

Porters Point School CIP 2025-26

Planning Group (include collaborative stakeholders):

- Team Leaders - Allison Donnelly (grade K teacher), Caitlin Bellavance (grade 2 teacher), Dan Gaudet (behavior specialist), Kelly Ryan (reading teacher), Laura Elder-Connors (para educator in grade 1), Molly Rolfe (grade 1 teacher), Nina Dudley (grade 1 special educator), Paul Pecor (PE teacher), Suzanne Abbott (school nurse), and Carolyn Millham (building principal)
- Social-Emotional Learning & Behavior team - David Allbee (grade K teacher), Annie Brabazon (UA team - librarian), Sarah Carilo (grade 1 teacher), Dan Gaudet (behavior specialist), Julia Ljungvall (Support staff team - behavior interventionist), Carolyn Millham (building principal), Brittany Wildermuth (grade 2 teacher)
- Colchester community stakeholders - Aziza Malik (Colchester community member), Lauren Landrigan (PPS parent)

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 (2023-24)	All	Poverty	Disability	ML	Students of Color
Academic	PPS STAR Early Literacy	60%	42%	46%	0%	42%
	PPS STAR Reading	63%	50%	36%	100%	50%
	VTCAP ELA (grade 3)	60%	39%	12%	21%	53%
	VTCAP Math (grade 3)	58%	46%	24%	50%	57%
	PPS STAR Math	71%	57%	48%	50%	55%
	VTCAP Science (grade 5)	52%	31%	10%	11%	56%
Safe & Health Schools	PPS DESSA SEL	54%	41%	37%	50%	47%
	PPS Attendance	87% (2024-25)				
	PPS Attendance - Chronic Absenteeism (spring 2025)	11%	16%	20%	0%	5%

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	By the end of June 2026, the percentage of students in grades K-2 who are proficient in the CASEL competencies will increase by 5 percentage points as measured by the Devereux Student Strength Assessment 2.	Aperture DESSA 2 mini scores (typical and strength)	Based on DESSA's data-based recommended areas for growth and the IES practice guide on Teacher Delivered Behavioral Interventions n Grades K-5 , we will use the following strategies with all students: <ol style="list-style-type: none"> 1. Teach students to use Zones of Regulation tools and calm corners to increase their self regulation skills (Zones of Regulation is a research-based program) 2. Offer instructional choices to students to increase engagement and agency (Evidence level: moderate) 	Investments include: <ul style="list-style-type: none"> • PD on topics related to this goal - setting up a calm corner, teaching into Zones regulation strategies/tools, productive struggle, self-management, responsible decision-making • Funding for calm corner materials in each classroom • Designated time for teachers to calibrate on competency evidence measured by the DESSA • Summer work to coordinate Second Step and Zones of Regulation instruction
2	By the end of June 2026, 90% of students in grades K-2 will be at or above a 90% attendance rate.	PowerSchool School Attendance - Chronic Daily Absence report	Based on the Panorama Evidence-Based Playbook, we will use the following strategies for students whose daily attendance dips below 90%: <ol style="list-style-type: none"> 1. Weekly review of the Chronic Daily Absence report on PowerSchool 2. Establish a Layer 2 attendance intervention group to boost and positively reinforce school attendance 3. Meet with families to create a personalized student success plan 	Investments include: <ul style="list-style-type: none"> • PD for teachers/staff members on CSD attendance policy, early identification of attendance issues, and available interventions • Access to resources to address attendance barriers • Funding for Layer 2 activities, celebrations

Progress Monitoring (needed for each goal)

Goal #	Measures	Baseline Data	Mid-Year Progress	End-of-Year Results & Next Steps
1 SEL-B	Aperture DESSA 2 assessments (mini and full)			Results: Was Goal Met? Next Steps:
2 Attendance	PowerSchool School Attendance - Chronic Daily Absence Metrics & report			Results: Was Goal Met? Next Steps:

Academic Learning Goal - Reading

By June 2026...

Goal #	Goal/s	Outcome Measures	Evidence-Based Strategies, Evidence level & citation/link	Resources need to support implementation
3 Reading	<p>By the end of June 2026, the percentage of students in grades K-2 who are proficient on measures related to reading comprehension will increase by 5 percentage points in the following domains:</p> <ul style="list-style-type: none"> Grade K: <ul style="list-style-type: none"> Paragraph-level comprehension <ul style="list-style-type: none"> 57% to 62% Grade 1 & 2: <ul style="list-style-type: none"> Literary text: Range of Reading and Level of Text Complexity <ul style="list-style-type: none"> Gr. 1: 70% to 75% Gr. 2: 61% to 66% Informational text: Identifying key details <ul style="list-style-type: none"> Gr. 1: 71% to 76% Gr. 2: 69% to 74% 	<p>STAR Early Literacy assessment scores:</p> <ul style="list-style-type: none"> Paragraph-Level Comprehension <p>STAR Reading assessment scores:</p> <ul style="list-style-type: none"> Literary text: Range of Reading and Level of Text Complexity Informational text: Identifying key details 	<p>Based on the IES Practice Guide for Improving Reading Comprehension in K-3, we will implement the following recommendations:</p> <ol style="list-style-type: none"> Teach students to identify and use the text's organizational structures (literary and informational text) to comprehend, learn, and remember content (Evidence Level 3) Guide students through focused, high-quality discussion on the meaning of text (Evidence Level 4) 	<p>Investments include:</p> <ul style="list-style-type: none"> Create a building-based Professional Learning committee to develop a PD plan for this goal area Funding for summer work hours so the Reading PD committee can prepare professional learning for 2025-26 Identify and purchase quality text(s) that support comprehension development Time for PD on reading comprehension strategy 1 and engagement strategy 2 Substitutes for grade level or content team release time during the school day Paid PD time for support staff to show up early or stay late for training

Progress Monitoring - Reading

Goal #	Measures	Baseline Data	Mid-Year Progress	End-of-Year Results & Next Steps
3 Reading	<p>STAR Early Literacy assessment</p> <ul style="list-style-type: none"> Paragraph level comprehension <p>STAR Reading</p> <ul style="list-style-type: none"> Literary: Range of reading and level of text complexity Informational: Key Ideas & Details 			<p>Results:</p> <p>Was Goal Met?</p> <p>Next Steps:</p>

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

Goal #	Goal/s related to Act 139 (increasing reading proficiency)	Outcome Measures	Number & Percent of students proficient on local & state literacy assessments	Evidence-Based Strategies, Evidence level & citation/link	Resources need to support implementation
5 Act 139 - Reading	By the end of June 2026, the average scaled score of all students receiving Title 1 reading intervention will increase by 35 points.	Star Early Literacy and Star Reading	148 students 67% Proficient or above (STAR Early Literacy, district benchmark; STAR Reading, state benchmark)	Based on the IES Practice Guide Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades , we will use the following recommendation: 1. Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark on universal screening. Typical these groups meet between three and five times a week of 20 to 40 minutes (Tier 2) (Level of evidence - Strong)	Investments include: <ul style="list-style-type: none">• Time for reading intervention teachers to review student STAR data, identify specific needs.• Identify interventions for foundational reading skills and create a document for reference.• Create intervention plans on Panorama for students on the Title 1/reading teacher caseload and monitor progress.

Academic Learning Goal - Math By June 2026...				
Goal #	Goal/s	Outcome Measures	Evidence-Based Strategies, Evidence level & citation/link	Resources need to support implementation
4 Math	<p>By the end of June 2026, the percentage of students in grades K-2 who are proficient in the domain of Numbers and Operations in Base 10 will increase by 5 percentage points.</p> <ul style="list-style-type: none"> Grade K: 80% to 85% Grade 1: 62% to 67% Grade 2: 70% to 75% 	<p>STAR Early Literacy assessment (math):</p> <ul style="list-style-type: none"> - Number object correspondence subdomain <p>STAR Math assessment:</p> <ul style="list-style-type: none"> - Numbers and Operations in Base 10 domain 	<p>Based on the IES Practice Guide Assisting Students Struggling with Mathematics Intervention in the Elementary Grades, we will use the following two recommendations:</p> <ol style="list-style-type: none"> 1. Teach clear and concise mathematical language within word problems and support students' use of the language to help students effectively communicate their understanding of mathematical concepts. (Evidence level 1) 2. Provide deliberate instruction on word problems to deepen students mathematics understanding and support their capacity to apply mathematical ideas (Evidence Level 1) 	<p>Investments include:</p> <ul style="list-style-type: none"> • Create a building-based Professional Learning committee to plan professional learning for teacher & staff in this goal area • Funding for summer work hours so the Math PD committee can prepare professional learning for 2025-26 • Substitutes for grade level or content team release time during the school day • Paid PD time for support staff to show up early or stay late for training • PD on student engagement strategies for discussions • Change walk-through forms to give feedback on math strategy implementation

Progress Monitoring - Math

Goal #	Measures	Baseline Data	Mid-Year Progress	End-of-Year Results & Next Steps
4 Math	<p>STAR Early Literacy assessment (math) - Number object correspondence subdomain</p> <p>STAR Math assessment</p> <ul style="list-style-type: none"> - Numbers and Operations in Base 10 domain 			<p>Results:</p> <p>Was Goal Met?</p> <p>Next Steps:</p>