

School Continuous Improvement Plan

LEA Approving the Plan: Orange East Supervisory Union

School Name: **Bradford Elementary School**

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

School Continuous Improvement Plan Point of Contact Email: george.dustin-eichler@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

OUUSD Board Members: Danielle Corti, Tim Ross, Angela Colbeth, Leanne Hatch (grandparent), Maegan Ballou, Carol Cottrell

Leadership Team Members: TBD

Staff Members: Judith Slack, Amy Hayward (parent), Kathryn Shearer, Christine Rogers

Student Council Members

Community Members: TBD

Plan for Community Engagement:

- Principal will share Plan with staff at a staff meeting for input
- Principal will discuss with school-based leadership team for input and planning
- Principal will share Plan with student council for input
- Principal will notify the community that the Plan will be available for review and discussion during Monthly Community Meetings; Community input will be documented and names will be added below
- Principal will include goals in ongoing newsletter to staff and community
- Principal will share plan at the school board meeting
- Plan will be posted on website

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

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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Goal 1	By the end of June 2026, 75% of 3rd to 5th-grade students will achieve at or above proficient as measured by the spring 2026 administration of STAR Math.	STAR Math Intervention Schedules School-wide Protocol bank	Based on the Vermont Reads Institute at UVM MTSS-RtII Field Guide https://www.uvm.edu/~cdci/best/pbswebsite/MTSSFieldGuide2014.pdf, BES will build capacity in the following areas. Tier 1 (Strong Evidence) 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. Principle 3 A coherent, articulated and balanced assessment system guides responsive teaching, informs educators and students about progress, and leads to effective decisions. Principle 4 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. 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. BES will continue to implement the Imagine Learning Illustrative Mathematics with fidelity. Tier 2 (Moderate Evidence) https://www.evidenceforessa.org/program/imagine-learning-illustrative-mathematics/	Elementary interventionists support for tier 2 and 3 instruction Professional learning to support implementation of the math program, instruction, and assessment, including but not limited to Illustrative Mathematics and Math Menu Training to support best practices in data analysis and data-informed decision making to support BES's MTSS. NextPath trainings for staff
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Goal 2	By the end of June 2026, 90% of students and families will report feeling welcomed and well-connected to BES, as measured by the NextPath SEL screener. 90% of families will participate in April's family/teacher conferences.	Caregiver attendance at community events Daily school attendance Participation in family/teacher conferences	Based on the Vermont Reads Institute at UVM MTSS-RtII Field Guide (https://www.uvm.edu/~cdci/best/pbswebsite/MTSSFieldGuide2014.pdf), BES will continue to increase capacity in the following area. Tier 1 (Strong Evidence) 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 of support.	Investments for family and community events (i.e, providing age-appropriate books and games and food for participants) Survey the community to identify needs and gauge the sense of connection within the school. Family Community Coordinator
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Section 2 (a): Goals Related to Reading Proficiency ([Act 139](#) requirements)

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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Goal 3	By the end of June 2026, 60% of kindergarten to 2nd-grade students will have achieved at or above proficiency as measured by the spring 2026 administration of STAR Early Literacy. By the end of June 2026, 80% of 3rd to 6th-grade students will achieve at or above proficient as measured by the spring 2026 administration of STAR Reading.	Completion of Act 139 communication letters Reduction in tier 2 services needed for literacy Protocol use included in staff trainings and meeting agendas 100% student participation on Star assessments in reading and math	STAR Early Literacy 9% increase in proficiency from fall to winter 46% of students who took the Early Literacy screening assessment were at or above proficiency	Based on the Vermont Reads Institute at UVM MTSS-RtII Field Guide https://www.uvm.edu/~cdci/best/pbswebsite/MTSSFieldGuide2014.pdf, BES will build capacity in the following areas. Tier 1 (Strong Evidence) 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. Principle 3 A coherent, articulated and balanced assessment system guides responsive teaching, informs educators and students about progress, and leads to effective decisions. Principle 4 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. 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. Based on the Evidence-Based Practices for Foundational Skills to Support Reading for Understanding in Grades K-3	NextPath training for administrators and staff Literacy Interventionists to support tiers 2 and 3 instruction Professional development about supporting the implementation of science of reading-based instructional strategies. A literacy coach is needed to support tiered instruction
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				https://education.vermont.gov/sites/aoe/files/edu-evidence-based-practices-for-foundational-skills-to-support-reading-for-understanding-in-grades-k-3.pdf , BES will provide professional development and coaching to support the following areas. Tier 1 (Strong Evidence) Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words. Tier 1 (Strong Evidence) Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly	
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Section 4: Progress Monitoring

Goal Reference Number	Measures	Baseline Data (Initial Submission)	Mid-Year Progress Check and Next Steps	End-of-Year Results and Next Steps
Goal 1	Star Math IXL Math Diagnostic VTCAP	STAR Math • 10% increase from fall to winter • 64% proficient VTCAP Math • 44% proficient • 7% increase from spring 2023	Winter Window (December 2025) 71.9% of students scored at the proficient level, a 7.9% increase over the STAR district benchmark. Vertical monthly math meeting work to align instruction with Math Menu development. This includes developing teacher capacity to look at data. Add data around number of students that the math interventionists are seeing. Next Steps Edith will schedule a time for Rick to work with the interventionist around facilitating data informed planning meetings.	Results: Star 43.9% Was the goal met? Next Steps: Implementation of USNS in our assessment plan to provide detailed data to inform 1.5 and 2.0 levels of intervention Professional Development focused on UDL, Trauma Informed Practices to increase student engagement. Focused teaming/ collaboration and professional growth as it aligns with classroom engagement and total participation.

Goal Reference Number	Measures	Baseline Data (Initial Submission)	Mid-Year Progress Check and Next Steps	End-of-Year Results and Next Steps
Goal 2	Family Surveys Events Attendance Reports	RockFest 2025 - 383 parent & community attendees Family Conferences - - Fall 2024 145 parents - Spring 2025 165 parents	Back to School Night Attendance: 406 Fall Family Conference Attendance: 172 conferences Family Survey - Mid-October (Not conducted) January Family Soup Feast: 182 attendees Action Steps Create and send home a family climate survey A new PTO has formed and will hold its first meeting in February. The PTO will plan a spring family engagement. Rock Fest May. Kindergarten screening and school visit in May.	Results: Spring 2026 173 parents attended conferences PTO organized and has become active, hosting a family Bingo night, teacher appreciation, and fundraising at Rock Fest Informal attendance of Rock Fest = approx 500 attendees Was the goal met? Unable to determine Next Steps:

Goal 3	Star Early Literacy and Star Literacy IXL Literacy Diagnostic	STAR Early Literacy 9% increase in proficiency from fall to winter 46% of students who took the Early Literacy screening assessment were at or above proficiency STAR Reading 14% increase from fall to winter 74% of students were at or above proficiency VTCAP ELA 57% proficient 4% increase from spring 2023	<u>Winter Window</u> (December 2025) Star Early Literacy - 53% of students scored proficient, a 7% increase from the Fall testing window Star Reading - 74.2% of students scored proficient, a 0.2% increase from the Fall testing window The Literacy Committee is working to roll out the Wonder's Reading Program. All teachers K to 3 are completing ISME's OG training. Principal walk-through data is showing that teachers are implementing OG strategies.	Results: 50% Star Early Literacy 63.6% Star Reading 3-6 Was the goal met? No Next Steps: Intensive Intervention focused on K-2 students to begin the school year. Incorporate the use of DIBELS in our assessment plan to provide detailed data to inform 1.5 and 2.0 levels of intervention Professional Development focused on UDL, Trauma Informed Practices, Focused teaming/ collaboration and professional growth as it aligns with classroom engagement and total participation.
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