

Vermont School Continuous Improvement Plan Template

LEA Approving the Plan: Randy Gawell Superintendent**School Name:** Samuel Morey Elementary 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)**School Continuous Improvement Plan Point of Contact Name:** Katie Ahern, Principal**School Continuous Improvement Plan Point of Contact Email:** kahern@rivendellschool.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.

☒ In progress 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

☒ This plan was/will be approved by the school board.



☒ X in progress draft 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.

☒ X This plan is developed in coordination with other Federal, State and local services, resources and programs

☒ X This plan is in effect for the 2026-2027SY.

☒ X This plan will be monitored **monthly** by the school and will be updated by the school monthly 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: Charles Newton School Board, community member, Katie Ahern, Principal, Ann O'Hearn, school counselor, Ariana Thurber, administrative assistant, Kara Beloin, school nurse, Miranda Lamberton, Title 1 interventionist, math teacher, community member. All classroom teachers, special educators and support staff have had input. Parent and community input has also been received.

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 and Healthy Schools	Academic Achievement: Challenge, empower, and engage each student through evidence-based instructional strategies, curriculum, and varied educational opportunities. By June 2027 we will identify the difference in literacy and math performance between students in K-5 who are identified as having a disability and their nondisabled peers.	VTCAP STAR Acadience We do not have data yet as this is a goal to obtain the data.	Ensure that students who score two or more grade levels below expectations after each assessment window receive targeted intervention with systematic progress monitoring. (National Center on Intensive Intervention, EL1) Require that all professional teaching staff meet at least twice monthly to discuss student progress and coordinate support in our MTSS. (What Works Clearinghouse EL 4)	Local Budget CFP Fiscal support for Acadience training for teaching staff
2.	Safe and Healthy Schools- Build a culture of wellbeing, trauma informed practices and inclusivity.	DESSA We do not have data yet as this is a goal to obtain the data.	Review and pilot the DESSA Fall 2026 Support all school staff to implement classroom lessons and interventions in alignment with the DESSA results. (What Works Clearinghouse, EL 1)	Time for training Local Budget Professional learning

Section 2 (a): Goals Related to Reading Proficiency ([Act 139](#) implementation)

II schools with grades K-3 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
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3	Academic Achievement: Challenge, empower, and engage each student through evidence-based instructional strategies, curriculum, and varied educational opportunities. By June 2027 All K-3 students will achieve at or above grade level on each Acadience or STAR reading benchmark assessment	Acadience Reading STAR	Spring K-3 Literacy results Acadience Composite reading K-Composite Reading 82% at or above 1st 67% at or above STAR 2nd- 70% at or above 3rd- 77% at or above	Ensure that Foundations program is implement with fidelity in Grades k-5 (What Works Clearinghouse EL, 1) All teaching staff participate in Foundations training in the Fall 2026 (What Works Clearinghouse EL 4) Ensure that students who score well below the benchmark after each assessment window receive targeted intervention with systematic progress monitoring. (National Center on Intensive Intervention, EL1) Require that all professional teaching staff meet at least twice monthly to discuss student progress and coordinate support in our MTSS. (What Works Clearinghouse EL 4)	Time for training Local Budget Professional learning Add additional Interventionist to the teaching team using Title 1 Part A 1003 funds
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4	Academic Achievement: Challenge, empower, and engage each student through evidence-based instructional strategies, curriculum, and varied educational opportunities. By June 2027 All 4th and 5th grade students will achieve at or above grade level on each on STAR reading benchmark assessment and annually on VTCAP	STAR VTCAP	STAR Spring 2026 4th 75% at or above 5th 30% at or above VTCAP We will have Fall data when released	Ensure that Foundations program is implement with fidelity in Grades k-5 (What Works Clearinghouse EL, 1) All teaching staff participate in Foundations training in the Fall 2026 Ensure that students who score well below the benchmark after each assessment window receive targeted intervention with systematic progress monitoring. (National Center on Intensive Intervention, EL1) Require that all professional teaching staff meet at least twice monthly to discuss student progress and coordinate support in our MTSS. (What Works Clearinghouse EL 4)	Time for training Local Budget Professional learning Add additional Interventionist to the teaching team using Title 1 Part A 1003 funds
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5	Academic Achievement: Challenge, empower, and engage each student through evidence-based instructional strategies, curriculum, and varied educational opportunities. By June 2027 All 2nd—5th grade Students will achieve at or above grade level on each on STAR Math benchmark assessment and annually on VTCAP	STAR VTCAP	STAR Spring 2026 2nd 70% at or above 3rd 86% at or above 4th 75% at or above 5th 10% at or above VTCAP Will have Fall data when released	Ensure that Everyday Math program is implemented with fidelity in Grades 2-5 (What Works Clearinghouse EL, 1) Ensure that students who score well below the benchmark after each assessment window receive targeted intervention with systematic progress monitoring. (National Center on Intensive Intervention, EL1) Require that all professional teaching staff meet at least twice monthly to discuss student progress and coordinate support in our MTSS. (What Works Clearinghouse EL 4)	Time for training Local Budget Professional learning Add additional Interventionist to the teaching team. Using Title 1 Part A 1003 funds
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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?
 - Students in grades 3 through five.

 - What are the root causes of these inequities?
 - The root cause of the inequities is that there is not consistent formative data compiled on each student to determine if academic interventions are needed in a timely manner. In addition the instructional implications with data on student understanding not available translates to ineffective teaching.
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Equitable Resource Allocation Goal	Measures of Improvement	Change Ideas
Identify assessment tools (such as exit tickets, end of unit assessments, OGAP tasks), record the data and use the data to inform instruction and monitor student progress.	Student test scores improve in Star, VTCAP. Student behavior referrals are reduced Measurable increase in assessment tools being used and recorded.	Staff identified the need for a curriculum coordinator and interventionist to target the 3 rd -5 th grade instruction. Using Title 1 Part A 1003 funds

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
Goal 3	Acadience	Spring K-3 Literacy results		Results:
	STAR	Acadience Composite reading		
		K-Composite Reading 82% at or above		
		1 st 67% at or above		Was Goal Met?
		STAR		
		2 nd - 70% at or above		
		3 rd - 77% at or above		
Goal 4	STAR			Next Steps:
	VTCAP			
		STAR Spring 2026		
		4 th 75% at or above		
		5 th 30% at or above		
		VTCAP		
		We will have Fall data when released		

