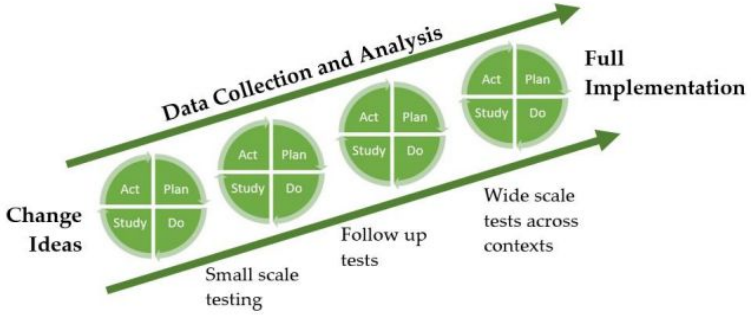
Continuous Improvement Planning: End-of-Year Review



Education Quality Committee
June 17, 2026

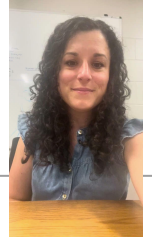


Berlin Elementary School

2025-2026 Goals:

1. By June 2026 we will reduce the difference in performance between students who are economically disadvantaged and students who are not economically disadvantaged, and 70% of economically disadvantaged students will perform at or above proficient. At least 80% of economically disadvantaged students will meet their annual typical growth goals.
2. By June 2026 we will increase the % of students who score as “typical” or “strength” from 85% to 92% in the social emotional composite score, with an emphasis on improvement in the area of self-management.
3. By June 2026 at least 50% of K-3 students receiving intervention services in literacy will achieve above or well above typical progress on each Acadience reading benchmark assessment.

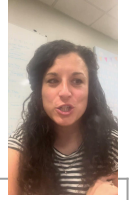
BES Goal #1 End of Year Results and Next Steps



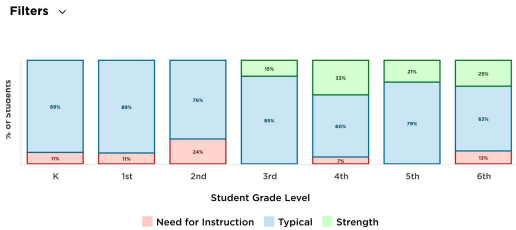
By June 2026 we will reduce the difference in performance between students who are economically disadvantaged and students who are not economically disadvantaged, and 70% of economically disadvantaged students will perform at or above proficient. At least 80% of economically disadvantaged students will meet their annual typical growth goals.

Results	Was Goal Met?	Next Steps
I am reporting on students who place mid or above grade level on the Spring Diagnostic. K- 56% (14%/82%) 1- 32% (14%/45%) 2- 32% (0%/53%) 3- 23% (0%/38%) 4- 27% (8%/41% 5- 32% (0%/50%) 6- 8% (0%/17%) Below are the percentages of economically disadvantaged students at each grade level who made their annual typical growth goals: K- 29% 1- 63% 2- 10% 3- 0% 4- 25% 5- 67% 6- 58%	This goal was not met. Admittedly, this was a lofty goal and staff expressed that last year. We are greatly impressed with the improvement of the scores at some of the grade levels. Most notably, this year's cohort of Grade 1 students increased the percentage of economically disadvantaged students who met their typical growth goals from 0% in the year 24-25 to 63% in the 25-26 school year. We also increased the median percent progress toward typical growth from 92% in 2024-2025 to to 100% in 2025-2026 schoolwide.	1. Our Intervention and Special education teams are going to review this data to cross walk students who are on IEP's and students who are economically disadvantaged. 2. We can keep the goal as written. 3. Staff continue to identify and remove barriers of access so that students have the supports they need to access learning.

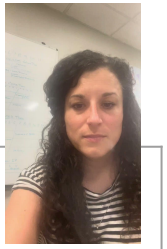
BES Goal #2 End of Year Results and Next Steps



By June 2026 we will increase the % of students who score as “typical” or “strength” from 85% to 92% in the social emotional composite score, with an emphasis on improvement in the area of self-management.

Results	Was Goal Met?	Next Steps
We had 87% of students scoring in the “strength” or “typical” range within the composite score range.  We saw successes within individual classes in the area of self-management.	Our goal was not met, however there was overall improvement of 2%.	1. The goal should read, % of students who score as “typical” or “strength” from 87% to 92%. 2. In looking at this goal I think an area for growth is to continue our work and calibration around scoring.There was a notable lack of “strengths” in the K-2 age range. 3. Increase our supports for students who are in the “need improvement” range.

BES Goal #3 End of Year Results and Next Steps



By June 2026 at least 50% of K-3 students receiving intervention services in literacy will achieve above or well above typical progress on each Acadience reading benchmark assessment.

Results	Was Goal Met?	Next Steps
We had 24 students who received intervention services during the 25-26 School year. Of those total 24—41% achieved above or well above typical progress on the benchmark assessment. K- 0% 1- 44% Grades 2-3 54%	While we didn't meet the goal in total we came very close to meeting the goal. Setting this goal around growth and progress is an effective measure for our students.	1. We will set a continuation of this goal for the following year. Setting the benchmark as a progress goal felt like the right move to track intervention progress.

Calais Elementary School



2025-2026 Goals:

1. By June 2026 we will reduce the difference in performance between students who are economically disadvantaged and students who are not economically disadvantaged, and 70% of economically disadvantaged students will perform at or above proficient. At least 80% of economically disadvantaged students will meet their annual typical growth goals.
2. By June 2026 we will maintain or increase the % of students who score as “typical” or “strength” in the social emotional composite score.
3. By June 2026 all K-3 students on IEPs will achieve above or well above typical progress on each Acadience reading benchmark assessment.

CES Goal #1 End of Year Results and Next Steps

By June 2026 we will reduce the difference in performance between students who are economically disadvantaged and students who are not economically disadvantaged, and 70% of economically disadvantaged students will perform at or above proficient. At least 80% of economically disadvantaged students will meet their annual typical growth goals.

Results	Was Goal Met?	Next Steps
i-Ready Math Diagnostic Spring 2026 Results: ● 50% proficient or above ● 52% median progress toward typical growth The Spring iReady Data shows that students identified as economically disadvantaged grew from a Fall score 21% Met/Above Proficiency to Spring 48% Met/Above. The same students have also shown 60% improved placement (both typical and stretch growth). Non-Economically Disadvantaged students achieved 110% of their typical growth and 82% achieved “On” or “Above” grade level.	No. While we did increase the performance of economically disadvantaged students, we did not meet the 70% or 80% goal. We did see the percentage of economically disadvantaged students in the 1 grade or more below category drop from 79% to 52% and the percentage of economically disadvantaged students achieving at or above grade level grow from 21% to 48%.	Data/Intervention Teams are going to use this data to inform our intervention strategies for next year, including identifying students who have extra need for Layer 3/4 intervention. 1) Goal will remain the same for next year 2) Data/Intervention Teams will use data to build intervention groups for next year 3) Focus next year on specific student needs within the economically disadvantaged subgroup

CES Goal #2 End of Year Results and Next Steps

By June 2026 we will maintain or increase the % of students who score as “typical” or “strength” in the social emotional composite score.		
Results	**Was Goal Met?**	**Next Steps**
At the beginning of the school year 74% of students were identified as “Typical” or “Strength” in the DESSA ratings. By the end of the year the numbers increased ever so slightly to 75%, however that was just the Winter Data, as we had not yet fully completed the Spring DESSA administration at the time of this report.	Yes, the goal was met as the percentage maintained, with a very slight increase.	1. Putting procedures into place for the administration of the DESSA and doing so with fidelity. 2. Including the DESSA data into the Data/Intervention Team discussions. 3. Working to ensure that DESSA lessons go beyond the work of the School Counselor and into the classroom.

CES Goal #3 End of Year Results and Next Steps

By June 2026 all K-3 students on IEPs will achieve above or well above typical progress on each Acadience reading benchmark assessment.

Results	Was Goal Met?	Next Steps
Spring 2026 results K-3 indicate the following: ● Above Benchmark: 41% ● At Benchmark: 34% ● Below Benchmark: 18% ● Well Below Benchmark: 27% Calais sent home 10 letters home to families of students who performed well below benchmark on the Winter Benchmark Assessment.	No. While progress was made, we did not reach the goal in the CIP.	1. Better understanding of the needs between students with IEPs, intervention needs through MLSS, and all students. 2. Continue to improve our UDL practices and our MLSS Layers 1 and 2. 3. Building a stronger MLSS intervention process to ensure that all students receive the support they need.

Doty Memorial School

Video

2025-2026 Goals:

1. By June 2026 we will eliminate the difference in performance between students who are economically disadvantaged and students who are not economically disadvantaged, and all students will meet their annual typical growth goals.
2. By June 2026 we will maintain or increase the % of students who score as “typical” or “strength” from 80% to 90% in the social emotional composite score, with an emphasis on improvement in the area of responsible decision making.
3. By June 2026 all K-3 students on IEPs will achieve above or well above typical progress on each Acadience reading benchmark assessment.

DMS Goal #1 End of Year Results and Next Steps

By June 2026 we will eliminate the difference in performance between students who are economically disadvantaged and students who are not economically disadvantaged, and all students will meet their annual typical growth goals.

Results	Was Goal Met?	Next Steps
Spring 2026 iReady diagnostic results show that 49% of students overall met or exceeded typical growth and that an additional 20% of students were within 20% progress for typical growth. 59% of economically disadvantaged students met typical growth. Spring results also show that 66% of students who are not economically disadvantaged scored at or above grade level while 56% of students who are economically disadvantaged scored at or above grade level.	The goal was partially met. Economically disadvantaged students' growth scores exceeded their peers while their final scores are below. This indicates that the gap is closing	1) The goal will remain the same for next year. 2) A "Quick Start" for intervention list has already been made based on these results 3) Continue current systems of supports as they are closing the gap

DMS Goal #2 End of Year Results and Next Steps

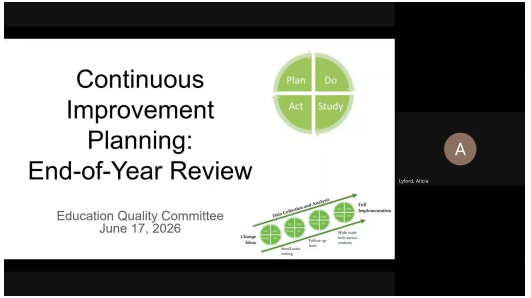
By June 2026 we will maintain or increase the % of students who score as “typical” or “strength” from 80% to 90% in the social emotional composite score, with an emphasis on improvement in the area of responsible decision making.

Results	Was Goal Met?	Next Steps
Our spring DESSA results showed that 75% of students scored in the typical or strength range overall. In the area of responsible decision making, 67% of students scored in the typical or strength range.	The goal was not met.	1) Continue the goal. 2) Work with staff to calibrate scoring to improve inter-rater reliability.

DMS Goal #3 End of Year Results and Next Steps

By June 2026 all K-3 students on IEPs will achieve above or well above typical progress on each Acadience reading benchmark assessment.		
Results	**Was Goal Met?**	**Next Steps**
The spring Acadience assessment results show that Doty K-3 students on IEPs scored achieved above or well above progress 90% of the time.	The goal was not quite met.	Given the overall positive results, we will continue with our current system of twice monthly team meetings to progress monitor and we will focus on first sound fluency.

East Montpelier Elementary School



2025-2026 Goals:

1. By June 2026 we will reduce the difference in performance between students who are economically disadvantaged and students who are not economically disadvantaged, and 70% of economically disadvantaged students will perform at or above proficient. At least 80% of economically disadvantaged students will meet their annual typical growth goals.
2. By June 2026 we will increase the % of students who score as “typical” or “strength” from 91% to 95% in the social emotional composite score.
3. By June 2026 at least 50% of K-3 students receiving intervention services in literacy will achieve above or well above typical progress on each Acadience reading benchmark assessment.

EMES Goal #1 Math (part 1) End of Year Results

By June 2026 we will reduce the difference in performance between students who are economically disadvantaged and students who are not economically disadvantaged, and 70% of economically disadvantaged students will perform at or above proficient.

	Fall Eco Dis	Spring Eco Dis	Fall Not Dis	Spring Not Dis
At or above grade level	1%	14%	21%	59%
Early on grade level	3%	26%	16%	24%
One grade level below	73%	47%	55%	16%
More than one grade level below	23%	13%	7%	2%

EMES Goal #1 (part 1) Next Steps

By June 2026 we will reduce the difference in performance between students who are economically disadvantaged and students who are not economically disadvantaged, and 70% of economically disadvantaged students will perform at or above proficient.

Goal Met?	Next Steps
While we didn't meet our proficiency goal, the percentage of economically disadvantaged students in the green went from **4% to 40%.** The percentage of students in the yellow and red decreased from **96% to 60%.** This is something to celebrate	1. Keep the math goal as it is for next year. 2. Triangulate this data with Acadience math Computation and Concepts, and PNOA in K-3. 3. Look more deeply at specific students in this Category to determine what additional supports ar Interventions we might consider



EMES Goal #1 Math (part 2) End of Year Results

By June 2026 we will reduce the difference in performance between students who are economically disadvantaged and students who are not economically disadvantaged. At least 80% of economically disadvantaged students will meet their annual typical growth goals.

Results for Proficiency	Results for Growth

i-Ready Math Overall Spring Growth Results:

- **112% median progress** toward typical growth for all students
- **100% median progress** toward typical growth for students **economically disadvantaged**
- **114% median progress** toward typical growth for students not economically disadvantaged

	Eco Disad	Not Disad
K	163%	125%
1	93%	117%
2	135%	136%
3	100%	106%
4	87%	92%
5	87%	94%
6	71%	136%

EMES Goal #1(part 2) Next Steps

By June 2026 we will reduce the difference in performance between students who are economically disadvantages and students who are not economically disadvantaged. At least 80% of economically disadvantaged students will meet their annual typical growth goals.	
Goal Met?	**Next Steps**
Looking at our growth goal, our average median growth for economically disadvantaged students was **100%.** The average median growth for non disadvantaged students was **115%.** When using Median as the measure, we met this goal.	1. Rewrite a part of this goal to read: “the average median growth for economically disadvantaged students will meet or exceed 100%”



EMES Goal #2 SEL End of Year Results and Next Steps

By June 2026 we will increase the % of students who score as “typical” or “strength” from 91% to 95% in the social emotional composite score.

Results	Was Goal Met?	Next Steps
Fall Results: ● 10% (18) students “strength” ● 81% (140) students “typical” ● 9% (15) students “need for instruction” **Spring Results:** ● 17% (30) students “strength” ● 73% (127) students “typical” ● 10% (17) students “need for instruction”	No. Looking at the 17 students identified, I believe this was a bit of an overly ambitious goal. Four students came off the “need for instruction list” from the fall. Eight students were added to the list from the fall (two of these being new to EMES).	1. Change this goal to read, “Of those students identified in “need for instruction” 80% of them will make at least 15% growth in one or more SEL areas 2. Increase our systems and supports in the areas of FS and SEL interventions 3. Track and Monitor Progress 

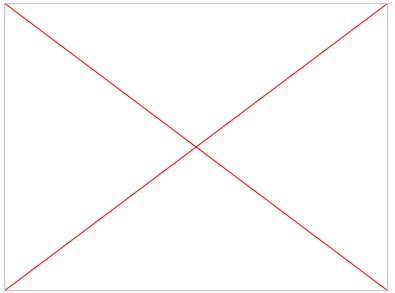
EMES Goal #3 Reading End of Year Results and Next Steps

By June 2026 at least 50% of K-3 students receiving intervention services in literacy will achieve above or well above typical progress on each Acadience reading benchmark assessment.

Results	Was Goal Met?	Next Steps
A total of 30 students received literacy interventions in K-3 this year. K: 0% at or above typical progress Grade 1: 0% at or above typical progress Grade 2: 70% at or above typical progress Grade 3: 57% at or above typical progress	Not for K-1 students. Looking back to last year, this was the case in K-1 as well. Yes for Grades 2-3 students. Curious if this is an EMES trend, or a district trend.	1. It appears that Acadience doesn't match what we are instructing at the K-1 level. We will triangulate this data with the SCOGI, Fundations, and other curriculum based measures. 2. We will keep this goal for Grades 2-3



Rumney Memorial School



2025-2026 Goals:

1. By June 2026 we will reduce the difference in performance between students who are economically disadvantaged and students who are not economically disadvantaged, and 70% of economically disadvantaged students will perform at or above proficient. At least 80% of economically disadvantaged students will meet their annual typical growth goals.
2. By June 2026 we will increase the % of students who score as “typical” or “strength” from 85% to 92% in the social emotional composite score, with an emphasis on improvement in the areas of responsible decision making and optimistic thinking.
3. By June 2026 at least 50% of K-3 students receiving intervention services in literacy will achieve above or well above typical progress on each Acadience reading benchmark assessment.

RMS Goal #1 End of Year Results and Next Steps

By June 2026 we will reduce the difference in performance between students who are economically disadvantages and students who are not economically disadvantaged, and 70% of economically disadvantaged students will perform at or above proficient. At least 80% of economically disadvantaged students will meet their annual typical growth goals.

Results	Was Goal Met?	Next Steps
i-Ready Math Diagnostic Spring 2026 Results: ● 84% proficient or above ● 63% median progress toward typical growth The Spring 2026 i-Ready math diagnostic results show i-Ready math diagnostic results show that 68% of students who are economically disadvantaged are currently meeting expectations for proficiency. 90% of students who are not economically disadvantaged are meeting current expectations for proficiency. The median % progress for students who are economically disadvantaged is 65% and the median % progress for students who are not economically disadvantaged is 89%.	No. The goal of 70% was missed by 2%. And the difference between economically disadvantaged grew, when the goal was for it to shrink.	1. We will keep the goal the same for next year, given that it was not yet met. 2. We will continue to implement our math curriculum with fidelity. 3. We will continue to identify students that are performing below the benchmark and use the district procedures to move them through the MLSS layers of supports.

RMS Goal #2 End of Year Results and Next Steps

By June 2026 we will increase the % of students who score as “typical” or “strength” from 85% to 92% in the social emotional composite score, with an emphasis on improvements in the areas of responsible decision making and optimistic thinking.

Results	Was Goal Met?	Next Steps
Spring 2026 DESSA: 39% of students scored in the strength range, 55% scored in the typical range, and 6% scored in the need for instruction range.	Yes! This goal was met.	1. We will keep the goal at 92%, given there will be a shift in teaching staff and students. 2. We will increase systems and supports in the area of functional skills intervention.

RMS Goal #3 End of Year Results and Next Steps

By June 2026 at least 50% of K-3 students receiving intervention services in literacy will achieve above or well above typical progress on each Acadience reading benchmark assessment.

Results	Was Goal Met?	Next Steps
Spring 2026 results K-3 ● Above Benchmark: 35% ● At Benchmark: 35% ● Below Benchmark: 20% ● Well Below: 10% 50% of K-3 students receiving intervention made at or above typical progress	Yes!	1. We will keep the same goal, as it was met and not exceeded. 2. We will continue to follow the MLSS district procedures to move students through the layers of support when little to no growth is shown by assessment benchmark data.

U-32 Middle and High School

2025-2026 Goals:

1. By June 2026 we will increase the 4-year high school graduation rate by 5%.
2. By June 2026 we will reduce the difference in performance between students who have IEPs and students who do not have IEPs in both math and reading. At least 60% of students on IEPs will meet their annual stretch growth goals in both math and reading.

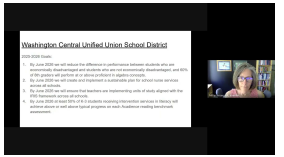
U-32 Goal #1 End of Year Results and Next Steps

By June 2026 we will increase the 4-year high school graduation rate by 5%.		
Results	**Was Goal Met?**	**Next Steps**
We do not currently have a way of adequately tracking the 4 year high school graduation rate.	Unclear	The school should continue to work towards a coherent system of assessing tracking and reporting progress towards graduation that is clear, simple and aligns with the Vermont Portrait of a Graduate, Design Principles, and Statewide Graduation Requirements.

U-32 Goal #2 End of Year Results and Next Steps

By June 2026 we will reduce the difference in performance between students who have IEPs and students who do not have IEPs in both math and reading. At least 60% of students on IEPs will meet their annual stretch growth goals in both math and reading.		
Results	**Was Goal Met?**	**Next Steps**
		The school should be more targeted in its goal setting to understand the root cause of the different in performance and separate math and reading to be able to focus on Tier 1 instruction in each area.

Washington Central Unified Union School District



2025-2026 Goals:

1. 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.
2. By June 2026 we will create and implement a sustainable plan for school nurse services across all schools.
3. By June 2026 we will ensure that teachers are implementing units of study aligned with the IRIS framework across all schools.
4. By June 2026 at least 50% of K-3 students receiving intervention services in literacy will achieve above or well above typical progress on each Acadience reading benchmark assessment.

WCUUSD Goal #1 End of Year Results and Next Steps

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.

Results	Was Goal Met?	Next Steps
Overall 37% of K-8 students placed at mid or above grade level on the Spring 2026 i-Ready math diagnostic. 18% of economically disadvantaged students placed at mid or above grade level and 46% of non-economically disadvantaged students placed at mid or above grade level. Our performance on the 8th grade algebra readiness equity indicator declined significantly this year. Only 9% of 8th graders scored at mid or above grade level on this indicator on the Spring 2026 i-Ready math diagnostic. 9% of economically disadvantaged students achieved this placement and 10% of non-economically disadvantaged students achieved this placement.	No.	1. Focus on implementing effective instructional practices in Layers 1 and 2, including strengthening instructional routines. 2. Reexamine assessment practices in middle school. 3. Explore middle school schedule implications. 4. Continue this goal for 2026-2027.

WCUUSD Goal #2 End of Year Results and Next Steps

By June 2026 we will create and implement a sustainable plan for school nurse services across all schools.

Results	Was Goal Met?	Next Steps
Through our Community Schools work we have partnered with Central VT Medical Center to start the process of having some school based health clinics. Nurses have regular meetings with CVMC practitioners. Nurses and nurse delegates are established in each of our schools. Full time nursing is provided at U-32 and the elementary schools with a high need.	This goal was partially met.	1. Continue to build our partnership with CVMC. 2. Formalize the nurse delegate training across the district. 3. Continue this goal for 2026-2027.

WCUUSD Goal #3 End of Year Results and Next Steps

By June 2026 we will ensure that teachers are implementing units of study aligned with the IRIS Framework across all schools.

Results	Was Goal Met?	Next Steps
We implemented a professional learning module about the new Education Quality Standards for across all schools. We revised the WCUUSD unit design template to ensure alignment with the IRIS Framework. Elementary global citizenship and science units are partially complete. Three members of the 9th/10th grade team attended professional learning series about integrated units of study and the new EQS.	This goal was partially met.	1. Twelve educators will participate in Curriculum Camp this summer to continue this work. 2. Professional learning modules in 2026-27 will continue to focus on the implementation of EQS through science of reading, science of writing, mathematics, executive functioning, and universal design for learning. 3. Continue this goal for 2026-2027.

WCUUSD Goal #4 End of Year Results and Next Steps

By June 2026 at least 50% of K-3 students receiving intervention services in literacy will achieve above or well above typical progress on each Acadience reading benchmark assessment.

Results	Was Goal Met?	Next Steps
Across the district 78 K-3 students were receiving literacy intervention services at the time of the winter benchmark. 28% of those students achieved above or well above typical progress on the winter benchmark. Across the district 81 K-3 students were receiving literacy intervention services at the time of the spring benchmark. 36% of those students achieved above or well above typical progress on the spring benchmark.	No.	1. Continue to leverage Educlimber for progress monitoring of interventions and specialized services. 2. Continue to provide professional learning focused on the science of reading. 3. Examine K-1 curriculum, instruction, and assessment practices for alignment. 4. Better understand how to make sense of K and Grade 1 growth results as benchmark assessments change. 5. Continue this goal for 2026-2027.

Next Steps

1. Share end-of-year results and next steps with Education Quality Committee and full school board, including answering questions and seeking feedback
2. Seek school board approval
3. Update CIPs accordingly for 2026-2027
4. Post updated CIPs on websites and submit them to VT Agency of Education