Vermont School Continuous Improvement Plan Template

LEA Approving the Plan: Champlain Valley School District

School Name: Hinesburg Community 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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School Continuous Improvement Plan Point of Contact Email: ttrevithick@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

1 **Safe & Healthy Schools** BELONGING & RELATIONSHIPS	*Cultivate a school community where every student is known, connected, valued, and experiences a strong sense of belonging.* By Spring 2027, HCS will demonstrate improvement from the 2025–26 baseline on identified Engage measures related specifically to student belonging and connection, with results examined across grade levels and student groups. By Spring 2027, chronic absenteeism will decrease from 14% to 13%, with individual student attendance patterns monitored throughout the year to identify and respond to emerging disconnection.	Engage Survey, LEAPS, Local survey data, Attendance data	**Fall:** • Explicitly teach and reinforce Take Care expectations and relationship-building routines. • Gather student voice and examine Engage, attendance, behavior, and student-support data to identify patterns of connection and disconnection. • Identify students and groups needing more intentional connection or support and determine appropriate responses. • Use faculty and student input to test improvements to everyday experiences where belonging is built. • Expand meaningful opportunities for student voice, contribution, and leadership. **Winter:** • Review student voice, attendance, behavior, and student-support data for evidence of change. • Examine the experience of students identified in Fall as potentially disconnected and adjust supports as needed. • Study the effectiveness of Take Care, Advisory, and other belonging-building practices. • Gather additional student feedback and adjust structures and practices in response to evidence.	• Leadership • Partnership with Transcend • All K-8 Faculty

	During 2026–27, HCS will establish a consistent process for gathering and responding to student voice about belonging and connection, with particular attention to students and groups whose experiences may not be reflected in schoolwide averages.		**Spring:** • Analyze identified Engage measures and chronic absenteeism alongside student voice and other evidence of belonging. • Examine patterns across grades and student groups and the experiences of students identified earlier as disconnected. • Identify effective practices and structures to sustain or refine. • Establish priorities for the 2027–28 improvement cycle.	

2 **Academic Achievement #1** MATH	By Spring 2027, students who were not proficient on the previous Spring mathematics assessment will demonstrate more than one year's growth in identified priority domains (K–4 Number and Operations; 3–8 Algebraic Thinking). Students who were proficient or exceeding proficiency will maintain proficiency or higher. During 2026–27, HCS will refine and pilot tools for measuring students' mathematical sense-making through problem solving, discourse, and collaboration and establish baseline evidence to inform future improvement targets	***Student Growth:*** *Forefront Screener (K–1)* *i-Ready Mathematics Assessment (2–8)* *Common/formative mathematics evidence as identified* *VTCAP & MSAA Mathematics (3–8)* ***Mathematical Sense-Making:*** *Student work/performance evidence* *Student discourse/observation evidence* *Student voice* ***Data will be examined across grade levels and student groups, including IEP, FRL, ML, race, and ethnicity.*** Disaggregated by race, ethnicity, FRL, IEP, ML	**Fall:** • Examine previous Spring and Fall mathematics data and identify students requiring accelerated growth in K–4 Number & Operations and 3–8 Algebraic Thinking. • Identify specific student needs and determine instructional responses and progress-monitoring measures. • Begin Teacher Lab/Number Lab cycles focused on shared instructional practices. 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 • Gather initial evidence of student thinking and pilot tools for measuring mathematical sense-making.	• Leadership through Principals • District Math Learning Facilitators • Partnership with Transcend

		Spring proficiency reaches or moves toward established targets (**2–8: 55%→60%; K–1: 66%→71%**). Student voice demonstrates improvement from Fall baseline in mathematical identity/engagement. Final implementation evidence documents progress toward shared instructional practices. Effective practices identified for continuation/scaling. Design Team produces recommendations for the 2027–28 improvement cycle.	**Winter:** • Analyze midyear growth of identified students and adjust instruction/support where needed. • Examine student work, discourse, observation, and sense-making evidence. • Continue Teacher Lab/Number Lab cycles in response to identified student and instructional needs. • Adjust classroom practice, intervention, coaching, and professional learning based on evidence. **Spring:** • Evaluate growth of students identified for accelerated growth and maintenance of proficiency for students previously proficient. • Examine grade-level and student-group patterns. • Establish baseline evidence of mathematical sense-making. • Identify effective instructional practices and priorities for the 2027–28 improvement cycle.	

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 EARLY LITERACY	<u>Early Literacy</u> *Strengthen foundational literacy instruction so that all students develop the skills needed to become accurate, fluent, and meaning-making readers.* *By Spring 2027, the percentage of students in grades 2–4 demonstrating proficiency on the overall i-Ready Reading assessment will increase by at least five percentage points, from 69% to 74%.*	**For Baseline & End-of-Year Results:** <u>Literacy:</u> 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) **For Mid-Year Progress Check:** <u>Literacy:</u> Letter Sounds (K) IDI Blends & Digraphs (1) i-Ready Passage Reading Fluency - Winter (1-2) i-Ready Reading Assessment - Winter (2-3)	Current literacy data demonstrate both areas of strength and opportunities for improvement across K–4. 69% of students in grades 2–4 demonstrate overall reading proficiency on i-Ready, while early literacy measures reveal greater variability in foundational reading skills. Oral reading fluency proficiency is 31% in grade 1 and 41% in grade 2. Kindergarten and K–2 decoding data similarly demonstrate variation across foundational skills, with particular opportunities for growth in letter identification and more complex decoding patterns such as vowel teams.	Fall: • Launch targeted literacy interventions and Impact Tutoring Winter: • Conduct the midyear K–4 literacy data review • Apply consistent intervention decision rules • Evaluate the implementation and early impact of Impact Tutoring Spring: • Evaluate progress toward Goal 2 student outcomes • Evaluate the effectiveness of the K–4 literacy MTSS system • Identify effective literacy practices to sustain and scale • IES Practice Guide Strategy, recommendation 3, tier 2: Decoding: Teach students to decode words, analyze word parts, and write and recognize words.	• Principals • District Literacy Learning Facilitators • Faculty Design Team • K-4 Teachers • Interventionists

	By Spring 2027, K–2 students will demonstrate increased proficiency in foundational literacy skills, with particular attention to decoding and oral reading fluency, as measured by identified common literacy assessments.		Taken together, these data point to the importance of strengthening a coherent K–4 literacy system that emphasizes prevention and strong Tier I instruction in the earliest grades, while providing timely progress monitoring and increasingly targeted intervention when students require additional support. K-2 Informal Decoding Inventory Proficiency:	• https://ies.ed.gov/ncee/wwc/PracticeGuide/21/ • Complete an annual literacy system reflection and establish priorities for 2027–28	

				Real Words	Pseudowords		
			CVC	72%	84%		
			Blends/Digraphs	97%	97%		
			VCE	79%	100%		
			R-Controlled	72%	100%		
			Vowel Teams	44%	70%		

			Grades 2–4 i-Ready Reading proficiency reaches or moves toward **69% → 74% target**. K–2 foundational literacy measures demonstrate improvement from baseline. Intervention students demonstrate documented response to support. Implementation review demonstrates increased consistency in Tier I literacy practices and progress monitoring. Effective instructional/intervention practices identified for continuation. Priorities established for 2027–28		

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 *Cultivate a school community where every student is known, connected, valued, and experiences a strong sense of belonging.*	Student Belonging & Connection: • Identified Engage measures related to belonging and connection • Student voice Student Connection/Disconnection: • Attendance and chronic absenteeism • Behavior data • Student-support data Analysis: • Schoolwide patterns • Grade-level and student-group patterns • Individual student patterns when indicators of disconnection emerge	HCS enters the 2026–27 school year with 14% of students identified as chronically absent. Attendance patterns will be examined alongside student-experience and student-support data to better understand which students may be experiencing disconnection from school. HCS uses Engage and student voice to understand students' experiences of belonging and connection. Specific 2025–26 Engage measures related to students feeling known, connected, and valued will be identified as the baseline for monitoring change during 2026–27. Results will be examined across grade levels and student groups rather than relying solely on schoolwide averages.	At midyear, HCS will review student voice, attendance, behavior, and student-support data to identify changes in patterns of belonging and disconnection. Particular attention will be given to students and groups identified in the Fall as potentially experiencing disconnection. HCS will examine whether current relationship-building structures and supports are producing the intended student experience and adjust Take Care, Advisory, MTSS, and other practices or supports in response to the evidence.	**Results:** **Was Goal Met?** **Next Steps:**

Academic Achievement #1 <u>Mathematics</u> *Develop students as active sense-makers who learn through problem solving, discourse, collaboration, and meaningful mathematical experiences.*	***For Baseline & End-of-Year Results:*** • *Forefront Mathematics Screener (K–1)* • *i-Ready Mathematics Assessment (2–8)* • *VTCAP & MSAA Mathematics (3–8)* • *Common/formative mathematics evidence as identified* ***Mathematical Sense-Making:*** • *Student work/performance evidence* • *Student discourse/observation evidence* • *Student voice* ***For Mid-Year Progress Check:*** • *Fall/Winter Forefront and i-Ready assessments* • *Progress-monitoring evidence for students identified for accelerated growth* • *Student work, discourse, observation, and emerging sense-making evidence*	***Data from Spring 2026:*** Spring 2026 data indicate that 55% of students in grades 2–8 demonstrated proficiency on their grade-level i-Ready mathematics benchmark, while 66% of K–1 students demonstrated proficiency on their grade-level Forefront mathematics benchmark. These data indicate a need to accelerate growth for students who are not yet meeting grade-level expectations while ensuring students who are proficient continue to demonstrate proficiency. HCS does not yet have an established baseline measure of students' mathematical sense-making. During 2026–27, HCS will refine and pilot tools for gathering evidence of student sense-making through problem solving, discourse, collaboration, student work, observation, and student voice.	At midyear, HCS will analyze Fall/Winter mathematics data to determine the progress of students identified for accelerated growth in K–4 Number & Operations and 3–8 Algebraic Thinking. Student work, discourse, observation, and emerging sense-making evidence will also be examined. Teams will identify students requiring adjusted instruction or support and use the evidence to inform classroom practice, intervention, coaching, and professional learning.	**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
	Data will be examined across grade levels and student groups.			

ACT 139 Reading Proficiency #1 <u>Early Literacy</u> *Strengthen foundational literacy instruction so that all students develop the skills needed to become accurate, fluent, and meaning-making readers.*	**For Baseline & End-of-Year Results:** • Forefront Mathematics Screener (K–1) • i-Ready Mathematics Assessment (2–8) • VTCAP & MSAA Mathematics (3–8) • Common/formative mathematics evidence as identified **Mathematical Sense-Making:** • Student work/performance evidence • Student discourse/observation evidence • Student voice	Spring 2026 data indicate that 69% of students in grades 2–4 demonstrated proficiency on the overall i-Ready Reading assessment. Foundational literacy data show greater variability in the earlier grades, with 31% of Grade 1 students and 41% of Grade 2 students meeting oral reading fluency expectations. K–2 decoding data also demonstrate variation across foundational skills. IDI results show proficiency ranging from 44% to 97% on real-word decoding and from 70% to 100% on pseudoword decoding across assessed patterns, with vowel teams representing the greatest identified area of need. These data establish the need to strengthen foundational literacy instruction while identifying students requiring additional support early and monitoring whether instructional and intervention responses are producing sufficient progress.	At midyear, HCS will analyze the Winter literacy benchmark and progress-monitoring evidence to determine student progress toward grade-level expectations, with particular attention to K–2 foundational literacy and students receiving targeted intervention. Teams will identify students making expected progress and students requiring an adjusted instructional response. For students demonstrating insufficient progress, teams will determine whether instruction, intervention intensity, grouping, or support should change.	**Results:** **Was Goal Met?** **Next Steps:**

<table>
<tr><th>Goal Reference Number</th><th>Measures</th><th>Baseline Data (Initial Submission)</th><th>Mid-Year Progress Check and Next Steps</th><th>End-of-Year Results and Next Steps</th></tr>
<tr><td></td><td>For Mid-Year Progress Check:
• Fall/Winter Forefront and i-Ready assessments
• Progress-monitoring evidence for students identified for accelerated growth
• Student work, discourse, observation, and emerging sense-making evidence

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