

SIG TRANSFORMATION MODEL: *i. Develop and increase teacher and school leader effectiveness section:*

Required Elements	LUHS	Johnson LNSU	Northfield	Fair Haven	Mt. Abe
Replace the principal	(completed)	(completed)	(completed)	(completed)	(completed)
<u>evaluation systems</u> for teachers and principals	<ol style="list-style-type: none"> LNSU developing an SU-wide SLP & Eval. System –outcome-based LUHS participating in self-study Global Best Practices tool 			B Negotiations w/union in progress. No data on student growth included	-Coaching of principals -Work with current committee on leadership of teacher -Training w/data coaching/facilitator training of DL ↓
<u>Identify and reward school leaders, teachers,</u>	<ol style="list-style-type: none"> Dependent on !B – new SLP & Eval. System Dependent on collective bargaining 	1b LNSU developing supervision reevaluation system – JES completing Phase 2 & 3 self-study 1c LNSU S & A System 1d LNSU coordination of math & literacy connected to SU learning goal and learning principle development JES – self-study and activities developed aligned w/LNSU work.		C Not at this time. Negotiations in progress.	↑
<u>Provide staff ongoing, high-quality, job-embedded professional development</u>	<ol style="list-style-type: none"> LNSU coordinating SU-wide PD in Math & Lit. LUHS PD on poverty & brain-based learning Other PD planning dependent on results of self-study. Partner w/Johnson State College PDS school Improve mentoring for new teachers 		Job embedded PD Foundations trainer w/model lessons 4x year DI courses-over- summer – DI Coach 1xmonth Math coach observation/feedback/3/4x month Collins Model PD Teach Tuesday 1/2x month – Principal provided	D Coaches in place for: literacy, math, co-teaching, technology integration. Progress or degree of implementation in question.	SU-wide super/eval training on Danielson :standards-based work linked to school goals. C – stipends, release time, workshops/conferences w/contract D-TASS: brain-based/standards-based on writing E –Mentor training ↓
<u>strategies designed to recruit, place, and retain staff</u>	<ol style="list-style-type: none"> Dependent on collective bargaining New mentoring opportunities for new teachers 	1e LNSU Teacher leader training 1g LNSU & JES participation in supervision & Eval. System LNSU support PD and implementation of RtI – Math/reading JES PD – RtI and good core instruction		E Barriers to financial incentives include master agreement – currently in negotiations.	↑
<u>LEA may also implement other strategies to develop teachers’ and school leaders’ effectiveness</u>	<ol style="list-style-type: none"> Outcome-based SLP & Eval. System Self-study GBPT Mentoring for new teachers 		Walk through’s with written feedback		

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Replace the principal	(completed)	(completed)	(completed)	(completed)
<u>evaluation systems</u> for teachers and principals	Danielson -began using part of the system -are receiving training -Principal evaluation?	-Evaluation System -tied eval. Into major initiatives -PLC's -Book option -P.D.	-Overhead Eval. System (est. Task Force-meets biweekly) Teachers & Principals -district-wide 1 FTE Literacy Coach; 1 FTE math Coach (50% ! AA; 50% district) → 1 AA-(.8-Integrated Arts Coach) (.5 Transformation Coach)	-released fulltime principal -assigned assistant principal to be principal of record. -hired a retired principal (66 days) to implement new eval. System (standards of practice) -tool 20% of Supts. Role to serve as school improvement coordinator -established standards of practice w/teachers over the summer. All new teachers & some former teachers being evaluated using the new standards of practices.
Identify and <u>reward school leaders, teachers,</u>		Reward & Removal -at this point, reward consists of participation in some of the structures RHS is developing. However, there is no codified method of reward/removal.		Established a prof. design, team to establish standards of practice. They will establish P.D. priorities and update/align the action plan.
Provide staff <u>ongoing, high-quality, job-embedded professional development</u>	-Joey Hawkins-writing Math Consultant -Dr. Jernstedt & Bill Rich -ELL-consulted with Grace Portland ,ME	P.D. P.D. is tied into the systems & structures. RHS is building to improve learning through collaboration: PLC's, common assessment, brain research, D.I.	→ Collaboration Coach (3 schools) 45 min. collaboration time every day with systematic organization around curriculum, data, arts specialists, etc.	
<u>strategies designed to recruit, place, and retain staff</u>				
LEA <u>may also implement</u> other strategies to develop teachers' and school leaders' effectiveness			Every ! AA teacher has been trained in data collection and analysts.	

SIG TRANSFORMATION MODEL: ii.) Comprehensive instructional reform strategies section:

Required Elements	LUHS	Johnson	Northfield	Fair Haven	Mt. Abe
<p>Use data to <u>identify and implement an instructional program</u> that is research-based and vertically aligned; aligned with State academic standards</p>	<ol style="list-style-type: none"> developing common curriculum & assessment plan LUHS self-study GMPT LNSU hired PT data managing 	<p>2a: LNSU development of non-negotiable learning goals – math, science, literacy & learning principles. JES participate in development LNSU :development of comprehensive assessment system. JES :participation PD in formative assessment</p>	<p>New programs that teachers receive training in and plan together.</p>	<p>2a Implement a Freshman Academy. Create project-based learning aligned to state standards -integrate technology into inquiry-based science.</p>	<p>Ongoing of Math benchmarks beginning work in writing progress monitoring to look at individual student. C-wrap around service: exploring RtI, Math, Writing Coaches ↓</p>
<p>the <u>continuous use of student data to inform and differentiate instruction</u></p>	<ol style="list-style-type: none"> develop common assessment make better use of data systems purchase assessments substitute peer obs. & common planning 	<p>2b -LNSU: develop student data management system. JES: strengthen collaborative analysis of assessment feedback.</p>	<p>Progress monitoring plan using the assessments provided by the new programs and Fovntas & Pinnell – data discussed in team meetings (monthly),</p>	<p>2b – allocate time to develop common assessments. -hired Data Coach and Implementation Coach.</p>	<p>↑</p>
<p>LEA <u>may also implement comprehensive instructional reform strategies</u></p>	<ol style="list-style-type: none"> Hite math & reading specialist add after school HW support & add intervention time during day buy technology hire tech. integ. specialist 		<p>Technology training with both new hardware and software IXL math, A to Z readers, RAZ kids, Tech Tuesdays (LCD, Elmos, etc.)</p>	<p>2d-1. P.D. linked to NETS-S on how to integrate technology 2.distance learning 2e – purchase laptops-mini labs -after school homework support and credit recovery. -summer opportunities – mini labs in academic support center. On-line remediation programs. Lab for writing. Language lab for enrichment, tutoring. Math labs for remediation.</p>	

SIG TRANSFORMATION MODEL: ii.) *Comprehensive instructional reform strategies section:*

Required Elements	Winooski	Rutland HS	Burlington	St. Johnsbury
Use data to <u>identify and implement an instructional program</u> that is research-based and vertically aligned; aligned with State academic standards	PLC’s will meet three times this year. We had proposed weekly meetings which will not happen. Twice a month faculty meetings. -curriculum is being aligned through writing 9-12.	PLC meetings. Research & data analysis thus far has led to the development of a freshman program for next year.		-Continue work with VRI I including a reading audit. -working with VMI including audit
the <u>continuous use of student data to inform and differentiate instruction</u>	HS has data system which tracks student progress on content.	Use of data: Rtl’s teachers regularly (or will regularly) analyze data .		Hired Regina Quinn to serve as data/assessment specialist to map out curriculum plan for three years.
LEA <u>may also implement comprehensive instructional reform strategies</u>			Literacy, Math, Science Coaches (change to a “holistic” approach)	Regina Quinn working with teams to build capacity in data driven decision making.

SIG TRANSFORMATION MODEL: *iii) Increasing learning time and creating community-oriented schools section:*

Required Elements	LUHS	Johnson	Northfield	Fair Haven	Mt. Abe
<p>Establish schedules and strategies that <u>provide increased learning time</u></p>	<ol style="list-style-type: none"> 1. add after school supports 2. add virtual learning curves 3. research adding o other courses (AP, 1B) 		<p>-Changed structure -increased & 100 min. instruction (per week?)</p>		
<p>Provide ongoing mechanisms for <u>family and community engagement</u></p>	<ol style="list-style-type: none"> 1. parent rights 2. parent portal for power school 	<p>3b – Increase family engagement through strategies resulting from self-study.</p>	<p>Parent coordinator for coordination. (PAC-parent Advisory Council)</p>	<p>Work with local colleges and conduct community survey of family data to modify according to student needs.</p>	<ol style="list-style-type: none"> A. Release time for teachers B. Have advisory move from Community focus to academic focus PLP C. PBIS
<p>LEA <u>may also implement</u> other strategies that extend learning time and create community-oriented schools</p>			<p>Summer School with targeted skills and enrichment.</p>		

SIG TRANSFORMATION MODEL: *iii) Increasing learning time and creating community-oriented schools section:*

Required Elements	Winooski	Rutland HS	Burlington	St. Johnsbury
<p>Establish schedules and strategies that <u>provide increased learning time</u></p>	<p>Changed schedules from A/B to 7 period.</p>	<p>Schedules & Strategies – increased learning time: based on a Freshman Pilot that ran this fall, RHS is designing a Freshman-wide program for next year that will feature a flexible schedule (a 3-4 hour block of time that participating teachers can carve up as they see fit). RHS also has a daily tutorial program.</p>	<p>45 minute scheduled “Collaboration time” every day. Each day has topic, data, curriculum, etc. One day devoted to “Trivia”.</p>	<p>-proposed to establish an academic after-school program. -will establish a summer program-moved teacher team time to after school. -used PBS to increase learning time. ↓</p>
<p>Provide ongoing mechanisms for <u>family and community engagement</u></p>	<p>Contract with PIRC to facilitate growth. Partnership with Linking Learning to Life in Special Education. Add 1 FTE Job Coach.</p>	<p>Community engagement RHS has a dynamic website, but could use more direct methods of community outreach.</p>	<p>-83 partners</p>	<p>↑</p>
<p>LEA <u>may also implement</u> other strategies that extend learning time and create community-oriented schools</p>				<p>Have a PIRC grant.</p>

SIG TRANSFORMATION MODEL: *iv) Providing operational flexibility and sustained support section:*

Required Elements	LUHS	Johnson	Northfield	Fair Haven	Mt. Abe
Give the school <u>sufficient operational flexibility</u> to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates	Dependent on collective bargaining			School Board will support activities of this plan.	Summer transition programs – 5 th , 6 th . E – 8 th , 9 th , changing summer school → credit recovery.
the school receives <u>ongoing, intensive technical assistance</u> and related support from the LEA, the SEA, or a designated external lead partner organization	<ol style="list-style-type: none"> 1. Collaborate w/great schools partnership on self-study to ID issues and plan 2. partner w/JES as PDS school (plus mentoring). 	4b – LNSU: :coordinate goals, strategies and support for implementation of SIG across SU JES: Engage in extensive self-study with focus on Math, Literacy, Special Education and Parent Involvement.	Part time curriculum coordinator hired.		B – TASS, Nellie Mac, Wrap Around, 21 st Century, CSSR, PBIS
LEA <u>may also implement</u> other strategies for providing operational flexibility and intensive support			Burlington SU School Improvement Coach (former Principal of IAA) systemized systems that were less formal.		

SIG TRANSFORMATION MODEL: *iv) Providing operational flexibility and sustained support section:*

Required Elements	Winooski	Rutland HS	St. Johnsbury
<p>Give the school <u>sufficient operational flexibility</u> to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates</p>	<p>½ day early release for PD 9-12 and at same time K-12 contracted with TASS.</p>	<p>Operational Flexibility The principal and Admin. team have virtual autonomous control over scheduling, calendar, budgeting – Superintendent and district have final say but have been supportive.</p>	<p>Established a co-teaching model for middle school teachers. Investigating establishing a PES classroom for K-4 students.</p>
<p>the school receives <u>ongoing, intensive technical assistance</u> and related support from the LEA, the SEA, or a designated external lead partner organization</p>		<p>External provider – non identified as yet. Considering ASIA Society & Ankoch College</p>	<p>Hired an external coach for 1 - 2 days per month</p>
<p>LEA <u>may also implement</u> other strategies for providing operational flexibility and intensive support</p>			