

Washington Central Unified Union School District
Continuous Improvement Plan

April 9, 2025

Approved by School Board May 21, 2025

Approved by School Board June 17, 2026

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: sd pate@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 is in effect for the 2026-2027 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, Community member
Zach Sullivan	School board member, Parent	Daniel Keeney	School board member, Parent

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	Academic Achievement: Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum and varied educational opportunities. By June 2026 we will reduce the difference in performance between students who are economically disadvantaged and	i-Ready Math diagnostic	Ensure the i-Ready Classroom mathematics program is implemented with fidelity in Grades K-8 (<i>What Works Clearinghouse, EL 4</i>). Ensure that students who score two or more grade levels below expectations after each assessment window receive supplemental,	Local budget Consolidated Federal Programs Professional learning community time

	students who are not economically disadvantaged, and 60% of 8th graders will perform at or above proficient in algebra concepts. Approved goal 6-17-26: By June 2027 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.		targeted intervention with systematic progress monitoring (<i>National Center on Intensive Intervention, EL 1</i>). Ensure that classroom teachers, interventionists, and/or special 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	Safe and Healthy Schools: Build and nurture a culture of well-being and inclusivity. By June 2026 create and implement a sustainable plan for school nurse services across all schools. Approved goal 6-17-26: By June 2027 finalize at 100% completion and fully implement a	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 Professional learning community time

	sustainable plan for school nurse services across all schools.			
3	Safe and Healthy Schools: Build and nurture a culture of well-being and inclusivity. By June 2026 ensure that teachers are implementing units of study aligned with IRIS framework across all schools. Approved goal 6-17-26: By June 2027 ensure that all teachers are implementing units of study aligned with IRIS framework across all schools.	Curriculum audit tool WCUUSD units of study	Use curriculum audit tool to determine findings and next steps in all schools (<i>Vermont Education Quality Standards</i>). Ensure that global citizenship and science units of study are aligned with IRIS framework K-6 (<i>Vermont Education Quality Standards</i>). Ensure that units of study Grades 7-12 are aligned with IRIS framework (<i>Vermont Education Quality Standards</i>). Monitor implementation of units of study across all grade levels	Local budget Professional learning community time

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	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
--------	---	---	--	--	--

	reading proficiency)				
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 50% of K-3 students receiving intervention services in literacy will achieve above or well above typical progress on each Acadience reading	Acadience Reading K-6	Winter 2025 results indicate the following: Kindergarten: • Above Benchmark: 11% • At Benchmark: 25% • Below Benchmark: 33% • Well Below Benchmark: 31% Grade 1: • Above Benchmark: 35% • At Benchmark: 14% • Below Benchmark: 12% • Well Below Benchmark: 40% Grade 2: • Above Benchmark: 46% • At Benchmark: 25%	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 progress monitoring (<i>What Works Clearinghouse, EL 1</i>). 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>).	Local budget Consolidated Federal Programs Professional learning community time

	benchmark assessment. Approved goal 6-17-26: By June 2027 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.		- Below Benchmark: 5% - Well Below Benchmark: 25% Grade 3: - Above Benchmark: 41% - At Benchmark: 32% - Below Benchmark: 9% - Well Below Benchmark: 18% Across our 5 elementary schools we sent 80 letters home to families of students who performed well below benchmark on the Winter Benchmark Assessment.		
--	--	--	--	--	--

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: • 21% of students were proficient overall • 11% of economically disadvantaged students were proficient or above • 27% of non-economically disadvantaged students were proficient or above i-Ready Math Diagnostic Spring 2025 Results Algebra Readiness Indicator: • 17% of students were proficient overall • 11% of economically disadvantaged students were proficient or above • 20% of non-economically disadvantaged students were proficient or above	11-10-25: • 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: • At the end of the year we expect all students to be mid or above grade level. In Spring 2026 9% of Grade 8 students were mid or above grade level on this indicator. • 9% of economically disadvantaged students met the expectation in the spring. • 10% of non-economically disadvantaged students met the expectation in the spring. • Overall, K-8 37% of 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 mid or above grade level.
---	-------------------------	---	---	--

				Was Goal Met? - No Next Steps: - Focus on implementing effective instructional practices in Layers 1 and 2, including strengthening instructional routines. - Reexamine assessment practices in middle school. - Explore middle school schedule. - Maintain this goal for 2026-2027
2	Time studies	The FY25 budget includes full-time school nursing services in all 6 schools. The FY26 budget includes a reduction in FTEs, resulting in part-time nursing services in 3 schools.	1-15-26: - Common School health forms developed by nurses - Nurse designee training protocols and materials are being developed - Reviewed reporting software for possible	Results: 6/11/26 Through our Community Schools work we have partnered with CVMC to start the process of having some school based health clinics.

			change to Infinite Campus • Worked with Community Schools Coordinator to develop school-based health care - in progress 6/11/26 • Through our Community Schools work we have partnered with CVMC to start the process of having some school based health clinics. • Nurses have a regular huddle with CVMC practitioners. • Nurses are part of a program for school based asthma therapy • Nurses and nurse delegates are in each of our schools. Full time nursing is provided at U-32 and the elementary schools with a high need.	• Nurses have a regular huddle with CVMC practitioners. • Nurses are part of a program for school based asthma therapy • Nurses and nurse delegates are in each of our schools. Full time nursing is provided at U-32 and the elementary schools with a high need. Was Goal Met? Our goal for robust nursing services is partially met. We will continue to build our partnership with CVMC to provide services. In our schools with part time nursing services we will continue to build training for our nurse delegates. Next Steps: Formalize the nurse delegate training across the district. Continue to engage in building school based health clinics with CVMC.
--	--	--	---	--

3	Curriculum audit tool WCUUSD units of study	Baseline will be established in Spring and Summer 2025.	1-15-26: - 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 integrated units of study and EQS. - WCUUSD unit design template was revised to ensure alignment to IRIS Framework. - Elementary global citizenship and science units are partially complete.	Results: - The work that was related to this goal is largely unchanged since January 2026. - Three members of 9th/10th grade team completed professional learning series and implemented unit of study. - Continue this goal for 2026-2027. Was Goal Met? - Partially Next Steps: - Twelve educators will participate in Curriculum Camp this summer to continue to develop units of study aligned to the Education Quality Standards. - Professional learning modules in 2026-2027 will continue to focus on implementation of EQS through science of reading, science of
---	--	---	--	--

				writing, mathematics, executive functioning, and universal design for learning. Continue this goal for 2026-2027.
4	Acadience Reading K-6	Winter 2025 results indicate the following: Kindergarten: - Above Benchmark: 11% - At Benchmark: 25% - Below Benchmark: 33% - Well Below Benchmark: 31% Grade 1: - Above Benchmark: 35% - At Benchmark: 14% - Below Benchmark: 12% - Well Below Benchmark: 40% Grade 2: - Above Benchmark: 46% - At Benchmark: 25% - Below Benchmark: 5%	Fall 2025 benchmark results indicate the following: Kindergarten: - Above Benchmark: 47% - At Benchmark: 18% - Below Benchmark: 19% - Well Below Benchmark: 16% Grade 1: - Above Benchmark: 16% - At Benchmark: 15% - Below Benchmark: 23% - Well Below Benchmark: 47% Grade 2: - Above Benchmark: 36% - At Benchmark: 24% - Below Benchmark: 15%	Results: Spring 2026 results indicate the following: Kindergarten: - Above Benchmark: 16% - At Benchmark: 41% - Below Benchmark: 31% - Well Below Benchmark: 12% Grade 1: - Above Benchmark: 31% - At Benchmark: 18% - Below Benchmark: 11% - Well Below Benchmark: 40% Grade 2:

		- Well Below Benchmark: 25% Grade 3: - Above Benchmark: 41% - At Benchmark: 32% - Below Benchmark: 9% - Well Below Benchmark: 18% Across our 5 elementary schools we sent 80 letters home to families of students who performed well below benchmark on the Winter Benchmark Assessment.	- Well Below Benchmark: 24% Grade 3: - Above Benchmark: 47% - At Benchmark: 21% - Below Benchmark: 10% - Well Below Benchmark: 22% 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. 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 Layers 5 and 6 as more teachers are trained. Created Act 139 required professional learning in alignment with VT AOE literacy	- Above Benchmark: 47% - At Benchmark: 28% - Below Benchmark: 10% - Well Below Benchmark: 15% Grade 3: - Above Benchmark: 42% - At Benchmark: 31% - Below Benchmark: 7% - Well Below Benchmark: 20% 78 K-3 students were receiving literacy intervention in the winter. At that time 28% were making above or well above typical progress. 81 K-3 students were receiving literacy intervention in the spring. 36% made above or well above typical progress. Was Goal Met? No Next Steps: - Continue to leverage Educlimber for progress monitoring of
--	--	---	--	--

			toolkit. To be completed during Semester 2.	interventions and specialized services • Continue to provide professional learning focused on the science of reading • Examine K-1 curriculum, instruction, and assessment practices for alignment. • Continue this goal for 2026-2027.
--	--	--	--	--