

Vermont School Continuous Improvement Plan

LEA Approving the Plan: Rutland City Public Schools

School Name: Northeast 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)

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School Continuous Improvement Plan Point of Contact Email: justine.ruhlin@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 N/A_____

☒ 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: Justine Ruhlin (Principal), Megean Martin (Coordinator of Support Services), Geri Bruso (Kindergarten Teacher), Sherry Kamyk (1st Grade Teacher), Jodie Lunna (2nd Grade Teacher), Laura Aprilliano (2nd Grade Teacher/Parent), Parent Teacher Collaborative Input collected on April 13th, 2026, with the following members: Jeff Bruce (Parent/Community Member), Nicole Adams (Teacher/Parent), Brittany Austin (Counselor/Parent), Bethany Manfredi (Kindergarten Teacher), and Stephanie Cassineri (Kindergarten Teacher).

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
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Academic Achievement (Math) #1	By June 2027, 70% of K–2 students at Northeast Primary will meet or exceed grade-level benchmarks in number sense, place value, and computation as measured by the iReady, including early numeracy, place value, and addition/subtraction measures. Students performing below benchmark will demonstrate <u>accelerated</u> growth in foundational math skills, including improved accuracy and efficiency in computation and fact fluency, as measured through progress monitoring tools and classroom-based assessments.	• iReady benchmark screening (3x per year) • 70% of students meeting benchmark • 10% reduction in students identified as high risk from fall to spring Evidence of <u>accelerated</u> growth: Early numeracy/computation: 2–3 correct digits per week for students below benchmark	• Implement consistent use of diagnostic assessments to inform targeted instruction • Administer common local assessments (iReady unit assessments) to monitor standards mastery • Conduct monthly progress monitoring of identified areas of need (e.g., numeral identification, number sequencing, place value) Provide explicit, systematic, and differentiated small-group instruction focused on: • Number recognition and numeral identification (K–1) • Place value understanding and base-ten concepts • Addition and subtraction, including fact fluency and multi-digit computation Utilize mathematical critical thinking strategies, including: • Concrete–representational–abstract (CRA) progression (manipulatives, visuals, symbolic representation) • Math discourse and student explanation of reasoning • Guided practice, partner work, and problem-solving tasks • Repeated and distributed practice to build automaticity • Use flexible, data-driven grouping, with regrouping occurring every 6–8 weeks based on progress monitoring data	Other Resources: • Monthly grade-level data meetings (eduClimber & iReady) and weekly grade-level planning meetings • Weekly MTSS ALIGN and EST meetings • Coaching cycles • Fidelity checks • Use of data in professional check-ins • Instructional walkthroughs Personnel: • General Educators • Interventionist support • Data coach and leadership team support for data analysis • Coordinators of Instruction • Teacher leaders (math focus and MTSS focus)
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			- Align scope and sequence with assessment windows to ensure timely instructional response - Use iReady and classroom-based data during monthly data meetings to identify specific skill deficits and adjust Tier 1 and intervention instruction accordingly. As researched by What Works Clearing House and iReady.	- District professional development in math instruction (All Learners' Network and iReady) and strengthening Family engagement partnerships (PTC members) Fiscal: - Licensure for iReady Math programming - Licensure for iReady Inform (Screener/Diagnostic)
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Academic Achievement (Literacy) #2	By June 2027, 70% of K2 students at Northeast Primary will meet or exceed grade-level benchmarks in foundational literacy and reading fluency as measured by the iReady Literacy Tasks and Diagnostic. Students performing below benchmark will demonstrate <u>accelerated growth</u>, including measurable gains in early literacy skills and an increase of 10–15 words per minute in oral reading fluency, as measured by progress monitoring assessments within iReady.	• iReady benchmark screening (3x per year) • 70% of students meeting benchmark • 10% reduction in students identified as high risk <u>Accelerated</u> growth in: Oral reading fluency (WPM growth exceeding grade-level norms) Phonological awareness and letter-sound acquisition	• By Fall 2026, all classrooms will implement Heggerty and UFLI with fidelity as measured by walkthrough data and coaching cycles. • Building from this phonemic awareness and phonics foundation, we will establish and implement consistent, schoolwide literacy practices across all classrooms: ○ Fluency: repeated reading, modeled reading, and progress-monitored ORF practice ○ Vocabulary: explicit Tier 2 vocabulary instruction embedded in read-alouds ○ Comprehension: interactive read-alouds with text-based questioning • Provide explicit and systematic instruction in foundational literacy skills (phonemic awareness, phonics, and fluency) • Incorporate structured vocabulary instruction and opportunities for oral language development • Implement text-based discussion and questioning strategies to strengthen comprehension • Maintain a protected literacy block structure: ○ 60-minute core literacy block ○ 30-minute Skills Block (targeted intervention) ○ 30-minute WIN (What I Need) block	Other Resources: • Data coach support • Coordinator of Instruction, coaching and literacy support • Weekly MTSS ALIGN and EST meetings • Professional development in evidence-based literacy practices (HILL Literacy Institute, UFLI academy) • Extended instructional time (+30 minutes to school day) • Instructional walkthroughs • Coaching cycles with the Coordinator of Instruction • Fidelity checks • Use of data in professional check-ins • Summer tutoring programming for K-2 students for ELA and math (July/August)
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			• Use iReady and classroom-based data during monthly data meetings to identify specific skill deficits and adjust Tier 1 and intervention instruction accordingly. • Develop and implement a comprehensive, aligned literacy assessment plan • Collaboratively refine a developmentally appropriate writing approach across K–2 • Align scope and sequence with assessment windows As researched by What Works Clearing House and UFLI and Heggerty.	Fiscal: • Licensure for Project Read UFLI data visualizer • Licensure for iReady Inform (Screening/Diagnostic) • Summer tutoring programming • Decodable texts and diversified classroom libraries Personnel: • General Educators • Tutors • Interventionists and special educators • Instructional coaching and teacher leader support
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Safe and Healthy Schools (Attendance and Engagement) #3	Strong attendance is essential for student learning, particularly in K2, where foundational literacy and math skills are developed. Our current data (93% positive attendance, 21% chronically absent, and 12% truant) shows that a significant number of students are missing critical instructional time. By increasing positive attendance and reducing both chronic absenteeism and truancy, we will ensure more students have consistent access to Tier 1 instruction, enabling them to build essential academic skills and close learning gaps early. This goal aligns with national trends and reflects a commitment to improving student engagement, strengthening family partnerships, and supporting long-term academic success.	• Average daily attendance rate • Percentage of students chronically absent • Percentage of students identified as truant By June 2027, the school will increase average daily attendance from 93% to 95% or higher, while reducing chronic absenteeism from 21% to 15% and truancy from 12% to 9%, through a tiered system of attendance supports focused on early intervention, family engagement, and data-driven monitoring.	• Strengthen Tier 1 universal practices that promote belonging and engagement: ○ Daily student greetings at all entry points ○ Community circles and restorative practices ○ Expansion of Community Circle Partners • Reinforce schoolwide behavioral expectations (PAWS/PBIS) through: ○ Explicit instruction and reteaching ○ Monthly assemblies and recognition systems ○ Positive reinforcement opportunities (e.g., “Pizza with the Principal”, “Knotty Kids Club”, Lifetime Sports and NE Trailblazers) • Utilize consistent behavior tracking systems to inform responses and family communication • Implement regular perception data collection (staff, families, and developmentally appropriate student input) • Increase transparency and communication with families regarding engagement and attendance • Strengthen family partnerships through: ○ Academic and community engagement events	Personnel: • Counselor team and behavioral support staff Fiscal: • Family engagement funding (Title I/PTC) Other Resources: • PTC partnership for engagement events • MTSS and data team structures (re., EST meetings for students approaching 8 days of absences)
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			○ Exploration of family-focused initiatives (e.g., book clubs, workshops) ● Implement targeted attendance strategies: ○ Daily attendance monitoring and visibility in Main Office ○ Early outreach to families ○ Schoolwide randomized, incentive-based attendance celebrations ● Use data teams (counselor team, MTSS, leadership) to monitor trends and adjust supports As researched by Attendance Works.org.	
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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
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Northeast Primary School Goal - Act 139	By June 2027, Northeast Primary will deepen the quality, consistency, and impact of evidence-based literacy instruction aligned to Vermont Act 139. Students below the benchmark will demonstrate accelerated growth across foundational literacy skills and reading fluency, as measured by progress monitoring data.	70% of K–2 students meeting or exceeding benchmark on the iReady or FastBridge earlyReading and aReading assessments. 10% reduction in students identified as high risk from fall to spring.	Spring 2026 FastBridge Literacy Proficiency Levels: Kindergarten Early Reading: 21% Meeting Benchmark 21% Low Risk 39% Some Risk 39% High Risk 1st Grade Early Reading: 48% Meeting Benchmark 48% Low Risk 31% Some Risk 21% High Risk 1st Grade CBM: 45% Meeting Benchmark 45% Low Risk 29% Some Risk 26% High Risk 2nd Grade aReading: 62% Meeting Benchmark 62% Low Risk 14% Some Risk 24% High Risk 2nd Grade CBM: 57% Meeting Benchmark 57% Low Risk 22% Some Risk 22% High Risk	• Provide targeted, data-driven intervention aligned to benchmark and diagnostic assessment results, with Tier 3 supports delivered by interventionists and special educators • Progress monitor all students below benchmark regularly, with shared responsibility across classroom teachers, interventionists, and special educators • Strengthen Tier 1 core instruction through: ○ Explicit and systematic instruction in phonemic awareness, phonics, and fluency ○ Structured vocabulary development and oral language opportunities	Personnel: • Interventionists and special educators providing Tier 2 and Tier 3 support • Classroom teachers delivering Tier 1 core instruction Other Resources: • MTSS team, data coach, and school leadership for data analysis and planning • Monthly data team meetings and ongoing progress monitoring systems • Family and community partnerships Fiscal: • Instructional materials and programs supporting evidence-based literacy practices
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				○ Use of text-based discussion and questioning to support comprehension ● Ensure alignment between curriculum, instruction, and assessment through a comprehensive literacy assessment plan ● Maintain consistent literacy structures, including: ○ Protected core literacy block ○ Skills Block for targeted intervention ○ WIN (What I Need) block for differentiation and enrichment ○ Use data team cycles (monthly and between benchmark windows) to:	
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				○ Analyze student performance and adjust instruction and intervention ● Monitor progress toward benchmark goals ● Strengthen vertical and horizontal alignment through collaboration across K–2 and with partner schools <u>Family and Community Engagement Strategies:</u> ● Communicate student benchmark performance with families following each screening window ● Increase family engagement opportunities from one to three annual events (literacy, math, and family engagement nights) ● Expand access to at-home literacy supports through: ○ Read-at-home programs	
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				○ Family workshops and shared strategies ○ Partner with community organizations (e.g., Rutland Free Library, Boys & Girls Club) to extend literacy opportunities beyond the school day	
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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? **Each grade level group broke down a targeted goal (Math, ELA and Attendance) and considered the following:**
 - Students receiving EST and special education services
 - Students identified as high-risk on iReady
 - Students with chronic absenteeism

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- What are the root causes of these inequities?
 - **Inconsistent implementation of Tier 1 instruction across classrooms**
 - **Misalignment between assessment data and instructional response**
 - **Gaps in early background knowledge and language exposure**
 - **Inconsistent family engagement impacting attendance and readiness**

Equitable Resource Allocation Goal	Measures of Improvement	Change Ideas
Ensure all students, particularly those below benchmark (as identified as students with IEPs, MLL students and/or EST plan students), have consistent access to high-quality Tier 1 instruction and targeted layered supports.	● % meeting benchmark (iReady and/or FastBridge) ● Reduction in high-risk students (iReady and/or FastBridge) by 10% by June 2027 ● Attendance rates as disaggregated by day, week, month, grade level and individual student	● Strengthen Tier 1 instruction using evidence-based literacy/math practices ● Increase interventionist support and data cycles ● Expand family engagement strategies tied to attendance ● Use MTSS ALIGN and data meetings to reallocate supports and flex supports as needed

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
Goal #1: Academic Achievement (Math)	FastBridge benchmark data (3x/year) and/or iReady Diagnostic Monthly progress monitoring (CBM/Place Value)	Spring 2026 FastBridge Math Proficiency Levels: Kindergarten Early Math: 59% Meeting Benchmark 59% Low Risk 30% Some Risk 11% High Risk 1st Grade Early Math: 54% Meeting Benchmark 54% Low Risk 37% Some Risk 10% High Risk 2nd Grade aMath: 58% Meeting Benchmark 58% Low Risk 21% Some Risk 21% High Risk 2nd Grade CBM: 36% Meeting Benchmark 36% Low Risk 36% Some Risk 28% High Risk	Data will be reviewed monthly during grade-level data meetings and weekly through MTSS ALIGN and EST meetings. Formal mid-year review will occur following the winter iReady benchmark window. If fewer than 60% of students in a grade level are meeting benchmark, Tier 1 instructional practices will be adjusted, including pacing, grouping, and instructional strategies. Students not demonstrating expected or accelerated growth after 6–8 weeks of intervention will receive intensified supports or adjusted intervention plans. Instructional walkthroughs, coaching cycles, and fidelity checks will be used to monitor implementation of agreed-upon practices	Data will be analyzed to determine progress toward the 70% benchmark goal. Instructional practices, intervention structures, and resource allocation will be adjusted for the following school year based on outcomes.

Goal #2: Academic Achievement (Literacy)	FastBridge earlyReading and aReading or iReady benchmark assessments (3x per year) CBMreading (oral reading fluency) progress monitoring Phonological awareness and phonics skill acquisition (letter-sound correspondence tracking)	Spring 2026 FastBridge Literacy Proficiency Levels: Kindergarten Early Reading: 21% Meeting Benchmark 21% Low Risk 39% Some Risk 39% High Risk 1st Grade Early Reading: 48% Meeting Benchmark 48% Low Risk 31% Some Risk 21% High Risk 1st Grade CBM: 45% Meeting Benchmark 45% Low Risk 29% Some Risk 26% High Risk 2nd Grade aReading: 62% Meeting Benchmark 62% Low Risk 14% Some Risk 24% High Risk 2nd Grade CBM: 57% Meeting Benchmark 57% Low Risk 22% Some Risk 22% High Risk	Data will be reviewed monthly during grade-level data meetings and weekly through MTSS ALIGN and EST meetings. Formal mid-year review will occur following the winter iReady benchmark window. If fewer than 60% of students in a grade level are meeting benchmark, Tier 1 literacy instruction will be adjusted to strengthen implementation of phonemic awareness, phonics, and fluency practices. Students not demonstrating expected or accelerated growth after 6–8 weeks will receive intensified intervention or revised instructional plans. Implementation fidelity of Heggerty, UFLI, and agreed-upon literacy practices will be monitored through instructional walkthroughs, coaching cycles, and data-informed professional check-ins.	Spring iReady data will be analyzed to determine progress toward the goal of 70% proficiency. Growth in oral reading fluency and foundational literacy skills will be evaluated. Adjustments to literacy instruction, intervention supports, and professional learning priorities will be made for the following school year.
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Goal Reference Number	Measures	Baseline Data (Initial Submission)	Mid-Year Progress Check and Next Steps	End-of-Year Results and Next Steps
Goal #3: Safe and Healthy Schools (Attendance and Engagement)	Average daily attendance rate % of students identified as chronically absent % of students identified as truant	Current attendance data as of Late Winter/Early Spring 2026: 93% average daily attendance, 21% chronically absent 12% truant	Attendance data will be reviewed monthly by the leadership team and counselor team Ongoing monitoring will occur through MTSS and data team meetings If attendance rates do not show improvement toward mid-year targets, Tier 1 strategies will be reinforced and Tier 2/3 supports will be expanded Students identified as chronically absent will receive individualized attendance plans, with assigned staff for case management and regular follow-up with families Family outreach and engagement strategies will be adjusted based on participation and feedback data	End-of-year attendance data will be analyzed to measure progress toward goals (95% attendance, reduction in chronic absenteeism and truancy) Effectiveness of attendance strategies and interventions will be evaluated Adjustments to engagement practices, family partnerships, and attendance supports will inform planning for the next school year

Goal Reference Number	Measures	Baseline Data (Initial Submission)	Mid-Year Progress Check and Next Steps	End-of-Year Results and Next Steps
				Results: Was Goal Met? Next Steps:

Add additional rows, as needed.