Vermont School Continuous Improvement Plan Template

LEA Approving the Plan: WNESU

School Name: Saxtons River Elementary 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: Laura Hazard, Principal

School Continuous Improvement Plan Point of Contact Email: laura.hazard@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 (9.8.26).

_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]** monthly by the school and will be updated by the school **[Please type the frequency weekly, monthly, quarterly]** principal 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, teachers, staff, families, principal

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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

	By June 2027, 75% of our students will respond favorably in the area of Engagement as measured by the Student Climate Survey.	Record of opportunities provided to families to come into the school and attendance at each activity, including Curriculum Night; Panorama Student Climate Survey (3rd and 4th grade); data retreats and documentation of student-generated action steps; record of sharing EL/IM family letters/videos with families; learning walk data focused on implementation of look fors; record of community/outdoor/real-world connections	1. Continue to invite families in for All School Meetings, Thanksgiving meal, Year-End BBQ, Family Engagement Events, field trips, and EL End-of-Module Celebrations of Learning 2. Continue to share assessment data with students, set goals, and reflect/celebrate on said goals; share this information with families. 3. Administer the Panorama Student Survey and use it as a pre-survey in the fall with 3rd/4th graders. 4. Continue to facilitate pre/post data retreats with 3rd/4th students given Student Survey data. 5. Work with students to create measurable action steps given the Panorama Student Survey data. 5. Send home copies of EL/IM Family Letters and links to videos (also on our website), prior to each module/unit. 6. Implement ILT (and EL) "Look Fors" (high leverage instructional strategies). 7. Hold a Curriculum Night in the fall (with babysitting for students) so that families have	Local budget, staff, students, families, administration, and SU office

			an opportunity to learn about our curricula, the Standards, and methods of teaching. 8. Include more community/outdoor/real-world connections into the school year (eg. based on EL modules, topics of study, holidays, etc.)	

	By June 2026, 85% of our students will respond favorably in the area of Belonging as measured by the Student Climate Survey.	Panorama Student Climate Survey (3rd and 4th grade); SWIS/Panorama data; evidence of actions taken with regard to respect and conflict resolution; evidence of providing additional time for students to experience working/interacting with other grade levels; evidence of creating a buddy system/welcome bag for new students.	1. As a school: define peer-to-peer respect (look like/sound like eg. include others, listen and do the 1st time, etc.), provide opportunities for students to practice, develop, and grow respectful peer-to-peer conduct, celebrate respectful actions (Proud of You tickets, classroom totals, students vote on activity, All School Meeting recognitions, etc.), 2. Staff to engage in professional learning specific to respectful conflict resolution and to then teach, model, and provide opportunities for students to practice respectful conflict resolution strategies; and to use conflict resolution strategies with colleagues as needed. 3. Staff consciously use the word respect in conversation with students so they hear it in context, thereby developing frequent exposure to the word and habit of character. 4. Provide more opportunities for students to experience working/interacting with other grade levels to develop respectful interactions throughout our school community (eg. mix recess/lunch, peer-to-peer community work/interactions, Book Buddies, etc.). 5. For new students, create a buddy system and provide a welcome bag.	Local budget, staff, students, families, administration, and SU office

	ELA: By June 2027, we aim to increase the percentage of students demonstrating proficiency by 10 points from Fall 2026 to Spring 2027 as measured by mCLASS.	mCLASS: DIBELS, diagnostics, end of unit data; learning walk data focused on look-fors; self-reports; evidence of developing student ownership of learning (looking at data, developing goals, self-assessing, celebrating); evidence of sharing EL family letters and links to videos.	1. Implement research-based curriculum (EL and UFLI); including the addition of new UFLI Word Study for grades 3rd/4th; 2. Professional Learning (eg. curriculum, differentiated instruction, and work with grade-level colleagues); 3. Systematically record, track, and analyze assessment data to provide differentiated instruction and interventions. 4. Implement ILT (and EL) "Look Fors" (high leverage instructional strategies); 5. Follow our agreement to protect instructional time; 6. Share data with students and set goals for learning based upon the data, provide opportunities for students to self-assess their own learning, given established success criteria, and celebrate accomplishments. 7. Send home evidence of #6; 8. Send home EL family letter and video before beginning each module.	Local budget, staff, students, administration, and SU office

	Math: By June 2027, we aim to increase the percentage of students demonstrating proficiency by 10 points from Fall 2026 to Spring 2027, as measured by mCLASS.	mCLASS Math, diagnostics, end of unit data; learning walk data focused on look-fors; self-reports; evidence of developing student ownership of learning (looking at data, developing goals, self-assessing, celebrating); evidence of sharing IM family letters and videos; evidence of restructuring math intervention groups	1. Implement research-based curriculum (Illustrative Math); 2. Professional Learning (eg. curriculum, differentiated instruction, and work with school-based/grade-level colleagues); 3. Systematically record, track, and analyze assessment data to provide differentiated instruction and interventions; 4. Implement ILT "Look Fors" (high leverage instructional strategies); 5. Follow our agreement to protect instructional time; 6. Share data with students and set goals for their learning based upon the data, provide opportunities for students to self-assess their own learning given established success criteria, and celebrate accomplishments; 7. Send home evidence of #6; 8. Structure math intervention/Math Menu time to include rotations with the classroom teacher and math interventionist for those not receiving IEP services to focus on computation, spiraling back, and areas that will be assessed. 9. Send home IM family letter and video before beginning each unit.	Local budget, staff, students, administration, and SU office

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

	ELA: By June 2027, we aim to increase the percentage of students demonstrating proficiency by 10 points from Fall 2026 to Spring 2027 as measured by mCLASS.	mCLASS: DIBELS, diagnostics, end of unit data; learning walk data focused on look-fors; self-reports; evidence of developing student ownership of learning (looking at data, developing goals, self-assessing, celebrating); evidence of sharing EL family letters and links to videos.	1. Implement research-based curriculum (EL and UFLI); including the addition of new UFLI Word Study for grades 3rd/4th; 2. Professional Learning (eg. curriculum, differentiated instruction, and work with grade-level colleagues); 3. Systematically record, track, and analyze assessment data to provide differentiated instruction and interventions. 4. Implement ILT (and EL) "Look Fors" (high leverage instructional	Local budget, staff, students, administration, and SU office	

			strategies); 5. Follow our agreement to protect instructional time; 6. Share data with students and set goals for learning based upon the data, provide opportunities for students to self-assess their own learning, given established success criteria, and celebrate accomplishments. 7. Send home evidence of #6; 8. Send home EL family letter and video before beginning each		

			module.		

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? _____

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- 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 and 2	Panorama Climate Survey	Spring 2026: 67% of 3rd and 4th graders responded favorably in the area of Engagement Spring 2026: 64% of 3rd and 4th graders responded favorably in the area of Belonging		**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 and 4	MAP	ELA: MAP Spring 2025: 76% K-4 students were proficient. Math: MAP Spring 2025: 78% K-4 students were proficient.		**Results:** **Was Goal Met?** **Next Steps:**

Add additional rows, as needed.