

Vermont School Continuous Improvement Plan 2025

LEA Approving the Plan: Springfield School District

School Name: Elm Hill 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: Rachel Hunter, Principal

School Continuous Improvement Plan Point of Contact Email: rhunter@ssdvt.org

Assurances

- ☒ 1. 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.
- ☒ 2. 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 means you've completed your data inventory document linked on the main SSD DI/CIP page

- ☒ 3. 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 Alena Martes, Director of Curriculum, Instruction and Assessment (amartes@ssdvt.org) After the board approves this plan, you will put it on your school website
- ☒ 4. This plan was/will be approved by the school board.
- ☒ 5. This plan was approved by the LEA Superintendent or designee.
- ☐ 6. 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. **N/A**
- ☒ 7. This plan is developed in coordination with other Federal, State and local services, resources and programs

Rachel Hunter - Principal

Alena Martes - Director of Curriculum, Instruction and Assessment

- ☒ 8. This plan is in effect for the 2025-2026 School Year.
- ☒ 9. This plan will be monitored each fall, winter, and spring by the school and LEA, and will be updated by the school 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:

- Bulleted list of names and roles here. We will share this with all admin at the 3/12 SLT, so you can list those names as well.

Kelsie Joyce - Parent

Jennifer Carr - Teacher/community member

Joan Whaley - Teacher

Jan Crow - VT AOE eMTSS Coach/Mentor

Courtney Wiese - Special Education Coordinator

Beth Smith - Assistant Principal

Rachel Hunter - Principal

Alena Martes - CIA

Section 2: Goals, Measures of Improvement, and Evidence-based Change Ideas

Goal #	School Prioritized Goals (include academic and safe, healthy school goals for all students)	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
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1	Elm Hill School will increase the percentage of students reading within the grade level band as measured by the i-Ready Diagnostic Assessment from 12% (September 2024) to 30% by June 2026 <i>Also, copy/paste this goal in section 2a below</i>	-iReady Diagnostic Assessment	Utilizing the Vermont Early Learning Standards (VELS) for students birth through age 8 Elm Hill School will review the continuum of development and examine the identified standards by comparison to the CBE Math progression pathway and ensure classroom teachers are providing whole, small group and 1:1 instruction as well as monitoring, reflection and revision as needed for Tier 1 and Tier 2. <i>iReady Stretch Growth as a Path Towards Proficiency (September 2022) states that an expected growth rate would be 16% across a school year.</i>	-Literacy Interventionist & EST Process -CBE Literacy work with identified pathfinders -Summer ESY -Training in Orton Gillingham
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2	Elm Hill School will increase the percentage of students performing within the grade level band as measured by the i-Ready Diagnostic Assessment from 6% (September 2024) to 30% by June 2026.	-iReady Diagnostic Assessment	Utilizing the Vermont Early Learning Standards (VELS) for students birth through age 8 Elm Hill School will review the continuum of development and examine the identified standards by comparison to the CBE Math progression pathway and ensure classroom teachers are providing whole, small group and 1:1 instruction as well as monitoring, reflection and revision as needed for Tier 1 and Tier 2. <i>iReady Stretch Growth as a Path Towards Proficiency (September 2022)</i> states that an expected growth rate would be 16% across a school year.	-CBE Math work - full implementation September 2025 - EST Process -Summer ESY - Ready Math training/resources
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3	By June 2026 Elm Hill School will increase caregiver (parent/family) sense of opportunities to be involved in their child's school by 5%	The most recent Panorama (Fall 2024) family survey showed that 65% of caregivers (parent/family) believed that they had opportunities to be involved in their child's school. Opportunities to be involved in your child's school is a subset of the Barriers to Engagement section of the Panorama Survey. By comparison to the national average Elm Hill School is within the 10th percentile for this section.	<i>Parents as Teachers</i> (2025) states that caregivers (parents/family) are a child's first teacher and become the supporting role in promoting school readiness. "Research shows that greater parent involvement is a critical link in the child's development of the learning skills (all domains)". Parents increase knowledge of child development by having opportunities to be involved in their child's school - <i>Strengthening Families 5 Protective Factors - Knowledge of Parenting and Child Development</i>	- Distribute and analyze Barriers to Engagement Family Survey with Elm Hill faculty and staff - Provide grade-level team time time to develop goals and activities that allow for parent involvement - Provide education opportunities for staff to better understand family culture and how sharing culture helps to build relationships and connectedness for not only for students but also adults - Review and reflect upon school/wide parent engagement events, parent/teacher conferences and individual class offerings
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Add additional rows, as needed.

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

Goal #	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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1	All staff complete Science of Reading course by June 2026	Students will increase reading proficiency to 30% by June 2026	<i>30% of students will be on grade level using iReady Diagnostics by June 2026</i>	Act 139 (Bill S.204) is designed to improve student proficiency in literacy outcomes. The Agency of Education is charged with providing SU/SDs with developing a plan, supporting literacy instruction, professional development and means to close achievement gaps.	- Elm Hill School will communicate with families at least two times per year to review students personal learning plans which have increased Tier 2 supports - Classroom teachers will provide Tier 1 & Tier 2 supports utilizing Heggerty and Foundations. - CBE Literacy progress pathways will be implemented by all pathfinder teachers. - Literacy interventionist - EST Process - Summer ESY
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				<i>The University of Kansas (2025)</i> reports that the Science of Reading is a Reading Revolution that uses evidence-based guidance to teaching practices and student outcomes	
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Section 3: N/A

Section 4: Progress Monitoring

All schools complete this section.

Goal Ref #	Measures	Baseline Data (Initial Submission)	Mid-Year Progress Check and Next Steps	End-of-Year Results and Next Steps
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1	i-Ready Diagnostic Assessment Reading	<i>Only fill out this baseline data box for this year</i> The first iReady reading diagnostic in 2024-2025 was taken by 225 Elm Hill students (K-2). Data points - Fall 24-25 - 27 students on or above grade level. - 138 students were 1 grade level or below - 60 students were 2 or more grade levels below The second iReady reading diagnostic in 2024-2025 was taken by 232 Elm Hill students (K-2). Data points - Winter 24-25 - 57 Students on or above grade level. More than a 50% increase since the fall. - 136 students were 1 grade level below (consistent to fall data) - 39 students were 2 or more grade levels below. More than 1/3 of students have increased skills and exited this data point.	<i>ignore for now this column and the next one</i>	Results: End of year Diagnostic - Spring 24-25 - 99 students (43%) were on or above grade level - 106 students (46%) were 1 grade level below - 25 students (11%) were w or more grade levels below. Was This Goal Met? Yes, the goal was that more than 30% of the student body would be on or above grade level. This was accomplished. Next Steps: - Teachers are currently enrolled in Lexia LETRS, a premier, evidence-based professional development program for PreK-5 educators focused on the science of reading.
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Goal Ref #	Measures	Baseline Data (Initial Submission)	Mid-Year Progress Check and Next Steps	End-of-Year Results and Next Steps
				- Increased Tier 1 - all classrooms have paraeducators that are responsible for small group and 1:1 support of students in need of literacy assistance - Child Study has been restarted and students in need of support and/or interventions are discussed and outcomes tracked in Panorama. - Tier 2 intervention is being delivered as a universal model to support all students growth

2	i-Ready Diagnostic Assessment Math 3X/year	The first iReady math diagnostic in 2024-2025 was taken by 225 Elm Hill students (K-2). Data points - Fall 24-25 - 14 students on or above grade level. - 154 students were 1 grade level or below - 57 students were 2 or more grade levels below The second iReady math diagnostic in 2024-2025 was taken by 226 Elm Hill students (K-2). Data points - Fall 24-25 - 54 Students on or above grade level. Nearly a 200% increase since the fall. - 141 students were 1 grade level below (6% reduction) - 31 students were 2 or more grade levels below. Nearly 50% of the students have increased skills and exited this data point.		Results: End of year Diagnostic - Spring 24-25 - 87 students (38%) were on or above grade level - 117 students (51%) were 1 grade level below - 26 students (11%) were w or more grade levels below Was This Goal Met? Yes, the goal was that more than 30% of the student body would be on or above grade level. This was accomplished. Next Steps: - Teachers have all been trained on competency-based math instruction and as of the 25-26 school year began implementing this teaching approach. Additionally, they have been trained on Ready Math as a resource to support their math instruction.
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3	- Review (compare/contrast) events for parent participation trends - Event sign in sheets - Anecdotal feedback from families at parent/teacher conferences - FY26 Panorama Survey	Parent/Teacher Conference data: Fall - 89% attendance Spring - 84% attendance Open House - 315 Literacy Night - 201 FY25 Panorama Survey Data completed Fall 2024 - 25 respondents stated: - 76% - favorable of any barriers to engagement - 75% favorable regarding family supports - 68% - favorable regarding Family Efficacy - 57% - Favorable for School Fit.		Results: - Fall 2025 Panorama Family survey shows the following results: - 80% of parents reported they had opportunities to be involved in their child's school - 100% reported that Elm Hill School is welcoming to families. - Data shows a 16% increase overall regarding Barriers to Family Engagement. Outcomes place Elm Hill in the 90th percentile nationally. - Communication was also increased. 100% of all classroom teachers use ClassDojo Communication App that allows for updates on a regular basis. We require a minimum of 2/week. Parents also receive a robust monthly newsletter that requires all teachers/departments to provide 3 submissions/year. Was This Goal Met?
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Goal Reference Number	Measures	Baseline Data (Initial Submission)	Mid-Year Progress Check and Next Steps	End-of-Year Results and Next Steps
				Yes - parent engagement has increased. Parent/teacher Conference Fall - 91% Spring - TBD Next Steps: - Continued robust parent engagement opportunities with students - Opportunities to be involved in committees that influence school structure and planning - Continued communication that ensures families are informed of school happenings

Add additional rows, as needed.