Vermont School Continuous Improvement Plan Template

LEA Approving the Plan: __WNESU_____

School Name: ____Bellows Falls Union High School_____

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: _Sean Robinson, Interim Principal_____

School Continuous Improvement Plan Point of Contact Email: _Sean.Robinson@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]. _____

_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 [**Please type here.**] Title Grants

_X__ 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]** 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: Students, educators, administrators, school board members, caregivers, and community members.

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	Increase the percentage of Bellows Falls Union High School (BFUHS) students demonstrating proficiency in Mathematics on the MAP assessment from 48% (Spring 2026 baseline) to 55% by Spring 2027, with targeted differentiation to support students.	NWEA MAP Growth Assessment (administered Fall, Winter, Spring), local formative assessments, and unit benchmark data tracking proficiency-based learning standards.	*Strategy:* Implement targeted tier 1 and tier 2 instructional differentiation and proficiency-based learning frameworks in high school math courses. Expand instructional coaching focused on core skill development and data-informed differentiation. *Evidence Level & Citation:* Strong / Moderate (Tier 1/2 Evidence). *National Center on Intensive Intervention (NCII) / What Works Clearinghouse (WWC) Guidelines for Secondary Mathematics Instruction and Data-Based Individualization.*	District Math Coordinator/Coach time, new math benchmark assessment system transition resources, professional development (PD) days for math department PLC data-use alignment, and curriculum-based diagnostic tracking software

2	Increase the percentage of BFUHS students demonstrating proficiency in ELA/Reading on the MAP assessment from 48% (Spring 2026 baseline) to 56% by Spring 2027 by strengthening teacher knowledge of underlying foundational concepts, building proficiency-based learning frameworks, and supporting differentiated reading instruction.	NWEA MAP ELA Growth Assessment (administered Fall, Winter, Spring), local ELA proficiency-based performance tasks, and course-embedded writing/reading benchmark tools	*Strategy:* Deliver targeted professional learning on foundational literacy concepts, reading stamina, and differentiated instruction within secondary content areas, supported by literacy coaching and proficiency-based learning design. *Evidence Level & Citation:* Moderate Evidence (Tier 2). *What Works Clearinghouse (WWC) Practice Guide: Providing Reading Interventions and Supporting Content-Area Literacy for Secondary Students.*	Literacy coach support, Title IA / LEA professional development funds for teacher choice menu workshops, time allocated for NEASC-aligned proficiency-based unit design, and Home-to-School Liaison support to ensure attendance stability for at-risk readers.

3	Decrease student behavior incidents by 10% across all tiers (Tier 1, Tier 2, and Tier 3) and increase secondary student sense of engagement and belonging by the end of the 2026-2027 school year.	PowerSchool discipline referral data tracking Tier 1–3 behavior incidents, annual Panorama Student Climate & Culture Survey (Engagement and Belonging focus areas), and monthly MTSS/CARES referral and tracking logs.	Scale school-wide Restorative Practices (RP) and Responsive Classroom frameworks. Train student-led RP groups to facilitate peer accountability/community circles, strengthen advisory model structures, and deliver staff PD focused on classroom management, conflict resolution, and neurodiversity. *Evidence Level & Citation:* Moderate / Promising Evidence (Tier 2/3). *Center on PBIS / Collaborative for Academic, Social, and Emotional Learning (CASEL) Research on Secondary Restorative Practices and Tiered School-Wide Behavioral Frameworks.*	Restorative Practices Coordinator, FTE Home-to-School Liaisons, PowerSchool data tracking platform, stipends/funding for student RP group retreats and advisory structure planning, contracted PD support for conflict resolution/neurodiversity, and central office support for the internal MTSS/CARES referral workflow.

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
1	NWEA MAP Growth Assessment (Math), local math formative assessments, and unit benchmark data tracking proficiency-based learning standards.	48% of BFUHS students demonstrated proficiency in Mathematics on the Spring 2026 MAP assessment	Progress: Winter MAP assessment data analysis and mid-year benchmark review. Next Steps: Adjust Tier 1 instruction and Tier 2 math intervention groups based on Winter MAP learning continuum data; target coaching around differentiated proficiency-based units.	**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	NWEA MAP Growth Assessment (ELA), local ELA proficiency-based performance tasks, and course-embedded writing/reading benchmark tools.	*48% of BFUHS students demonstrated proficiency in ELA/Reading on the Spring 2026 MAP assessment.*	*Progress:* Winter ELA MAP assessment data analysis and review of student writing stamina samples. *Next Steps:* Refine content-area reading strategies and targeted literacy interventions; review course-embedded writing tasks for alignment with proficiency-based learning goals.	**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
3	PowerSchool discipline referral logs across Tiers 1–3, monthly MTSS/CARES referral and tracking logs, and annual Panorama Student Climate & Culture Survey (Engagement and Belonging).	2025–2026 PowerSchool referral baseline totals across Tiers 1–3 (approximately 1600 entries from Maxient), along with Spring 2026 Panorama baseline data showing 16% student engagement and 32% student belonging	Progress: Mid-year PowerSchool referral total comparison against prior year mid-year totals, and review of mid-year MTSS/CARES referral trends. Next Steps: Evaluate advisory model effectiveness, review student-led Restorative Practices circle data, and deploy targeted staff coaching on classroom management and conflict resolution as needed	

Add additional rows, as needed.