

Vermont School Continuous Improvement Plan

LEA Approving the Plan: Lamoille North

School Name: Cambridge 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: Kim Lesny

School Continuous Improvement Plan Point of Contact Email: klesny@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.

☒ 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.

☒ X 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: _____ Kim Lesny, CES leadership team which includes teachers from across
grade levels and departments, and CES parents

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 Strategies/Change Ideas</u> , <u>evidence level</u> and research source citation	Fiscal, human, other resources (or investments) needed to support implementation
1. Literacy	By June 2027, 80% of students in Grades K-2 will meet or exceed their individual Winter-to-Spring growth targets on the Fastbridge Early Reading assessment through the implementation of a system of collaborative team meetings focused on data-informed teacher inquiry and MTSS interventions.	We will utilize academic data collected from the following assessments: Teaching Strategies gold in preschool MAPS Fastbridge Cognia Data ARC data	To address recent data findings—specifically in Fastbridge Early Reading assessments for Grades K-1 from Fall to Winter, and a proficiency gap between non-FRL (48%) and FRL (38%) students on VTCAP—we are implementing a system of collaborative team meetings as a core component of our Multi-Tiered System of Supports (MTSS) to drive instructional improvement. This system serves as the primary venue for teacher-led teams to support the systematic implementation of evidence-based reading and explicit writing programs within our MTSS framework. These meetings will ensure dedicated time for cross-departmental data analysis across core instruction, interventions, and special education. Staff will respond to student data to implement differentiated Tier 1 and Tier 2 instruction. Our focus remains on evidence-based methods in literacy education, including explicit and systematic instruction in phonemic awareness, phonics skills, fluency, vocabulary, comprehension, and writing.	Title 1, Title IIA, Local

2. Mathematics	By the Spring 2027 VTCAP administration, the proficiency rate for students with IEPs in Mathematics will increase by 15%, and the proficiency rate for the FRL subgroup will increase by 10% through targeted small-group instruction and staff training in digital differentiation platforms.	We will utilize academic data collected from the following assessments: Teaching Strategies gold in preschool MAPS Fastbridge Bridges data in Forefront Cognia Data	While Fastbridge data indicates significant growth in mathematics across all grade levels, VTCAP results reveal a gap, with 60% of non-IEP students proficient compared to 0% of students with an IEP. To address this, we will implement several key strategies. We will establish a system of collaborative team meetings within the school schedule to serve as a "data-driven structure" for addressing learning loss and optimizing instructional transitions. We will leverage these collaborative team meetings to increase cross-grade level collaboration, supporting a researched-based MTSS model that serves all students regardless of diagnosis. These efforts will complement our ongoing focus on evidence-based mathematics instruction, including hands-on learning with manipulatives, conceptual understanding, explicit instruction, and the adoption of Bridges 3 for all PreK-4 classrooms.	Title 1, Title IIA, Local

3. Social and Emotional Learning	By June 2027, Cambridge Elementary will reduce the chronic absenteeism rate by 10% and increase student-reported scores for "sense of belonging" on school climate surveys by 15% through the implementation of an Early Warning System (EWS) and restorative practices.	Teaching Strategies GOLD (Prek assessment) Discipline data: reduced incidents of bullying and harassment Reduced truancy referrals Staff and students surveys which include questions regarding self-perception, school engagement and climate	1. District-level SEL survey data indicates that students from historically marginalized communities report lower scores regarding safety and belonging. To address these findings and support our MTSS model for behavioral and social needs, we will implement the following strategies: ● Implement an Early Warning System (EWS) to systematically track attendance, behavior, and academic performance for immediate intervention. ● Embed professional development for support staff and paraeducators to better assist in school-wide behavioral and SEL programming. ● Continue and strengthen the partnership with the Lamoille Restorative Center to engage families of students with high dropout or absenteeism risk factors. ● Maintain our partnership with Up for Learning to foster student voice and leadership.	1. Title 1, Title IIA, Local
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			Continue implementing Responsive Classroom practices and restorative practices across all grade levels to create a safe, supportive, and inclusive school community.	
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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

1.	By June 2027, 80% of students in Grades K-2 will meet or exceed their individual Winter-to-Spring growth targets on the Fastbridge Early Reading assessment through the implementation of a system of collaborative team meetings focused on data-informed teacher inquiry and MTSS interventions.	We will utilize academic data collected from the following assessments: Teaching Strategies gold in preschool MAPS Fastbridge Cognia Data ARC data	Spring 2025 NWEA scores – single achievement percentile 50% and above Kindergarten: 71% First: – 38% Second: - 31% Third - - 51%	Priority Strategies: Focus ARC Core (UFLI compatible version) for the 26/27 school year. Continue with IRLA for small group work. Expanded PD for FASTBRIDGE/CBM which is our screener approved by the AOE (new requirement under ACT 139). LNSU K-3 Literacy Plan	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. Literacy k-6	Cognia	2024 Cognia Results % of students at or above standard Third: 55 Fourth: 56 Fifth: 57 Sixth: 59 2025 Cognia Results % at or above standard Third: 42 Fourth: 73 Fifth: 51 Sixth: 77 2026 Cognia Results % at or above standard Third: 21 Fourth: 73 Fifth: 78 Sixth: 56		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. Mathematics	Cognia	2024 Cognia Results % of students at or above standard Third: 32 Fourth: 54 Fifth: 51 Sixth: 52 2025 Cognia Results % at of students at or above standard Third: 34 Fourth: 48 Fifth: 46 Sixth: 74 2026 Cognia Results % at or above standard Third: 10 Fourth: 35 Fifth: 38 Sixth: 44		Results: Was Goal Met? Next Steps:

Add additional rows, as needed.