

JES CIP 2026-2027

LEA Approving the Plan: Lamoille North Supervisory Union-Lamoille North Modified Unified School District

School Name: Johnson Elementary 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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Assurances

- X 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.
- X 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).
- X 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 [Please type here].

X 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.]

X This plan is in effect for the 2026-2027 school year.

X This plan will be monitored biannually by the school and will be updated by the school at least annually 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: All JES Educators, including teachers and support staff had an opportunity to provide input into this plan during scheduled work hours. The full staff includes numerous parents of former, current, and future JES students as well as several educators who attended JES when they were younger.

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

Goal Number	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. Safe and Healthy Schools	• Collaborative and Proactive Solutions ◦ JES will become a CPS implementation site this year. This means staff will continue to gain proficiency with the model, and we will launch school wide CPS systems that integrate with our existing tier II and tier III behavioral response practices. • Responsive Classroom ◦ JES teachers will become 10% more proficient at demonstrating non-instructional target practices by the end of the year (as compared to round 1 walkthrough data). • JPAC ◦ Students rostered to the Johnson Personalized Alternative	• Thresholds for implementation of CPS in place • Integrate CPS protocols into our MTSS process. • Tracked based on walkthrough data • Tracked through SWIS CICO system	• Book study for staff. • Virtual consultation with Ross Greene • Responsive Classroom • PBIS/CPS	• Book purchases, consultation fees, and meeting times after school. • Walkthrough time, consultation with leadership team, and staff PD time. • Time to complete

	Classroom will meet their daily goals (CPS/CICO) 80% of the time by the end of the school year.			ASUPs and hold Plan B meetings with all students.
2. Academic Achievement	• The Target PD ○ Teachers will have received at least two opportunities to learn more about and practice implementing each of the eight instructional practices in the target by the end of the year. • Walkthroughs/ feedback ○ Teachers will experience two walkthrough observations per month between September and April with at least one opportunity to debrief each month. • Mandatory coaching ○ Each teacher will participate in at least one coaching cycle this school year. • Math Interventions ○ Math interventions will demonstrate a 10%ile increase on NWEA MAP math test by spring of 2027.	• Evidenced by staff meeting agendas • Tracked in my calendar and on my walkthrough tracker. • Tracked by coaches in a shared spreadsheet • Measured on NWEA MAP school profile report.	• Danielson Group • Jim Knight • Jim Knight, Elena Aguilar • N/A	• Meeting time with leadership team, PD time during staff meetings. • Managing my schedule, creating and observing office hours • Managing teacher meeting fatigue • Purchase of Tier II and Tier III interventions, purchase training sessions for staff

Section 2 (a): Goals Related to Reading Proficiency (Act 139 implementation)

Goal Number	School 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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1. Curriculum	- Continued ARC Coaching - All ELA teachers will have access to an ARC coach 4 times this year. 20% of all students will be on track based on their IRLA score by the end of the year (5% higher than 25-26'). - Teachers will have educational opportunities to aid in implementing both Stile Science and TCI for social studies.	- This has been purchased and scheduled - Tracked within SchoolPace - During district wide PD afternoons, staff will be trained on these programs.	28% of K-3 students proficient in Spring 2026 MAP Scores	- ARC coaching led to a marked increase last year. - Target work on improving Tier I instruction, ARC coaching, targeted small groups during WIN block. - Investment in staff training is a generally understood boon to student growth.	- Purchasing this service, time for teachers to meet. - See above and time with data teams. - Completion of trainings organized by Kim Hunt, and time for teachers to discuss implementation.
2. Intervention / MTSS	- Focus intervention on lower grades (K-3) - Increase K-3 achievement to an average of the 50th percentile on the spring MAP assessment.	Our split interventionist /coaches will do all of their intervention work with K-2 students	28% of K-3 students proficient in Spring 2026 MAP Scores	Focusing on proficiency in the lower elementary grades is shown to improve overall academic achievement.	Reorganizing the schedule to put all K-2 WIN blocks in times that don't interfere with coaching or duties held by coaches.

