coordinate support in our multi-layered system of supports (<i>What Works Clearinghouse, EL 4</i>).	
2	<p>Safe and Healthy Schools: Build and nurture a culture of well-being and inclusivity.</p> <p>By June 2026 create and implement a sustainable plan for school nurse services across all schools.</p>	Time studies	Ensure that all schools have adequate access to and support from school nurses including times when school nurses are not physically present in a school building (<i>VT Education Quality Standards</i>).	Local budget Time
3	<p>Safe and Healthy Schools: Build and nurture a culture of well-being and inclusivity.</p> <p>By June 2026 ensure that teachers are implementing units of study aligned with IRIS framework across all schools.</p>	<p>Curriculum audit tool</p> <p>WCUUSD units of study</p>	<p>Use curriculum audit tool to determine findings and next steps in all schools (<i>Vermont Education Quality Standards</i>).</p> <p>Ensure that global citizenship and science units of study are aligned with IRIS framework K-6 (<i>Vermont Education Quality Standards</i>).</p> <p>Ensure that units of study Grades 7-12 are aligned with IRIS framework (<i>Vermont Education Quality Standards</i>).</p>	Local budget Time Professional learning

			Monitor implementation of units of study across all grade levels	
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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 #	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
4	Academic Achievement: Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum and varied educational opportunities. By June 2026 at least	Acadience Reading K-6	Winter 2025 results indicate the following: Kindergarten: <ul style="list-style-type: none"> • Above Benchmark: 11% • At Benchmark: 25% • Below Benchmark: 33% • Well Below Benchmark: 31% Grade 1:	Ensure that the Foundations program is implemented with fidelity in Grades K-4 (<i>What Works Clearinghouse, EL 1</i>). Ensure that new teachers have or will participate in professional learning about the science of reading. Ensure that students who score Well Below Benchmark after each assessment window receive supplemental, targeted intervention with systematic	Local budget Consolidated Federal Programs Time

	<p>50% of K-3 students receiving intervention services in literacy will achieve above or well above typical progress on each Acadience reading benchmark assessment.</p>		<ul style="list-style-type: none"> • Above Benchmark: 35% • At Benchmark: 14% • Below Benchmark: 12% • Well Below Benchmark: 40% <p>Grade 2:</p> <ul style="list-style-type: none"> • Above Benchmark: 46% • At Benchmark: 25% • Below Benchmark: 5% • Well Below Benchmark: 25% <p>Grade 3:</p> <ul style="list-style-type: none"> • Above Benchmark: 41% • At Benchmark: 32% • Below Benchmark: 9% • Well Below Benchmark: 18% <p>Across our 5 elementary schools we sent 80 letters home to families of students who performed</p>	<p>progress monitoring (<i>What Works Clearinghouse, EL 1</i>).</p> <p>Ensure that classroom teachers, interventionists, and/or special educators are able to meet at least twice monthly to discuss student progress and coordinate supports in our multi-layered system of supports (<i>What Works Clearinghouse, EL 4</i>).</p>	
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			well below benchmark on the Winter Benchmark Assessment.		
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Section 3: Schools Identified for Comprehensive or Targeted Support Not applicable

Section 4: Progress Monitoring

Goal #	Measures	Baseline Data (Initial Submission)	Mid-Year Progress Check and Next Steps	End-of-Year Results and Next Steps
1	i-Ready math diagnostic	i-Ready Math Diagnostic Spring 2024 Results Algebra Readiness Indicator: <ul style="list-style-type: none"> • 24% of students were proficient overall • 11% of economically disadvantaged students were proficient or above • 27% of non-economically disadvantaged students were proficient or above 	11-10-25: <ul style="list-style-type: none"> • In Fall 2025 68% of students met the fall expectation for Algebra Readiness in Grade 8. • 59% of economically disadvantaged students met the expectation in the fall. • 76% of non-economically disadvantaged students met the expectations in the fall. 	Results: Was Goal Met? Next Steps:

2	Time studies	<p>The FY25 budget includes full-time school nursing services in all 6 schools.</p> <p>The FY26 budget includes a reduction in FTEs, resulting in part-time nursing services in 3 schools.</p>	<p>1-15-26:</p> <ul style="list-style-type: none"> • Common School health forms developed by nurses • Nurse designee training protocols and materials are being developed • Reviewed reporting software for possible change to Infinite Campus • Worked with Community Schools Coordinator to develop school-based health care - in progress 	
3	Curriculum audit tool WCUUSD units of study	Baseline will be established in Spring and Summer 2025.	<p>1-15-26:</p> <ul style="list-style-type: none"> • Created and implemented professional learning module about new Education Quality Standards across all schools first semester. • Three members of 9th/10th grade team attending professional learning series about 	

			<p>integrated units of study and EQS.</p> <ul style="list-style-type: none"> • WCUUSD unit design template was revised to ensure alignment to IRIS Framework. • Elementary global citizenship and science units are partially complete. 	
4	Acadience Reading K-6	<p>Winter 2025 results indicate the following:</p> <p>Kindergarten:</p> <ul style="list-style-type: none"> • Above Benchmark: 11% • At Benchmark: 25% • Below Benchmark: 33% • Well Below Benchmark: 31% <p>Grade 1:</p> <ul style="list-style-type: none"> • Above Benchmark: 35% • At Benchmark: 14% • Below Benchmark: 12% • Well Below Benchmark: 40% <p>Grade 2:</p>	<p>Fall 2025 benchmark results indicate the following:</p> <p>Kindergarten:</p> <ul style="list-style-type: none"> • Above Benchmark: 47% • At Benchmark: 18% • Below Benchmark: 19% • Well Below Benchmark: 16% <p>Grade 1:</p> <ul style="list-style-type: none"> • Above Benchmark: 16% • At Benchmark: 15% • Below Benchmark: 23% • Well Below Benchmark: 47% <p>Grade 2:</p>	

		<ul style="list-style-type: none"> ● Above Benchmark: 46% ● At Benchmark: 25% ● Below Benchmark: 5% ● Well Below Benchmark: 25% <p>Grade 3:</p> <ul style="list-style-type: none"> ● Above Benchmark: 41% ● At Benchmark: 32% ● Below Benchmark: 9% ● Well Below Benchmark: 18% <p>Across our 5 elementary schools we sent 80 letters home to families of students who performed well below benchmark on the Winter Benchmark Assessment.</p>	<ul style="list-style-type: none"> ● Above Benchmark: 36% ● At Benchmark: 24% ● Below Benchmark: 15% ● Well Below Benchmark: 24% <p>Grade 3:</p> <ul style="list-style-type: none"> ● Above Benchmark: 47% ● At Benchmark: 21% ● Below Benchmark: 10% ● Well Below Benchmark: 22% <p>Across our 5 elementary schools we sent 77 letters home to families of students who performed well below benchmark on the Fall Benchmark Assessment. It is important to remember that the fall and winter benchmarks measure different skills in the early grades.</p> <p>Purchased Educlimber data visualization software. Interventionists are using it for progress monitoring for all students receiving Layer 3 and 4 supports. Plan to use it for</p>	
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			<p>Layers 5 and 6 as more teachers are trained.</p> <p>Created Act 139 required professional learning in alignment with VT AOE literacy toolkit. To be completed during Semester 2.</p>	
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