

Vermont School Improvement Grant Application

Spring, 2010

Supervisory Union/ District Name: Addison Central Supervisory Union

Contact Person: Vicki Wells

Role: Director of Student Services

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This grant application must be submitted with:

- Statement of Agreement signed by superintendent
- School Improvement plans for each Tiered school included in the grant
- Budget
- All relevant attachments Tier I and II: (B, D2, E) Tier III (B, E)

Superintendent Signature: _____

Date: _____

LEA APPLICATION

DIRECTIONS: PLEASE NOTE THAT THIS APPLICATION MUST INCLUDE INFORMATION AND RESPONSES FOR ALL TIERED SCHOOLS IN YOUR SU OR DISTRICT. FOR SOME DISTRICTS YOU MAY HAVE MULTIPLE ENTRIES IN THE TIER III SECTIONS. FOR SUPERVISORY UNIONS /DISTRICTS WITH ONLY TIER III SCHOOLS, GO TO THE APPROPRIATE PORTION OF SECTION B INDICATED BY THE ARROW.



In Vermont, for the purposes of the School Improvement Grant, when we refer to the LEA, we are referring to the Supervisory Union/District.

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Bridport Central School	00052	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Middlebury ID#4	00187	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shoreham Elementary School	00288	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

REQUIREMENT 1

(1) For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that—

- The LEA has analyzed the needs of each school and selected an intervention for each school; and
- The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.

TO MEET REQUIREMENT (1) ABOVE:

Analyze the needs of each Tier I, Tier II and Tier III school identified in the application and selected an intervention model (Tier I and Tier II) or activities (Tier III) for each school.

The Vermont Department of Education will evaluate the LEA’s needs assessment application based on the following criteria:

Tier I and Tier II ONLY

1) School Assets and Data Analysis:

- a) Overview and assessment of school and community assets as well as needs

Directions: Attach self- assessment (Attachment B). Include summary of findings here:

- b) Input from staff, public/private partnerships, parents and other community members

- i) For high schools this includes input from regional career center, postsecondary, non-profit and business partners and assessment of alternate pathways to graduation in the region.

Directions: Include evidence of input here:

- c) Inclusion of analysis of recent and longitudinal New England Common Assessment Program (NECAP) results and other relevant common local assessment system data for all students and for subgroups (demographic categories as well as any subgroup of students relevant to school needs including at minimum, students with disabilities, students eligible for free and reduced lunch, and English language learners)

Directions: Summarize conclusions from your analysis of data here:

- d) Inclusion of the following data and **summarization of conclusions** reached after assessing the data:
- i. Graduation rates,
 - ii. Drop-out rates,
 - iii. Discipline referrals,
 - iv. School action plan priorities,
 - v. Highly qualified teacher data,
 - vi. Child count by disability category
 - vii. Percent of students with disabilities in the general education classroom more than 80% of the time
 - viii. Number of out of district placements
 - ix. Number of students in “alternative” day placements
 - x. Number of ELL students
 - xi. Number of students eligible for free and reduced lunch
 - xii. Most recent Youth Risk Behavior Survey

NOTE: The data above for each Tiered school will be sent to you electronically.

Directions: Please include a summary of conclusions about the data above and any other relevant data here:

- e) Inclusion of a guided self assessment, conducted by the Supervisory Union/District (SU) School Support team (this team must include the superintendent, principal of the school(s), curriculum coordinator and special education coordinator), on *Major Factors for Rapid Change in School Improvement* (See Attachment B – *Major Factors for Rapid Change Self Assessment Tool*, and Attachment C – *A Theory of Action*, Richardson, 2009) and agreement to participate in a comprehensive assessment conducted by an external evaluator of the VT DOE’s choosing to inform school improvement implementation plan development and VTDOE school improvement support team service plan development. If such an assessment has already been conducted, the School Improvement Support Team will assess the scope of that assessment to determine if additional evaluation is warranted.

Directions: Attach self assessment Attachment B signed by the Superintendent and any accompanying narrative. Please note we have included a rubric you may choose to use to inform your responses on the self-assessment.

- f) If a school has an existing school improvement plan and/or plan for restructuring under the Vermont State Accountability System and the related Commissioner’s Required Actions, the School Improvement Support Team will review this plan with the SU School Support Team to assist them in incorporating new requirements under SIG and any information generated by the guided self-assessment. The initial school improvement plan is provided with the application and includes at minimum:

- Plan is attached
- i) Establishment of self-defined annual achievement goals tied to state accountability measures and achievement for all students and relevant student subgroups.

- ii) Those strategies defined as required actions through the state accountability system.
- iii) Those strategies defined through the selection of one of the required models.
- iv) Other strategies designed to assist in achieving school improvement targets.
- v) A budget and timeline for implementing the plan.

Tier I and II Schools Only - Selection of an Intervention Model

- 1) **Demonstrated consideration of all four intervention models (see Attachment D1 - *Description of the Intervention Models*) using the LEA Tier I and Tier II School Model Selection Assessment Tool (Attachment D2) to justify the selected intervention linked to analysis of assessment and other relevant data.**

Based on the needs/self assessment and analysis of data, identify an intervention model (using Attachment D1) for each Tier I and Tier II school the LEA elects to serve. The justification for the selection of a specific model must be described in a narrative in the Model Selection Tool provided in Attachment D2.

Questions the LEA should consider in the selection of an intervention model are included in the Model Selection Tool (See Attachment D2) – LEA Tier I and Tier II School Model Selection Assessment Tool).

Directions: Complete page 1 of Attachment D2 and attach. Indicate the Intervention Model selected below:

Four School Improvement Models approved for Tier I and Tier II schools:

Turnaround Model: Replace the principal and rehire no more than 50% of the staff and grant the new principal sufficient operating flexibility (including staffing, calendars/time and budgeting) to implement fully a comprehensive approach to substantially improve student outcomes.

Restart Model: Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.

School Closure: Close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving.

Transformation Model: Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness; (2) institute comprehensive instructional reforms; (3) increase learning time and create Community-oriented schools; and (4) provide operational flexibility and sustained support

(Section I.B.1 of 1003(g) allows an SEA to award SIG funds to an LEA for a Tier I or Tier II schools that has implemented in whole or in part, one of the models within the last two years so that the LEA and school can continue or complete the intervention being implemented. For example, if a Tier I or Tier II school has replaced its principal within the last two years, the SEA may award funds to the school's LEA to implement a turnaround model in the school even though the school will not be required to hire another new principal. A school that receives SIG funds in accordance with this flexibility must fully implement the selected model as required by the final requirements. In other words, if the school had been implementing the model only in part, it must use the funds it receives to expand its implementation so that it fully complies with the regulatory requirements. Addendum: the two years referenced with respect to this flexibility are the two years prior to the full implementation of the model in accordance with the notice using SIG funds for which and LEA has complete achievement data. In other words, with respect to the award of FY2009 funds for implementation in the 2010-2011 school year, the "last two years" are the 2007-2008 and 2008-2009 school years.) – USED Guidance document March 24, 2010.

REQUIREMENT 1 (Continued)

2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I, Tier II and Tier III school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.

Tier I and Tier II ONLY

1) Vermont Department of Education will evaluate the LEA's capacity to implement fully and effectively the selected intervention using the following criteria:

- a. Evidence of actions that the LEA/school has already taken related to the required elements of the chosen intervention.
 - i. Evidence should include documentation of progress toward existing school improvement plan strategies that are substantially aligned with required elements of the chosen intervention (e.g., The LEA indicates they have already developed and implemented a consistent annual evaluation system for teachers that is informed by student growth and outcomes (both individual and in the aggregate) in this case the LEA would be required to provide the reviewers the documentation that outlines that system and the progress they have made toward implementation.)

Directions: Describe here the steps already taken related to the chosen intervention. Please note that any required elements not reflected here must be addressed in the improvement plan

- b. Evidence of actions that the LEA has already taken related to Commissioner's Required Actions under the state accountability system of AYP.
 - i. An end of year report documenting progress on implementing Commissioner's Required actions will be submitted with this application.

Directions: Insert end of year report here:

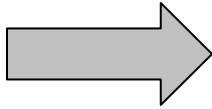
- c. Provide a narrative description of current conditions (including barriers) related to the following:
Directions: For each item (i through x) describe current conditions, including any barriers and how they will be addressed over the funding period.
- i. Board support (e.g., minutes and/or board actions that indicate board support for the application and willingness to direct the school in implementing the forthcoming plan as defined.)
 - ii. Union support (e.g., documentation of local union willingness to include revised evaluation systems in upcoming contracts, or amend existing contracts to include these changes.)
 - iii. Financial capacity beyond SIG/sustainability (e.g., inclusion in budget of matching funds including use of other funding sources to support implementation efforts and sustain practices beyond the life of the grant)
 - iv. Current evaluation practices (e.g., outline of current evaluation system for principals and teachers, including model, frequency of evaluation, etc.)
 - v. Staff capacity/talent (e.g., description of staff experience level, special expertise, highlighting positions/individuals who will be actively engaged in implementing the school improvement plan and working closely with the state School Improvement Support team.)
 - vi. Statewide and regional partnerships (e.g., agreements with ESAs, local agencies, and/or institutes of higher ed.)
 - vii. Allocation of adequate time for teacher collaboration, job embedded professional development (i.e., as described in the LEA's application)
 - viii. Data systems that inform on-going assessment of student progress and instructional practices (e.g., describing current use of systems like Aimsweb, Dibels, SWIS, etc.)

- ix. Parent and community partner support (i.e., support and engagement of local parent organizations, businesses, agencies and associations in school decision-making and activities.)

- x. The sufficiency of the budget to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application as well as to support school improvement activities in Tier III schools throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA). (i.e., reviewers will look to see if the budget includes staffing, consulting, contracts with partners, materials, substitute costs or stipends, costs for transitioning to new or expanded schedules sufficient to sustain improvement activities described during the period of the grant and matching or other funding sources to sustain strategies beyond the life of the grant.)

2) **The school will conduct a guided self-assessment of each school using the rubric provided (See Attachment E) to determine capacity and readiness for implementing the school improvement plan.**

Directions: Attachment E to be completed by school staff. A compilation of the data on Attachment E with the Superintendent's signature should be attached and a summary of findings included here:



For Supervisory Unions/Districts with ONLY Tier III schools, begin Section B here.

For Supervisory Unions/District with Tier I or Tier II AND Tier III schools, enter information about Tier III schools here.

For all **Tier III schools**, the Vermont Department of Education (VTDOE) will evaluate the LEA's needs assessment application based on the following criteria:

1) School Assets and Data Analysis:

- a) Overview and assessment of school and community assets as well as needs

Directions: Attach self- assessment (in Attachment B). Include summary of findings here:

Bridport -Bridport Central School strengths include a curriculum that is aligned with ACSU Power Standards and State standards. There is a strong teacher evaluation system and paraprofessionals that are highly qualified. Areas needing improvement include: the development of an effective progress monitoring system in the area of mathematics, the development of a school-based data team capable of analyzing the data and making recommendations necessary for improved student outcomes, the development of an RtI delivery model to more effectively and efficiently respond to academic and behavior needs. Bridport also needs to find ways to gain the support of parents of "at risk" students so they will have their children take advantage of the extended learning opportunities established for them. Bridport is currently putting improved structures in place for the 2010 - 2011 school year that will address the need for more common planning time for teachers.

Mary Hogan ID#4 - Self-Assessment indicates areas of strength that may be built on as we plan for school improvement in support of greater student achievement for all students; the curriculum is aligned with state standards and teachers focus their efforts on delivery of the curriculum; the teacher evaluation system support school improvement initiatives and we have a skilled cadre of paraprofessionals. Further, we have strong community support for school improvement efforts. Several aspects of school improvement remain to be addressed. These include significant efforts supporting students not at standard in mathematics and reading, improvements in the formative assessment program so that assessment may be used diagnostically in improving student achievement and adjusting the master schedule to allow for improved focus on academic and social success for all students. Our professional development needs to be further transformed to continue to provide the offering needed by our staff and the curricular materials needed for the realization for the professional development efforts need to be provided to teachers. The use of data to inform/support student achievement needs to be further developed.

Shoreham - The self-assessment shows that Shoreham's curriculum is strongly aligned with Vermont State Standards as well as ACSU Power Standards. While many of the major factors for rapid change in school improvement have begun, they are still at the emerging stage. School structures and systems have been put in place to allow for growth in these areas. While

the structures are in place, the processes to implement actions and strategies for school improvement need to become more effective and efficient. For example, schedules are in place that provide for common planning time, grade cluster meetings, and data team meetings. While this schedule exists, resources and professional development need to be accessed to utilize this time in a more effective way. Another example includes the use of formative and progress monitoring assessments to improve instruction. A well-balanced assessment program including both formative and progress monitoring assessments has been established. Improvements to our newly established RTI model includes using the data from those assessments to increase our ability to meet academic and behavior needs of all students. Bridport -

- b) Input from staff, public/private partnerships, parents and other community members
 - i) For high schools this includes input from regional career center, postsecondary, non-profit and business partners and assessment of alternate pathways to graduation in the region.

Directions: Include evidence of input here:

Shoreham: The community has supported Shoreham Elementary School financially by approving school budgets for the past several years at the first vote. Recently a committee was formed within the community to support and encourage ways that community members can volunteer both in the school and within the community. Several community members volunteered this year at the school on a regular basis. Several local businesses have donated goods and/or services to the school. There is a small but active PTF that supports the school in a variety of ways.

Mary Hogan - The Mary Hogan School has enjoyed broad community support for its budget with budgets being passed upon the initial vote for the passed several years. The school is also supported by an active PTO (Middlebury Elementary School Association). This group of parents and teachers and school administrators plans for various enrichment activities for students each year. Other examples of community support here at Mary Hogan School include our reading mentor program, Everybody Winds, which has approximately 50 volunteer readers working with students on a daily basis and several afterschool clubs that are led by community members. The Mary Hogan School Board is actively involved though committee work that includes; curriculum and staff, buildings and grounds and a legislative committee.

Bridport - Bridport Central School has an active parents' group, and it has spearheaded the creation of a playground study group to look at the philosophy behind play as well as the equipment needed. This group has engaged in many fundraising activities to make the playground improvements possible. For several years, the school has had a relationship with Castleton State College (CSC). Elementary students visit the college campus annually, and CSC has provided several leadership opportunities for the students in Bridport. Parents have been involved in this project and have served as presenters in the school during Career Awareness Week. During the last year and a half, several parents have volunteered to put the school back together after a number of facility improvements approved by a bond vote. They have also provided a number of cosmetic enhancements to the inside of the school.

- c) Inclusion of analysis of recent and longitudinal New England Common Assessment Program (NECAP) results and other relevant common local assessment system data for all students and for subgroups (demographic categories as well as any subgroup of students relevant to school needs including at minimum, students with disabilities, students eligible for free and reduced lunch, and English language learners)
Directions: Summarize conclusions from your analysis of data here:

Bridport Central School -

We have seen some improvement between the 2008 and the 2009 administration of the NECAPS in reading.

- **In October of 2009, 75% of our third grade students were proficient or above in reading.**
- **In October of 2008, 50% of the students who had just entered 3rd grade were substantially below proficient in reading. Whereas in the fall of 2009 only 33% of those students entered 4th grade substantially below proficient based on the Reading NECAP results.**
- **In the fall of 2008, 69% of students entering 4th grade were proficient or above in reading and the same cohort entered 5th grade with 85% proficient or above in reading.**
- **In the fall of 2008, 77% of the students entering 5th grade were below proficient in reading but by fall of 2009, they entered 6th grade with 45% below proficient.**

In 2010 we met AYP in reading after not meeting in reading for 2 years. We did not meet AYP in math in 2010 (based on 09 NECAPS).

Aimsweb cohort data from 2008-2009:

Oral Reading:

Grade 4 7% improvement (from 40 % to 47%)

Grade 5 9% improvement (from 69% to 78%)

Grade 6 24% improvement (from 30% to 54%)

Reading Comprehension:

Grade 4 6% improvement (40% to 46%)

Grade 5 10% improvement (75% to 85%)

Grade 6 32% improvement (40% to 72%)

NOTE: A gain of 5% is statistically significant.

Bridport teachers and principal need to continue their focus on math and literacy, with the goal of increasing by at least 10% the number of students who score a "3" or a "4" on the NECAP Reading and Mathematics. Additionally, the Aimsweb data should show at least a 5% increase in the numbers of students who meet benchmark when comparing Spring 2010 to Spring 2011.

There was a nearly 5% increase in the dropout rate from the previous year (.61% to 5%). The graduation rate has declined by nearly 5% from the previous year (90.4% to 85%). The percentage of students who receive free/reduced lunch remains stable at 38%.

Mary Hogan ID#4 -

Mary Hogan School was identified by the Vermont Department of Education as a school in need of improvement based on NECAP assessment results for the 2008-2009 school year. The determination was based on performance of students receiving free or reduced lunch (FRL) on the NECAP Reading assessment. Students eligible for FRL also did not make adequate yearly progress in the 2009-2010 school year. Of the 225 students tested in the 2009-2010 school year in reading 74 % of the students were proficient or proficient with distinction. However for students receiving FRL only 53% were proficient or proficient with distinction

Shoreham Elementary School -

Last spring Shoreham Elementary School was identified by the Vermont Department of Education as a school in need of improvement on student performance on state assessments in math and reading taken in the fall of 2008. Our school had not made adequate yearly progress (AYP) in reading and mathematics. This year, the 2009 results indicate that Shoreham has met AYP (Adequate Yearly Progress) in both reading and mathematics. While there still remains much work to do in improving student performance we have seen positive growth and gains.

Early Literacy AIMSweb Assessments show that Shoreham K-2 students are performing as well as other ACSU schools. On the Reading NECAP assessment, in each of our cohorts (grade level groups) the percentage of students proficient or proficient with distinction has increased.

- In the fall of 2008, 54% of the students in 3rd grade were proficient or proficient with distinction in reading. In the fall of 2009, 55% of that cohort was proficient or proficient with distinction.**
- In the fall of 2008, 38% of the students in 4th grade were proficient or proficient with distinction in reading. In the fall of 2009, 60% of that cohort was proficient or proficient with distinction.**
- In the fall of 2008, 34% of the students in 5th grade were proficient or proficient with distinction in reading. In the fall of 2009, 52% of that cohort was proficient or proficient with distinction.**
- In the fall of 2008, 54% of the students in 6th grade were proficient or proficient with distinction in reading. In the fall of 2009, 62% of that cohort was proficient or proficient with distinction.**

We have seen similar improvements with the NECAP Mathematics results.

- In the fall of 2008, 38% of the students in 3rd grade were proficient or proficient with distinction in mathematics. In the fall of 2009, 54% of that cohort was proficient or proficient with distinction.
- In the fall of 2008, 50% of the students in 4th grade were proficient or proficient with distinction in mathematics. In the fall of 2009, 60% of that cohort was proficient or proficient with distinction.
- In the fall of 2008, 39% of the students in 5th grade were proficient or proficient with distinction in mathematics. In the fall of 2009, 53% of that cohort was proficient or proficient with distinction.
- In the fall of 2008, 54% of the students in 6th grade were proficient or proficient with distinction in mathematics. In the fall of 2009, 53% of that cohort was proficient or proficient with distinction.

The percentage of students proficient and proficient with distinction is increasing in both reading and mathematics. While Shoreham students met AYP in both reading and math we will continue to focus on improving instruction and student performance in both reading and mathematics for all students. We've continued and built upon our afternoon support block for students in grades three through five. The Extended Day Program has provided an additional amount of academic time for students in grades three through six. On average, 25 students stay after-school for the structured program and receive additional time on literacy and mathematics.

In addition to finding extra instruction time for students, adults have engaged in professional development to improve instruction. All classroom teachers and our special educator received intensive training in Guided Reading this spring. In the upcoming fall, teachers will be participating in the T-I-M-E for Teachers course (Early Literacy strategies). Shoreham has been accepted to the Bridging Project beginning in the fall of 2010, sponsored by the Vermont Reads Institute. The Bridging Project works with schools to improve literacy achievement in the areas of comprehension, vocabulary, and fluency. The Bridging Project is a multi-year initiative. Also, our participation as a VIIM school (Vermont Integrated Instruction Model) continues to support much of the work that is needed to improve student performance. VIIM consists of PBS (Positive Behavior Supports), DI (Differentiated Instruction), and RtI (Response to Intervention). This years' emphasis has been on RtI. Teachers have attended several trainings with other ACSU teachers to develop and improve our Response to Intervention Model.

- d) Inclusion of the following data and **summarization of conclusions** reached after assessing the data:
- i. Graduation rates,
 - ii. Drop-out rates,
 - iii. Discipline referrals,
 - iv. School action plan priorities,
 - v. Highly qualified teacher data,
 - vi. Child count by disability category

- vii. Percent of students with disabilities in the general education classroom more than 80% of the time
- viii. Number of out of district placements
- ix. Number of students in “alternative” day placements
- x. Number of ELL students
- xi. Number of students eligible for free and reduced lunch
- xii. Most recent Youth Risk Behavior Survey

Directions: Please include a summary of conclusions about the data above and any other relevant data here:

Note: Data is included as an attachment for each school. Summary of data follows:

Summary - Bridport has a graduation rate of 90%. The drop out rate has decreased to less than 10% and discipline referrals have dropped dramatically. It is important to remember that in a class of 20 students, one student dropping out equates to 5% of the BCS class. Child count in developmental delay has increased a bit and is the most frequently occurring disability category. We see an increase in ELL students due to the migrant population working and living in Bridport. Our free and reduced eligibility numbers continue to hover around 38-40 % of our students. Our students with disabilities are taught in the regular classroom the majority of the time. In essence our numbers do not show much variability.

Summary - Mary Hogan School has a graduation rate of approximately 88%. The school has 100% highly qualified teachers. Our students with disabilities have remained rather constant though there are fluctuations from year to year. We have also experienced an increase in our ELL students and students eligible for free and reduced lunch. Our students with disabilities are taught in the regular classroom for most of their instructional day, though we do provide some tiered grouping of students in the classrooms or our learning specialists. Mary Hogan School curriculum is aligned with the supervisory union curriculum and with the state GE's. Teachers use assessment data to determine what instructional changes are indicated for students. Teachers assess students regularly and evaluate student assessment data to make decisions about teaching and intervention to improve student achievement. Other strengths include preschool, after school and summers school programs that exist for all students. Social and emotional support systems are adequate for the student needs within the school.

A factor not seen as being evident by staff at our school is that the principals are not frequently in classrooms and that the teacher evaluation system is effective in improving teaching and learning. Special education and support systems provided in the classroom are not seen by all as being based on the response to intervention system and are not always seen as sonnected tot he formative assessment system.

Shoreham Summary - Much of the data above has remained fairly constant for the past three years. However, there is one exception, while the 2009-2010 drop out and graduation rates are estimates at this time, it does show a significant increase in drop out rates resulting in a decrease in the graduation rate. This year's estimated data represents 18 students from Shoreham (4 of which have dropped out). Less significant changes show the number of discipline referrals has decreased, there are slightly fewer students with disabilities and students with disabilities are spending slightly more time in the classroom. 2009-2010 is the first year that Shoreham identified students for free and reduced lunch.

- e) Inclusion of a guided self assessment, conducted by the SU School Support team and for each school, on *Major Factors for Rapid Change in School Improvement* (See Attachment B – *Major Factors for Rapid Change Self Assessment Tool*, and Attachment C – *A Theory of Action*, Richardson, 2009). For schools that have been in Corrective Action under the state accountability system for 4 years or more, this includes an agreement to participate in an assessment conducted by an external evaluator of the VT DOE’s choosing. If such an assessment has already been conducted, the School Improvement Support team will assess the scope of that assessment to determine if additional evaluation is warranted.

Directions: *Attach self-assessment (Attachment B) signed by the Superintendent and include any accompanying narrative here. Please note we have included a rubric you may choose to use to inform your responses on the self-assessment.*

See response to 1(a) above.

- f) If a school has an existing school improvement plan and/or plan for restructuring under the Vermont State Accountability System and the related Commissioner’s Required Actions, the School Improvement Support team will review this plan with the SU School Support team and school leadership team to assist them in incorporating any new strategies established by this application, into their plan.

This item is addressed in h) ii) below.

- g) The application reflects consideration of the required and permissible elements as outlined in the Transformation model and addresses which of those strategies it is committed to pursuing with these funds.

Directions: *Indicate the required and permissible activities considered:*

This information is embedded in each schools action plan.

- h) The initial school improvement plan is provided with the application and includes at minimum:

Plan is attached

- i) Establishment of self-defined annual achievement goals tied to state accountability measures and achievement for all students and relevant student subgroups.

ii) Those strategies defined as required actions through the state accountability system.

iii) One of the required elements of the SIG Transformation Model (See Attachment F – SIG Transformation Model Required and Permissible Strategies) as it related to the data analysis and school improvement plan.

Directions: *Indicate which required element of the Transformation Model is included in the Improvement plan*

Bridport - Implementation of a school-wide RtI system over the course of 3 to 5 years; provide staff with on-going, high-quality, job-embedded professional development

Mary Hogan - Provide staff with on-going, high-quality, job-embedded professional development; establish schedules and strategies that provide increased learning time; and implementation of a school-wide RtI system over the course of 3 to 5 years.

Shoreham - Establish schedules and strategies that provide increased learning time; implementation of a school-wide RtI system over the course of 3 to 5 years; and provide staff with on-going, high-quality, job-embedded professional development.

- iv) Other strategies designed to assist in achieving school improvement targets.

REQUIREMENT 1 (Continued)

2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I, Tier II and Tier III school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.

Direction: Review your budget and school improvement plan(s) to assure adequate resources have been allocated to effectively implement each plan.

Tier III Only

3) The school will conduct a guided self-assessment of each school using the rubric provided (See Attachment E) to determine capacity and readiness for implementing the school improvement plan.

Directions: Attachment E to be completed by school staff. A compilation of the data on Attachment E with the Superintendent's signature should be attached and a summary of findings included here:

See attached compilations of findings.

Bridport - A summary of the results of the survey completed by school staff is as follows:

Strengths:

The area of greatest strength in that the curriculum is aligned and focused across and within grades, and it is aligned with state standards. Ten of the 11 respondents reported that the curriculum reflects rigor, and nine of them indicated that students are expected to master the curriculum. Ten teachers also reported that there are formative assessments in place for each grade level, and the data from these measures are tracked by the student information system. Nine of the teachers indicated that they review student data regularly. Professional development is another area of strength, with six teachers placing this in the "strong" category, and five indicating "emerging". All but one teacher indicated that the climate of open communication is emerging, and all but one indicated that resources are equitably distributed. (Three indicated that is strong, and six reported that it was emerging.) Six teachers reported that additional programs for students is strong, and four stated that they are emerging. Nine teacher reported that business and community support is emerging, while one reported that it was strong. Finally, nine teachers reported that paraprofessional have passed proficiency requirements (Four reported emerging, and six reported strong.) Seven

teachers reported the social and emotional support systems are adequate for the student needs are emerging; three cited no evidence, and one indicated that this was strong.

Challenges:

There are six areas out of the 22 in which at least half the teachers responded that there was no evidence. These areas are as follows, and the number of responses is indicated:

- The principal has communicated urgency, vision, and a plan. (5 NE's, 6 E's, and 0 S's)
- The principal is recognized as the instruction leader. (6 NE's, 5 E's, and 0 S's)
- All staff knows how a continuous improvement system works. (5 NE's, 6 E's, and 0 S's)
- The schedule permits common planning time and is focused on academic improvement and social support. (5 NE's, 4 E's, and 2 0's)
- There is a warm and welcoming climate with firm expectations for acceptable behavior. (6 NE's, 4 E's, and 1 S)
- The principal is frequently in classrooms and the teacher evaluation system is effective in improving teaching and learning. (5 NE's, 5 E's, and 1 S)

Capacity and Readiness for Implementation: (Bridport)

Because curriculum is aligned to the standards across grades; because formative assessment and data analysis are part of the school's culture, and because all students are expected to achieve high standards, the Bridport faculty possesses the capacity and the readiness to implement the goals of the school's action plan, as well as the goals indicated in the School Improvement Grant.

During this current school year, the principal and all the teachers participated in a math course entitled, "Best Practices in Mathematics". There was on-going support for this course throughout the school year, and this will continue into the 2010-11 school year. The ACSU math coach spends a minimum of two days a week in Bridport, and she visits each classroom on a weekly basis. The purpose of the classroom visits is to facilitate the implementation of the math skills and strategies learned through "Best Practices in Mathematics".

In addition to a focus on mathematics, Bridport Central School recently completed the first of three years with the UVM Bridging Project. This is a K-6 literacy initiative that will result in a long-term school-wide literacy action plan. Additionally, Reading Recovery services are provided to at-risk first-graders, and a full-time Title 1 teacher provides reading and math services to students who are not meeting the standards. Bridport met AYP in reading this year, and it would seem to be directly related to the literacy professional development provided last year.

Finally, a perception exists among a large percentage of the Bridport faculty that there is not strong leadership from the building principal. In order for the school to maximize its capacity for readiness to implement the school's action plan and the goals of the School Improvement Grant, the principal will be afforded opportunities to receive professional development in the area of school leadership. In addition, she will be assigned a formal mentor (another ACSU principal) who will meet regularly with her to

address issues as they arise. Both the Associate Superintendent and the Director of Student Services will be available as needed to facilitate the goals of the action plan and the goals of the School Improvement Grant.

Both Attachments B and E indicate that there is strong alignment between the curriculum and the state standards and grade-level expectations. There is also agreement that data is analyzed and that teachers get together and discuss instructional implications. There were different perceptions about the effectiveness of the teacher evaluation system, and about the effectiveness of the building principal re: visibility, vision, and a sense of urgency. The faculty was divided between "no evidence" and "emerging", while the principal rated each of these indicators as "emerging".

It would appear that Bridport has many of the components necessary for systemic change. Because the faculty seems quite evenly divided on the effectiveness of the school leadership, there is a need to bridge this gap. It will mean engaging in honest discussions and developing a plan for moving forward. It will be essential that the principal be afforded professional development opportunities in the area of instructional leadership, and equally essential will be support for her efforts from the school board, the Central Office, and the faculty.

Mary Hogan:
Strengths:

Mary Hogan School curriculum is aligned with the supervisory union curriculum and with the state GE's. Teachers use assessment data to determine what instructional changes are indicated for students. Teachers assess students regularly and evaluate student assessment data to make decisions about teaching and intervention to improve student achievement. Other strengths include preschool, after school and summers school programs that exist for all students. Social and emotional support systems are adequate for the student needs within the school

Challenges:

A factor not seen as being evident by staff at our school is that the principals are not frequently in classrooms and that the teacher evaluation system is effective in improving teaching and learning. Special education and support systems provided in the classroom are not seen by all as being based on the response to intervention system and are not always seen as connected to the formative assessment system.

Capacity and Readiness for Implementation:

The Mary Hogan School is committed to the efforts required for success for all students. The supervisory union has provided us with a model professional development format that enables us to embed high-quality professional development within the teacher year, ensuring that all teachers are exposed to the same learning experiences. Further, our school has begun to use student formative assessment data to determine what specific interventions are indicated for students not meeting standards.

Mary Hogan School curriculum is aligned with the supervisory union curriculum and with the state GE's. Teachers use assessment data to determine what instructional changes are indicated for students. Teachers assess students regularly and evaluate student assessment data to make decisions about teaching and intervention to improve student achievement. Other strengths include preschool, after school and summers school programs that exist for all students. Social and emotional support systems are adequate for the student needs within the school.

A factor not seen as being evident by staff at our school is that the principals are not frequently in classrooms and that the teacher evaluation system is effective in improving teaching and learning. Special education and support systems provided in the classroom are not seen by all as being based on the response to intervention system and are not always seen as sonnected tot he formative assessment system.

**Shoreham -
Strengths:**

The areas of greatest strength as indicated on Attachment E are that Shoreham's curriculum (common with ACSU) is aligned with state standards, the curriculum reflects rigor, and that paraprofessionals have passed proficiency requirements. Our next greatest strengths show, the Principal has communicated a sense of urgency, vision, and a plan, that professional development is provided in classrooms and is focused on school areas in need of improvement, that resources are equitably distributed across classes and support systems, and that special education and support systems are provided in regular classrooms, are based on the response to intervention system, and are connected to the formative assessment system.

Challenges:

Two factors on the Initial School Capacity Self Assessment were strongly identified (by 57%) as being not evident. Those factors include the schedule permitting common planning time that is focused on academic improvement and social support and that teachers reflect the climate of open communication by visiting one another's classes and sharing lessons and other materials.

Capacity and Readiness for Implementation:

The other factors fall at the emerging stage and include that the Principal is recognized as an instructional leader, all students are expected to master the curriculum, the school has a data team that meets to review student outcomes and a computerized student data tracking system, a warm and welcoming climate with firm expectations for acceptable behavior, the principal is frequently in classrooms and the teacher evaluation system is effective in improving teaching and learning, social and emotional support systems are adequate for the student needs, there are preschool, after school, and summer programs for all students, and there is evidence of business and community support.

Both areas of challenge are directly addressed through the grant application. Funds are being requested to provide time for teacher collaboration and planning time. Funds are also requested for the Bridging Project which facilitates open communication and the sharing of lessons and materials, specifically in the area of literacy. The majority of the other factors are at the emerging

stage and strategies exist within the School Improvement Grant to strengthen those factors building on the emerging work that has been done.

There is strong alignment between attachments B and E. Both indicate that the curriculum is strongly aligned to state standards and grade-level expectations and that it reflects rigor. The majority of the remaining factors are identified as emerging in both attachments. There are not any significant differences between the two.

REQUIREMENT 2

(2) If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.

TO MEET REQUIREMENT 2 ABOVE:

Vermont has no LEA with more than one Tier I school therefore this is not applicable.

REQUIREMENT 3

(3) The LEA must describe actions it has taken, or will take, to—

- **Design and implement interventions consistent with the final requirements;**
- **Recruit, screen, and select external providers, if applicable, to ensure their quality;**
- **Align other resources with the interventions;**
- **Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and**
- **Sustain the reforms after the funding period ends.**

TO MEET REQUIREMENT 3 ABOVE:

The LEA must describe actions it has taken, or will take, to—

- Design and implement interventions consistent with the final requirements;
- Recruit, screen, and select external providers, if applicable, to ensure their quality;
- Align other resources with the interventions;
- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
- Sustain the reforms after the funding period ends.

1) The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements.

- **For Tier I and II schools:**

- One of four interventions has been identified and a rationale for their selection has been adequately described and documented.
- The application includes the use of a guided self assessment to inform school improvement action planning and plans to complete a comprehensive assessment conducted by an external evaluator to inform continued school improvement plan implementation.
- All required elements of the selected intervention have been addressed so as to fully and effectively implement the selected model within the three year timeline of the grant.

These items have been previously addressed

- **For Tier I and Tier II schools,** external coaching capacity (someone not under the supervision of the principal) has been identified to provide intensive technical assistance and guide the implementation process.

Directions: Describe how the LEA will address this requirement:

- For Tier I, II, and III schools:

- The application includes the use of a guided self assessment to inform school improvement action planning.

This item has been previously addressed.

- The application includes a commitment to work with the state School Improvement Support team in the development and execution of a school improvement implementation plan that assesses and incorporates effective school improvement strategies already under way and includes required (for Tier I and II) and permissible strategies
- The application includes a commitment to designate local leadership team (SU School Support team) responsible for directing and reporting on the progress of implementing defined elements. This team must include the superintendent, the principal of the school(s), the curriculum coordinator and the special education coordinator.

These items are addressed in the "Statement of Agreement"

- Application reflects school improvement strategies already in progress.

This item has been previously addressed.

- Evidence-based practices are selected and plans to implement consider measures necessary to ensure fidelity of implementation. (e.g., the application includes approaches that have a research base reflecting effectiveness in improving instruction in the areas of concern such as mathematics or literacy; the application also includes approaches that provide a systemic model for improving instruction and learning and reflects the preparative and evaluative components of sustainable implementation such as achieving readiness to implement, communicating progress, evaluating outcomes, and providing supervisory union/district support through funding, allocation of personnel, and time for professional development, collaboration and planning.)

Directions: Describe any measures taken to insure fidelity of implementation of strategies in the plan or refer to the appropriate section of the improvement plan where this is addressed.

Bridport: The Bridport principal will meet monthly with either the Director of Student Services or the Associate Superintendent to ensure that the strategies defined in this plan are being implemented with fidelity. Additionally, the principal will conduct regular "walkthroughs" as part of the teacher supervision. Quarterly, the principal will continue to hold "grand rounds" with each teacher to analyze the formative assessment data and to share the information gathered from the walkthroughs. Because the ACSU math teacher leader will be housed in Bridport for approximately four half-days a week, she will conduct weekly classroom observations to monitor the implementation of the strategies learned in the course, Best Practices in Mathematics. The ACSU literacy teacher leader will be utilized in a similar way, as will the ACSU school psychologist. Finally, Bridport will enter the Vermont Integrated Instructional Model(VIIM) process, along with the four current elementary schools, and this will be an additional resource regarding the fidelity of implementation.

Mary Hogan School:

The Mary Hogan principals will meet monthly with the Associate Superintendent to assess the status of all aspects of the grant and their implementation. Principals will meet with teachers regularly to ensure that student assessment data is

used to improve teaching and learning for all students. Professional development will be scheduled for all staff members so that tiered instruction is of the highest quality for all students.

Shoreham:

The Shoreham principal will meet monthly with either the Director of Student Services or the Associate Superintendent to ensure that the strategies defined in this plan are being implemented with fidelity. Additionally, the principal will conduct regular "walkthroughs" as part of teacher supervision. Monthly, the principal will meet with grade cluster teams to analyze the formative assessment data and SWIS data. Information gathered from the walkthroughs will be shared quarterly. Shoreham will continue implementing the Vermont Integrated Instructional Model (VIIM) process, along with other ACSU elementary schools, and this will be an additional resource regarding the fidelity of implementation.

- The application includes a commitment to provide the following required data elements annually:
 - 1.) Number of minutes within the school year
 - 2.) Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup
 - 3.) Dropout rate
 - 4.) Student attendance rate
 - 5.) Number and percentage of students completing advanced coursework (i.e. AP/IB), early college high schools, or dual enrollment classes
 - 6.) Discipline incidents
 - 7.) Truants
 - 8.) Distribution of teachers by performance level on an LEA's teacher evaluation system (once that system is up and running)
 - 9.) Teacher attendance rate

Directions: Please provide data for items 1 and 5-9 above to be used as baseline measures.

1.) Number of minutes within the school year

Bridport - 68,250 minutes per year

Mary Hogan - 66,500 minutes per year

Shoreham - 70,000 minutes per year

2.) Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup

Bridport - 100% participation

Mary Hogan - participation rate overall = 98.7%

rate of participation for males = 98%

rate of participation for females = 99%

rate of participation for:

Asian = 100%, 3 total

Black = 100%, 5 total

Hispanic/Latino = 100%, 7 total

White = 98.6%, 210 total

IEP = 100%, 23 total

Low SES/FRL= 96.3%, 81 total

51.9% low SES/FRL scored 4 or 3 on reading test

Shoreham - 100%

3.) Dropout rate

4.) Student attendance rate

Bridport - 95%

Mary Hogan - 95%

Shoreham - 94%

5.) Number and percentage of students completing advanced coursework (i.e. AP/IB), early college high schools, or dual enrollment classes

Mary Hogan - Challenge Program (enrichment in academics and the arts)

Bridport & Shoreham - differentiation in the regular classroom

The following information is from the high school and it is the percent of students from each town taking advance placement courses:

Bridport 9.60%

Middlebury 16.40%

Shoreham 9.00%

Other:

Bridport - Bridport does not offer anything formal though does work to meet the needs of individual students through a variety of ways.

Mary Hogan - Mary Hogan offers a Challenge Program focused on both the academics and the arts. This enrichment program is offered to a wide variety of students.

Shoreham - Shoreham does not offer anything formal. Shoreham does differentiate and does what we call "flexible grouping" at the upper levels to meet the needs of all students.

6.) Discipline incidents

Bridport - 294 office referrals

Mary Hogan - 55

Shoreham -156

7.) Truants

Bridport -1

Mary Hogan - 0

Shoreham -0

8.) Distribution of teachers by performance level on an LEA's teacher evaluation system (once that system is up and running)

Bridport -

Intensive - 0

Directed - 55%

Colleague Collaboration - 0

Self-Directed - 45%

Mary Hogan -

Intensive - 7%

Directed - 23%

Colleague Collaboration - 40%

Self-Directed - 30%

Shoreham -
Intensive -22%
Directed - 33%
Colleague Collaboration -0
Self-Directed -45%

9.) Teacher attendance rate

Bridport - 111 sick days used, 24.5 personal days used
Mary Hogan - 441 sick days used of 3781 available, 86 personal days of 130.5 available days - for a total of 39.7 FTE's
Shoreham -44 sick days used, 10 personal days used

For Tier I, II, and III schools:

2) The LEA must describe actions it has taken, or will take, to Outline the need for recruitment of external providers in effectively implementing the defined school improvement plans and parameters which will be considered in ensuring quality and fit. Some recommendations from the *Handbook on Effective Implementation of School Improvement Grants* (Perlman and Redding, eds.; 2010) follow:

- a. Identify unambiguous reasons for hiring an external provider.
- b. Engage stakeholders about the need to hire external providers.
- c. Articulate specific goals for the relationship with the external provider.
- d. Budget adequate funding to support relationship with external provider for duration of contract;
- e. Develop a process for selecting external providers whose experience and qualifications match the specified goals.
- f. Negotiate a contract outlining roles and responsibilities of the external provider as well as the district and relevant schools.
- g. Provide support as needed and appropriate.
- h. Evaluate external provider's progress toward goals.
- i. Define consequences for failure (e.g., termination or modification of contract).

Directions: Summarize your reasons for contracting with an external provider (this includes school coach and any content providers) giving consideration to items a) through i) as applicable.

As a supervisory union, ASCU, has relied on several external individuals and programs as a means of providing specific professional development opportunities to teachers and staff. The elementary principals work closely together to develop action plans based on individual school data and needs. These are closely aligned with the goals of the supervisory union. This process has been in place for several years. During that time, common themes have emerged over the years. As a result, the elementary principals (along with central office administrators) have developed a long-term strategic plan for professional development that includes required courses/programs to be taken by all elementary teachers. Required coursework has been targeted in the areas of math and literacy. Over the years, this has developed into a pre-week professional development institute where 3 days are set aside specifically for these

required courses. Three of these courses are described below (T.I.M.E., Vermont Math Institute, and Best Practices in Math). ACSU has recognized the importance of this course work and has worked to increase internal capacity where and when it is possible. For example, ACSU now has two individuals who are trained VMI instructors meaning we no longer have to contract that course to an external provider.

For each external contractor, ACSU develops a Memorandum of Understanding that clearly identifies the roles, responsibilities and expectations of the service provider. This includes the dates in which the service is to be provided, the parameters of the work to be completed, along with agreements for pay, mileage, meals, supplies, materails, and accommodations where necessary. In addition, each MOU comes with a copy of the providers liability insurance. When contracting with an external provider, ACSU takes into full account the needs identified when determining with whom to contract. In each case, ACSU goes with a qualified provider who can not only perform the responsibilities within a specified timeframe, but who has a history of increased learner outcomes. All coursework/professional development provided (internally or externally) is evaluated by participants and next steps are determined based on those evaluations.

Spme examples of external providers include:

Dr. Ross Greene:

As part of a supervisory union wide initiative, Addison Central Supervisory Union is currently in conversation with Dr. Ross Greene to have him provide on-site training for many schools teams within ACSU on the Collaborative Problem Solving Model (described below). At this time, Dr. Greene has proposed the following plan for professional development:

- Frontloaded work by school teams to be completed prior to on-site training. This would include the reading of Dr. Greene’s book *Lost at School*, viewing several web-based videos that are available on Dr. Greene’s web site, along with additional readings.
- On-site training to be provided to school teams (up to two days).
- Follow-up hour-long audio conferences with each school team on a monthly basis for up to six months.
- Training would be offered during the 2011 – 2012 school year as well.

Collaborative Problem Solving: A More Compassionate, Accurate, and Productive Understanding of and Approach to Helping Behaviorally Challenging Kids

The Collaborative Problem Solving model sets forth two major tenets. First, social, emotional, and behavioral challenges in kids are best understood as the byproduct of lagging cognitive skills in the domains of flexibility/adaptability, frustration tolerance, and problem-solving (rather than as attention-seeking, manipulative, limit-testing, or a sign of poor motivation). In other words, challenging behavior is a form of developmental delay. Second, these challenges are best addressed by collaboratively resolving the problems that are setting the stage for challenging behavior (rather than through reward and punishment programs and intensive imposition of adult will).

Why is Collaborative Problem Solving important? Because challenging kids are still very poorly understood and therefore treated in ways that are unhelpful and counterproductive...and that place them at risk for adverse long-term outcomes...and it doesn't have to be that way.

At this time, staff at Bridport, Mary Hogan, Shoreham, Salisbury and Weybridge either have or will be taking advantage of training provided through Dr. Greene. In addition, ACSU is working on having Dr. Greene come provide some on-site training.

Bridging Project:

The Bridging Project works with teachers and schools to improve literacy achievement in the area of reading comprehension, vocabulary, and fluency across the upper elementary grades.

Participation in this school-based reading-improvement project, currently focused on grades 3-6, is a multi-year venture. Bridging Project schools work in collaboration with VRI at UVM literacy experts and professionals through grants from the Vermont Department of Education. Schools are able to participate based on one or more identifying characteristics having to do with student performance, community poverty, or prior participation in school improvement projects.

Participating Schools Enjoy the Following Services and Benefits

- **Multi-year collaboration working with literacy experts from VRI at UVM**
- **Guided self assessment using formats and personnel provided by the VRI team to identify literacy-related strengths and needs present at the school**
- **Assistance from the VRI team in analysis and use of self-assessment data, reviewing related research and determining next steps**
- **Intensive support during the first year from VRI researchers/consultants.**
 - This will include but is not limited to:**
 - **Weekly visits from a VRI consultant**
 - **Frequent professional development sessions during/after school**
 - **In-classroom coaching by project staff**
 - **Assessment planning for instructional purposes**
 - **Consultation regarding action planning and literacy decision-making**
 - **Support in addressing the Vermont Grade Level Expectations**
- **Capacity building for sustained improvement over time**
- **Needs-based action planning in the area of literacy, using guidelines provided by VRI**
- **Participation in the UVM-based research project, including reflection regarding process and outcomes, and receipt of updates regarding research findings**
- **Participation in sharing successful practices across schools**

At this time, Bridport is in year two of the Bridging Project and Shoreham will begin year one in the fall.

BEST PRACTICES with Clare Early:

- Teachers will investigate ways to enhance their use of higher order thinking, hands-on learning, and other research-based "best practices". In particular, teachers will:
 - Learn research proven teaching methods for promoting problem solving, invention, discourse, inquiry, challenge, and achievement by all students.
 - Gain tools that support intensive reflection about students' learning as a basis for instructional planning and decision making.
 - Sharpen their critical eye for teaching practices, and materials that foster:
 - o Student understanding, invention and sense making
 - o A productive classroom culture
 - o Worthwhile mathematics tasks
 - o Deeper teacher content knowledge
 - Learn to enhance mathematics lessons/tasks to maximize learning
 - Design personal Best Practices Action Plans for refining their mathematics teaching practice better align with the high quality teaching defined by research and NCTM Standards.

At this time, teachers in each of the elementary schools have taken this course. Several teachers are in year two of Studio Days, while other will be taking the course this fall. Several teachers in Mary Hogan, Bridport and Shoreham are currently signed up for the fall. This course was so well received by teachers that have taken it thus far that the ACSU K - 8 leadership team recently decided to make it a required course.

Vermont Mathematics Institute II (VMI2):

This six-credit course experience (provided by ACSU) contains the major themes of VMI's first two courses and covers the major concepts of the elementary and middle level math curriculum. During Part I of Mathematics for the PreK-8 Educator, a major theme will be the understanding of Algebra and Arithmetic through language. The objective is to provide a solid conceptual understanding of the operations of arithmetic as well as the interrelationships among arithmetic, algebra & geometry. Topics will include solving equations, place value and the history of counting, inverse processes, the geometry of multiplication, the many faces of division, rational vs. irrational numbers and the arithmetic and geometry of fractions. Part II of the course will build upon the material from Part I and will allow participants to obtain a deep understanding of the concept of a function and to appreciate the pervasiveness of the function idea in the K-8 mathematics curriculum as well as in everyday life. All of the topics in the entire course are taught using a variety of problem solving activities that relate directly to the K-8 mathematics classroom. Participants will receive support in transferring their deeper understanding of math to the classroom during the course as well as through a lesson reflection.

Several teachers from Bridport, Mary Hogan and Shoreham have taken, or are signed up to take, VMI 2. Within a year or two, VMI2 will only need to be offered for new elementary teachers coming into ACSU.

T•I•M•E FOR TEACHERS:

TIME is offered through ACSU and is a required course for all elementary school teachers.

T•I•M•E for Teachers Online is an interactive course that integrates CD-ROM-based lessons with instructor-led, Internet-based discussions. T•I•M•E for Teachers Guided is a CD-ROM-based course that includes 18 hours of direct classroom contact with a Stern Center instructor.

For the first time, T•I•M•E for Teachers Guided is being offered in four different sections.

- T•I•M•E for Teachers Guided K–6: This is the traditional T•I•M•E for Teachers course. This section considers the full range of literacy development, with a focus on Grades K–6 and how to support students who require supplemental instruction to build skills.

- T•I•M•E for Teachers Guided K–2: This section will consider the full range of reading development, with a focus on emerging and early literacy skills appropriate for Grades K–2 and how to support students who require supplemental instruction to build skills.

- T•I•M•E for Teachers Guided 3–6: This section will consider the full range of reading development, with a focus on literacy skills appropriate for Grades 3–6 and

how to support students who require supplemental instruction to build skills.

- T•I•M•E for Teachers Guided Adolescents: This section will consider the full range of reading development, with a focus on literacy skills appropriate for adolescent learners and how to support students who require supplemental instruction to build skills.

Again, most teachers, including those at Bridport and Mary Hogan, have already take TIME. All of Shoreham's teachers and administrator will be taking TIME this fall. Within the next year, only new elementary teachers will be required to take the course.

For Tier I, II, and III schools:

3) LEA agrees to collaborate and cooperate with state organized trainings for Supervisory Union administrators, principals, teachers and paraprofessionals, informational meetings, and trainings provided through the state.

This item is addressed in the “Statement of Agreement”

For Tier I, II, and III schools:

4) The LEA must describe actions it has taken, or will take, to Align other resources with the interventions.

- The LEA plan must be comprehensive and systemic in its approach. Reviewers will look to the budget and school improvement plan to assess the alignment and allocation of resources (e.g., personnel, percent of time committed, recognition of and/or effort to assess and realign existing initiatives and funds from other sources to support school improvement goals, refocusing existing professional development and in-service days to support training needs related to improvement, etc.) :

Directions: Please review budget and school improvement plan to assure items below are addressed and check appropriate boxes

- Human resources
- Fiscal resources
- Time and schedule
- Existing Initiatives
- Related activities
- Partnerships
- Alignment of PD activities

For Tier I, II, and III schools

5) The LEA must describe actions it has taken, or will take, to Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.

- The LEA agrees to use an external evaluation (Tier I and II ONLY) and internal review process to identify any current practices or policies that are barriers to a full and effective implementation of the selected intervention and commit to eliminating barriers through the implementation process. This process will also identify areas where a consolidation of focus would benefit the school improvement process (such as multiple committees focusing on similar outcomes – or with no defined outcomes) and work to converge efforts on common goals and outcomes.
- Inclusion of actions to address those barriers in the plan, utilizing the following, as applicable:
 - Board and Union letters of recognition or memorandum of understanding that document commitment to modify or amend current agreements, practices, and procedures to allow full and effective implementation of the transformation model.
 - Agreements for operational flexibility to implement reform at the school level.
 - Evidence of need for waivers to State Board of Education rules, when appropriate.

Directions: Identify barriers and any actions you have taken or will take to address these barriers. (Tier I an II can reference Requirement 1 1) c. i-ix)

Bridport - Bridport is the one community in the Addison Central Supervisory Union that has not supported its local budget on the first vote. This has occurred six or seven times over the past fifteen years, and the community seems to be split when it comes to supporting the school. At times, it has taken three tries before the school budget was passed successfully.

Just as the community is split on its support of the school, so is the faculty similarly split on its support of the principal. This is evident from the survey data included as part of this grant application, and the principal has developed strategies to bring more cohesion to the Bridport staff.

Mary Hogan - Some barriers do exist to school improvement. While there is broad consensus about the need for school improvement, there is not absolute consensus - staff members still engage in active discussions as to the most worthy initiatives for the school to undertake. The contract also places limits on the total number of days that faculty works therefore school improvement efforts will need to be planned around the existing teacher calendar in regard to meeting times/length and existing professional development calendar.

Shoreham - The Shoreham teachers all 'signed' the Bridging Project Agreement. The only barriers anticipated at this time would occur if we did not get the funding necessary for the Friday Exploration Program. Without that program, providing a time for teacher collaboration would be difficult. The Shoreham board is very supportive of the work being done.

For Tier I, II, and III schools

6) The LEA must describe actions it has taken, or will take, to Sustain the reforms after the funding period ends.

For each item below describe how it will be addressed over the funding period

The LEA must:

- Include strategies that build local capacity and methodologies that ensure interventions are integrated into the culture and routine practice of the school. (e.g., if student discipline and behavior is a significant factor to consider in working to raise achievement levels for students, the plan goes beyond providing individualized interventions and reflects a systemic approach to improving levels of student time on task and participation in the classroom by implementing or reconstituting an evidence based model to address school climate and culture such as Positive Behavioral Supports or Responsive Classroom. These models build local capacity to intervene early and support students within the school community with the least amount of intervention to achieve the greatest result and create sustainability by involving the whole school community in the implementation process.)

Directions: Describe here or refer to appropriate section of your plan or budget.

Please see attached Action Plans and Budgets.

- Identify local fiscal and structural support for the interventions where applicable beyond the life of the grant.

Directions: Describe how the budget will support on-going activities beyond the grant funding period.

Two of the three schools are currently involved in VIIM. This is a long-term commitment that has already been made by the supervisory union and processes are in place to move VIIM beyond the original four schools and to eventually include all schools in ACSU. Much of what is being identified across the three schools are strategies that the SU along with the leadership team have identified as critical. These funds are critical in gaining momentum in each of the schools, however, many of the strategies will become sustainable as they are part of the long-term goal for the SU as a whole.

- Identify other funding sources that will be used to complement SIG funds received in supporting the implementation of defined strategies. These could include other federal programs, as well as state and local funds and should also highlight funds that will be used to sustain the intervention beyond three-year grant period.

Ensure that all funding sources are identified in the plan.

Additional funds from Title 1 SWP will be allocated to support these initiatives along with Title IIA and some Title IID. In addition, local funds, some BEST funds and some Medicaid funds will help offset costs.

- Plan for induction and mentoring of new staff.

Directions: Describe plans for induction and mentoring of new staff.

ACSU has a process set for training new teachers at the annual ACSU New Teacher Orientation all day meeting. In addition, all new teachers are assigned a mentor. The ACSU professional development plan always takes into account that there will be new teachers and core courses are offered annually. These are requirements for all new teachers regardless of location within ACSU.

- Create a district level team that examines and reports on achievement levels for all students and subgroups for all schools in the supervisory union on a bi-annual basis. State assessment results are communicated annually to teachers, staff, family and community members and school boards. Appropriate response strategies are incorporated into school action plans.

Include these activities as responsibilities of the SU/District School Support Team

The membership of this team closely aligns with our current PK - 12 leadership team which includes: Central Office administrators and PK-12 administrators.

REQUIREMENT 4

(4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA’s application.

TO MEET REQUIREMENTS (4) ABOVE –

The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA’s application.

Required items have been covered in Requirements 1 and/or 3 above.

REQUIREMENT 5

(5) The LEA must describe the annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.

TO MEET REQUIREMENT (5) ABOVE –

In its application and school improvement implementation plan, the LEA must articulate annual goals (subject to the approval of the SEA) for 2010-2013 for student achievement on the State’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.

Directions: Discuss reading and math goals here

REQUIREMENT 6

(6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.

TO MEET REQUIREMENT (6) ABOVE -

For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement as defined in the design section above.

Directions: Identify services Tier III schools will receive and/or activities schools will implement or reference appropriate sections of improvement plan

Within Addison Central Supervisory Union, Bridport Elementary School, Mary Hogan ID#4, and Shoreham Elementary School are all identified as Tier III schools. ACSU is committed to providing continued professional development via required courses in math (Best Practices with Clare Early and VMI 2) and literacy (T.I.M.E. for teachers). In addition, Bridport and Shoreham are involved in the VIIM grant, with oversight through the central office. The focus of the 2008 - 2009 school year was the implementation of PBS along with preliminary training in RtI and DI/UbD. This year, the administrative team along with teachers in three of the VIIM schools (including Bridport and Shoreham) receive four days of training on RtI. They focused primarily on Tier I and Tier II strategies in literacy and the development of some common language and expectations. During the 2010 - 2011 school year, additional RtI training will occur based on individual school need (some modeling and coaching will be included). School administrators will be involved in DI/UbD book studies and Professional Learning Communities to ensure that, as administrators, we have the information we need prior to providing professional development for staff in this same area. PD for staff in DI/UbD will begin during the 2011 - 2012 school year. An action plan for the supervisory union for the implementation of VIIM is currently in draft form.

ACSU has also committed to the provision of mentors for new teachers along with math and literacy coaches for new teachers, or those just needing some additional coaching. These mentoring opportunities are available to new teachers for a period of two years.

REQUIREMENT 7

(7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.

TO MEET REQUIREMENT (7) ABOVE –

The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.

Directions: Describe indicators the LEA will use to assess progress towards implementation of the improvement plan for Tier III schools.

All school principals will meet on a bi-monthly basis with the associate superintendent or the superintendent to review implementation of their action plan. Discussion points will include what is working well, what areas of implementation may need improvement, where additional support may be needed, etc. Both formative and summative assessment data (state and local) will be analyzed to determine if the strategies and goals defined in the schools' action plans and in the School Improvement Grants have been effective in producing the desired student outcomes. These periodic action plan reviews will also focus on the fidelity with which the strategies are currently being implemented. Instructional strategies and the various programs utilized will be research-based (e.g. Foundations, differentiated instruction, etc.)

REQUIREMENT 8

(8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools.

TO MEET REQUIREMENT (8) ABOVE -

As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools.

Directions: Please include evidence of stakeholder engagement as well as a plan for on-going stakeholder engagement. (e.g. board minutes, correspondence, newsletters, community meetings, etc)

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.

Directions: *An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve. Attach budget.*

Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000.

D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals

(approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;

- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the SEA the school-level data required under section III of the final requirements.

These assurances and others are addressed in the Statement of Agreement. A copy of the State of Agreement signed by the Superintendent must be submitted with this application

E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

Directions: The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.

- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

- Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.