

Malletts Bay School CIP

Planning Group (include collaborative stakeholders): Christopher Shackett, Samantha Merrill, Kate Ellingson, Kate Hughes, Anne Rayner Cyr, Gregg Galati, Sara Blake, Jordan Burke, Deanna Walker Cook, Catherine Lamoureux, Mark Winchester, Heather Fischer, Hillary Nuttall, Lauren Kellar, Erin Allard (External Stakeholder)

CSD CIP Goals 2024-2026

Overall goal: Increase achievement for all students (by 5 points on state/local measures by June 2026)

Academic - Strengthen academic achievement for all students & close academic achievement gaps

Safe & Health Schools - Strengthen social-emotional learning for all students

Equity, Culture & Inclusion Goal: Strengthen culture & inclusion for all students

We will achieve these goals by:

- Aligning curriculum to state standards & requirements
- Strengthening instruction to provide opportunities for all students to be successful
- Using data to monitor learning progress & plan supports
- Providing systems of support to help students achieve grade level standards/course proficiencies

School Data - [link to CSD data](#)

	Assessment	All	Poverty	Disability	ML	Students of Color
Academic	STAR Early Literacy	n/a	n/a	n/a	n/a	n/a
	STAR Reading Percent Proficiency Spring 2024	Grade 3: 59% Grade 4: 63% Grade 5: 59%	Grade 3: 44% Grade 4: 43% Grade 5: 44%	Grade 3: 38% Grade 4: 25% Grade 5: 21%	Grade 3: 30% Grade 4: 67% Grade 5: 36%	Grade 3: 61% Grade 4: 56% Grade 5: 50%
	VTAP ELA Percent Proficiency Spring 2024	Grade 3: 64% Grade 4: 62% Grade 5: 62%	Grade 3: 38% Grade 4: 41% Grade 5: 46%	Grade 3: 19% Grade 4: 17% Grade 5: 5%	Grade 3: 43% Grade 4: 20% Grade 5: 50%	Grade 3: 67% Grade 4: 39% Grade 5: 75%
	VTAP Math Percent Proficiency Spring 2024	Grade 3: 55% Grade 4: 50% Grade 5: 59%	Grade 3: 55% Grade 4: 50% Grade 5: 59%	Grade 3: 38% Grade 4: 24% Grade 5: 44%	Grade 3: 13% Grade 4: 17% Grade 5: 16%	Grade 3: 56% Grade 4: 33% Grade 5: 62%
	STAR Math Percent Proficiency Spring 2024	Grade 3: 62% Grade 4: 69% Grade 5: 67%	Grade 3: 51% Grade 4: 49% Grade 5: 55%	Grade 3: 19% Grade 4: 30% Grade 5: 29%	Grade 3: 50% Grade 4: 45% Grade 5: 80%	Grade 3: 63% Grade 4: 56% Grade 5: 79%
	VTAP Science Percent Proficiency Spring 2024	Grade 5: 52%	Grade 5: 31%	Grade 5: 10%	Grade 5: 11%	Grade 5: 56%

Safe & Healthy Schools	Youth Truth Belonging Data: Welcome at School March 2025 Belonging Data	<u>Spring 2025 Youth Belonging Data (Percent Positive)</u> Can you be yourself with other students: 53% Are students friendly to you 53% Do you feel like an important part of your school: 38% Do you feel safe at school: 65%				
	Attendance, 2023-24 SY Data # of students on track	91% attendance rate				
	Attendance - Chronic Absenteeism (spring 2025)	14%	21%	16%	13%	16%

Goals

Safe & Healthy School Goal: (align to CSD goal) By June 2026 ...				
Goal #	Goal/s	Outcome Measures	Evidence-Based Strategies, Evidence level & citation/link	Resources need to support implementation
1 Safe and Healthy School	Youth Truth Data Indicates Belonging Data is an Area of Need	Improvement in Youth Truth Belonging Data Percent Positives in the March 2026 Data	Complete SWOT Analysis (Greater Good in Education: Science Based Practices for Kinder, Happier Schools) Scope and Sequence: Incorporate a Scope and Sequence of Mentor Texts about Kindness and Acceptance Incorporate Student Leadership Opportunities	Summer curriculum work to create a scope and sequence of SEL and Equity Mentor Texts for Each Grade Level. Dedicated time to incorporate student leadership opportunities , including a new student group. A team to complete the SWOT Analysis.

			Hattie, Belonging Effect .45	A short google form to be administered 3 times a year to check progress toward goals
Math Goal: (align to CSD goals, include a goal for Literacy & Math) By June 2026...				
2 Math	VTCAP data indicates Operations & Algebraic Thinking is the area in need of focus	Improvement in VTCAP Scores, especially in the Operations and Algebraic Thinking Strand	<p>Universal Instruction Mathematical Language: Teach clear and concise mathematical language and support students use of the language to effectively communicate understanding. Evidence level: level 1 (IES Practice Guide, Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades)</p> <p>Metacognitive/Self Monitoring Strategies: helping students to develop self awareness and reflection; planning and monitoring; adapting and adjusting with their own work (Hattie, Teaching Mathematics in the Visible Learning Classroom Grades 3-5 .69)</p> <p>Intervention/Small Group Instruction Systematic instruction during intervention to develop students understanding of mathematics ideas (concrete - representational - application) Evidence level: level 1 (IES Practice Guide, Assisting Students Struggling with Mathematics: Intervention in the</p>	<p>Dedicated professional time for collaboration</p> <p>Time for the Math Working Group to Identify Key Math Operations and Algebra Vocabulary and Strategies to Clearly Create Definitions</p> <p>Dedicated professional learning time scheduled into calendar</p> <p>EDM and VTCAP vocabulary/math language resources, especially in Operations and Algebra</p> <p>Support Staff Training on Math Vocabulary</p> <p>Resources: <i>Teaching Mathematics in the Visible Learning Classroom, Grades 3-5</i></p>

			Elementary Grades) Small Group Instruction (Hattie, <i>Teaching Mathematics in the Visible Learning Classroom, Grades 3-5</i> .46) Informed Assessment Before/during learning to monitor student progress and inform adjustments to teaching (Hattie, <i>Teaching Mathematics in the Visible Learning Classroom</i> .48)	
3 Literacy	VTAP Data indicates Foundational Skills and Language Conventions is the area of Focus	Improvement in VTAP data particularly in the area of reading foundational skills and language conventions	Direct Instruction - relevance, modeling, checking for understanding, guided instruction, closure, (.59 effect size ; Hattie - <i>Teaching Literacy in the Visible Learning Classroom</i>) High Leverage Instruction Routines For Teaching Vocabulary: Interactive text experiences, use sophisticated language, lesson plan for explicit instruction, explicit morphology instruction, context clues, interactive vocabulary walls, word collection notebooks, shades of meaning, meaningful reading practice	Phonics to reading program or CSD Curriculum Curriculum map/pacing guide redesign A strong scope and sequence (Blevins, <i>Teaching Phonics and Word Study</i>) Dedicated time in schedule for word study routines Dedicated professional time for collaboration

Note: Reflect equity within SEL + Academics

Act 139 Goal/s (for K-3 Schools): Goals Related to Reading Proficiency

Goal #	Goal/s related to Act 139 (increasing reading proficiency)	Data Outcome Measures	Number & Percent of students proficient on local & state literacy assessments	Evidence-Based Strategies, Evidence level & citation/link	Resources need to support implementation
3 Literacy	VTCAP Data indicates Foundational Skills and Language Conventions is the area of Focus	<p>VTCAP Data indicates Reading - Foundational Skills and Language Conventions should be an area of Focus</p> <p>Improvement in VTCAP data particularly in the area of reading foundational skills and language conventions</p>	93 students proficient & above (STAR Reading, state benchmark) 59% proficient & above (STAR Reading, state benchmark)	Direct Instruction - relevance, modeling, checking for understanding, guided instruction, closure, (.59 effect size ; Hattie - Teaching Literacy in the Visible Learning Classroom)	<p>Phonics to reading program or CSD Curriculum</p> <p>Curriculum map/pacing guide redesign</p> <p>A strong scope and sequence (Blevins, Teaching Phonics and Word Study)</p> <p>Dedicated time in schedule for word study routines</p> <p>Dedicated professional time for collaboration</p>

Progress Monitoring (needed for each goal)

Goal #	Measures	Baseline Data	Mid-Year Progress	End-of-Year Results & Next Steps
1 Safe and Healthy Schools	Youth Truth Survey Shows Belonging Data as an Area of Focus	<p>Spring 2025 Youth Belonging Data (Percent Positive)</p> <p>Can you be yourself with other students: 53%</p> <p>Are students friendly to you 53%</p> <p>Do you feel like an important part of your school: 38%</p> <p>Do you feel safe at school: 65%</p>	Mid Year Progress to be assessed by a google form administered to students throughout the year	<p>Results:</p> <p>Was Goal Met?</p> <p>Next Steps:</p>

2 Math	VTCAP Data: Operations and Algebraic Thinking	<div>VTCAP Data Including Operations and Algebra Strand</div> <div>Spring 2024 VTCAP Proficiency Data, Math</div> <table><tr><td>Grade</td><td>Percent Proficient overall</td><td>OA Percent Proficiency</td></tr><tr><td>Grade 3</td><td>55%</td><td>58%</td></tr><tr><td>Grade 4</td><td>50%</td><td>37%</td></tr><tr><td>Grade 5</td><td>59%</td><td>49%</td></tr></table>	Grade	Percent Proficient overall	OA Percent Proficiency	Grade 3	55%	58%	Grade 4	50%	37%	Grade 5	59%	49%	Mid Year Progress will be assessed through the STAR Assessment, especially the Operations and Algebraic Thinking Strand	<div>Results:</div> <div>Was Goal Met?</div> <div>Next Steps:</div>
Grade	Percent Proficient overall	OA Percent Proficiency														
Grade 3	55%	58%														
Grade 4	50%	37%														
Grade 5	59%	49%														
3 Literacy	VTCAP Data: Foundational Skills and Language Conventions	<div>VTCAP Data, Including Writing Analysis and Conventions Strand</div> <div>Spring 2024 VTCAP Proficiency Data, Literacy</div> <table><tr><td>Grade</td><td>Percent Proficient Overall</td><td>Writing Analysis and Language Conventions Proficiency</td></tr><tr><td>Grade 3</td><td>64%</td><td>45%</td></tr><tr><td>Grade 4</td><td>62%</td><td>57%</td></tr><tr><td>Grade 5</td><td>62%</td><td>50%</td></tr></table>	Grade	Percent Proficient Overall	Writing Analysis and Language Conventions Proficiency	Grade 3	64%	45%	Grade 4	62%	57%	Grade 5	62%	50%	Mid year Progress will be assessed through the STAR Assessment, especially the Writing Analysis and Conventions Strand	<div>Results:</div> <div>Was Goal Met?</div> <div>Next Steps:</div>
Grade	Percent Proficient Overall	Writing Analysis and Language Conventions Proficiency														
Grade 3	64%	45%														
Grade 4	62%	57%														
Grade 5	62%	50%														
3 Literacy Act 139	VTCAP Data: Foundational Skills and Language Conventions	<div>VTCAP Data, Including Writing Analysis and Conventions Strand</div> <div>Grade 3 Percent Proficient: 64% Grade 3 Percent Proficient, Writing Analysis and Conventions: 45%</div>	Mid year Progress will be assessed through the STAR Assessment, especially the Writing Analysis and Conventions Strand	<div>Results:</div> <div>Was Goal Met?</div> <div>Next Steps:</div>												

