

Vermont School Continuous Improvement Plan

LEA Approving the Plan: Lamoille North Supervisory Union

School Name: Lamoille Union 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: Bethann Pirie

School Continuous Improvement Plan Point of Contact Email: bpirie@lsnd.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]. **Bethann Pirie**
- ☒ 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.] Lamoille Restorative Justice Center (School Engagement Specialist), Healthy Lamoille Valley, Lamoille County Mental Health, and the Lamoille County Sheriff's Department**
- ☒ This plan is in effect for the **[Please type here School Year.] 2026/2027**
- ☒ This plan will be monitored **[Please type the frequency weekly, monthly, quarterly] quarterly** by the school and will be updated by the school **[Please type the frequency weekly, monthly, quarterly] quarterly** 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:

LNSD School Board Social-Emotional and Wellness Committee – Jeff Hunsberger, Jan Sander, Denise Webster, Liz Kauffman, Tiffany Cochran, Scott Meyer, Erik Remmers, Jeremy Scannell, Rene Thibault, Paula Beattie, and Dylan LaFlam

LNSD School Board Curriculum Committee – Kiley Hill, Tina Lowe, Stephanie Sweet, Amy Listenik, Kim Hunt, Jan Patrick, Bethann Pirie, and Diane Reilly

LNSD School Board Finance and Capital Committee – Mark Nielsen, Mark Stebbins, Bart Bezio, Lisa Jones, Sue Prescott, Patti Hayford, Katie Audette, Liz Aloisio, Deb Clark, Dylan Laflam, Chris Hennessey, Cole Hayes, and Rene Thibault

Lamoille Restorative Justice Center – Katie Black

Healthy Lamoille Valley – Jessica Bickford and Carrie Patterson

Lamoille County Mental Health – Katina Idol, Haleigh West, Anah Witt

Parent Engagement, Focus Groups, Community Forums – Varied - Partners In Education, Lamoille Boosters, Lamoille Athletic Advisory Committee

Lamoille Union High School Administration – Bethann Pirie (Principal), Ashley Creighton (Assistant Principal)

Lamoille Union High School Department Chairs/Instructional Leaders – Bethann Pirie (Principal), Ashley Creighton (Assistant Principal), Andy Race (Instructional Coach), Madison Garcia (Instructional Coach), Ian Trombulak (School Counseling), Michael Potvin (English), Eric Hutchins (Social Studies), Kim Hoffman (Science), Laurie Toof (Math), Molly Maroney-Noce (Arts), Nichole Lefavre (Arts), Jeff Robinson (Practical Arts), Scott Tarbox (World Languages), Jacki O'Connor (Special Education)

Lamoille Union High School PLC/Departments – English, Math, Science, Social Studies, World Languages, Fine Arts, Performing Arts, Student Services, Guidance, and Health Office.

Lamoille Union High School Culture and Climate Leadership Team – Bethann Pirie (Principal), Ashley Creighton (Assistant Principal), Andy Race (Instructional Coach), Madison Garcia (Instructional Coach), Jared Trombley (Social Studies/School Leader), Lizi Lyon (Practical Arts/School Leader), Greg Davis (Practical Arts/School Leader), Sheri Boutin (Special Education Department Chair), Meghan Towle (Librarian/Department Chair), Kaysie Smith (English Teacher/School Leader), Molly Maroney-Noce (Band Instructor), Tim Messier (Athletic Director), Brittany Bullard (School Counselor)

Lamoille Union High School MTSS Leadership Team – Bethann Pirie (Principal), Ashley Creighton (Assistant Principal), Andy Race (Instructional Coach), Madison Garcia (Instructional Coach), Emily Braggins (Student Assistance Coordinator), Ian Trombulak (School Counseling Department Chair), Karen Wells (School Nurse/Health Department Chair)

Lamoille Union High School Student Leadership – Student Council, National Honor Society, Equity Design Team, Student Athletic Advisory Committee.

Director of Curriculum - Kim Hunt

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 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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Goal 1	By June 2027, improve academic growth in literacy and mathematics by increasing the percentage of students meeting or exceeding their NWEA MAP projected growth from the fall 2026 baseline by at least 10 percentage points in Reading and 10 percentage points in Mathematics, while reducing growth gaps for students with disabilities, economically disadvantaged students, English learners, and historically marginalized students by at least 5 percentage points.	NWEA MAP Reading NWEA MAP Mathematics Common benchmark assessments Graduation proficiency completion Grade 9 VTCAP Reading Grade 9 VTCAP Mathematics	Implement backwards design (KUDs), learning scales, and common assessments through the Red House Learning Partnership. Continue implementation of The Writing Revolution across all content areas. Fully implement the Big Ideas Mathematics curriculum with Teacher Development Group coaching. Align curriculum, assessments, and learning scales across multi-section courses. Expand Tier 1 instructional practices through MTSS. Utilize Success Blocks for intervention and enrichment. Expand department-level data conversations using MAP, benchmark, and VTCAP data. Continue professional learning focused on brain-based instructional practices and evidence-based reading and mathematics interventions.	Red House Learning Partnership Teacher Development Group Big Ideas Curriculum The Writing Revolution Summer curriculum work Success Blocks Professional development MTSS resources
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Goal 2	By June 2028, improve student success by increasing the four-year graduation rate from 81% to 84%, reducing the number of students identified as off-track through the Early Warning System, increasing attendance to at least 93.5%, and expanding personalized pathways that prepare students for postsecondary education, careers, and military service.	Four-year graduation rate Attendance rate Chronic absenteeism Early Warning System indicators Course completion Credit recovery completion Personalized Success Plan completion Postsecondary enrollment and career pathway participation Graduation proficiency completion	Implement the Infinite Campus Early Warning System to identify students requiring intervention. Utilize Personalized Success Plans as living documents integrated into academic advising/counseling. Expand Success Blocks to provide intervention and academic support during the school day. Develop structured senior experiences that include mentoring, Teacher Assistant opportunities, internships, Work-Based Learning, and Career and Technical Education partnerships. Strengthen family communication through consistent documentation and outreach. Implement consistent grading, feedback, and missing work expectations across departments. Develop department chair leadership to support	Infinite Campus reports Success Blocks Credit recovery programming Work-Based Learning partnerships Career and Technical Education partnerships Department chairs School counselors Flexible Pathways Coordinator Home-School Liaison Case managers Professional Development
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			instructional consistency and student success. Standardize EST, IEP, and 504 meeting structures to improve collaboration and implementation of student supports.	
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Goal 3	By June 2027, increase the percentage of students who report that adults respond consistently to behavior and discipline from 49% to 65%. Through consistent school-wide systems and strengthened student-adult relationships, increase overall student sense of belonging and school enjoyment by at least 5 percentage points, with a particular focus on improving these outcomes for historically marginalized student groups, including LGBTQIA+ students, neurodivergent students, and students with disabilities.	Equity Design Team Climate Survey, with a primary focus on student perceptions of adult consistency in responding to behavior and discipline Disaggregated climate survey data for LGBTQIA+ students, students with disabilities and neurodivergent students, and other historically marginalized student groups Discipline referral data Attendance and chronic absenteeism data Tardy and class-cut data Student voice and feedback	Implement consistent school-wide expectations and responses to behavior using the three shared school agreements as the foundation for student and adult interactions. Provide professional development in Safety Care, restorative practices, and brain-based approaches to adolescent behavior and learning. Develop and implement a structured Teacher Advisory framework focused on relationships, wellness, digital citizenship, social-emotional learning, and student connection. Continue student-to-adult connection mapping to ensure every student has a trusted adult. Establish a Culture and Climate Leadership Team to monitor implementation, review data, and guide continuous improvement. Use student feedback and disaggregated climate data to	Teacher Advisory curriculum Safety Care training Equity Design Team survey Infinite Campus Responsive Scheduler Student support staff Professional development Culture and Climate Leadership Team
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		from Teacher Advisory and other student feedback opportunities	identify and address belonging gaps for LGBTQIA+ students, neurodivergent students, students with disabilities, and other historically marginalized student groups. Increase opportunities for student voice, recognition, and community-building experiences.	
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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

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

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

Add additional rows, as needed.