

School Continuous Improvement Plan

LEA Approving the Plan: Orange East Supervisory Union

School Name: **Blue Mountain Union School**

School Continuous Improvement Plan Point of Contact Name: Rick Dustin-Eichler

School Continuous Improvement Plan Point of Contact Email: george.dustin-eichlerl@oesu.org

ESEA and State [Designations](#) :

✓ Title 1 Schoolwide Program

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].

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

✓ This plan was approved by the LEA Superintendent or designee.

N/A 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]

✓ This plan is in effect for the 2025-2026 School Year.

✓ This plan will be monitored [Please click here and select from the menu or type] by the school, and LEA, and will be updated by the school [Please click here and select from the menu or type] 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: Nicole Bell, Director of Curriculum; Emilie Knisley, 7-12 Principal; Scott Blood, prek-6 Principal; Blue Mountain Union Student Representatives to the School Board, BMU Parents

By the end of February, 2026 Blue Mountain Union will:

- share the BMU Schoolwide Program/Continuous Improvement Plan with staff
- share the Plan with the local school board for public input
- compile any relevant input and make any necessary revisions

In August 2025, Blue Mountain Union will:

- share the Plan with the community at the annual Open House
- compile any relevant input and make any necessary revisions

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
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<p>1. Safe and Healthy Schools</p>	<p>Ensure every student feels connected and a sense of belonging</p> <p>Ensure all students graduate high school and increase the number of students entering college or career placement</p> <p>By School year 2026-2027:</p> <ul style="list-style-type: none"> • The number of students participating in the mentor and mentee program will increase • EST referrals will decrease (k-6) by 25% • Behavior infractions will decrease (7-12) by 35% over the data from the prior three years • 90% of students will be taking a next step for college or career placement after high school • 90% of students will graduate high school 	<p>EST referrals, exits from EST, Behavior infractions logged in Infinite Campus, Graduation rates</p>	<p>Based on the requirements of Act 77, BMU will create opportunities to increase Personalized and work-based learning. This goal is based on the five components of Personalized Learning, as researched and delineated by the State of Vermont. 1) Personalized Relationships, 2) Flexible Pathways, 3) Learner Profiles, 4) Proficiency-Based Progression, and 5) Student Agency.</p> <p>Tier 1 (Strong Evidence)</p> <p>https://education.vermont.gov/sites/aoe/files/documents/edu-personalized-learning-overview.pdf</p> <p>https://education.vermont.gov/sites/aoe/files/documents/edu-what-and-why-of-act-77_0.pdf</p>	<p>Local, CFP grant, VSAC</p> <p>Partnerships with local social service agencies</p> <p>Staff to work with mentors</p> <p>Continue to implement a Peer Mentoring Program with increased opportunities for mentors and mentees k-12</p> <p>Continue to train high school mentors to work with students in younger grades to support students with academic and social-emotional learning</p> <p>Mentor Training and Professional Development for staff working with Mentors</p> <p>1.0 FTE Work-based learning coordinator needed (could be combined with another role or have added responsibilities)</p> <p>Increase school-wide support for college and career planning</p>
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				<p>Partner with outside agencies to increase resources and to increase meaningful parent-family engagement</p> <p>Use VSAC survey results to inform decision-making on programs and opportunities for students</p>
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<p>2. Academic Achievement</p>	<p>Improve student achievement in literacy and math.</p> <p>Ensure all students are reading proficiently by grade 3</p> <p>By the end of school year 2025-2026:</p> <ul style="list-style-type: none"> 70% of BMU students in grades K-8 will be proficient on STAR reading and math assessments 40% or less of 3-8th grade students will place in Corrective Reading <p>By the end of school year 2026-2027:</p> <ul style="list-style-type: none"> 75% of students will be proficient on STAR reading and math 35% or less of 3-8th grade students will place in Corrective Reading 	<p>STAR Assessments TOWRE II Assessment DI Placement Tests VTCAP Graduation Rates</p>	<p>Based on the Vermont Reads Institute at UVM MTSS-RtII Field Guide (https://www.uvm.edu/~cdci/best/pbswebsite/MTSSFieldGuide2014.pdf), BMU will build capacity in the following areas.</p> <p>Tier 1 (Strong Evidence)</p> <p>Principle 2 A successful multi-tiered system begins with the highest quality classroom instruction that is informed by research and supported by a standards-based curriculum.</p> <p>Principle 3 A coherent, articulated and balanced assessment system guides responsive teaching, informs educators and students about progress, and leads to effective decisions.</p> <p>Principle 4</p>	<p>Local, CFP</p> <p>5.0 FTE Interventionists</p> <p>Professional development, coaching and materials to implement the science of reading.</p> <p>Professional development to implement Illustrative Mathematics with fidelity.</p> <p>All grades, K-6, will have a 2-hour literacy block.</p> <p>Host a family direct instruction evening to create an opportunity for families to understand and support direct instruction reading strategies.</p> <p>Host a family math night to improve our partnership with families in the area of math.</p>
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	<p>By the end of school year 2027-2028:</p> <ul style="list-style-type: none"> • 80% of students will be proficient on STAR reading and math. • 30% or less of 3rd-8th-grade students will place in Corrective Reading. 		<p>The analysis and use of ongoing performance data to monitor progress, inform instructional decisions, and refine ambitious goal-setting results in acceleration of student learning.</p> <p>Principle 5 Student success occurs when expert personnel provide targeted and differentiated instruction at the earliest indication of student need at a level of intensity that is responsive to the need.</p> <p>Principle 7 Dynamic, positive, and productive collaboration among students, families, and professionals with relevant expertise is the foundation for effective problem-solving and instructional decision-making within a multi-tiered system.</p> <p>Based on the Evidence-Based Practices for Foundational Skills to Support Reading for Understanding in Grades K-3</p>	
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			<p>https://education.vermont.gov/sites/aoe/files/edu-evidence-based-practices-for-foundational-skills-to-support-reading-for-understanding-in-grades-k-3.pdf, BMU will provide professional development and coaching to support the following areas.</p> <p>Tier 1 (Strong Evidence) Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words.</p> <p>Tier 1 (Strong Evidence) Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly</p> <p>BMU will continue to implement the Imagine Learning Illustrative Mathematics with fidelity. Tier 2 (Moderate Evidence) https://www.evidenceforessa.org/program/imagine-learning-illustrative-mathematics/</p>	

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
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<p>3. Academic Achievement</p>	<p>Improve student proficiency in reading</p> <p>By the end of school year 2025-2026:</p> <ul style="list-style-type: none"> 60% of third graders will be proficient in reading according to the STAR Reading Assessment <p>By the end of school year 2026-2027:</p> <ul style="list-style-type: none"> 65% of third graders will be proficient in reading according to the STAR Reading Assessment <p>By the end of the school year 2027-2028:</p> <ul style="list-style-type: none"> 70% of third graders will be proficient in reading according to the STAR Reading Assessment. 	<p>Ongoing PD and job-embedded support for direct instruction</p> <p>STAR Reading</p> <p>Reading Mastery Placement Test and TOWRE II Assessment</p>	<p>Local: Spring, 2025</p> <p>65/109 Students proficient (K-3)</p> <p>59.6% of students proficient (K-3)</p> <p>State: 2024</p> <p>1/25 students proficient (Grade 3)</p> <p>5% of students are proficient (Grade 3)</p>	<p>Based on the Vermont Reads Institute at UVM MTSS-RtII Field Guide (https://www.uvm.edu/~cdci/best/pbswebsite/MTSSFieldGuide2014.pdf), BMU will build capacity in the following areas.</p> <p>Tier 1 (Strong Evidence)</p> <p>Principle 2 A successful multi-tiered system begins with the highest quality classroom instruction that is informed by research and supported by a standards-based curriculum.</p> <p>Principle 3 A coherent, articulated and balanced assessment system guides responsive teaching, informs educators and students about progress, and leads to effective decisions.</p> <p>Principle 4</p>	<p>Local, CFP</p> <p>Professional development, coaching, and materials to implement the science of reading.</p> <p>Implement a reading program for universal instruction K-5, and continue an intervention strategy 3-8 that is aligned with the science of reading</p> <p>Continue implementing a two-hour literacy block in the master schedule for K-6</p>
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				<p>Based on the Evidence-Based Practices for Foundational Skills to Support Reading for Understanding in Grades K-3 https://education.vermont.gov/sites/aoe/files/evidence-based-practices-for-foundational-skills-to-support-reading-for-understanding-in-grades-k-3.pdf, BMU will provide professional development and coaching to support the following areas.</p> <p>Tier 1 (Strong Evidence) Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words.</p> <p>Tier 1 (Strong Evidence) Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly</p>	
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Section 4: Progress Monitoring

All schools complete this section.

Goal Reference Number	Measure s	Baseline Data (Initial Submission)	Mid-Year Progress Check and Next Steps	End-of-Year Results and Next Steps
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<p>1. Safe & Healthy Schools</p>			<p>Results: Work based learning coordinator is problematic financially.</p> <p>VSAC retained funding for college and career planning that will run into SY27. Based on this, BMU will be able to continue this programming and does not need to change to local funds.</p> <p>HS is working with STAR College Network to connect rural students with colleges/universities. This includes connecting students with free summer programs for rural students. Emily has attended training and is sharing information with</p>	<p>EST Referrals decreased overall. This year BMU had an additional interventionist. We wonder if the addition of an intervention in combination with fully implementing DI contributed to the decrease. This may also influence decreased behavior referrals.</p> <p>Next year BMU is integrating UFLI (K-3) to bolster universal instruction in phonological awareness. The hope is that this will continue to decrease EST referrals.</p> <p>One out of 28 students did not graduate. The student had enough credits, but decided to complete additional coursework.</p> <p>Behavioral infractions have 22-23: 672 23-24: 346 (48.5% decrease over prior year) 24-25: 278 (19.7% decrease over prior year) 25-26: 226 (18.7 % decrease over prior year)</p> <p>Serious incidents are down 82%.</p>
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			<p>Continue to build out the school-based mentoring program—high school students mentoring younger students. Parish is also engaging with the Mentoring Project of the Upper Valley refer BMU students for mentoring support.</p> <p>Collaborating with VREC around early college awareness.</p> <hr/> <p>Overall, the referrals to EST have decreased.</p> <p>The Direct Instruction reading program as increased the number of students who are referred for reading intervention.</p>	<p>decreased. The school reduced a behavior support position for next school year. Will need to continue to monitor this. It is also hypothesized that flexible pathways improve student engagement.</p> <p>Student-to-student mentoring is ongoing. The process is established through the school counselors.</p>
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Goal Reference Number	Measure s	Baseline Data (Initial Submission)	Mid-Year Progress Check and Next Steps	End-of-Year Results and Next Steps
			<p>We have also seen a decrease in the number of students referred to EST for behavior concerns. This seems to correlated with adopting the reading program.</p> <p>90% of students are on track to graduate.</p> <p>Continuing to see a decrease in behavior data.</p> <p>Was Goal Met? BMU is on track to meet these goals.</p> <p>Next Steps: Plan alternative staffing for work based coordinator.</p> <p>Continue to develop partnerships and programs.</p>	

<p>2. Academic Achievement</p>	<p>STAR Reading & STAR Math</p> <p>Reading Mastery Placement Test (Grades 3-8)</p>	<p>Spring 2025: STAR Reading: 66% proficient STAR Math: 61% proficient</p> <p>Spring 2025: % of students placed in corrective reading (Grades 3-8)</p>	<p>Results: 76% proficient in reading and 62% in 7th grade.</p> <p>62% in reading and math for 8th grade.</p> <p>K to 8–53% proficient in reading for the Winter STAR assessment</p> <p>K to 8–27.9% of</p> <p>3 to 8–22% of students are in corrective reading. When BMU DI in SY 24 the school had 95% in corrective reading.</p> <p>Was Goal Met?</p> <p>Next Steps: Continuing to work with DI coach.</p>	<p>Results: Reading–66%</p> <p>Math– 66%</p> <p>Was Goal Met? No</p> <p>Next Steps: Continue to support DI through the training of BMU to be trainers</p> <p>Pilot UFLI K -3</p> <p>Align reading mastery block for grades K to 2 to better meet the specific needs of students.</p> <p>Begin to utilize Spelling Mastery in grades 3 to 6</p>
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Goal Reference Number	Measure s	Baseline Data (Initial Submission)	Mid-Year Progress Check and Next Steps	End-of-Year Results and Next Steps
			Building capacity for internal DI coaching so we can fade off of a coaching consultant.	

Goal Reference Number	Measure s	Baseline Data (Initial Submission)	Mid-Year Progress Check and Next Steps	End-of-Year Results and Next Steps
3. Academic Achievement	STAR Reading - 3rd Grade	Spring 2025: STAR Reading: 49% proficient	<p>Results: 46% of 3rd grade are proficient in reading.</p> <p>Reading instruction and intervention have been set up to prioritize the students who need a “little extra” to reach proficiency.</p> <p>Was Goal Met?</p> <p>Next Steps: What are we doing in grades K to 2 for</p>	<p>Results: 71% of 3rd graders are proficient in reading according to the STAR reading assessment.</p> <p>Was Goal Met? The 2025/2026 goal was met.</p> <p>Next Steps: Move corrective reading into 2nd grade. This will require training more staff in corrective reading.</p> <p>The incoming 3rd grade cohort will have many students in corrective reading, signifying high need.</p>

Add additional rows, as needed.

