

## Vermont School Continuous Improvement Plan Template

LEA Approving the Plan: Lamoille North

School Name: Eden Central 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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School Continuous Improvement Plan Point of Contact Email: cdodge@lnsd.org

### 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).
- 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.
- X This plan is developed in coordination with other Federal, State and local services, resources and programs such as: Lamoille County Mental Health (via School-Based Clinician)
- X This plan is in effect for the school year 2026-2027.
- X This plan will be monitored monthly by the school and will be updated by the school 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 - All Schools complete this section**

**Collaborative Stakeholders Represented:** Administration, Academic Coaches (Math and Literacy), Academic Interventionists (Math and Literacy), Teachers, School Counselor, Special Educator, Family/Caregiver, School-Based Clinician (LCMH)

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

All schools complete this section.

| Goal Number | School Prioritized Goals<br>(include academic and safe, healthy school goals for all students AND targeted sub-groups if identified for TSI/ATSI) | Outcome Measures<br>(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 | 1. Increase student achievement scores in literacy on universal screening tools by 10 percent during the 2026-2027 school year. | Universal Screening Tools including, but not limited to, ARC IRLA, Weekly UFLI Spelling, Fastbridge and NWEA MAP. | <p>1. Provide professional development on evidence-based literacy practices and programs including ARC Core, ARC IRLA, Power Goals, Handwriting Without Tears, and UFLI.</p> <p>2. Build teachers' capacity to provide targeted instruction (Tier II) in literacy by increasing proficiency in the administration and analysis of universal and targeted literacy assessments.</p> <p>3. Implement an instructional coaching model that includes an evidence-based coaching cycle structure (including increased data analysis) with prioritization on grades K-3. Provide professional development to the instructional coaches on evidence-based coaching models.</p> <p>4. Increase reading and writing stamina through the consistent implementation of evidence-based instruction using ARC Core, ARC IRLA, UFLI and Handwriting Without Tears.</p> | Title I, Title II A, Local |
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| 2. Mathematics             | 1. Increase student achievement scores in math on universal screening tools by 10 percent during the 2026-2027 school year. | Universal Screening Tools including, but not limited to, Bridges Unit Assessments, Open Up Assessments, Fastbridge and NWEA MAP. | <p>1. Provide professional development on evidence-based math practices and programs including Bridges and Open Up.</p> <p>2. Build teachers' capacity to provide targeted instruction (Tier II) in math by increasing proficiency in the administration and analysis of universal and targeted math assessments through professional learning.</p> <p>3. Implement an instructional coaching model that includes an evidence-based coaching cycle structure (including increased data analysis.) Provide professional development to the instructional coaches on evidence-based coaching models.</p> | Title I, Title II A, Local |
| Social Studies and Science | Ensure the consistency and continuity of science and social studies instruction across all grades levels, K-6.              | Classroom, TCI and Stile Assessments<br>Report Card Objectives<br>VTCAP                                                          | 1. Build the capacity of teachers to provide evidence-based instruction in social studies and science that builds universal knowledge through the use of TCI and Stile.                                                                                                                                                                                                                                                                                                                                                                                                                                | Title I, Title II A, Local |

|                                    |                                                                                                                                                                                                                                                                                                            |                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                   |
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| <p>3. Safe and Healthy Schools</p> | <p>Decrease total out-of-classroom behavior referrals by 15 percent during the 2026-2027 school year.</p> <p>Increase students' in-class time by 20 percent during the 2026-2027 school year.</p> <p>Decrease the acuity Tier III student misbehaviors by 25 percent during the 2026-2027 school year.</p> | <p>SWIS Referral Data</p> <p>IC Referral Data</p> <p>Student and Family/Caregiver Surveys</p> | <ol style="list-style-type: none"> <li>1. Increase the capacity of staff to proactively implement the universal teaching, modeling and practicing strategies of PBIS through professional development and coaching.</li> <li>2. Increase the capacity of staff to manage safe student behaviors within the classroom using the universal strategies of PBIS by providing professional development to staff.</li> <li>3. By providing professional learning on the universal approaches of Restorative Practices and PBIS, as well as consultation with the BCBA, build the capacity of staff to support students in replacing unsafe, substantially disruptive behaviors with alternative behaviors that preserve classroom learning and a positive school climate.</li> <li>4. Increase the use of data to inform schoolwide behavior practices through the purchasing and implementation of SWIS.</li> <li>5. Provide professional learning for all staff related to trauma-informed practices.</li> </ol> | <p>Title I, Title II A, Local</p> |
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|  | Increase student engagement and reduce absenteeism by 20 percent during the 2026-2027 school year. | LRC Referrals<br><br>IC Attendance Records | <p>6. Through continued collaboration with the Lamoille Restorative Center, provide direct student and family support as well as build teacher and staff capacity to increase engagement that also increases student attendance through an understanding of the barriers to the same.</p> <p>7. Continue to build relationships with the community through ongoing and new events that engage and provide multiple access points and comfort levels for community members, parents and caregivers to be involved with school.</p> |  |

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. Literacy | 1. Increase student achievement scores in literacy on universal screening tools by 10 percent during the 2026-2027 school year. | Universal Screening Tools including, but not limited to, ARC IRLA, Weekly UFLI Spelling, Fastbridge and NWEA MAP. | Early Reading<br>Fall to Winter:<br>33% High Risk<br>33% Some Risk<br>33% Low Risk | <p>1. Provide professional development on evidence-based literacy practices and programs including ARC Core, ARC IRLA, Power Goals, Handwriting Without Tears, and UFLI.</p> <p>2. Build teachers' capacity to provide targeted instruction (Tier II) in literacy by increasing proficiency in the administration and analysis of universal and targeted literacy assessments.</p> <p>3. Implement an instructional coaching model that includes an evidence-based coaching cycle structure (including</p> | Title I, Title II A, Local |
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|  |  |  |  | <p>increased data analysis) with prioritization on grades K-3. Provide professional development to the instructional coaches on evidence-based coaching models.</p> <p>4. Increase reading and writing stamina through the consistent implementation of evidence-based instruction using ARC Core, ARC IRLA, UFLI and Handwriting Without Tears.</p> |  |
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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.



