Vermont School Continuous Improvement Plan Template

LEA Approving the Plan: Champlain Valley School District

School Name: Williston Schools

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	ABS Student reports of relevance and agency will increase from the 77% spring of 2026 baseline to 80% in spring of 2027. WCS Student reports of belonging agency will increase from the spring 2026 baseline (LEAPS / Engage) by 5 % points as measured by the survey questions: I feel like I belong at school" "I can be myself at school." "What I learn is connected to My life outside of school." "At my school I have goals for my learning and I have choices about how I pursue those goals."	Engage Survey	Design student experiences that increase relevance, voice, and agency through the implementation of the First Six as part of the CVSD blueprint. 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:	• Leadership • Full Faculty • Structure of Design Team • Professional Development Plan • COLT Coherence Chart • Principal, Asst Principal, with support from COLT and Transcend coaches

			• 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 #1** MATH	By spring 2027: The percentage of K–4 students meeting the district's grade-level math benchmark will increase by at least 5 percentage points from the fall 2026 baseline.	Math Forefront Screener (K-1) i-Ready Math Assessment (2-8) VTCAP & MSAA - Math (3-8)	Establish shared expectations and instructional look-fors for mathematical discourse across K–2 classrooms. Teachers will engage students in worthwhile mathematical tasks, use purposeful questions and wait time, and provide opportunities for students to explain their thinking using words, objects, models, drawings, and equations. 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 Students will compare strategies, respond to one another's reasoning, and revise their thinking. Utilize our LCAS to identify specific instructional gaps and implement Needs Based Professional Learning cycle focused on high-leverage math strategies and tiered MTSS supports.	Math Learning Facilitator Math Teachers Leadership 5-8 Math Curriculum Group

			All Williston teachers of math will complete the OGAP course that most closely relates to their teaching grade level by Dec, 2028	

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 Literacy	By spring 2027: The percentage of K–4 students meeting grade-specific decoding and oral reading fluency benchmarks will increase by at least 8 percentage points from the fall 2026 baseline. At least 70% of students beginning below benchmark will meet or exceed their individual fall-to-spring growth targets.	<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)	The 2025–2026 Grade 3 VTCAP results show that 47 of 84 students, or 56%, met the ELA standard, while 37 of 84 students, or 44%, performed below the standard. Although ABS serves PreK–2 students, these Grade 3 results provide a lagging indicator of the strength and coherence of students' early literacy foundations.	Ensure that every student develops the foundational skills necessary to become an accurate, fluent, and confident reader. Strengthen explicit, systematic, cumulative, and aligned instruction in phonemic awareness, phonics, decoding, word recognition, and oral reading fluency. 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/ Provide regular opportunities to read and spell words aligned with taught patterns and to practice reading appropriately matched connected text.	Literacy Learning Facilitator K-4 Teachers Teachers Leadership

				Instruction will prioritize accuracy before speed and include modeling, guided practice, repeated reading, and immediate corrective feedback. Through implementation of aligned Word Study programming, teachers will increase cohesion between classes and grades, reducing the cognitive load for students.	

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	77% of ABS students believe their learning is important for their future 84% of WCS students agree with the statement, "I feel like I belong at school" 86% of WCS students agree with the statement, "I can be myself at school." 56% feel what they learn is connected to their lives outside of school.		**Results:** **Was Goal Met?** **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)	ABS: The 2025–2026 Grade 3 VTCAP results show that 30 of 84 students, or 35.7%, met the mathematics standard, while 54 of 84 students, or 64.3%, performed below the standard. WCS: • 57% of 3rd graders are proficient as measured by the iready math assessment (spr'26) • 63% of 5th graders are proficient as measured by the iready math assessment (spr'26) • 48% of 7th graders are proficient as measured by the iready math assessment (spr'26) In Williston - • 56% of 4th graders are proficient as measured by the VTCAP math assessment (spr'26) • 60% of 6th graders are proficient as measured by the VTCAP math assessment (spr'26) • 67% 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 Reading 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 47 of 84 students, or 56%, met the ELA standard, while 37 of 84 students, or 44%, performed below the standard. Although ABS serves PreK–2 students, these Grade 3 results provide a lagging indicator of the strength and coherence of students' early literacy foundations.		**Results:** **Was Goal Met?** **Next Steps:**

Add additional rows, as needed.