Westminster Center School Continuous Improvement Plan Template

LEA Approving the Plan: WNESU

School Name: Westminster Center 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)

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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.]** 2026-2027

X 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: Teachers, Parents, School Board, Families

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	**By June 2027, 75% of our students will respond favorably in the area of Engagement as measured by Panorama climate surveys.**	Panorama Climate Surveys Frequency of ParentSquare post Celebrations of learning PBIS Surveys	-Monthly PLCs -Team Meetings -ILT -CARES -Staff Newsletter -Studio Y-Student Led conference and student goal setting	Staff, Administration, PD services
2	**By June 2027, we will maintain a percentage of 91% favorable responses in the area of belonging as measured by Panorama climate survey with the new cohort of sixth grade students.**	Panorama Climate Surveys Celebrations of Learning PBIS Surveys	-All School Meetings -Connection Crew -Book Buddies -Classroom Morning Meeting -Winter Sports -Morning Recess -Cross grade level recess -Morning greeters -greeting students into space -Dismissal -CICO -Various spaces for support around the school -Studio Y	Staff, Administration and Panorama access

3	By June 2027, we aim to increase percentage of students demonstrating proficiency by 20 percentage points from Spring, 2026 → Spring, 2027 as measured by MCLASS: Dibels.	MClass DIBELS	-Explicit Instruction -Lesson Reflection -LASW -Data Meetings -Targeted Interventions - Flexible intervention groupings -PLCs	**Staff, Administration, District Literacy/Math Coach and Director, Literacy and Math Programming**
4	By June 2027, we aim to increase percentage of students demonstrating proficiency by 20 percentage points from Fall, 2026 → Spring, 2027 as measured by MCLASS.	MClass	-Explicit Instruction -Lesson Reflection -LASW -Data Meetings -Targeted Interventions - Flexible intervention groupings -PLCs	

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, we aim to increase percentage of students demonstrating proficiency by 20 percentage points from Spring, 2026 → Spring, 2027 as measured by MCLASS: Dibels.	MClass DIBELS	In the spring of 2026, 57% of K-6 students showed average or above average proficiency as measured by the DIBELS assessment.	-Explicit Instruction - Lesson Reflection -LASW - Data Meetings -Targeted Interventions - Flexible intervention groupings - PLCs	**Staff, Administration, District Literacy/Math Coach and Director, Literacy and Math Programming**

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	Panorama Climate Surveys	*73% of students responded favorably when asked questions of student engagement on the spring 2026 Student Climate Survey through Panorama*	• *March PBIS Surveys* • *Spring Panorama Survey*	**Results:** **Was Goal Met?** **Next Steps:**
2	Panorama Climate Surveys	*91% of students responded favorably when asked questions of sense of belonging on the spring 2026 Student Climate Survey through Panorama*	• *March PBIS Surveys* • *Spring Panorama Survey*	**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	**MClass DIBELS**	*In the spring of 2026, 57% of K-6 students showed average or above average proficiency as measured by the DIBELS assessment.*	*DIBELS Benchmarks: Fall, Winter, and Spring*	**Results:** **Was Goal Met?** **Next Steps:**
4	MAP	*In the spring of 2026, 67% of students in grades K-6 demonstrated average or above average proficiency in Math as measured by MAP.*	*MCLASS Benchmarks: Fall, Winter, and Spring*	**Results:** **Was Goal Met?** **Next Steps:**

Add additional rows, as needed.