

Vermont School Continuous Improvement Plan

LEA Approving the Plan: Rutland City Public Schools

School Name: Northwest Primary 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: Corey Smith

School Continuous Improvement Plan Point of Contact Email: corey.smith@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 subpart 1.1 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 Christy Coloutti
- ☒ This plan was/will be approved by the school board.
- ☒ This plan was approved by the LEA Superintendent or designee.
- ☐ N/A 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.
- ☐ N/A 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: *Corey Smith (Principal), Jessica Henderson (Coordinator of Support Services), Pam Reed (Superintendent), Kerry Course (Director of Support Services Equity & Inclusion), Patricia Aigner (Director of Technology), Bianca McKeen (Assistant Superintendent), Sue Cody (teacher), Kayla Russo (teacher), Gail Campopiano (teacher), Alicia Engel (School Psychologist), Kayja Champine (school counselor/parent/community member), Jennifer McNeil (MTSS Coordinator for RCPS), Ellen Colvin (special educator/literacy coach), Survey sent to all families of Rutland Northwest students outlining goals, change ideas/strategies, and asking for feedback.*

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 <u>Evidence-based</u> Strategies/Change ideas, <u>evidence level</u> and research source citation	Fiscal, human, other resources (or investments) needed to support implementation
Goal 1: Academic Achievement	Northwest Primary School will implement evidence-based instructional strategies in the area of mathematics to decrease the number of students who score in the high-risk category by 10% as measured by FastBridge and curriculum-based measures by June 2027.	Increase student achievement scores by 10% with the following measures: -Fastbridge Benchmark Screening -Common Local Assessments	Maximize instructional time through the development of a master schedule with clear instructional expectations defined: Systematic Instruction - develop consistent structure and expectations for math block to include instruction for Tier II intervention. (Tier I) Strengthen Tier I and Tier II instruction/intervention through implementation of research- and evidence-based instructional practices in mathematics: Explicit and systematic intervention instruction - Tier I and II, evidence-based interventions (Tier III) Regularly include timed activities as one way to build students' fluency in mathematics (Tier I)	Fiscal resources to support targeted, ongoing professional development and coaching on best practices for math structure and components of a math block Fiscal resources to support professional development on selected math program Fiscal resources to support professional development/ resources/ coaching on research-based, Tier I and Tier II interventions in math Data teams and data coach support for ongoing analysis Time outside of instruction dedicated to looking at math data Implement selected math program

			Create a comprehensive calendar with common local assessments to include regular times to review and analyze data and adjust instructional practices and interventions based on student outcomes (Establish a clear vision for schoolwide data use - Tier IV)	with fidelity Fiscal resources to support teachers outside of the contracted work day to look at math data
Goal 2: Academic Achievement	Northwest Primary School will implement evidence-based instructional strategies in the area of literacy to decrease the number of students who score in the high-risk category by 10% as measured by FastBridge and curriculum-based measures by June 2027.	Increase student achievement scores by 10% with the following measures: -Fastbridge Benchmark Screening -Common Local Assessments	- maximize instructional time (master schedule) and define literacy block expectations to allow for: • implementation with fidelity of research-based phonics program to include a focus on high-frequency words (Tier I) • daily targeted, small group instruction - strengthen Tier I and II interventions through the use of a research-based phonics program that is implemented with fidelity at all levels (Tier I) - Increase access to a variety of text in the classroom to ensure students read connected text daily (Tier II) Create a comprehensive calendar with common local assessments to include regular times to review and analyze data and adjust instructional practices and interventions based on student outcomes (Establish a clear vision for schoolwide data use - Tier IV)	Fiscal resources to support ongoing professional development for all staff responsible for the implementation of the phonics program, UFLI Foundations Fiscal resources to support Ongoing professional development on Structured Literacy to address all 5 pillars of literacy. Time to select high-frequency word list and align instructional expectations (benchmarks, timing) Fiscal resources to support increased text sets and decodable texts in all classrooms Creation of a master schedule with clear expectations of literacy block that defines the components of literacy block and the time required of each component Access to universal screeners and data platforms to screen and analyze data - Fastbridge, eduClimber, Project

				Read Data teams and data coach support for ongoing analysis Time outside of instruction dedicated to looking at literacy data Fiscal resources to support teachers outside of the contracted work day to look at literacy data
Goal 3: Safe and Healthy Schools	Northwest Primary School will reduce the percentage of students identified as chronically absent by 10% through proactive family engagement, early intervention, and targeted supports by June 2027.	Infinite Campus Attendance Chronic Absenteeism Rates Family attendance at school events	Review attendance data bi-weekly. Utilize an attendance tracking dashboard to monitor trends by grade level and subgroup. Provide families with: • clear communication about attendance expectations and available supports • information on the importance of attendance Continue to build community and connection between families and schools with at least 3 family engagement events spaced throughout the year Recognize improved attendance, not just perfect attendance. • Unannounced school-wide celebration days for attendance	Funding for family engagement programs and attendance incentives Attendance tracking and data systems and professional development on how to maximize use of attendance systems Funding for attendance/Student Engagement Coordinator to support communication and collaboration between school and families School counselors for at-risk students Community partnerships for wraparound supports Fiscal resources for professional development on improving student attendance

			Monthly class attendance challenges for improved attendance Identify root causes of absenteeism (transportation, health, anxiety, housing) Partner with community agencies to provide wraparound supports 3 tiers of intervention. Attendance Works. (n.d.). https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/	
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Section 2 (a): Goals Related to Reading Proficiency (Act 139 implementation)

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
Goal 2: Reading	Northwest Primary School will implement evidence-based instructional strategies in the area of literacy to decrease the number of	Increase student achievement scores with the following measures:	FastBridge Spring 2026: Kindergarten: <i>earlyReading: 31%</i>	- maximize instructional time (master schedule) and define literacy block expectations to allow for:	Fiscal resources to support ongoing professional development for all staff responsible for the implementation of the

	students who score in the high-risk category by 10% as measured by FastBridge and curriculum-based measures by June 2027.	-Fastbridge Benchmark Screening -Common Local Assessments	1st Grade: <i>earlyReading: 45%</i> <i>CBMReading: 32%</i> 2nd Grade: <i>aReading: 58%</i> <i>CBMReading: 58%</i>	• implementation with fidelity of research-based phonics program to include a focus on high frequency words (Tier I) • daily targeted, small group instruction - strengthen Tier I and II interventions through the use of a research-based phonics program that is implemented with fidelity at all levels (Tier I) - Increase access to a variety of text in the classroom to ensure students read connected text daily (Tier II) - Create a comprehensive calendar with common local assessments with regular times to review data and make instructional decisions as a team and school (Establish a clear vision for schoolwide data use - Tier IV)	phonics program, UFLI Foundations • Fiscal resources to support Ongoing professional development on Structured Literacy to address all 5 pillars of literacy. • Time to select high-frequency word list and align instructional expectations (benchmarks, timing) • Fiscal resources to support increased text sets and decodable texts in all classrooms • Creation of a master schedule with clear expectations of literacy block that defines the components of literacy block and the time required of each component • Access to universal screeners and data platforms to screen and analyze data - Fastbridge, eduClimber, Project Read
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					• Data teams and data coach support for ongoing analysis • Time outside of instruction dedicated to looking at literacy data • Fiscal resources to support teachers outside of the contracted work day to look at literacy data
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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: 5 Whys Diagram.

Equitable Resource Allocations:

- For which student populations did you identify inequities? Students who are eligible for free and reduced lunch, students on educational plans to include: IEP, 504, EST.
- What are the root causes of these inequities? Adverse experiences, lack of exposure to early academic skills in both literacy and math, and instructional practices.

Equitable Resource Allocation Goal	Measures of Improvement	Change Ideas
Northwest Primary School will implement evidence-based instructional strategies in the area of literacy to decrease the number of students eligible for free and reduced lunch and students on educational plans (IEP, 504, EST)	Student progress on phonics/reading-based assessments and observational data for targeted skills. FastBridge data	Ongoing professional development on common approaches Consistent expectation for literacy block to include time, structure, and essential elements

who score in the high-risk category by 10% as measured by FastBridge and curriculum-based measures by June 2027.	Common local assessments	Data team meeting to analyze data Grade-level meetings to analyze data
Northwest Primary School will implement evidence-based instructional strategies in the area of mathematics to decrease the number of students eligible for free and reduced lunch and students on educational plans (IEP, 504, EST) who score in the high-risk category by 10% as measured by FastBridge and curriculum-based measures by June 2027.	FastBridge data Common local assessments	Ongoing professional development on research-based, math practices Consistent expectation for math block to include time, structure, and essential elements Data team meeting to analyze data Grade-level meetings to analyze data

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
Goal 1: Academic Achievement - Math	-Fastbridge Benchmark Screening -Common Local Assessments	<i>Schoolwide assessment calendar for monthly data and tasks</i> FastBridge Fall to Winter 2025-2026: Kindergarten: earlyMath <i>modest to aggressive growth: 81%</i> <i>proficient (winter '26): 54%</i> 1st Grade: earlyMath <i>modest to aggressive growth: 70%</i> <i>proficient (winter '26): 56%</i> 2nd Grade: aMath <i>modest to aggressive growth: 65%</i>	<i>Mid-Year Data:</i>	Results: Was Goal Met? Next Steps:

		<i>proficient (winter '26): 48%</i> 2nd Grade: CBMMath <i>proficient (winter '26): 44%</i>		
Goal 2: Academic Achievement - Literacy	-Fastbridge Benchmark Screening -Common Local Assessments	<i>Schoolwide assessment calendar for monthly data and tasks</i> FastBridge Fall to Winter 2025-2026: Kindergarten: earlyReading <i>modest to aggressive growth: 72%</i> <i>proficient (winter '26): 44%</i> 1st Grade: earlyReading <i>modest to aggressive growth: 69%</i> <i>proficient (winter '26): 42%</i> 1st Grade: CBMReading <i>proficient (winter '26): 34%</i> 2nd Grade: aReading <i>modest to aggressive growth: 64%</i> <i>proficient (winter '26): 53%</i> 2nd Grade: CBMReading <i>modest to aggressive growth: 67%</i> <i>proficient (winter '26): 44%</i>	Mid-Year Data:	Results: Was Goal Met? Next Steps:
Goal 3: Safe and Healthy schools	Attendance in Infinite Campus Family surveys	FastBridge Fall to Winter 2025-2026: Chronic Absenteeism (as of end of February '26) <i>Students with at least 10 absences:</i> - Kindergarten: 31% 1st-Grade: 29% 2nd-Grade: 13%	Mid-Year Data:	Results: Was Goal Met?

				Next Steps:
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