

Vermont School Continuous Improvement Plan

LEA Approving the Plan: Rutland City Public Schools

School Name: Rutland City Public Schools

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: Bianca McKeen

School Continuous Improvement Plan Point of Contact Email: bianca.mckeen@rcpsvt.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 Bianca McKeen.
- ☒ 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 2026-2027 school year
- ☒ This plan will be monitored **Quarterly or as needed** by the district and will be updated by the district quarterly, as needed 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: Pam Reed- Superintendent, Kerry Coarse- Director of Support Services, Patricia Aigner- Director of Technology, Greg Schillinger- RHS Principal, Meaghan Marsh- RMS Principal, Christy Coloutti- RIS Principal, Justine Ruhlin- Northeast Principal, Corey Smith- Northwest Principal, Scott Corbett- Director of Allen St Campus, Tiffini Marano- RHS Associate Principal, Megean Martin- Coordinator of Support Services, Jane Richards -RIS Assistant Principal, Jenna Whitehorne - RIS Assistant Principal, Sean Murphy- RMS Assistant Principal, Jen Wigmore- RHS Associate Principal, Ted Plemenos- Chief Financial Officer, Jessica Henderson- Coordinator of Support Services, Marie Gilmond- Executive Director Tapestry & EPIC Afterschool & Summer Programs

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

Goal Number	LEA/ 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
Academic Achievement	RCPS will support all students in accessing research-backed, standards-based programming. Instructional decisions and practices will be driven by regular assessment.	Increase student achievement scores with the following measures: -VTCAP Assessments -Fastbridge Benchmark Screening -Diagnostic Assessments -Common Local Assessments	Regularly analyze student achievement data and adapt and adjust instructional practices (universal for all students) and interventions (targeted and intensive) based on student outcomes. Build, support, and align grade-level and cross-disciplinary team competency and structures for reviewing student data, updating and refining assessments, making instructional changes, and providing robust interventions.	K-12 MTSS Coach Instructional coaches K-12 Instructional teacher leaders Academic Interventionists Stipends for additional work beyond contract hours for teams of teachers. Targeted PD in Instructional Practices, Best practices for Math and Literacy, Multi-Tiered Systems of Support, Professional Learning Communities, and Data Teams. MTSS team Data Coach Diagnostic Assessments

Safe and Healthy Schools	As RCPS students gain confidence in making healthy lifestyle choices, they enhance their physical, social, and emotional well-being.	Aligned district-wide consistency for monitoring and responding to the social, emotional, and physical needs of students. Consistency throughout the district with procedures for BTA using unbiased personnel. Improved student attendance rates	Identified resources and systems in each building supporting SEL, clarifying roles, personnel, and programs in each building. District-wide counselor meetings 2-4x per year. Explore an increase in lifetime sport opportunities to create equitable access PK-8. Identified a district-wide inconsistency with SEL curriculum and delivery. Reviewed & revised the RCPS Behavioral Threat Assessment. The training focused on the Behavioral Threat Assessment delivered to Admin and new counselors. Review current practices, analyze student data and implement strategies to improve student engagement	SEL Curriculum Materials Professional Development District team for FBA/BIP revision BTA district-wide review team Expectations for teachers and counselors, co-teaching District-wide assessment/survey to gauge social-emotional health and well-being Support activities that promote lifetime sports opportunities. Activities and practices that promote student engagement and address student attendance rates
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Support an equitable K-12 experience for all students	Develop and retain highly effective staff.	Improved staff retention rates, professional growth metrics, and student achievement data.	Targeted PD, mentorship programs, PLCs for professional collaboration, practices that promote work-life balance, and a culture that embraces teamwork	Investment in professional development, stipends for mentorship, additional training programs, planned wellness activities, and district-wide data collection.
	Infrastructure is focused on functionality, reliability, and innovation.	Regular assessments of infrastructure needs, improved reliability of school facilities and technology.	Scheduled reviews of infrastructure functionality and updates based feedback and educational survey results.	Budget for infrastructure maintenance, upgrades, and technology innovation and integration.
	A district-wide continuum of services providing access to appropriate resources for K-12 students.	Increased access to academic interventions, SEL programs, and special education services.	Multi-Tiered Systems of Support (MTSS), intervention programs, SEL curriculum alignment, and exploring early learning opportunities for children	K-12 MTSS Coach, instructional coaches, data coach, interventionists, data teams, and dedicated early learning program coordination.
	Scheduled team meetings between teachers in transition years to review aligned curriculum (2-3, 6-7, 8-9).			

		Improved curriculum continuity, student performance, and smooth transitions between grade levels.	Team meetings, collaborative curriculum review, after after-school and summer learning opportunities that support student transitions.	Stipends for additional teacher work, training in instructional practices, and structured meeting time.
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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.

Goal Number	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
	Teaching and Learning is structured to provide all students access to high-quality reading instruction and standards-based content that clearly identifies student learning	Student scores on benchmark assessments will increase between the fall and winter tests and again between winter and spring tests.	We will decrease the number of students in the “high risk” category between fall and spring testing according to the Fastbridge assessment.	Intervention supported by benchmark assessment data Common local assessments (such as UFLI)	Interventionists Data Team MTSS Coach Classroom teachers Instructional Coach Data Coach Professional Development on best practices and assessment administration.

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