

U-32 Middle and High School 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: U-32 Middle and High 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: Rebecca Tatistcheff, Principal

School Continuous Improvement Plan Point of Contact Email: rtatistcheff@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

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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 Rebecca Tatistcheff at rtatistcheff@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
Rebecca Tatistcheff	<u>Principal and Parent</u>	<u>Alden Bird</u>	<u>Department Facilitator</u>

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			<u>and HS English Teacher and Community Member</u>
<u>Maria Paris</u>	<u>Department Facilitator and Special Educator</u>	<u>Anne Decker</u>	<u>Department Facilitator and Performing Arts Teacher</u>
<u>Georgia Cody</u>	<u>Department Facilitator and MS Math Teacher</u>	<u>Drew Junkins</u>	<u>Department Facilitator and Math Teacher</u>
<u>Adam French</u>	<u>Department Facilitator and Spanish Teacher</u>	<u>Krista Dy</u>	<u>Department Facilitator and Visual Arts Teacher</u>
<u>Flor Diaz Smith</u>	<u>Board Chair and Community Member</u>	<u>Elizabeth Brown</u>	<u>Board Member</u>

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 <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
1	Academic Achievement: Challenge, empower, and engage each student through evidence-based instructional strategies and curriculum and varied educational opportunities.	4-year graduation rate	Create a system for assessing, tracking, and reporting Student Learning Outcomes in order to track progress towards graduation. Name universal instructional practices that help students build capacity to engage in learning	Local budget Professional learning community time

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	U-32 learning target: We can plan and implement rigorous and relevant learning tasks that result in engagement for all learners. By June 2026 increase the 4-year high school graduation rate by 5%. Approved goal 6-17-26: By June 2027 increase the 4-year high school graduation rate by 5%.		<i>(What Works Clearinghouse, EL 2).</i> Define rigorous and relevant curriculum and instruction. <i>(Rigor by Design, Not Chance: Deeper Thinking Through Actionable Instruction and Assessment, EL 4).</i> Analyze exemplars of tasks (what we ask students to do) by grade and department <i>(What Works Clearinghouse, EL 4).</i> Reconnect with key indicators and rubrics for Transferable Skills and Content Proficiencies based on the definition of Rigor and Relevance. Plan task implementation aligned to transferable skills and content area proficiencies. Determine implementation strategies that constitute high quality instruction. Implement tasks aligned to transferable skills and content area proficiencies <i>(What Works Clearinghouse, EL 1).</i> Design and implement professional learning that gives teachers knowledge and skills and time to develop tasks aligned to both content and transferable skills.	
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2	Safe and Healthy Schools: Build and nurture a culture of well-being and inclusivity. U-32 learning target: We can implement inclusive practices that will contribute to equitable outcomes for all learners. 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. Approved goal 6-17-26: By June 2027 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.	i-Ready Math Diagnostic i-Ready Reading Diagnostic VTCAP	Define inclusion and inclusive practices. Identify disaggregated data to examine (<i>What Works Clearinghouse, EL 4</i>). Analyze disaggregated data (<i>What Works Clearinghouse, EL 4</i>). Engage in focus groups with particular student groups based on initial findings (<i>What Works Clearinghouse, EL 4</i>). Determine goals and actions targeting particular subgroups of students (<i>What Works Clearinghouse, EL 4</i>). Develop a sequence for engaging teachers and teams in the work of looking at disaggregated data (<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, targeted intervention with systematic progress monitoring (<i>National Center on Intensive Intervention, EL 1</i>). Ensure that classroom teachers, interventionists, and/or special	Local budget Professional learning community time
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			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>).	
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Section 2 (a): Goals Related to Reading Proficiency ([Act 139](#) implementation) Not applicable

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	4-year graduation rate	4-year graduation rate			Results: On 6-18-26 we learned that the 4-year graduation rate information was available on the AOE website. The most recent data are:
		Year	U-32	VT	
		2016-17	89%	89%	
		2017-18	90%	85%	
		2018-19	82%	85%	
		2019-20	84%	83%	
		2020-21	77%	83%	
		2021-22	85%	83%	
		2022-23	76%	82%	
		Revising our methods for reaching these goals and have established benchmarks (tracking progress towards graduation) to help us move a baseline measure on graduation.			
Goals include: Implementation of a coherent structure for tracking progress toward					
Year	U-32	VT			
23-24	83%	82%			
24-25	89%	82%			

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			graduation and implementation of Universal Design for Learning. We should begin to see adjustments in disproportionality enrollment data if we are adequately tracking progress towards graduation.	Was Goal Met? Yes Next Steps: Keep the goal. We would like to continue to increase the 4-year graduation rate. 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.																
2	i-Ready Math Diagnostic i-Ready Reading Diagnostic VTCAP	VTCAP Spring 2024 Results: % proficient or above: U-32 in black, VT in blue <table><tr><td></td><td>ELA</td><td>Math</td><td>Science</td></tr><tr><td>Grade 7</td><td>64% 57%</td><td>46% 43%</td><td>NA</td></tr></table>		ELA	Math	Science	Grade 7	64% 57%	46% 43%	NA	VTCAP Spring 2025 Results: % proficient or above: U-32 in black, VT in blue <table><tr><td></td><td>ELA</td><td>Math</td><td>Science</td></tr><tr><td>Grade 7</td><td>65% 56%</td><td>48% 44%</td><td>NA</td></tr></table>		ELA	Math	Science	Grade 7	65% 56%	48% 44%	NA	Results: 7th Grade iReady Spring 2026 Reading Diagnostic: 15% of students who have IEPs are
	ELA	Math	Science																	
Grade 7	64% 57%	46% 43%	NA																	
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		<table><tr><td>Grade 8</td><td>56% 57%</td><td>49% 34%</td><td>44% 41%</td></tr><tr><td>Grade 9</td><td>51% 47%</td><td>38% 39%</td><td>NA</td></tr><tr><td>Grade 11</td><td>NA</td><td>NA</td><td>13% 46%</td></tr></table> The Winter 2025 i-Ready math diagnostic results show that 10% of students who have IEPs are currently meeting expectations for proficiency. 53% of students who do not have IEPs are meeting current expectations for proficiency. The median % progress toward typical growth for students in Grades 7 and 8 who have IEPs is 70% and the median % progress toward typical growth for students who do not have IEPs is 89%. The median % progress toward annual stretch growth for students who do and do not have IEPs is 31% and 43%, respectively. The Winter 2025 i-Ready reading diagnostic results show that 15% of students who have IEPs are currently meeting expectations for proficiency. 63% of students who do not have IEPs are meeting current	Grade 8	56% 57%	49% 34%	44% 41%	Grade 9	51% 47%	38% 39%	NA	Grade 11	NA	NA	13% 46%	<table><tr><td>Grade 8</td><td>67% 60%</td><td>45% 37%</td><td>46% 41%</td></tr><tr><td>Grade 9</td><td>56% 46%</td><td>43% 40%</td><td>NA</td></tr><tr><td>Grade 11</td><td>NA</td><td>NA</td><td>43% 41%</td></tr></table> 7th Grade iReady Winter 2026 Reading Diagnostic: - On average, students <u>on an IEP</u> went up 22 points between fall and winter & 50% reached typical annual growth already. - On average, students <u>not on an IEP</u> went up 11 points between fall and winter and 59% reached typical annual growth already. 14% of students who have IEPs are currently meeting expectations for proficiency.	Grade 8	67% 60%	45% 37%	46% 41%	Grade 9	56% 46%	43% 40%	NA	Grade 11	NA	NA	43% 41%	currently meeting expectations for proficiency. 52% of students who do not have IEPs are currently meeting expectations for proficiency. 7th Grade iReady Spring 2026 Math Diagnostic: 14% of students who have IEPs are currently meeting expectations for proficiency 35% of students who do not have IEPs are currently meeting expectations for proficiency. 8th Grade iReady Spring 2026 Reading Diagnostic: 11% of students who have IEPs are currently meeting
Grade 8	56% 57%	49% 34%	44% 41%																									
Grade 9	51% 47%	38% 39%	NA																									
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Grade 11	NA	NA	43% 41%																									

		expectations for proficiency. The median % progress toward typical growth for students in Grades 7 and 8 who have IEPs is 33% and the median % progress toward typical growth for students who do not have IEPs is 58%. The median % progress toward annual stretch growth for students who do and do not have IEPs is 12% and 19%, respectively.	84% of students who do not have IEPs are currently meeting expectations for proficiency. 7th Grade iReady Winter 2026 Math Diagnostic: - On average, students <u>on an IEP</u> went up 8 points between fall and winter and 33% reached typical annual growth already. - On average, students <u>not on an IEP</u> went up 6 points between fall and winter and 37% reached typical annual growth already. 14% of students who have IEPs are currently meeting expectations for proficiency	expectations for proficiency. 37% of students who do not have IEPs are currently meeting expectations for proficiency. 8th Grade iReady Spring 2026 Math Diagnostic: 0% of students with IEPs met the goal for proficiency. 20% of students without IEPs met the goal for proficiency. Was Goal Met? No Next Steps: - Focus on implementing effective instructional practices in Layers
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			58% of students who do not have IEPs are currently meeting expectations for proficiency. 8th Grade iReady Winter 2026 Reading Diagnostic: - On average, students <u>on an IEP</u> went up 15 points between fall and winter and 38% reached typical annual growth already. - On average, students <u>not on an IEP</u> went up 8 points between fall and winter and 38% reached typical annual growth already. 18% of students who have IEPs are currently meeting expectations for proficiency.	1 and 2, including strengthening instructional routines. - Reexamine assessment practices in middle school. - Explore middle school schedule implications. - Continue this goal for 2026-2027.
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			69% of students who do not have IEPs are currently meeting expectations for proficiency. 8th Grade iReady Winter 2026 Math Diagnostic: - On average, students <u>on an IEP</u> went up 10 points between fall and winter and 53% reached typical annual growth already. - On average, students <u>not on an IEP</u> went up 7 points between fall and winter and 32% reached typical annual growth already. <1% of students who have IEPs are currently meeting expectations for proficiency.	
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			42% of students who do not have IEPs are currently meeting expectations for proficiency.	
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