Vermont School Continuous Improvement Plan Template

LEA Approving the Plan: Champlain Valley School District

School Name: Shelburne 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: jroth@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, and Director of Student & Community Engagement. Superintendent, all school Principals and Assistant Principals, Building-Based Special Education Directors, teachers, student survey input,and 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** PROFICIENCY & DIRECTION	By spring 2027, 70% of students believe their learning is important for their future, and 50% feel what they learn is connected to their lives outside of school. 70% of students currently feel they have a sense of agency in their learning.	Engage Survey Data	**Shelburne Community School is committed to "Impact in Action,"** ensuring that all students experience a variety of **community connections** embedded in their learning and the curriculum. Throughout their educational journey at SCS, those experiences will build off of each other and align with the developmental bands and interests of students. This trajectory will increase the students' agency, proficiency and awareness of their part in building a vibrant local and global community 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.	• Leadership • Full Faculty • Structure of Design Team • Professional Development Plan • COLT Coherence Chart

			• 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.	

2 **Academic Achievement** MATH	Develop students as active sense-makers who learn through problem solving, discourse, collaboration, and meaningful mathematical experiences. By Spring 2027, Shelburne math benchmark scores will increase by 5 percentage points. By Spring of 2027, Shelburne scores in math for our marginalized populations will show accelerated growth.	Math Forefront Screener (K-1) i-Ready Math Assessment (2-8) VTCAP & MSAA - Math (3-8)	All SCS teachers of math will participate in a math-specific professional learning experience by the end of the 2027-28 school year. Those may include: • OGAP • Visit to Math Lab at HCS • Studio model Job-alike PD (one strand of SCS Wednesday early release) will focus on math teachers working together to collaborate, plan, analyze data, learn new practices, and work to improve mathematical instruction, and thereby learning for all students. 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	Leadership Math Learning Facilitator Analyzing data from the 25-26 school year. Representative committee to help infuse this goal and the action steps into the daily experience of our teachers and students.

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 LITERACY	Strengthening Decoding and Oral Reading Fluency, Grade 1 Developing Grade 1 students' ability to accurately and automatically read words and fluently read Grade 1 connected text with accuracy, appropriate phrasing, and understanding. At least 70% of Grade 1 students meet/exceed the IDI benchmark for vowel teams in real words, up from 45.7%; and at least 70% meet/exceed the Grade 1 Passage Reading Fluency benchmark, up from 44.6%.	**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)	The 2025–2026 Grade 3 VTCAP results show that 44 of 73 students, or 60.3, met the ELA standard, while 29 of 73 students, or 39.7%, performed below the standard. Although these are Grade 3 results, they provide a lagging indicator of the strength and coherence of students' early literacy foundations. The Spring 2026 Grade 1 Informal Decoding Inventory (IDI) shows that 45 students, or 84.9%, met the proficiency benchmark for reading vowel teams and real words, while 8 students, or 15.1%, performed below the benchmark. The Spring 2025-2026 passage reading fluency shows that 33 of 74 students, or 44.6%, met the proficiency benchmark, while 41 or 74 students, or 55.4%, performed below the benchmark.	SCS is committed to ensuring that every student develops the foundational skills necessary to become an accurate, fluent, and confident reader. Therefore, SCS will strengthen explicit, systematic, and cumulative instruction in phonemic awareness, phonics, decoding, word recognition, and oral reading fluency. Students will receive regular opportunities to read and spell words aligned with taught patterns and to practice reading appropriately matched connected text. Instruction will prioritize accuracy before speed and include modeling, guided practice, repeated reading, and corrective feedback.	

				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/ Students need more consistent instruction and practice in accurately decoding unfamiliar words, developing automatic word recognition, and reading connected text accurately, smoothly, and with expression.	

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 PROFICIENCY & DIRECTION	Engage Survey Data	**60%** of SCS students believe their learning is important for their future, but only **35%** feel what they learn is connected to their lives outside of school. Additionally, **59%** of students currently feel they have a sense of agency in their 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
Academic Achievement MATH	**For Baseline & End-of-Year Results:** <u>Math:</u> Math Forefront Screener (K-1) i-Ready Math Assessment (2-8) VTCAP & MSAA - Math (3-8) **For Mid-Year Progress Check:** <u>Math:</u> Math Forefront Screener (K-1) i-Ready Math Assessment (2-8)	In Shelburne, • *69 % (67.1%) of 3rd graders are proficient as measured by the i-ready math assessment (spr'26)* • *67% (63.1 %)of 5th graders are proficient as measured by the i-ready math assessment (spr'26)* • *70% (56.9%) of 7th graders are proficient as measured by the i-ready math assessment (spr'26)* In Shelburne- • 50% of 4th graders are proficient as measured by the VTCAP math assessment (spr'26) • 72.3% of 6th graders are proficient as measured by the VTCAP math assessment (spr'26) • 60.5% of 8th graders are proficient as measured by the VTCAP math assessment (spr'26)		**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
ACT 139 Literacy	**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)	The 2025–2026 Grade 3 VTCAP results show that 44 of 73 students, or 60.3, met the ELA standard, while 29 of 73 students, or 39.7%, performed below the standard. Although these are Grade 3 results, they provide a lagging indicator of the strength and coherence of students' early literacy foundations. The Spring 2026 Grade 1 Informal Decoding Inventory (IDI) shows that 45 students, or 84.9%, met the proficiency benchmark for reading vowel teams and real words, while 8 students, or 15.1%, performed below the benchmark. The Spring 2025-2026 passage reading fluency shows that 33 of 74 students, or 44.6%, met the proficiency benchmark, while 41 or 74 students, or 55.4%, performed below the benchmark.		**Results:** **Was Goal Met?** **Next Steps:**

Add additional rows, as needed.