# Vermont School Continuous Improvement Plan Template

**LEA Approving the Plan:** Champlain Valley School District

**School Name:** CVU

**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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**School Continuous Improvement Plan Point of Contact Email:** kriley@cvsdvt.org

## 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 |
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| 1<br><br>**Safe & Healthy Schools**<br>DIRECTION | Spring of 2027, 1% of CVU's student population, a cohort of 12-15 students, will be engaged in the newly formed WBL program.<br><br>Progress will be shown by the number/% of students taking part in the WBL program. | Number of students enrolled in the cohort for 2027-2028. | Fall<br>• Review existing curriculum documents from other programs in Chittenden County (SB, EHS, MMU, etc.)<br>• Identify current students doing internships, shadowing experiences to determine needs and interests<br>• Create a KUD for WBL course<br>• Study and understand the legal and safety framework<br>• Review with CVSD<br>• Create employer database for companies looking to work with students<br>Winter<br>• Present WBL course to CCH<br>• Educate advisors to the process and options for advisees interested in internships/WBL<br>• Market program to rising juniors and seniors<br>• Investigate potential mini training session for students planning to do RISE internships/shadowing<br>Spring<br>• Build WBL course into fall schedule<br>• Create model portfolios for Fall 2026 exemplars<br>• Place students with community partner placements<br>• Run RISE mini trainings | • Director of Guidance<br>• House Director overseeing NEXUS Program<br>• NEXUS faculty<br>• Guidance Counselors |

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| 2<br><br>**Academic Achievement #1**<br><br>MATH | By Spring 2027, CVU will have a math specific MTSS support structure to be rolled out in Fall 2027. The Math Intervention Model Blueprint Design Team, made up of 3 math teachers and 2 special educators, will be designing this support structure throughout 2026-2027.<br><br>The math department will conduct a local curriculum review.<br><br>Progress in this area will be shown by a 5% increase in the percentage of our students proficient in VTCAP and iReady scores for 9th and 10th grade.<br><br>Success at CVU will be indicated by the stated increase on VTCAP and iReady proficiency. | iReady<br>VTCAP<br>PSAT | Fall<br>Establish a Blueprint Design Team to answer the following question:<br>Are the student scores low because they are not experiencing a rich curriculum or because they don't have access to adequate interventions?<br>Conduct CVU math audit to determine strengths and gaps.<br>Research math curricula outside of CVSD<br>Survey students about math supports they access and challenges to math curriculum<br>Winter<br>Propose and design changes to the current math curriculum within courses to address gaps<br>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<br>Propose and design math supports to enhance MTSS<br>Spring<br>Pilot end of year mini unit in a "gap area" | Math Department Admin<br><br>Math Department Faculty |

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| | | | Request necessary additional resources and offsets to meet any of the staffing needs for 2027-2028 | |
| 3<br><br>**Academic Achievement #2**<br><br>HARKNESS PRACTICES | By the Spring 2027, the % of 9th and 10th grade students who view Harkness positively and as beneficial to their speaking, listening, openness to new ideas, and daily lives will have increased by 5%.<br><br>The % of faculty using Harkness practices will increase by 5%.<br><br>One focus of the Core Program, facilitated by the Core Director in consultation with one of our Blueprint Design Leaders, will be to expand the capacity of Core Teachers across curriculum to effectively use Harkness strategies in their classrooms. | Harkness Audit | Fall<br>• Establish a Blueprint Design Team intended to recommend strategies to expand practice at CVU.<br>• Develop guiding question related to blueprint component<br>• Gather data from relevant stakeholders<br>• Determine current level of practice in the 9th and 10th grade programs<br>• Support teachers in growing Harkness practices<br>Winter:<br>• Analyze the data<br>• Look outward: what's being done elsewhere?<br>• Propose multiple plans for growing Harkness at CVU<br>• Iterate proposals based on feedback<br>Spring:<br>• Share publicly (full faculty)<br>• Determine next steps for what will be implemented in Fall 2027 | • Faculty Harkness Coordinator and Humanities administrator |

## 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 |
|---|---|---|---|---|---|
| N/A | N/A | N/A | N/A | N/A | N/A |

## 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? N/A
- What are the root causes of these inequities? _____

| Equitable Resource Allocation Goal | Measures of Improvement | Change Ideas |
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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 |
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| 1<br><br>**Safe & Healthy Schools**<br><br>DIRECTION | Engage Survey | **85%** of students believe their learning is important for their future, but only **90.2%** of grade 12. **82%** grade 11, **82.5%** grade 10, **87.1%** grade 9, feel that the skills and concepts they are learning support their goals and will support them in the future.<br><br>**89.1%** grade 12, **89.7%** grade 11, **87.8%** grade 10, **84.1%** grade 9,of students currently feel they have a choice in the classes they are taking.<br><br>0% enrolled in work based learning cohort currently | | **Results:**<br><br>**Was Goal Met?**<br><br>**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<br><br>**Academic Achievement #1**<br><br>MATH | iReady Grades 9 & 10<br>VTCAP Grade 9 | As of Spring 2026, less than 60% of CVU students are proficient in math (iReady 9th 52.7%, VTCAP 9th 53.5%, iReady 10th 55.1%). 55.1% of our 10th graders were proficient on the iReady Spring; this is an improvement over the 50.2% in the winter of their 9th grade year. Equity gaps remain for marginalized populations, especially students on academic plans and multilingual learners. | | **Results:**<br><br>**Was Goal Met?**<br><br>**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<br><br>**Academic Achievement #2**<br><br>HARKNESS STRATEGIES | Harkness Audit | Based on an audit of 130 9th-12th graders in 2025; **75%** of respondents said Harkness discussions made them more confident speaking to others in class, **75%** said Harkness discussions made them better listeners, **83%** said Harkness discussions opened their minds to different perspectives, and **52%** said they used skills of Harkness discussions in their lives beyond school.<br><br>**77%** of CVU faculty said they enjoyed the experience of using Harkness discussion to explore complex aspects of our work.<br><br>Harkness Student Video Testimonials: The best evidence is the responses of students themselves. | | **Results:**<br><br>**Was Goal Met?**<br><br>**Next Steps:** |