

Vermont School Continuous Improvement Plan Template

LEA Approving the Plan: MASD School Board

School Name: Albert Bridge 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: Jenifer Aldrich, Principal

School Continuous Improvement Plan Point of Contact Email: jaldrich@wsesu.net

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 Jenifer Aldrich.
- ☒ 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.
- ☒ This plan is in effect for the 2025-26 school year.
- ☒ This plan will be monitored on a trimester basis (fall, winter, spring).
by the school and will be updated by the school **on a trimester basis** 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:

- Administrative Team: Jenifer Aldrich, Principal Bridget Fariel, Director of Curriculum
- School board members: Davis McGraw, Elizabeth Burrows, Amy McMullen, Megan Reed, Nancy Pedrick, Bill Yates
- Staff: Amanda Yates (Teacher, Interventionist),
- Parents/Caregivers/Community Members: Julia Burakian
- Students: Levon Burakian (MS)

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

All schools complete this section.

Goal Number	School Prioritized Goals	Outcome Measures (directly related to goal)	Prioritized <u>Evidence-based</u> Strategies/Change Ideas, <u>evidence level</u> and research source citation	Fiscal, human, other resources needed to support implementation
1	Academic Proficiency: Reading The percentage of ABS students who are proficient or above on the 2025 Winter STAR Reading assessment in grades 3-6 will increase from 66% to 75% on the 2026 Winter STAR assessment.	STAR data	ELA curriculum work, K-6, will focus on collaborative analysis of student data and the consistent implementation of the end-of-unit assessments. ELA Curriculum work - K-6 will focus on implementation and collaborative analysis of student data. Using practices from the modules of AOE's <i>Building a Strong Foundation for Lifelong Literacy Success, Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, and Providing Reading Interventions for Students in Grades 4-6 we will employ the following recommendation:</i> 1. Conduct professional learning for teachers of ELA at the K-6 level to include high-impact instructional strategies as well as continue to strengthen skills in using data to improve student outcomes from common assessments. 2. Teach students to decode words, analyze word parts, and write and recognize words as part of classroom double dosing and intervention (Evidence Level 1) 3. Upper level elementary build students decoding skills so they can read complex multisyllabic words (Evidence Level 1)	CIA Director Instructional Team Leaders Interventionists Amplify CKLA program materials Fluency/Spiral Review Materials mClass Lalilo eduCLIMBER training Local funds

2	Academic Proficiency: Math The percentage of students in grade 3-6 on the 2025 Winter STAR Math assessment will increase from 45% to 50% according to the 2026 Winter Star Math assessment.	STAR MATH Data	Conduct professional learning for teachers of Math at the K-6 level to include high-impact instructional strategies and intervention and enrichment, as well as continue to strengthen skills in using data to improve student outcomes. Conduct professional learning for teachers of Math at the K-6 level to include high-impact instructional strategies and intervention according to <i>WW Assisting Students Struggling with Mathematics and Improving Mathematical Problem Solving</i> as well as continue to strengthen skills in using data to improve student outcomes. We will employ the following recommendations: 1. Continued training and implementation of math program Eureka² to include spiral review and fluency (K-6). 2. Focus on recognizing underlying structures in solving word problems (Evidence Level 1) 3. Structure each math lesson with 10 minutes of fluent retrieval of basic arithmetic facts and spiral review (Evidence Level 2)	Instructional Team Leader Interventionists Bridges PNOA and other math screeners Freckle & Zearn Eureka Squared Materials eduCLIMBER Training Professional Development (evidence-based instructional practices, including double-dosing and spiral review) Family Engagement Opportunities Leader In Me
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3	Culture/Wellness Create a culture of attendance by ensuring students stay connected to learning, feel a sense of belonging and get the support they need. The percentage of Albert Bridge students chronically absent will decrease from 12% in the winter of 2025 to less than 10% in the winter of 2026.	PowerSchool - MBA Plug-in eduCLIMBER Leader In Me MRA	Based on the following recommended strategies at the Tier 2 and 3 levels from AASA's <i>Generating Momentum on Better Attendance</i> we will address chronic absenteeism by 1. Having the SU WSCC Team and community partners implement Vermont's Whole School, Whole Community, Whole Child objectives. 2. Develop meaningful relationships with a trusted adult (also our MRA culture goal) 3. Increase community and family involvement in student attendance by using newly created School Engagement Coach to coordinate more personalized academic support, engagement strategies and outreach to families 4. Use the Home to School Coordinator for intensive support from within the school and with outside agencies	WSCC Team School Engagement Coach eduCLIMBER Training Leader In Me Student Lighthouse Team Leader In Me Parent Lighthouse Team Community Engagement Opportunities Local Funds
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Add additional rows, as needed.

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 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
1	Academic Proficiency The percentage of ABS students who are proficient or above on the 2025 DIBELS Winter Reading assessment in grades 1-3 will increase from 46% to 55% proficient on the Winter 2026 DIBELS Reading assessment.	DIBELS	Dibels Students proficiency level is 46% Winter DIBELS proficiency in grades 1-3 is 62%.	100% of K-3 teachers will be trained on implementing an evidence-based reading screener (DIBELS) Based on IES practice guide, <i>Using Student Achievement Data to Support Instructional Decision Making</i> ELA curriculum work, K-5, we will focus on collaborative analysis of student data and the consistent implementation of the end-of-unit assessments. Using practices from the modules of AOE's <i>Building a Strong Foundation for Lifelong Literacy Success and WW Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade</i> we will provide coaching, and professional development to support explicitly, evidence-based literacy practices in the following are 1. Develop awareness of the segments of sounds in speech and how they link to letters. (Evidence Level 1) 2. Teach students to decode words, analyze word parts and write and recognize words as part of classroom double dosing and intervention (Evidence Level 1).	Administration and educator leaders time to complete a literacy audit Time and capacity to engage in AOE's Read Vermont job embedded coaching and professional learning series Stipends for teachers for outside of contract PD and planning time for state informed small group literacy instruction paid for by local budget.

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
1	STAR READING	STAR READING Assessment scores (Winter) 66% of our grades 3-6 have met the proficiency level.	<i>Star reading assessment scores indicate 57% of our 3-6 students have met the proficiency level.</i>	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
2	STAR MATH	STAR MATH assessment scores (Winter) indicate 45% of our grades 3-6 students met the proficiency level in math.	<i>Star math assessment score indicates 51% of 3-6 grade students have met proficiency level</i>	Results: Was Goal Met? Next Steps:
3	MBA PowerSchool	Chronic Absenteeism Rate 12% (Winter)	<i>Data indicated that the chronic absenteeism rate has improved from 12% to 7%</i>	
Section 2A 1	DIBELS 8th Edition	The percentage of K-3 ABS students who demonstrate proficiency according to the middle of the year (2025) DIBELS benchmark assessment is 31%	The percentage of K-3 ABS students who demonstrate proficiency according to the middle of the year (2025) DIBELS benchmark assessment is 48%	