

**Vermont School Improvement Grant Application****Spring, 2010****Supervisory Union/ District Name: Addison Rutland/Fair Haven Union High School District #16/Fair Haven Town School District****Contact Person: Ron Ryan, Superintendent; Penny Lienhardt, Assistant Superintendent, Brett Blanchard, FHUHS Principal, Wayne Cooke, FHGS Principal****Role: Superintendent, Assistant Superintendent, Building Principals****Email: [rryan@arsu.org](mailto:rryan@arsu.org); [plienhardt@arsu.org](mailto:plienhardt@arsu.org); [bblanchard@arsu.org](mailto:bblanchard@arsu.org); [wcooke@arsu.org](mailto:wcooke@arsu.org)****Phone: Superintendent's Office: 802-265-4905; FHUHS Office: 802-265-4966; FHGS Office: 802-265-3883****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:**

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**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:*

**Based on the self-assessment of major factors for rapid change in school improvement the team findings identify that most of the 15 areas of the self-assessment are in the emerging stages at the district and school level. The teacher evaluation system currently in place needs to be well articulated and needs to be more specific on the recruiting, evaluating, mentoring, and replacing personnel. The system needs to include more specific language on student achievement as part of the system process. Currently there is no system in place to train, screen, and maintain volunteers. The School does not have a School Community Council that exists. Currently there are limited partnerships with the employees in the local community to provide career awareness, internships, job shadowing, and other work- based learning opportunities for students.**

See FHUHS Self-assessment attachment B

See FHGS Self-assessment attachment B

- 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:*

- **The Superintendent and a high school board member participate on Regional Technical Center Advisory Council.**
- **Meeting minutes are taken and actions are recorded.**
- **The High School also generates a weekly newsletter that goes to the community with items reflected in the local newspapers.**
- **All school information is also posted on the the Fair Haven Union High School Website.**
- **FHUHS will be consulting with the Stafford Technical Center as the School Improvement Plan implementation process progresses.**
- **FHUHS also participates in an informal accelerated program where students may complete course work at local colleges.**

- 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:*

**Based on the summary of normative testing, FHUHS student mean scores have not been at the level of national or state means. While some student groups have achieved above state and national means, the groups were not representative of low income students or students with disabilities. The following attachments represent a summary of standardized testing for FHUHS students. While FHUHS students have shown steady growth on the NECAP writing, other standardized tests have not shown the same level of growth. FHUHS students as a whole continue to perform below both the state and national mean scores on standardized tests. For the reportable years of NECAP information, FHUHS has tested fewer than the number of students set by the state to disaggregate data based on**

students on IEPs during the 2008-2009 years of administration. For the 2009-2010 reportable year, information was disaggregated for students on IEPs. Based on the information, students on IEPs scored lower than students not receiving IEP services in all areas tested. When disaggregating information regarding students identified as SES (economically disadvantaged), students scored lower than the non SES identified students. Although the information is not reported by the DOE, upon disaggregation of students attending the local technical education center, students attending the local technical education center perform at a lower mean score than students not attending the technical education center.

See attachments of NECAP results. PSAT, PLAN, SAT, ACT results.

- 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:*

**Based on a summary and review of the local FHUHS community; NECAP; SAT; ACT; PSAT; PLAN; AP test scores; Graduation and dropout rates; student demographics; faculty surveys: the following snapshot of FHUHS exists:**

**Fair Haven Union High School receives students from five local communities. Located within these communities is**

one of Vermont's state colleges, several local businesses, and soon to be formed teen centers; all of which work and collaborate with FHUHS.

- FHUHS is comprised of grades 9-12, approximately 500 students, and staffed by 50 faculty members.
- Of the faculty members, 100% have achieved designation as Highly Qualified.
- The FHUHS student body is comprised of approximately 35% free or reduced lunch (FRL) recipients and 20% students receiving services to address disabilities.
- Of the students receiving services for disabilities, those accessing instruction more than 80% of the time in general education classrooms has steadily increased and more than doubled over the past two years.

FHUHS cohort graduation rates have remained relatively consistent with graduation rates reported around 83% each year. For the 2009 cohort group, the graduation rate has dropped to 79%. Conversations with the DOE have been ongoing and the cohort graduation rate is expected to again be at approximately 83%. The FHUHS student dropout rate has been reduced by nearly 40% from the 2007/08 to 2008/09 report years. In reviewing statistics and student performance on standardized test as well as in the classroom, teachers have identified that the current bell schedule may not allow for the greatest opportunity to address improvement. Faculty have agreed that a bell schedule change may be needed to improve student skill development and performance. Some potential explanations regarding the reduction rate in the FHUHS drop out rate has focused on the enhancement of non-traditional methods of credit completion; which have been identified as successful in reaching students. A contributing factor to the increase in access to general education classrooms by students with disabilities has been the meaningful use of integrative technology and professional development regarding differentiated instruction strategies; both identified as beneficial for continued improvement.

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.*

**The Self-Assessments, which are attached were conducted by the Supervisory Union School Support Team composed of the following:**

- **ARSU Superintendent**
- **ARSU Assistant Superintendent**
- **ARSU Director of Special Services**
- **ARSU Business Manager**
- **ARSU Information Technology Coordinator**
- **FHUHS Principal**
- **FHUHS Director of Guidance**
- **FHUHS Technology Integration Coach**
- **FHGS Principal**
- **FHGS Director of Special Services**
- **FHGS Student Data Research and Management Specialist**

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:*

**See FHUHS Attachment D2  
Transformation Model**

### **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.*

**FHUHS has been working towards several improvement points as addressed within the school improvement plan. FHUHS is in the process of initiatives including: developing a formative local evaluation system for student performance and increasing instructional time; specifics related to progress and impending steps are noted within the attached school improvement plan. Please refer to attachment F for further description of the Transformation Models' required actions and FHUHS progress and plans for each.**

**Other initiatives in the Supervisory Union which affect FHUHS:**

- **Addison Rutland Leadership and Assessment Cabinet (ARLAC)**
- **ARSU Uuniversal Design for Learning Course (UDL)**
- **Curriculum Task forces work in math, social studies, writing, and reading**
- **Summer Professional Development Series**
- **Summer Curriculum Planning**
- **Technology Integration Task Force**
- **Roots to Success Course, Castleton State College**
- **Creation of new Technology Integration Coach Positions through ARRA funds**

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:*

**Not applicable**

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.)

**The Fair Haven Union High School Board initially voted not to accept the School Improvement Grant Funds at their March 8, 2010 School Board meeting. After further clarification from the State Department of Education on the school options and requirements, the Board decided to rescind its original motion and apply for the funds. Fair Haven Union High School approved the submission of application for and submitting a letter of intent for the school improvement funding on Monday, May 10, 2010.**

**See Meeting Minutes 3-8-10**

**See Meeting Minutes 5-10-10**

- 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.)

**A meeting between the Superintendent, Principals, Board representatives and Union representatives to discuss local union willingness to include revised evaluation language in the upcoming negotiation discussions in the fall of 2010. Teacher contracts expire on June 30, 2010. The district boards and the Teacher's Association will be sitting down in the fall of 2010 to begin dialog for a new successor agreement. There is a meeting between these same parties scheduled for June 18, 2010 to discuss the requirements of the Transformation Model.**

- 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)

**The School Boards are very supportive of including general fund lines that support increased student achievement. Boards also try to remain fiscally responsible while balancing student needs during these tough economic times. The district will continue to use their Consolidated Federal Grant Funds along with IDEA B funds to assist in the sustainability as we move beyond the life of the grant. In the future, we will be reassessing allocation of these funds.**

- iv. Current evaluation practices (e.g., outline of current evaluation system for principals and teachers, including model, frequency of evaluation, etc.)

**In the district, the Principals are evaluated based on a rating scale connected to their job descriptions with input from the school boards and Superintendent. There is evaluation language in the District Teachers' Agreement and the High School Teachers Agreement. The language is such that there would be some flexibility in creating or expanding on the teacher evaluation system without too many hurdles. The district's current teacher evaluation system is based on the four vital areas of the Charlotte Danielson model as well as those specifically addressed in teacher goals. The system has three phases:**

- **Intensive Supervision, Phase I:** For teachers in their first two years of employment in the district or in a new teaching assignment
- **Directed Supervision, Phase II:** For teachers who have been employed in the district for two or more consecutive years, and who do not change teaching assignments
- **Self-Directed Growth, Phase III:** For teachers who have completed Directed Supervision.

**The documents include the components that would lead to improving student instruction. Teachers participate in annual goal setting. Goals are established collaboratively between the teacher and administrator. One to three goals are established. Each goal will focus on the improvement of instruction and improved student performance.**

- 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.)

**FHUHS and the Supervisory Union have a rich resource of talented personnel who will be actively engaged in implementing the school improvement plan. The High School has an experienced staff that is 100% HQT.**

- **Teacher Leaders**
  - **Technology Integration Professional Development Task Force (building based and district wide)**
  - **Teacher Mentors (Mentor Training)**
  - **Addison Rutland Leadership and Assessment Cabinet (ARLAC)**
  - **Department Heads**
  - **Technology Integration Coaches (building based and district wide)**
  - **District Literacy Coach**
  - **District Math Coach**
  - **District Data Coach**

- vi. Statewide and regional partnerships (e.g., agreements with ESAs, local agencies, and/or institutes of higher ed.)

**Addison Rutland Supervisory Union along with Fair Haven Union High School, Fair Haven Grade School and the other schools within the Supervisory Union have a partnership with Castleton State College and UVM to assist with professional development opportunities along with offering courses that focus on school needs. We have an administrative meeting once per month that includes representatives from those institutions of higher education. We are currently involved with Castleton State College in a Teaching American History Grant through the Department of Justice in Washington D.C. This is the second grant between the college and the district that we have received regarding Teaching American History. Currently, the College has applied for a third grant opportunity. The district also meets regionally as Superintendents, regionally as Curriculum Coordinators and Directors of Special Education. Additionally, the District Director of Special Services serves as a member of the Rutland Regional Board for Family Services. Examples of these are:**

- **VITA-Learn (Vermont Information Technology for the Advancement of Learning)**
- **SWVTCCC (Southwest Vermont Curriculum Coordinators Collaborative)**
- **South West STAR Teacher Grant Program (Science/Technology professional development)**
- **Roots to Success Road Maps Program, Castleton State College (poverty)**

- vii. Allocation of adequate time for teacher collaboration, job embedded professional development (i.e., as described in the LEA's application)

**Currently the district uses 5 inservice days and 3 early release days (designated for the district elementary schools) for professional development opportunities. Individual planning time for teachers happens within the school buildings through schedules. The district has a Leadership and Assessment Cabinet (ARLAC) that works in conjunction with the administrators to organize and plan district inservice trainings linked to the district and schools action plans. A comprehensive newsletter is put out called the ARSU Insider that keeps all professionals updated and informed of whats happening.**

**Fair Haven Union High School is looking at changing the daily teacher schedule from an 8 period day to a model of increased instructional time by 50%, that would allow more job embedded professional development opportunities, improvement of instruction and increased student performance results. FHUHS Technology Integration Coach implements embedded just in time Professional Development work, as well as providing professional development in preparation for scheduled educational technology integration implementation. Departments and others also have time to evaluate student work currently during:**

- **Common planning and student time for 9<sup>th</sup> grade teachers**
- **Faculty, Department Head, Department and Curriculum Meetings**
- **Weekly Administrative Meetings**

**Currently FHUHS meetings occur on a monthly basis (full faculty; department heads; departments and curriculum groups), during which time professional development/collaboration/data discussions occur; teachers of 9th grade students meet on a weekly basis to discuss student performance and collaborative efforts. The FHUHS administrative team also meets on a weekly basis.**

- viii. Data systems that inform on-going of student progress and instructional practices (e.g., describing current use of systems like Aimsweb, Dibels, SWIS, etc.)

**Data Systems Currently Accessed:**

- **Vermont Comprehensive Assessment Tool**
- **Vermont Data Consortium**
- **Administrators Plus (Rediker SIS)**
- **Goal View (Special Education)**
- **Grade Quick**
- **Edline**
- **Common Assessments**
- **Curriculum Mapper Software**
- **SNAP (nursing software)**
- **Fitness Gram**

- 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.)

**Current Parent and Community Partners:**

- **Learning Annex Community Advisory Council**

- **Booster Club**
- **Community Work Study**
- **Rutland Regional Workforce Investment Board**
- **Core-Transition Group**
- **FH Youth Center**

**FHUHS will connect with these partners through the school web page, board meetings and weekly newsletter. The FHUHS will utilize faculty/staff involvement on these groups as a liason to the school improvement plan and opportunities for each committee to provide assistance and feedback regarding progress and initiatives. The LACAC is an advisory council that regularly meets to discuss FHUHS' Learning Annex program and the opportunities for community involvement and program initiatives. This council is comprised of local community members; school board members; students and FHUHS faculty. The BC is comprised of faculty; community members and school board members. Through regular meetings, information regarding school improvement and community support is discussed. The FHUHS WS/RRWIB is comprised of students; FHUHS faculty and local business leaders and school board members. These groups meet regularly to discuss local workforce needs and ways that the groups can provide support to local school districts. The FHYC is a group comprised of local community members; students; and FHUHS faculty. This group meets regularly to discuss issues and needs facing the youth of the local community.**

- 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:*

**Based on a survey of FHUHS staff, the following is noted regarding the school's capacity and readiness to implement the school improvement plan. Of the 24 areas addressed, nearly all were reported as being in the emerging phase. The areas of most noted strength were:**

- **Resources are equitably distributed across classes and support systems**
- **Curriculum being aligned with the state standards**
- **Nearly 40% of the respondents identified the principal frequently being in classrooms**
- **Common formative assessments and exit exams are being developed for each grade across all content areas in the school and will be tracked using the student data system**

**Areas shown to need improvement were:**

- **An effective teacher evaluation system based on student performance.**
- **The schedule permitting common planning time and being focused on academic improvement and social support was also identified as not being evident.**

**See FHUHS Attachment E**



***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:*

**This information is based on the ARSU self-assessment for all schools, therefore the information is the same for both the High School and the Grade School. Based on the Self-Assessment Rubric provided by the state, this work has been on going at the district wide level, as as building based. (common ARSU goals, using unique vehicles in individual schools)**

**Based on the self-assessment of major factors for rapid change in school improvement, the team findings identify that most of the 15 areas of the self-assessment are in the emerging stages at the district and school level. The teacher evaluation system currently in place needs to be well articulated and needs to be more specific on the recruiting, evaluating, mentoring, and replacing personnel. The system needs to include more specific language on student achievement as part of the system process. Currently, there is no system in place to train, screen, or maintain volunteers. The School does not have a School Community Council that exists. Currently, there are limited partnerships with the employees in the local community to provide career awareness, internships, job shadowing, and other work-based learning opportunities for students.**

**See FHGS Self-assessment attachment B**

- 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:*

**See FHGS Board Meeting Minutes May, 2010**

**See FHGS Board Meeting Minutes June 3, 2010**

**Fair Haven Union High School participates in the Regional Technical Center Advisory Council. The Superintendent and a high school board member participate on Regional Technical Center Advisory Council. Meeting minutes are taken and actions are recorded. The High School also generates a weekly newsletter that goes out to the community with items reflected in the local newspapers. All school information is also posted on the Fair Haven Union High School Website.**

- 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:*

**See FHGS NECAP Data attachment**

**See FHGS Needs Assessment Document**

**NECAP analysis included grade team and full faculty discussions and work with our reading, writing, and math consultants. The data specialist also contacted Michael Hock at the VT DOE for some collaborative work to discuss our reading scores at one grade level that showed a significant decline. These are the conclusions drawn from that analysis of both our most recent and our longitudinal data.**

- **Looking at our constructed response and short answer scores, we notice that our students score below average when compared with others in the state. This is across all NECAP testing areas in math, reading, writing, and science. We will continue to work with our reading/writing consultant as part of our Action and School Improvement Plan to implement strategies that support student learning in this area including the use of the Vermont Reading Item Bank Assessments for both formative and summative assessment of students' progress in meeting the standards.**
- **We have seen an increase in our overall reading scores since first being an identified school in need of improvement in reading. However, this past year we saw a decline in some individual student scores. As stated above, we will continue to work with our reading consultant to offer students a variety of reading strategies to improve reading comprehension, as well as analysis and interpretation of both literary and informational text.**
- **We saw increased math scores for students identified as partially proficient in past years and saw the percentage of students scoring proficiently in math rise by 4%.**
- **Overall, we did not see a significant increase or decrease in the gap between subgroups including free and reduced lunch and our IEP students this past year. However two years ago, we did see the gap between FRL and NFRL lunch widen. We continue to try and narrow the performance gap between subgroups. One action will be the involvement of 11 faculty members in a Roots to Roadmaps course. The course is designed to have our school team align our work with the research on poverty, including Vermont's Roots to Success research.**
- **Students continue to struggle with number and operations concepts and skills including number sense and fact fluency. Students also have trouble with the concept of equality. We have identified several actions addressing this issue including work with our math consultant and progress monitoring.**
- **Inquiry and analysis and interpretation are areas of needed improvement. Students scored below proficiency on the following;**
  - **when asked to create a question using given data sets**
  - **when asked to create a hypothesis and protocol for testing the hypothesis (inquiry based activities on the science NECAP)**
  - **when asked to analyze or interpret literary and informative text passages**
  - **when asked to provide evidence using details from the text to support their answers**
  - **students tend to do poorly on questions that require a multiple step process in solving math problems**
- **Our most recent NECAP writing scores are from the Fall of 2008. We have seen a decline in our writing scores since 2006 for all students, as well as for our gender and FRL subgroups. We have been addressing this with work from our literacy and writing consultants and the introduction of journals across the disciplines in kindergarten through grade eight.**

**We will be entering the second year as a school identified in Math. We are identified schoolwide. We learned from a recent needs assessment survey of the faculty that they feel our greatest need for professional development are in the areas of math and using assessments. We have included the addition of a math coach in our School Improvement Plan. The math coach will work with teachers addressing their individual instructional needs, as well as with grade teams to look at student work and analyze assessments.**

- 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:*

**Based on a summary and review of NECAP results, HQT and special education data, and our action planning/school improvement priorities, we offer the following:**

**FHGS is comprised of students in preschool (ages 3 and 4) through the eighth grade. We have 372 students, three administrators, and 48 professional staff members. Of the faculty members, 100% have achieved designation as [a Highly Qualified Teacher](#).**

**We continue to see an increase in the number of students eligible for free and reduced lunch and special education services. Currently, 54% of our students are Free or Reduced Lunch (FRL) recipients and 45% of our students receive special services including IEP, EST(157), or 504 services. Students on IEPs make up 17% of our total population. Of the students receiving services for disabilities, those accessing instruction more than 80% of the time in general education classrooms are currently 49%. One of our action planning and school improvement goals is to see the amount of time students spend in the general education classroom increase through the implementation of the co-teaching model.**

**We have seen a decrease in the number of disciplinary infractions over the past two years. Student attendance is closely monitored as part of the progress monitoring process. We continue to work with parents to reduce the number of tardy arrivals and early dismissals. The attached school improvement plan reflects the priorities identified by our staff in a recent survey and in our current Action Plan.**

- 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 FHGS Self-assessment attachment B**

- 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.*

**FHGS is a school in Year 1 School Improvement.**

**See FHGS Power Point presentations – Summary/overview of our midyear and end-of-the -year AYP report to the School Board as part of our Year 1 Required Actions. A sample of the documents listed in the end of the year report is also included. The complete end of the year report will be mailed to the Department of Education prior to**

**July 1, 2010. Data collection including attendance and discipline records needed for the report will not be complete until the school year is ended.**

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:*

**Activities included in this application are providing staff with on-going, high-quality, job-embedded professional development , the use of data to identify and implement instructional program that is research-based and “vertically aligned”, and promoting the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students (1D, 2A, and 2B of the Transformation Model)**

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*  
**Required Element: 1(D): Provide Staff with on-going, high quality, job embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies**

**We will also be addressing 2(A): Use data to identify and implement an instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with the state academic standards, and**

**2(B): Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students**

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

**See FHGS School Improvement Plan and Action Plan which are included in the final application**

### **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.*

**FHGS has reviewed the budget and adequate resources have been allocated to implement the plan.**

**FHUHS has reviewed the budget and adequate resources have been allocated to implement the 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 FHGS Self Assessment (Attachment E)**

**From the self assessment survey of faculty and professional staff, the areas of strength identified were principal leadership, use of data tracking system, school climate, the equitable distribution of resources, and the emotional and support systems available for student needs. The other area where we scored a strong response was for preschool and after school programs. While we offer many before and after school opportunities for support and**

**services, we do not currently have a summer school program available for all students. We will be offering a Summer Math Camp this summer for students entering grades three through eight. In all other areas we scored in the emerging phase. Work has begun in all of the categories and we plan to continue each of the areas either locally or through district efforts.**

## **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***

**See FHUHS SIP**

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

***Directions: Describe how the LEA will address this requirement:***

***Please see coaching capacity as identified in the School Improvement Plan and budget.***

- **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.*

- o 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.*

**The district, through work with the Addison Rutland Leadership & Assessment Cabinet (ARLAC), has focused on grade level meetings and a K-12 continuum that involves a new district wide math program for all schools beginning in the 2010-2011 school year. Administrators continue to evaluate teachers using the Phase I, II and III process. This involves pre and post conferences and follow-up on meeting goals related to the the district and school action plans. Teachers are also using Curriculum Mapping in every school to promote curriculum continuity and meeting grade level expectations for student performance. This work is still in the emerging stages of development.**

**FHUHS will employ an implementation coordinator and both schools will have School Support Teams and share a Supervisory Union School Support Team.**

**Fair Haven Grade School will be developing both a Supervisory Union Support Team and a School Support Team as part of the Commissioner's Required Actions for a school in Year 2 Improvement. These support teams will guide the implementation of the plan and monitor the progress of both the required actions and monitor progress in implementation of the strategies identified in the school improvement plan.**

- o 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.*

| <b>Data</b>   | <b>FHUHS</b>   | <b>FHGS</b>   |
|---|--|---|
| <b>1. Number of minutes within the school year</b>  | <b>Currently, 40 minute periods that meet either daily for one half (semester) or a full year. For a semester course, instruction minutes equate to 2000 minutes. For full year courses, instruction minutes equate to 4000 minutes.</b> | <b>7,200 minutes per year<br/><br/>(400 minutes per day x 180 days)</b> |
| <b>5. Number and percentage of students completing advanced coursework (i.e. AP/IB), early college high schools, or dual enrollment classes</b> | <b>62 students; 12%</b>  | <b>Not applicable</b>   |
| <b>6. Discipline incidents</b>  | <b>555 incidents as of 6/3/2010</b>  | <b>491 incidents as of 6/3/2010</b>                                     |
| <b>7. Truants</b>   | <b>5 incidents as of 6/3/2010</b>  | <b>None</b>   |
| <b>8. Distribution of teachers by performance level on an LEA's teacher evaluation system</b>   | <b>Not available presently</b>   | <b>Not available presently</b>  |
| <b>9. Teacher attendance rate</b>   | <b>96%</b>   | <b>94%</b>  |

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 reasons for contracting a external provider

#### **FHUHS**

**External providers will be employed to support the implementation of the school improvement plan. Specifics of the external provider's role will include, but are not limited to, assistance in developing a monitoring and tracking system of implementation goals. The external provider will be expected to regularly assist all stakeholders with identification of areas in need of address and progress toward implementation goals.**

#### **FHGS**

**Two one-year external providers will be employed to support the implementation of our improvement plan. Those two positions are a Math Coach and an Curriculum, Instruction, and Assessment Integration Coach. The Math Coach will help with the implementation of Every Day Math and the new essential learning frameworks created in the district. The CIA Integration Coach will help with the implementation of the co-teaching model, working with classroom, schoolwide and special educators. Both coaches will also help identify and train teacher leaders to**

support the sustainability of the new initiatives. A more complete description of the work is described in the School Improvement Plan.

We have taken into consideration the recommendations as described in the *Handbook on Effective Implementation of School Improvement Grants* (Perlman and Redding, eds.; 2010) along with the feedback from our faculty members to ensure both quality and fit. Our goal is to hire coaches that are qualified in the areas addressed including math, literacy, curriculum, instruction, co-teaching, and using formative and summative data for analysis.

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.*

FHUHS/FHGS

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

**All items have been identified and addressed within the budget and school improvement plan for both schools.**

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:
  - o 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.
  - o Agreements for operational flexibility to implement reform at the school level.
  - o 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 and Tier II can reference Requirement 1 I)c. i-ix*

*FHUHS -Please refer to requirement 1. 1 C i - x (above)*

**Fair Haven Grade School will be addressing three elements from the Transformation Model. The first includes providing job-embedded, ongoing, high quality professional development. One of the barriers is providing time during the academic day and calendar for teachers to participate in this type of professional development. To**

overcome this barrier, we will provide substitutes to cover classrooms so these opportunities can take place. We currently work with consultants in one or two hour blocks of time per grade team to look at student work or analyze summative assessment (NECAP) data. Two substitutes are hired to cover classrooms throughout the day. This model has worked well and we have received positive feedback from all of our teachers and our consultants. Another successful model has been hiring substitutes in classrooms so that teachers can visit classrooms while consultants or coaches model research based best practices in teaching both literacy and math. Local budget funding currently supports the hiring of substitutes and Consolidated Federal Grant funding supports the work with consultants in math, reading, and writing.

Feedback from our faculty supports the hiring of coaches and consultants that work both individually and as grade or vertical teams on a more consistent basis. Faculty members appreciate the opportunity to meet with consultants and coaches to address specific areas of concern or for assistance in instructional practices to help students who are not meeting the standard. They also have commented on how helpful looking at student data has been to help inform their instruction, especially in the area of writing. Our consultants have also been very helpful assisting teachers in identifying the essential learnings and how to formatively assess progress toward meeting those learning targets in both literacy and math.

Representatives from Fair Haven Grade School serve on each of ARLAC's curriculum task forces in the district. Extensive work on the identification of the district essential expectations for reading and writing was done. Curriculum frames and common assessments were created in social studies and math. The next step will be to implement these documents into the classroom. The Curriculum, Instruction, and Assessment Integration Coach and Math Coach will assist teachers with this work. The CIA Integration Coach will help teachers and special educators design UDL lessons and develop co-teaching skills.

The other actions include use of data to identify and implement an instructional program that is research based and "vertically aligned". Fair Haven Grade School will be implementing the use of Every Day Math and working with both a math consultant and math coach to help us identify use of assessment data to help us inform daily instruction in the use of this program. Training days for all faculty members has been scheduled using end of the year in-service days.

The use of formative and summative assessment data (action 2B) will also be further implemented using the services of the school's student data specialist and the new district data coach, and our literacy and math consultants. Time for teachers to work with these consultants will be provided during grade team time. The largest current barrier is access to online current formative assessment data. Our goal is to provide training to use our current grade reporting system so teachers and data specialists have access to real time data to help inform instructional practice.

This year teachers piloted the use of AIMSWeb progress monitoring system in math, and the Fountas and Pinnell Benchmark System and Read Naturally to progress monitor reading comprehension. Teachers received training in the use of AIMSWeb and Fountas and Pinnell. Teachers found the information from all these assessments useful. One piece of feedback was that while each of the systems has an electronic component, it would be beneficial if all the information was available using one database. The School Improvement Plan addresses this issue and we hope to use our current grading software to create these reports with reporting formative, diagnostic, and summative data. The new Vermont Item Bank Assessments in grades two through seven were also piloted this spring. Feedback from teachers has been very positive and they especially appreciate the answer key that identifies common misconceptions. Teachers also gave very positive feedback for the spreadsheets that allowed them to print item analysis sheets. They were very helpful in identifying areas where further instruction was needed. Summer work will include creating a formative assessment calendar for teachers using these new assessments, AIMSWeb, Fountas and Pinnell and Read Naturally. Not all assessments are given to all students. For example, AIMSWeb benchmarks are given to all students three times per year as a benchmark, but only identified students are progress monitored on a more frequent basis. Read Naturally is used as a common reading comprehension assessment in grades 6,7, and 8.

Fair Haven Grade School continues to benefit from both community and parent support. The district also has a strong relationship with the local state college.

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.*

**FHUHS is looking to develop and implement an assessment strategy to identify student skill development and a process by which to monitor student progress. Included within this process will be both a summative evaluation and a formative evaluation process that will provide early identification of student success and areas in need of addressing. Within the system will be adequate support for teachers to collaborate regarding student progress and interventions. With regard to professional development and ongoing support, FHUHS will utilize the services of outside providers to the extent necessary to be able to provide development for staff as well as incorporating and “train the trainer” model by which internal professional development will be utilized to provide on going development.**

**Fair Haven Grade School will use the Math Coach and Curriculum, Instruction, and Assessment integration coach to work with classroom teachers, special educators and specialists during the 2010 -2011 academic year. Part of that work will be to identify teacher leaders in the area of math, reading, writing, and co-teaching at the primary, intermediate, and middle school levels. These teacher leaders will assume a teacher leadership role that will include facilitating literacy and math team meetings and professional learning communities.**

**The duties/responsibilities of the Math Coach and Curriculum, Instruction and Assessment Integration Coach have been outlined in the School Improvement Plan. They will need to have strong leadership and facilitation skills and will be responsible for helping to identify and train teacher leaders. The coaches will train these teacher leaders to facilitate the work beginning in the 2011-2012 academic year and following to sustain this work.**

- 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.*

#### **FHUHS**

**To the extent necessary, local funding will be sought to continue with any necessary funds to continue the school improvement beyond the grant. Those interventions through which the greatest improvements have been achieved will receive priority in acquiring necessary sustainable funding. FHUHS will be looking to reallocate department funds to allow more flexibility with budget items/needs.**

#### **FHGS**

**Local funding and use of Consolidated Federal Grant funds will cover stipends for the identified teacher leaders to facilitate team meetings. These include current groups such as Literacy Team, Math Team, Co-Teaching PLC, and the Primary, Intermediate, and Middle School teams. These teams will continue to sustain the work implemented in**

**year one. They will also be responsible for mentoring new teachers in the use of identified intervention strategies as part of the new teacher mentoring program.**

- 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.*

#### **Consolidated Federal Grant funds, ARRA, Local Funds, IDEA B, Medicaid, VSAC**

- Plan for induction and mentoring of new staff.

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

**The LEA SU Support team will collaborate with data teams and the current teacher mentoring program to ensure that information regarding student performance is systematically distributed to all parties involved in the school improvement plan (I.E. teachers, students, parents, community members, and school boards).**

**Identified teacher leaders and mentors will work with the district Mentoring Program for mentoring new staff members. Teacher leaders in the area of math, reading, and co-teaching will support new teachers in the use of intervention strategies.**

- 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*

- **ARSU ARLAC and Data Team**
- **School Report Card**
- **District Data Report**
- **Town Reports**

**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*

**The NECAP data has shown the need for continued improvement with math results. Since 2007, FHUHS increased overall proficiency scores by 12%, although that still places FHUHS below state average. The three year plan would see an overall proficiency score just over 50% with an annual increase averaging 8%.**

**FHUHS reading proficiency increased 6% since 2007 but, again, is below state average. With an annual goal of improvement by 7%, FHUHS anticipates a three-year proficiency rate of 75%.**

**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*

**A Curriculum, Instruction, and Assessment Integration Coach will work with classroom teachers and special educators through the use of co-teaching strategies to help teachers differentiate instruction. This will keep more students in the general education classroom, via the co-teaching model. This person will collaborate with professional staff during grade team meetings to assist in the analysis of data and development of intervention strategies, help teachers plan for implementation of co-teaching models and integration of district's essential expectations in reading, writing, and math, and will also model lessons for math and literacy. They will also identify and train teacher leaders in the areas of math, reading, writing, and co-teaching. These teacher leaders will also participate in leadership/PLC training being offered by the district during the 2010-2011 academic year.**

**This grant will allow FHGS to hire a math coach for one year to assist in the following:**

- **The implementation of the Every Day Math Program**
- **Development and implementation of a common assessment calendar**
- **Model research based instructional practices**
- **Meet with teachers individually, and as grade and vertical teams, to articulate the curriculum and to look at student work.**

**Funding will also support the professional development for staff in the use of our grading program to include the addition of formative assessment data. Funding will also pay for substitutes to cover classrooms so teachers can participate in professional development activities with math and literacy consultants. These meetings will include the analysis of NECAP and other sources of student performance data, the identification and implementation of intervention strategies, and time for vertical teams to articulate the math curriculum.**

#### 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.*

**The Supervisory Union Team will review progress of Fair Haven Grade Schools School Improvement Plan goals quarterly based on the identified indicators for success.**

**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 stakeholders engagement as well as a plan for on-going stakeholder engagement. (e.g. board minutes, correspondence, newsletters, community meetings, etc.)*

**Consult with stakeholders through:**


- **School Board Meetings and Meeting Minutes**
- **Faculty Meetings**
- **Administrative Team Meetings**
- **ARLAC Meetings**
- **Town Reports**



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.

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**

[State of Agreement](#)



**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.

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SIG LEA e application

5/10/2010

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