

Vermont School Continuous Improvement Plan

LEA Approving the Plan: _____

School Name: _____ Waterville 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)

School Continuous Improvement Plan Point of Contact Name: _____ Jan Patrick

School Continuous Improvement Plan Point of Contact Email: _____ jpatrick@lnsd.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 [Please type here]. _____
- ☒ 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.]** _____
- ____ This plan is in effect for the **[Please type here School Year.]** 26-27
- ____ This plan will be monitored **[Please type the frequency weekly, monthly, quarterly]** monthly by the school and will be updated by the school **[Please type the frequency weekly, monthly, quarterly]** monthly 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: Jan Patrick (principal), Stephanie Castonguay (community member, admin asst.), Kylee Bezio (community member and paraprofessional), WES leadership team which includes classroom teachers, special educators from across all grade levels and departments.

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

All schools complete this section.

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 <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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1. Literacy	By June 2027, WES will expand and enhance literacy instruction across all grade levels, aiming for a 10% growth in school-wide and grade-level performance on MAP test and Cognia evaluations.	We will use data collected from: Teaching strategies gold (pre-K) MAPS Fastbridge (progress monitoring) Cognia ARC data	Our priority is implementing research-based literacy practices that are explicit, systematic, and engaging. Instruction will target the core components of reading and writing: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students will learn within interactive, print-rich environments supported by shared and guided reading opportunities. To support this implementation, staff will receive targeted professional development focused on explicit writing instruction alongside systematic phonics and phonemic training. This will be achieved by using the research based ARC program and engaging in continual professional development with ARC trainers and phonics/literacy coaches throughout the year.	Title 1, Title IIA, Local
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			We will also continue to strengthen our MTSS by systematically identifying students requiring targeted interventions and delivering prompt services. Additionally, we will refine our educational support teams and data-review meetings to ensure continuous improvement.	
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2. Mathematics	By June 2027, WES will expand and enhance mathematics instruction across all grade levels, aiming for a 10% growth in school-wide and grade-level performance on MAP test and Cognia evaluations	We will use data collected from: Teaching strategies gold (pre-K) MAPS Fastbridge (progress monitoring) Cognia Bridges	Our focus centers on core best practices in mathematics—utilizing manipulatives, grounding skills in conceptual understanding before procedural practice, and delivering explicit instruction. Simultaneously, we will cultivate a positive, growth-minded setting that encourages open inquiry, student dialogue, and productive struggle. To close these learning gaps, we will strengthen our Multi-Tiered System of Supports (MTSS) by systematically identifying students requiring targeted interventions and delivering prompt services. Additionally, we will refine our educational support teams and data-review meetings to ensure continuous improvement.	Title 1, Title IIA, Local
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3. Social and Emotional Learning	By June 2027, WES will expand and enhance our SEL work and instruction across all grade levels, aiming for an increase in positive response from our own internal Equity group survey and the SAEBRS report.	Teaching strategies Gold (Pre-K), Discipline/behavior data that is entered into Infinite Campus, Reduced truancy referrals, staff and student surveys which include questions regarding self-worth, school engagement and climate.	Student Social-Emotional & Behavioral Supports • Counseling & Classroom Integration: Maintain core school counseling services and student classes, integrating our new district-shared SEL coach to leverage her expertise in co-creating and implementing impactful SEL content. • Tiered Interventions & MTSS: Expand time for intensive SEL interventions as guided by our MTSS framework, while strengthening targeted behavioral supports for high-need students across all grade levels. Staff Professional Development & School Climate • Evidence-Based Practices: Continue staff training and full	Title 1, Title IIA, Local
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			implementation of Responsive Classroom practices, Restorative Practices, and PBIS across every grade level. • Targeted Professional Learning: Provide ongoing professional development to help educators better support the academic and social-emotional needs of identified students. • Trauma & Anxiety Training: Deepen staff understanding of anxiety, trauma, and their impacts on student learning, equipping teachers with mindfulness techniques and actionable support strategies. Student Empowerment & Leadership • Leadership Initiatives: Maintain active participation in the LNSU Up for Learning	
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			student leadership initiative (P2C2).	
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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	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.	By June 2027, WES will expand and enhance literacy instruction across all grade levels, aiming for a 10% growth in school-wide and grade-level performance on MAP test and Cognia evaluations.	We will use data collected from: Teaching strategies gold (pre-K) MAPS Fastbridge (progress monitoring) Cognia ARC data	Spring 2026 MAPS scores – achievement percentiles referenced here in proficient or above categories: K – 100% First – 89% Second – 70% Third – 44% Our Cognia scores are statistically insignificant as our n is too small.	For the 2026–27 school year, our primary strategic focus will be the implementation of ARC Core (UFLI-compatible version), alongside the continued use of IRLA for targeted small group work. This year, we are launching UFLI across grades K–3 while expanding professional development for FastBridge, our universal screening tool. To ensure successful implementation and growth, we will maintain ongoing partnerships with an ARC coach to boost teacher efficacy in the new program and work closely with Stern Center personnel to continually strengthen foundational phonics instruction.	Title 1, Title IIA, Local

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? _____

- What are the root causes of these inequities? _____

Equitable Resource Allocation Goal	Measures of Improvement	Change Ideas
Intentionally Blank	Intentionally Blank	Intentionally Blank

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
1.	NWEA MAPS ARC assessments, fastbridge	ARC, MAP - September	January – check assessments for growth, use MTSS as needed for identified students to receive intervention services or referral for IEP.	Results: Was Goal Met? Next Steps:

Goal Reference Number	Measures	Baseline Data (Initial Submission)	Mid-Year Progress Check and Next Steps	End-of-Year Results and Next Steps
2.	Bridges assessment, MAPS, fastbridge	MAP - September	January – check assessments for growth, use MTSS as needed for identified students to receive intervention services or referral for IEP.	Results: Was Goal Met? Next Steps:

3.	SAEBERS, P2C2 survey, behavior reports in IC, EST and/or IEP goals	September/October – results of Surveys	January – Look for progress or regression. Use MTSS to identify students that may need additional SEL supports.	Results: Was Goal Met? Next Steps:
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Add additional rows, as needed.