

School CIP (UMS 2025-26)

Planning Group (include collaborative stakeholders):

Literacy

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Math

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Safe & Healthy School

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Kait Jewett
Carol McCleary
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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 (February 2025)	Alphabetic Prin - 93% Conc of Word - 91% Visual Discrim - 94% Phono/PA - 75% Phonics - 75% Struct Analysis - 69% Vocabulary - 75% Comprehension - 72%	Alphabetic Prin - 90% Conc of Word - 87% Visual Discrim - 91% Phono/PA - 67% Phonics - 68% Struct Analysis - 61% Vocabulary - 68% Comprehension - 63%	Alphabetic Prin - 88% Conc of Word - 85% Visual Discrim - 90% Phono/PA - 62% Phonics - 63% Struct Analysis - 55% Vocabulary - 63% Comprehension - 57%	Alphabetic Prin - 87% Conc of Word - 83% Visual Discrim - 88% Phono/PA - 58% Phonics - 57% Struct Analysis - 49% Vocabulary - 58% Comprehension - 52%	Alphabetic Prin - 92% Conc of Word - 89% Visual Discrim - 92% Phono/PA - 70% Phonics - 70% Struct Analysis - 63% Vocabulary - 70% Comprehension - 66%

	STAR Reading (February 2025)	Found Skills - 78% Literature - 72% Inform Text - 75% Language - 77%	Found Skills - 67% Literature - 57% Inform Text - 61% Language - 65%	Found Skills - 70% Literature - 69% Inform Text - 70% Language - 60%	Found Skills - 50% Literature - 39% Inform Text - 36% Language - 47%	Found Skills - 70% Literature - 62% Inform Text - 64% Language - 68%
	STAR Math (February 2025)	Oper & Alg Think - 72% Geometry - 70% Meas & Data - 66% Num & Oper - 61%	Oper & Alg Think - 62% Geometry - 60% Meas & Data - 57% Num & Oper - 52%	Oper & Alg Think - 60% Geometry - 59% Meas & Data - 56% Num & Oper - 50%	Oper & Alg Think - 50% Geometry - 48% Meas & Data - 49% Num & Oper - 40%	Oper & Alg Think - 64% Geometry - 62% Meas & Data - 59% Num & Oper - 54%
Safe & Healthy Schools	DESSA SEL (January 2025)	88%	84%	77%	63%	87%
	Attendance (as of April 1, 2025)	89%	77%	85%	95%	93%
	Chronic Absenteeism (Spring 2025)	10%	21%	19%	14%	10%

Priority areas of need (from school data):

Academic (Reading & Math)

Safe & Healthy

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	Students will develop strategies (e.g. social detective, STOP) to increase their awareness of themselves, others and their environment.	92% of students are Typical/Strength in the Social-Awareness category on the DESSA 11% gap in all students and disability students on the DESSA composite score	Teach students to monitor and reflect on their own behavior. Evidence Level: Tier 2 Moderate What Works Clearinghouse Teacher-Delivered Behavioral Interventions in Grades K-5 ★ ★ ★ Problem-solving teaching	Align Essential Expectations with DESSA, IEP goals and report card grading Survey faculty about common SEL language across settings (e.g. anxiety, executive functioning, social cognition) Educate teachers on DESSA data and resources and provide time to explore all it has to offer

2	Students will apply/use a bank of strategies to support task initiation, maintenance and completion and tools to ask for help and take safe academic risks.	88% of students are Typical/Strength in the Self-Management category on the DESSA 11% gap in all students and disability students on the DESSA composite score	Evidence Level: .61 Visible Learning (Hattie) effect size list	Half-day in-service in August with Cognitive Connections on cognitive/executive function learning (include support staff)
Academic Learning Goal: (align to CSD goals, include a goal for Literacy & Math) By June 2026...				
3	Students will increase their comprehension of literature.	74% of first grade and 60% of second grade students are Secure in the Literature - Range of reading and level of text complexity domain on the STAR Reading assessment 15% gap in all students and poverty students in the Literature domain on the STAR reading assessment	Teach students how to use reading comprehension strategies. Evidence Level: Tier 3 Promising What Works Clearinghouse Improving Reading Comprehension in Kindergarten Through 3rd Grade ★ ★ ★ Establish an engaging and motivating context in which to teach reading comprehension. Evidence Level: Tier 3 Promising What Works Clearinghouse Improving Reading Comprehension in Kindergarten Through 3rd Grade	Funds to purchase content-rich books that connect to: <ul style="list-style-type: none"> • themes • structured think-alouds • guided reading groups In-service/Early release time to work on: <ul style="list-style-type: none"> • structured think-alouds • vocabulary and sentence starters for new content-rich books Create/Purchase an anchor chart and bookmark of comprehensions strategies (similar to ISA bookmark) Half-day in-service in August with Lynn Mazza: <ul style="list-style-type: none"> • latest research regarding comprehension/ISA • using the STAR data Science of Reading Podcast Comprehension is not a Skill with Dr. Hugh Catts

4	Students will increase addition and subtraction fact fluency.	<p>61% of first and second grade students are Secure in Math - Numbers and Operations on the STAR math assessment</p> <p>52% of first and second grade students in poverty are Secure in Math - Numbers and Operations on the STAR math assessment</p>	<p>Deliberate Practice - Engagement in relevant practice activities in order to improve particular aspects of performance.</p> <p>Evidence Level: .79 Effect Size</p> <p>Visible Learning (Hattie) effect size list</p>	<p>Half-day in-service in August with math interventionists:</p> <ul style="list-style-type: none"> • “Make and Take” games • Figuring Out Fluency (Corwin Mathematics) • review All Learners Network resources <p>Build 15 minutes of deliberate practice time into teacher schedules for EDM and “Make and Take” games</p>
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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)	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	See Literacy goal (above)	See Literacy goal (above)	70% (156 students) met/exceeded proficiency in the STAR Early Literacy/Reading assessment	See Literacy goal (above)	See Literacy goal (above)

Progress Monitoring (needed for each goal)

Goal #	Measures	Baseline Data	Mid-Year Progress	End-of-Year Results & Next Steps
1	<p>DESSA: Social-Awareness category</p> <p>DESSA: Composite Score</p>			<p>Results:</p> <p>Was Goal Met?</p> <p>Next Steps:</p>

2	DESSA: Self-Management category DESSA: Composite Score			Results: Was Goal Met? Next Steps:
3	STAR Reading: Literature - Range of reading and level of text complexity domain			Results: Was Goal Met? Next Steps:
4	STAR Math - Numbers and Operations domain			Results: Was Goal Met? Next Steps:
3 Literacy Act 139	STAR Reading: Literature - Range of reading and level of text complexity domain			Results: Was Goal Met? Next Steps:

Way to go!