Vermont School Continuous Improvement Plan Template

LEA Approving the Plan: WNESU

School Name: Windham Northeast Supervisory Union

ESEA and State Designations (check all that apply):

__X_ 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: Melissa Wyman, Director of Instruction

School Continuous Improvement Plan Point of Contact Email: melissa.wyman@wnesu.com

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). If a language translation or other accommodation is required, please contact [Please type here]. _____

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_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.]** 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: Superintendent, Administrative team including principals, board members (CIP committee

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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
1.	**K-8th:** By June, 2027, we aim to increase the percentage of students demonstrating proficiency by 10 points from Fall, 2026 → Spring, 2027 as measured by MCLASS. **9th-12th:** By June, 2027, 58% of students in 9th-11th grade will demonstrate proficiency in ELA and Math as measured by NWEA-MAP **Due to a shift in benchmark tools, fall results were not available at time of submission*	mCLASS, NWEA-MAP	-Coaching cycles -Updated pacing guides -Professional Development with literacy and math coaches -Learning walks -Professional development devoted to HLIP	Literacy Coach Math Coach EL PD in Learning Walks around HLIP ELA and Math Interventionists

2.	By June, 2027, 50% of students in grades 3-9 will be proficient in ELA and 40% of students in grades 3-9 will be proficient in Math as measured by VT-CAP.	VT-CAP	-Coaching cycles -Learning walks -Professional development with literacy and math coaches	Literacy coach Math coach ELA and Math interventionists
3.	By June, 2027, 64% of our students in grades 3-5 and 31% of our students in grades 6-12 will respond favorably in the area of engagement as measured by Panorama climate surveys. By June, 2027, 48% of 6-12th grade students will respond favorably in the area of belonging as measured by Panorama climate surveys	Panorama Climate Survey	-Facilitate students in setting their own goals related to their learning and sharing them with their families -Develop an SU-wide K-12 approach to supporting challenging behavior -Build teachers skills in implementing Responsive and Restorative practices by including PD sessions and follow up coaching -Teach, model, and review expectations and monitor with targeted learning walks	Restorative Practices coach Curricular resources SEL Interventionists

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? _____

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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
1.	mCLASS NWEA-MAP			**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.	VT-CAP			**Results:** **Was Goal Met?** **Next Steps:**
3.	Panorama Climate Survey			

Add additional rows, as needed.