Vermont School Continuous Improvement Plan Template

LEA Approving the Plan: Champlain Valley School District

School Name: Charlotte Central 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)

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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 [Please type here]. Kiley Ashley kashley@cvsdvt.org (802) 482-7514
- ☑ This plan was/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 [Please type here] Data Inventory Tool, Consolidated Federal Programs Grants
- ☑ This plan is in effect for the 2026-2027 school year.
- ☑ This plan will be monitored quarterly by the school, and LEA, and will be updated by the school annually 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: District Administrators including Director of Learning & Innovation, Director of Student Supports, Director of Student & Community Engagement. Superintendent, all school Principals and Assistant Principals, Building Based Special Education Directors, teachers, student survey input, community survey input.

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 **Safe & Healthy Schools** IDENTITY & CONNECTION	By Spring 2027: The percentage of students who feel included by other students will increase from 89.9% to at least 93.1%. The percentage of students who feel that school helps them learn about themselves will increase from 71.0% to at least 80.2%. Together, these gains will reduce by at least 50% the identified gaps between these measures and related student experience indicators from the January 2026 Engage data.	Engage Survey	CCS will design and pilot a K-8 C3 program that will increase **Identity and Connection.** Fall: • Identify patterns in what students and adults are saying about belonging, relevance, agency, purpose, access, and rigor. • Name the specific student experience challenge or opportunity the school is trying to address. Winter: • Analyze student voice, staff feedback, and available data to determine what matters most. • Look inward at current practices to identify what should be strengthened, refined, connected, or discontinued. • Look outward at examples, models, or promising practices that could inform the design. • Determine how student voice will be collected during or after the pilot. Spring: • Identify what worked, what needs revision, and what support would be needed to sustain or scale the design. • Prepare a summary of learning for the district Exhibition of Learning. • Recommend what should be sustained, revised, scaled, or discontinued in 2027–28. Related Research 1 Related Research 2	• Leadership Team time • Full Faculty/Staff • Professional Learning Wednesdays • Student voice/interviews • Leadership • Design Team • Professional Development Plan • Research/Models

			Related Research 3	

2 **Academic Achievement #1** MATH	By Spring 2027: At least **78% of CCS students in grades 2–8 will be proficient in Numbers & Operations**, compared with 70% in Spring 2026. At least **76% of CCS students in grades 2–8 will be proficient in Algebraic Thinking**, compared with 68% in Spring 2026. Baseline established for the percentage of students beginning below grade level who meet or exceed i-Ready Typical Growth, with results disaggregated by grade level and used to inform the 2027–28 growth target	<u>Math:</u> i-Ready Math Assessment (2-8) Student Perception Data (of themselves as mathematicians and of math class)	Develop students as active sense-makers who learn through problem solving, discourse, collaboration, and meaningful mathematical experiences. • Center a review of **K–8 Mathematical Best Practices** during at least two professional learning Wednesdays, including Representations • IES Practice Guide Strategy, recommendation 3, tier 1: Representations: Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures. https://ies.ed.gov/ncee/wwc/PracticeGuide/16 & https://ies.ed.gov/ncee/wwc/PracticeGuide/26 • Use administration, our math literacy coach, and Intervention Lead to review and better align K–8 curricular, assessment, and intervention resources with student needs. • Support teachers in the Studio Model, using the coach and building substitute to create opportunities to observe colleagues and reflect together on math instruction.	• Math coach • Intervention Lead • Interventionist • Administration • Classroom teachers/special educators. • Professional-learning sessions • i-Ready data • classroom assessment data • Student Perception data • Intervention materials • Intervention/FIT schedules

	Participating classes have comparable Fall/Spring Math Perception Survey data.		• Review classroom assessments and student-learning evidence after fall and winter assessment windows to identify patterns and determine needed instructional or intervention shifts. • Pilot an opt-in Math Perception Survey, collecting Fall and Spring data for participating cohorts to better understand students' experiences of themselves as mathematicians and the meaningfulness of their math learning. Related Research 1 Related Research 2 Related Research 3	

Add additional rows, as needed.

Section 2 (a): Goals Related to Reading Proficiency (Act 139 requirements)

All schools 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

ACT 139 Reading Proficiency #1 LITERACY	**By Spring 2027:** At least 70% of Grade 1 students will meet or exceed the IDI benchmark for reading vowel teams in real words, compared with 45.7% in Spring 2026. At least 70% of Grade 1 students will meet or exceed the Grade 1 Passage Reading Fluency benchmark, compared with 60.6% in Spring 2026.	Literacy: IDI CVC (K) IDI Vowel Teams (1) i-Ready Passage Reading Fluency - Spring (1-2) i-Ready Reading Assessment - Spring (2-3) VTCAP & MSAA - ELA (3)	*Data from Spring 2026:* **Kindergarten:** 74% proficient on IDI CVC **1st Grade:** 45% proficient on IDI Vowel Teams 64% proficient on i-Ready Passage Reading Fluency **2nd Grade:** 75% proficient on i-Ready Passage Reading Fluency 87% proficient on i-Ready Reading **3rd Grade:** 94% proficient on i-Ready Reading 81% proficient on VTCAP & MSAA - ELA	Grade 1 teachers, interventionists, and the literacy coach will strengthen explicit instruction and practice in decoding taught phonics patterns, developing automatic word recognition, and applying these skills in connected text. IES Practice Guide Strategy, recommendation 3, tier 2: Decoding: Teach students to decode words, analyze word parts, and write and recognize words. https://ies.ed.gov/ncee/wwc/PracticeGuide/21/ Instruction will prioritize accuracy before speed and include modeling, guided practice, repeated reading, and corrective feedback. Grade 1 teams will review decoding and passage-fluency data during the year and adjust instruction and intervention in response with the support of our literacy coach. Related Research	• Grade 1 teachers • Literacy coach • Interventionist • Special educator as appropriate. • IDI • Grade 1 Passage Reading Fluency assessment • Core phonics/ELA materials • Literacy-coach time • Intervention schedule & resources • Administration as needed. • Midyear assessment/progress-monitoring data • KidTalk/team meeting time

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
Safe & Healthy Schools #1 IDENTITY & CONNECTION	Engage Survey Data	96.3% of students feel like they have friends at school who treat them with kindness and respect, and 97.7% feel that adults care about them and treat them with kindness and respect, but only 89.9% of students feel included by other students. 89.4% of students are proud of what they do and who they are at school, but only 71.0% feel that school helps them learn about themselves. *(Winter Engage Data from January 2026)*		**Results:** **Was Goal Met?** **Next Steps:**

Academic Achievement #1 MATH	i-Ready Math Assessment (2-8)	Spring 2026 data show growth across both district-prioritized math domains, while also highlighting areas for continued attention. Across grades **2–8**, i-Ready proficiency in **Numbers & Operations increased from 45% in Fall 2025 to 70% in Spring 2026**. Grade-level spring results ranged from **48% in grade 8 to 87% in grade 4**, showing stronger outcomes in the elementary grades and greater need in the upper grades. Across grades **2–8**, proficiency in **Algebraic Thinking increased from 46% to 68%**. Spring results also varied by grade, from **42% in grade 8 to 88% in grade 3**, with the most significant opportunities for growth in grades 7–8.		**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
		While CCS collects broader student-engagement data, we do not yet have consistent data about **how students see themselves as mathematicians or experience math learning**.		

Goal Reference Number	Measures	Baseline Data (Initial Submission)	Mid-Year Progress Check and Next Steps	End-of-Year Results and Next Steps
Academic Achievement #2 **Act 139 Goal** LITERACY	Grade 1 IDI Passage Reading Fluency	Spring 2026 Grade 1 data identify decoding and connected-text fluency as areas for focused improvement. On the IDI, 45.7% of students met the benchmark for reading vowel teams in real words and 69% met the benchmark for vowel teams in pseudowords. On the Passage Reading Fluency assessment, 60.6% met the Grade 1 benchmark. These results suggest a need for greater accuracy and automaticity in word reading and more fluent application of those skills in connected text.		**Results:** **Was Goal Met?** **Next Steps:**

Add additional rows, as needed.