

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 subgroups 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
Goal 1 Safe and Healthy Schools	By June 2027, the percentage of Samuel Morey students in grades K–5 who are chronically absent (absent 10% or more of enrolled days) will decrease by at least 5 percentage points from the baseline established during the September 8 – October 31, 2026 attendance window; and the rate of major office discipline referrals per 100 student-days for students in grades K–5 will decrease by at least 20% from the baseline established during that same window.	Chronic absenteeism rate, K–5 (PowerSchool) Major office discipline referrals per 100 student-days, K–5 (PowerSchool) <i>Both measures disaggregated by grade level, IEP status, and FRL status.</i>	1. Implement a two-tier attendance response: weekly identification of students at or above 8% absence to date, followed by personalized written communication to families whose students meet the 8% threshold. 2. Implement universal Tier 1 SEL instruction using a CASEL-aligned curriculum (Character Strong), taught weekly by the school counselor on a fixed schedule. <i>Based on the IES Practice Guide, Reducing Behavior Problems in the Elementary School Classroom, we will employ Recommendation 3, teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate (Evidence Level 1). Character Strong is the CASEL-aligned curriculum selected to deliver this recommendation.</i> 3. Establish a single written definition of major and minor behavior incidents and one referral pathway; train all staff, including paraeducators and unified arts teachers, in the definitions and their role in the process; enter all referrals in PowerSchool. <i>Based on the IES Practice Guide, Reducing Behavior Problems in the Elementary School Classroom (NCEE 2008-012), we will employ Recommendation 1, identify the specifics of the problem behavior and the conditions that prompt and reinforce it (Evidence Level 2), and Recommendation 5, adopt schoolwide strategies to address behavior problems when warranted by data (Evidence Level 2).</i>	• Local budget • Consolidated Federal Programs • Character Strong universal Tier 1 curriculum, purchased with local funds and BEST/Act 230 grant • School counselor schedule rebuilt to protect weekly SEL instruction in every classroom • Professional learning time (August and October in-service) for referral definitions and pathway • Behavior Team weekly meeting time within the contracted day • Administrative assistant time for weekly attendance report generation

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Goal 2 Academic Achievement — Literacy, Grades 4–5	By June 2027, the percentage of Samuel Morey students scoring at or above benchmark on the spring STAR Reading assessment will increase from 75% to 82% in grade 4 and from 30% to 45% in grade 5; the percentage of Samuel Morey students in grades 3–5 scoring proficient or above in English Language Arts on VTCAP will increase from 71% to 76%; and the proficiency gap on spring STAR Reading between students with IEPs and their non-disabled peers in grades 4–5 will narrow by at least 10 percentage points from the baseline established at the fall 2026 STAR administration (October 2026).	STAR Reading, spring administration, grades 4 and 5: percentage at or above benchmark VTCAP ELA, grades 3–5: percentage proficient or above STAR Reading, grades 4–5: percentage-point gap between students with IEPs and their non-disabled peers <i>All measures disaggregated by IEP status and FRL status, per AOE requirement.</i>	1. Reduce class size in grades 4 and 5 by adding one licensed classroom teacher, replacing a single combined class of 28 students with two classes of approximately 14, so that every student receives daily small-group literacy instruction from a licensed teacher. <i>No IES Practice Guide addresses class size reduction. Evidence Level 1: Tennessee Student/Teacher Achievement Ratio (Project STAR), a statewide randomized controlled trial — Word et al. (1990); Krueger (1999), Quarterly Journal of Economics 114(2); Schanzenbach (2006). FUNDED WITH TITLE I PART A SECTION 1003 SCHOOL IMPROVEMENT FUNDS. The school requests AOE confirmation of the evidence level designation for this change idea.</i> 2. Implement Foundations with fidelity in grades 4–5, supplemented by Bookworms for knowledge-building and comprehension; all teaching staff complete Foundations training in fall 2026. <i>Based on the IES Practice Guide, Providing Reading Interventions for Students in Grades 4–9 (WWC 2022007), we will employ Recommendation 1, build students' decoding skills so they can read complex multisyllabic words (Evidence Level 1), and Recommendation 2, provide purposeful fluency-building activities to help students read effortlessly (Evidence Level 1). Foundations and Bookworms are the programs selected to deliver these recommendations.</i> 3. Screen all students in grades 4–5 three times per year using STAR Reading, administered and interpreted by professionally licensed staff trained in STAR and Acadience so that screening data is comparable across the K–5 system; ensure every student scoring below benchmark receives targeted intervention with systematic weekly progress monitoring. <i>Based on the IES Practice Guide, Providing Reading Interventions for Students in Grades 4–9, we will employ</i>	• Local budget • Consolidated Federal Programs • Additional licensed grade 4/5 classroom teacher — Title I Part A Section 1003 School Improvement funds, allocation \$105,133.35 • Classroom space, furniture, and materials for the second grade 4/5 classroom • Foundations training for all K–5 teaching staff, fall 2026 • Bookworms materials, grades PK–5 • STAR Reading licenses, grades 2–5 • Twice-monthly data meeting time scheduled within the contracted work day

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			<i>Recommendation 3, routinely use a set of comprehension-building practices to help students make sense of the text (Evidence Level 1). Screening and progress-monitoring practices follow the National Center on Intensive Intervention data-based individualization framework.</i> 4. Grade-level teams meet at least twice monthly during the contracted day to review screening and progress-monitoring data and decide which students move into, continue in, or exit intervention, using a common protocol (what is the decision, what is the question, what data answers it). <i>Based on the IES Practice Guide, Using Student Achievement Data to Support Instructional Decision Making (NCEE 2009-4067), we will employ its recommendations for collaborative data teams and a schoolwide vision for data use (Evidence Level 4). Supported by local contracted time only; no Section 1003 funds are used for this change idea.</i>	

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

All 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
Goal 3 Act 139 — Reading Proficiency, Grades K–3	By June 2027, the percentage of Samuel Morey students in grades K–3 scoring at or above benchmark on the spring universal literacy screener will increase by at least 8 percentage points at each	Acadience Reading Composite (K–1), spring administration	Spring 2026 baseline Acadience Reading Composite Kindergarten: 82% at or above benchmark	1. Implement Foundations with fidelity in grades K–3 as the core foundational skills program, supplemented by Bookworms; all teaching staff complete Foundations training in fall 2026.	- Local budget - Consolidated Federal Programs; Title I Part A - Foundations training for all K–5 teaching staff, fall 2026

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
	grade level over spring 2026 results: - Kindergarten: 82% to 90% (Acadience Reading Composite) - Grade 1: 67% to 75% (Acadience Reading Composite) - Grade 2: 70% to 78% (STAR Reading) - Grade 3: 77% to 85% (STAR Reading)	STAR Reading (2–3), spring administration <i>Disaggregated by IEP and FRL status.</i>	Grade 1: 67% at or above benchmark STAR Reading Grade 2: 70% at or above benchmark Grade 3: 77% at or above benchmark <i>Student counts by grade are recorded in the data inventory uploaded with this plan.</i>	<i>Based on the IES Practice Guide, Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (NCEE 2016-4008), we will employ Recommendation 2, develop awareness of the segments of sound in speech and how they link to letters (Evidence Level 1), and Recommendation 3, teach students to decode words, analyze word parts, and write and recognize words (Evidence Level 1). Foundations is the program selected to deliver these recommendations.</i> 2. Administer the Act 139 universal literacy screener three times per year in grades K–3: Acadience Reading in grades K–1 and STAR Reading in grades 2–3. <i>Required under Act 139 (2024). Screening and progress-monitoring practices follow the National Center on Intensive Intervention data-based individualization framework.</i> 3. Ensure that every K–3 student scoring below benchmark after each screening window receives targeted small-group intervention within ten school days. <i>Based on the IES Practice Guide, Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, we will employ Recommendation 4, ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Evidence Level 2), delivered through targeted small-group intervention for students below benchmark.</i> 4. All K–5 professionally licensed staff, not only K–3, complete professional learning in the science of reading, so	- PK Foundations materials - Bookworms materials, grades PK–5 - Acadience Reading licenses and training, grades K–1 - Title I academic interventionist time for Tier 2 literacy groups - Tw0e-times-monthly K–3 data meeting time within the contracted work day

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				that instruction is coherent across the elementary span. <i>Based on the IES Practice Guide, Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendations 2 and 3 (Evidence Level 1).</i> 5. K–3 grade-level teams review screening and progress-monitoring data three times per month using a common decision protocol, and decide which students move into, continue in, or exit intervention. <i>Based on the IES Practice Guide, Using Student Achievement Data to Support Instructional Decision Making (NCEE 2009-4067), we will employ its recommendations for collaborative data teams (Evidence Level 4), applied through the VTmtss Framework.</i>	

Section 3: Schools Identified for Comprehensive or Targeted Support (CSI & TSI/ATSI/Equity 2 and 3)

Problem of Practice

Samuel Morey Elementary School does not have a consistent, school-wide system for collecting formative academic and behavioral data, reviewing it on a predictable cycle, and acting on it. As a result, students who fall below benchmark are identified late, intervention decisions are made from incomplete information, and instructional adjustments are not systematically tied to evidence of student understanding. The effect is most severe in grades 4 and 5, where a single combined class of 28 students limits the small-group instruction a licensed teacher can deliver, and where only 30% of grade 5 students scored at or above benchmark on the spring 2026 STAR Reading assessment.

Root Cause Analysis

A 5 Whys root cause analysis is uploaded with this amendment. Its findings are summarized below.

The root cause of the identified inequities is that consistent formative data is not compiled on each student to determine whether academic intervention is needed in a timely manner. Where data on student understanding is not available, instructional implications cannot be drawn, and instruction becomes less effective. Three contributing conditions sustain this: (1) no common definition of what data is collected, when, or by whom; (2) no protected, recurring time in the contracted day for teams to review data and make decisions; and (3) in grades 4 and 5, a student-to-licensed-teacher ratio of 28:1 that leaves insufficient instructional time to act on data even when it is available.

Equitable Resource Allocations

- For which student populations do you identify inequities? Students in grades 3 through 5, and in particular students in the combined grade 4/5 classroom.
- What are the root causes of these inequities? As stated in the Root Cause Analysis above: the absence of consistent formative data collection and review, compounded in grades 4 and 5 by a 28:1 student-to-licensed-teacher ratio that limits small-group instructional time.

Equitable Resource Allocation Goal	Measures of Improvement	Change Ideas
By October 2026, Samuel Morey Elementary School will reduce the student-to-licensed-teacher ratio in grades 4 and 5 from 28:1 in a single combined classroom to no more than 15:1 across two classrooms, so that students in grades 4 and 5 — the population in which the school identifies the largest proficiency inequity — receive daily small-group literacy instruction from a licensed teacher. By June 2027, the percentage of students in grade 5 scoring at or above benchmark on spring STAR Reading will increase from 30% to 45%, and in grade 4 from 75% to 82%.	• Student-to-licensed-teacher ratio in grades 4 and 5 (verified at October 1, 2026 enrollment count) • Minutes of small-group literacy instruction delivered per student per week in grades 4–5, recorded on the master schedule • Grade 4 and grade 5 STAR Reading: percentage at or above benchmark, fall / winter / spring • VTCAP ELA, grades 3–5: percentage proficient or above • Major office discipline referrals originating in grades 4–5	1. Add one licensed classroom teacher to grades 4/5 to create two classes of approximately 14 students in place of one class of 28. <i>No IES Practice Guide addresses class size reduction. Evidence Level 1: Tennessee Project STAR statewide randomized controlled trial — Word et al. (1990); Krueger (1999); Schanzenbach (2006). Funded with Title I Part A Section 1003 School Improvement funds, SME allocation \$105,133.35. The school requests AOE confirmation of the evidence level designation for this change idea.</i> 2. Build the grade 4–5 master schedule so that the reduced class size converts directly into a protected daily small-group literacy block taught by the licensed classroom teacher. <i>Based on the IES Practice Guide, Providing Reading Interventions for Students in Grades 4–9 (WWC 2022007), Recommendations 1 through 3 (Evidence Level 1).</i> 3. Identify and adopt common formative assessment tools (exit tickets, end-of-unit assessments), record the data in a single location, and use it to inform instruction and monitor student progress. <i>Based on the IES Practice Guide, Using Student Achievement Data to Support Instructional Decision Making (NCEE 2009-4067), Evidence Level 4. Supported by local contracted time; no Section 1003 funds are used for this change idea.</i>

Section 4: Progress Monitoring

All schools complete this section. Mid-Year Progress Check will be completed in February 2027. End-of-Year Results and Next Steps will be completed in June 2027.

Goal Reference Number	Measures	Baseline Data (Initial Submission)	Mid-Year Progress Check and Next Steps (February 2027)	End-of-Year Results and Next Steps (June 2027)
Goal 1 Safe and Healthy Schools	- Chronic absenteeism rate, K–5 - Major office discipline referrals per 100 student-days, K–5	Baseline window: September 8 – October 31, 2026. Samuel Morey does not carry a comparable 2025–2026 baseline for either measure. Attendance records exist in PowerSchool but were not compiled as a chronic absenteeism rate, and behavior referrals were not recorded under a common definition of major and minor incidents. The fall 2026 window establishes the first reliable common baseline for both measures. Chronic absenteeism rate and major referral rate will be calculated from PowerSchool and entered in this cell no later than November 13, 2026, and reported to the School Improvement Coordinator at that time. Targets are expressed as a required magnitude of change from that baseline (5 percentage points; 20%), so the goal is measurable at mid-year and end-of-year regardless of where the baseline lands.		
Goal 2 Academic Achievement — Literacy, Grades 4–5	- STAR Reading, grades 4 and 5: % at or above benchmark - VTCAP ELA, grades 3–5: % proficient or above - STAR Reading gap, grades 4–5: IEP vs. non-disabled peers	Spring 2026 STAR Reading Grade 4: 75% at or above benchmark Grade 5: 30% at or above benchmark Spring 2026 VTCAP ELA, grades 3–5: 71% proficient or above		

Goal Reference Number	Measures	Baseline Data (Initial Submission)	Mid-Year Progress Check and Next Steps (February 2027)	End-of-Year Results and Next Steps (June 2027)
		Equity gap baseline The IEP / non-disabled proficiency gap in grades 4–5 will be calculated from the fall 2026 STAR benchmark administration (October 2026) and entered in this cell at that time. Subgroup counts are small; where a cell falls below the reportable minimum, the gap will be reported across grades 4–5 combined.		
Goal 3 Act 139 — Reading Proficiency, Grades K–3	- Acadience Reading Composite (K–1), spring - STAR Reading (2–3), spring	Spring 2026 Acadience Reading Composite — Kindergarten: 82% at or above benchmark Acadience Reading Composite — Grade 1: 67% at or above benchmark STAR Reading — Grade 2: 70% at or above benchmark STAR Reading — Grade 3: 77% at or above benchmark		