

Central Elementary School Continuous Improvement Plan

LEA Approving the Plan: Windham Northeast Supervisory Union

School Name: Central Elementary 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)

School Continuous Improvement Plan Point of Contact Name: Kate Kane, Principal

School Continuous Improvement Plan Point of Contact Email: kate.kane@wnesu.com

Assurances

☒ 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.

☒ 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](#)).



- ☒ 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 Kate Kane, CES Principal.
- ☒ This plan will be approved by the school board.
- ☒ 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 Title funding.
- ☒ This plan is in effect for the 2026-2027 school year.
- ☒ This plan will be monitored **quarterly** by the school and will be updated by the school **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: Kate Kane (Principal), Deb Kardane (Director of Innovation & Instruction/Literacy Coordinator), Erica Bisbee (CES Parent/Classroom Teacher), Laurie Bolotin (Special Education Teacher), Jerusa Contee (CES Parent/Rockingham School Board Member), Ashley McCants (Classroom Teacher), Kerry Pickering (Reading Interventionist), and the full CES Staff.

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
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1	<p>Focus: Engagement</p> <p>By Spring 2027, 60% of our students will respond favorably in the area of Engagement as measured by the Student Climate Survey. This will represent an increase of 20 percentage points from Spring 2026.</p>	<p>Panoram a Student Surveys</p>	<p>Staff will:</p> <ul style="list-style-type: none"> • share assessment data with students and set goals for their learning based upon the data and provide opportunities for students to self-assess their learning, given established success criteria; • share, post, and unpack learning targets for each lesson; • increase the number of opportunities to respond (OTRs) for students. • invite families into school for EL End-of-Module Celebrations of Learning, Monday Morning Meeting, Breakfast & Books, and other all-school or classroom events; • increase their use of ParentSquare for positive relationship building with families, including biweekly classroom newsletters and positive messages home to each family at a minimum of once every six weeks; <p>Evidence Level: 2-3</p> <p>Effect of Goal Setting for Motivation, Self-Efficacy, and Performance in Elementary Mathematics</p> <p>“Setting, elaborating, and reflecting on personal goals improves academic performance”</p> <p>“Family Engagement: Diverse Families and Early Childhood Environments”</p>	<p>Local budget, staff, students, families, administration</p> <p>Anita Archer’s Active Participation Techniques DVD</p> <p>Other Staff Notes:</p> <p>Provide/find time to share data and set goals</p> <p>Reflect on learning targets</p> <p>Use accountable talk stems</p> <p>Task, not ask</p> <p>Find other ways/times to engage parents</p> <p>Connections across grade levels: 4-1, 3-K, 2-PreK -book buddies, celebrations, hikes/walks in town</p> <p>Incorporate specials, counseling</p>
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2	<p>Focus: Perseverance & Growth Mindset</p> <p>By Spring 2027, CES student climate survey results will demonstrate an 8 percentage points increase in students who report favorable responses to Questions 14 & 15:</p> <p>14. How high are your teachers' expectations of you?</p> <p>15. When you feel like giving up, how likely is it that your teacher will ask you to keep trying?</p>	Panoram a Student Surveys	<p>Staff will</p> <ul style="list-style-type: none"> • define perseverance (look like/sound like), celebrate perseverance (shout out bulletin board, All School Meeting recognitions, etc.), provide opportunities for students to practice, develop and grow perseverance. • engage in professional learning specific to perseverance and to then teach, model, and provide opportunities for students to practice perseverance. • consciously use the words persevere and perseverance in conversation with students so they hear them in context, thereby developing frequent exposure to the word and habit of character. • develop and use learning progressions to demonstrate the steps to accomplish a task or understand a concept <p>Evidence Level: 2</p> <p>Exploring the Conceptual Construct of Learners Goal Commitment, Grit ..."</p> <p>https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2021.783400/full</p> <p>Relationship between Academic Grit and Academic Success in Fourth Grade Students</p>	<p>Local budget, Title funds, staff, students, administration</p> <p>Edutopia</p> <p>Other Staff Notes:</p> <p>Research teaching strategies for when a student is stuck, refuses</p> <p>Assess number of strategies students have at start of year and end of year</p> <p>Use vocabulary grit, grappling along with perseverance</p> <p>Social skills direct instruction at MMM -- visuals around school, acting out at all-school meeting</p> <p>Combine Character Strong, CES core values, Skill Streaming</p> <p>Incorporate cooperative games, learning how to lose</p>
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	<p>Students responded favorably to these questions 82% and 78% of the time, respectively, in the Spring 2026 CES student climate survey. However, a staff survey conducted in Spring 2026 named lack of perseverance/growth mindset as one of the top two reasons for our low reading scores.</p>			
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3	<p>Focus: Reading</p> <p>In Spring 2027, 55% of CES' K-4 students will meet or exceed the benchmark on MClass DIBELS. These goals represent an increase of 14 percentage points in students meeting their grade level benchmarks from Spring 2026.</p>	mCLASS DIBELS	<p>Staff will:</p> <ul style="list-style-type: none"> • agree to protect instructional time • complete and/or refresh professional learning about the science of reading, using The Stern Center's Lead to Read courses • teach UFLI daily with fidelity, using targeted, focused, direct instruction • implement a sequence of scaffolds for a selection of EL grade level texts within each module which will result in all students successfully and independently reading at least one grade level passage within each unit or module • participate in at least one coaching cycle with our literacy coach • develop and build up classroom libraries with high-interest fiction and nonfiction books • use Quiet Time (minimum of 10 minutes daily) for independent or partner reading time, with teachers and staff listening to students read daily <p>Evidence Level: 1</p> <p>"Foundational Skills to Support Reading in Kindergarten through Third Grade" WWC</p>	<p>local budget, Title funds, staff, students, administration</p> <p>0.5 FTE literacy coach</p> <p>The Stern Center</p>
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4	Focus: Math In Spring 2027, 70% of students will demonstrate proficiency on MClass MATH, which is an increase of 12 percentage points in students meeting their grade level benchmarks from Spring 2026.	mCLASS MATH	Staff will: <ul style="list-style-type: none"> • agree to protect instructional time • implement research-based curriculum • systematically record, track, and analyze assessment data to provide differentiated instruction and interventions • share assessment data with students and set goals for their learning based upon the data, provide opportunities for students to self-assess their learning given established success criteria • use Math Menu time to focus on fact fluency, spiraling concept review, and grade level standards that are assessed Evidence Level: 1 "Assisting Students Struggling with Mathematics in the Elementary Grades" WWC	local budget, Title funds, staff, students, administration, SU office All Learners Network
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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
3	In Spring 2027, 55% of CES' K-4 students will meet or exceed the benchmark on MClass DIBELS. These goals represent an increase of 14 percentage points in students meeting their grade level benchmarks from Spring 2026.	mCLASS DIBELS	41% (50 out of 127) students are proficient on mCLASS DIBELS in Spring 2026	<p>Staff will:</p> <ul style="list-style-type: none"> • agree to protect instructional time • complete and/or refresh professional learning about the science of reading, using The Stern Center's Lead to Read courses • teach UFLI daily with fidelity, using targeted, focused, direct instruction • implement a sequence of scaffolds for a selection of EL grade level texts within each module which will result in all students successfully and independently reading at least one grade level passage within each unit or module • participate in at least one coaching cycle with our literacy coach • develop and build up classroom libraries with high-interest fiction and nonfiction books • use Quiet Time (12:30-12:45 daily) for independent or partner reading time, with teachers and staff listening to students read daily <p>Evidence Level 1:</p> <p>"Foundational Skills to Support Reading in Kindergarten through Third Grade" WWC</p>	<p>local budget, Title funds, staff, students, administration, SU office</p> <p>0.5 FTE literacy coach</p>

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.

5 Whys Diagram

Equity Analysis

Equitable Resource Allocations:

- For which student populations did you identify inequities? Only 18% of students (7 out of 40) with an Individualized Education Plan are proficient in ELA, as measured by mCLASS DIBELS, compared to 51% of CES students (46 out of 87) without an Individualized Education Plan. Only 34% of female students (19 out of 55) are proficient in ELA compared to 46% of male CES students (33 out of 72).
- What are the root causes of these inequities? 45% of students with an Individualized Education Plan have 3 or more disciplinary referrals, indicating that they are out of the classroom for disciplinary reasons more than their peers. 12.7% of female students had 3 or more disciplinary referrals, but 47.1% of male students had 3 or more disciplinary referrals, indicating the possibility of significant disruption to instruction and learning even for students who have less than 3 disciplinary referrals.

Equitable Resource Allocation Goal	Measures of Improvement	Change Ideas
Increase ELA proficiency for students on IEPs by Spring, 2027, by 7 percentage points (18% → 25%) as measured by MCLASS-DIBELS. Improve ELA proficiency for female students by Spring, 2027 by 10 percentage points (34% → 44% proficient) as measured by MCLASS: DIBELS.	mCLASS DIBELS SWIS behavior referral data	Double reading intervention staff Add a .5 FTE literacy coach for Tiers 1-3 Implement an after-school tutoring program for students who are not meeting the benchmark in mCLASS DIBELS in the beginning-of-year assessment. Implement PBIS structure to increase response to positive behavior and to build community

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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 Student Surveys	On the Panorama Student Survey taken in April 2026, 40% of CES students surveyed (3rd and 4th graders) responded favorably regarding feeling engaged at CES which is a decrease of 18 percentage points from April 2025.		Results: Was Goal Met? Next Steps:
2	Panorama Student Surveys In-house staff survey	On the Panorama Student Survey taken in April 2026, 81% of CES students surveyed (3rd and 4th graders) responded favorably in the area of School Rigorous Expectation, which was an increase of 10 percentage points from April 2025. However, on a staff survey, 53.3% of respondents named a lack of perseverance/growth mindset as a root cause for low academic scores.		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 Spring 2026, 41% of CES' K-4 students (50 out of 127) met or exceeded the benchmark on DIBELS. On Spring 2026 ELA MAP, 53% of students (67 out of 127) demonstrated proficiency.		Results: Was Goal Met? Next Steps:
4	mCLASS MATH	In Spring 2026, 55% of CES' K-4 students (73 out of 127) met or exceeded the benchmark on mCLASS Math. On the Spring 2026 Math MAP, 58% (74 out of 127) of students demonstrated proficiency.		Results: Was Goal Met? Next Steps:

Add additional rows, as needed.