

Vermont School Continuous Improvement Plan

LEA Approving the Plan: Lamoille North Supervisory Union

School Name: Lamoille Union Middle 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: Randy Rininger Kline

School Continuous Improvement Plan Point of Contact Email: rkline@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 **Rene Thibaut** at rthibault@lnsd.org



X This plan was/will be approved by the school board.

X This plan was approved by the LEA Superintendent or designee.

X 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.

X This plan is developed in coordination with other Federal, State and local services, resources and programs.

X This plan is in effect for the **2026-2027 SY**

X This plan will be monitored quarterly by the school and will be updated by the school 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:

<u>Name</u>	<u>Role</u>
Randy Kline Alia Khatri Diane Lepikko Candy Palmer Heather Bellavance Doreen Cota	Principal Dean of Students School Counselor Math Interventionist Literacy Interventionist Planning Room Coordinator

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: Academic Literacy	By the end of SY 2026–2027, 70% of students will score in the Benchmark or Advanced range (30th percentile+) on the FastBridge aReading assessment	FastBridge aReading, Spring 2026 MAP baseline, VTCAP ELA	• Deliver high-quality Tier 1 literacy instruction. - Triangulate MAP data with FastBridge screeners (Fall/Winter/Spring) to identify student needs. • Dedicated Literacy Interventionist delivers targeted Tier 2/3 instruction to students in the high-risk band (0–19th percentile). • Monthly ELA/MTSS meetings to review progress monitoring data and adjust interventions. • Have 100% of teachers trained in the Writing Revolution by January 30th, 2027. Have discipline based teams integrate The Writing Revolution techniques into lesson plans and common assessments.	Shared contractual MTSS meeting time, Literacy Interventionist staffing, FastBridge diagnostic tools, Tier 2/3 reading materials, local/grant funding.
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Goal 2: Academic Math	By the end of SY 2026–2027, 70% of students will score in the Benchmark or Advanced range (30th percentile+) on the FastBridge aMath assessment.	FastBridge aMath, Spring 2026 MAP baseline, VTCAP Math	• Deliver standards-aligned Tier 1 math instruction. • Utilize Spring 2026 MAP baseline data and FastBridge screeners to route students into layered instruction. • Dedicated Math Interventionist leads small-group interventions targeting the high-risk cohort (0–19th percentile) and IEP/FRL subgroups. • Post-screening window gap analyses by the math department to inform Tier 1/2 instruction.	Dedicated Math MTSS schedule, Math Interventionist staffing, FastBridge screening platform, supplemental diagnostic tools.
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Goal 3: Safe & Healthy Schools (Climate & Belonging)	By the end of SY 2026–2027, there will be a 10% increase over baseline in positive student responses regarding Belonging and Restorative Practices on the LNSU EDT survey.	LNSU EDT Survey, discipline/planning room logs, Advisory attendance, circle tracking, SSC	Facilitate daily Teacher Advisory circles (max 1:6 ratio) focused on student belonging and community building. • Establish unified expectations across the building (“Lancer Pride Expectations.”) • Establish a PBIS framework within the middle school to encourage positive behavior. • Implement school-wide Tier 1 Restorative Practices training (community circles, restorative language). • Transition discipline protocols toward restorative conferencing and reflection, utilizing the SSC (Student Success Center.)	LUMS Intervention Team collaboration time, partnerships with Lamoille Restorative Center & Lamoille County Mental Health, RP professional development coach, trained paraprofessionals, and the Student Success Center (SSC).
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			• Bi-weekly LUMS Intervention Team reviews of climate data and student support plans.	
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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
Goal 3: Climate & Belonging	EDT Survey (Sense of Belonging) EDT Survey: Restorative Discipline	<i>Spring 2026 Baseline</i> • <i>Adult Connection/Belonging: 82%</i> • <i>Discipline/Fairness: 43%</i>	Belonging: Restorative Fairness: Next Steps: Review Advisory Circle Engagement	Results: Was Goal Met? Next Steps:

Add additional rows, as needed.