

Vermont School Improvement Grant Application

Spring, 2010

Supervisory Union/ District Name: Burlington School District

Contact Person: Jeanne Collins

Role: Superintendent

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This grant application must be submitted with:

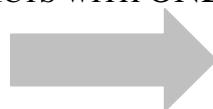
- Statement of Agreement signed by superintendent
- School Improvement plans for each Tiered school included in the grant
- Budget
- All relevant attachments Tier I and II: (B, D2, E) Tier III (B, E)

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
Integrated Arts Academy		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sustainability Academy		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Champlain		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C.P. Smith		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J.J. Flynn		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lyman C. Hunt		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Edmunds Middle		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Burlington High		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School								
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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:

Summary: At the Integrated Arts Academy at H. O. Wheeler there has been a continuous effort at improving student achievement over the past decade. The three areas that should be targeted as we move forward are:

- 1. Identifying the common formative assessments at every grade level across content areas (over and above the local assessments) so data teams can evaluate student achievement on the Enduring Understandings and Big Ideas of the units of study. The professional staff is adept at analyzing data to indicate student growth, to impact student instruction, and to discuss the results at various support team meetings and data teams.**
- 2. Although there has been an enormous commitment to embedded professional development (Integrated Arts, Literacy and Mathematics instruction, Integrated Arts, Differentiated Instruction, Understanding by Design, inquiry based science, to name a few), teachers are still reticent to open their classroom doors to their colleagues or to share instructional practices.**
- 3. Response to Intervention is not an established practice in the Burlington School System; a support system is in place; however, the special education team is presently looking at their service delivery model and the entire District will be looking at their Educational Support System. At IAA the EST process was last assessed in 2006, resulting in a team focused on**

problem identification and solving. The team meets weekly (more often if needed) to address new students and monitor existing plans.

- 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:

Integrated Arts Academy at H. O. Wheeler undertook a transformation from a traditional public school to an integrated arts magnet school during the 2008-2009 school year, resulting from actions determined by the School Board of Commissioners. There were at least 4 years of task force work, community conversations, and surveys about providing an education to Burlington students that focused on excellence and equity for all students and addressing the on-going problem of socio-economic segregation of two inner city schools. The result was the creation of two magnet schools which through their focus on proven practices would attract students from throughout the city, resulting in socio-economic integration.

This strategy involved extensive professional development for staff, establishing community partnerships with higher education (St. Michael's College, University of Vermont, and Champlain College) and arts groups (Vermont Symphony Orchestra, Flynn Center for the Performing Arts, Kennedy Center, Fleming Museum, Very Merry Theatre), as well as maintaining partnerships with community organizations (Boys and Girls' Club, Community Health Center, Howard Center) and local businesses (REM for scholarships).

We are presently completing year one of the magnet school, surveys to a representative sample of parents (ELL, Middle Class and Poor) in written, telephone and interview format have been conducted for baseline data and anecdotal information and feedback have been garnered through Principal-Parent Breakfasts and PTO.

Teachers were given written and interview baseline survey. They have also indicated their present practice and professional development correlation through an on-line survey and interview survey, as well as facilitated discussions to develop strategic plans.

Finally a Transformation Team (with work teams) continue to meet twice monthly to determine systems celebrations and needs. Classroom Teachers, administrators, curriculum coaches, parents, and community partners have seats on the team; others are aware the meetings are open for multiple viewpoints. Task forces are established from the staff and community/parents to address imminent issues.

In April 2010 teachers developed a strategic plan which was presented to parents during a PTO meeting and those present on the Transformation Team. It is outlined below. Note that the accompanying chart indicates the importance of the wider community in taking responsibility for students:

**Integrated Arts Academy at H. O. Wheeler
Strategic Plan 2010-2013**

Year 1 and 2: 2010-2012

1. Collaboration

**Form a school team to establishing a system for collaboration—time, schedule, expectations, all-inclusive.
Use the recommendations of the team to establish the expectation of and time for collaboration.**

2. Social Skills

Hold a staff conversation to determine the way we will approach social skills

Including how we the staff interact and model social skills – i.e. cafeteria staff, teachers, paras, etc.

Using the PBS model; ask guidance, coaches and behavior specialist to establish a practice using the Arts.

Revisit Responsive Classroom model

“Teaching Children to Care” through guidance

Revisit the “CARES” acronym

Links to the arts: Introduce common language through Artist’s Toolbox

3. Celebrations

Plan for student celebration, such as Town Meetings:

Start every Monday with a WELCOME and end every Friday afternoon CELEBRATING STUDENTS

and their learning.

Recognition – (staff) formal sharing, publicity, social event, etc.

Whole School Theme

Maintain focus on the mission of the school.

4. Curriculum maps—vertical alignment

Provide time in August for teachers to work with specialists to continue work in vertical alignment and annually to revise.

Find support to assist the arts specialists in producing their own curriculum maps

5. Documented Student Progress

Model of Responsibility: The person closest to the student should be responsible for resolving issues.

Provide time and resources needed to look at all the data (Data Driven Decision Making) we have and determine:

Are all students being supported and progressing in their learning?

If student is not progressing, what supports need to be put into place? Determine if they are

working.

Make visible special education, ELL, EST, BST, 504 processes.

Investigate other ways to demonstrate student learning.

Determine a system for presenting student work showing the process that leads to high quality student

learning.

Pair our own unique assessments with the NECAP scores, because NECAP alone won’t be able to measure what we’re really doing or achieving.

Identify how student learning is assessed, soliciify tools and methods of assessment, rubrics, etc. from specialists, and talk about how we can implement them. Identify benchmarks for students, propose ways students can share in the assessment process.

6. Professional Development

Train a team in Professional Learning Communities practices:

Professional Learning Communities Training in July

“Critical Friends” training of team with follow up support from David Leo-Nyquist 2009-

2010

**Trust building among staff members
Employ conflict resolution using arts .
Honor the positives in each other.**

Annual August course—4 days before school starts, mandatory for new hires, voluntary for existing staff.

Establish PLCs at IAA

Link a choice of an art form using teacher feedback, and a content area using student

NECAP data (i.e. writing)

Involve time for planning lessons, involving content and art

Bi-Monthly early release in-service workshops:

Two days for processing around integrated arts would continue to focus on the content from

August but involving other art forms.

One day for Vertical Alignment of Curriculum Maps:

Provide time and support

Brainstorm five essential skills per grade level.

Determine :What is it that I need students to know before they come to my

room?

Review maps together

Start with language arts (reading/writing) and social studies

Review standards of practice for Readers’ Workshop

Determine consistency within grade level teachings

Less is more—going deeper (what is appropriate versus what is required)

Four days to focus on integrated arts into specific content (i.e. readers’ workshop, math,

poetry, science, etc.)

Hold planning meetings before an artist visits

Adopt the Artist/Actor's Toolbox

Common language

Community building

Tie Movement or Music to a content area

Visual arts focused by our own experts (i.e. Image writing/ poetry, Readers

Theatre)

Write Kennedy Center grants to have music artists (puppetry)

Use Movement artists from the Flynn Center

1 day for DOE related issues: where is IAA in the strategic plan/action plan timeline,etc.

Continue Embedded Professional Development:

Book Group around Eric Jensen’s “Teaching with Poverty in Mind”

**Provide 13 slots for Words Come Alive
Continue Flynn Center Companion Workshops
Identify Volunteer and Grant funded artists (Center for Cartoon Studies)
Begin an integrated arts resource library, that includes Cornett's book and**

Inspired by Listening by Elizabeth Petersen

Conversation with arts specialists to determine everybody's expectations around

arts integration.

Year 3: 2012-2013 In addition to the continuing the action steps above, the following should be added:

1.Community Partnerships

Look at how partnerships can be used to impact SEI and help us achieve a more balanced population.

Establish benchmarks and goals regarding demographics, establish criteria for continued enrollment, develop enrichment opportunities, evaluate how school culture is affected, positive or negative.

2.Sustainability

Define work with consultants, identify sources of funding, develop budget to prioritize spending, work with district grant writer to identify grants and provide information to support grant process.

3.Marketing and Public Relations

Support resource acquisition and SEI goals. Our plan for the next 5 years should include a Transformation Coach AND an Integrated Arts Coach.

4.Communication

Revisit scheduling protocol for events and performances.

Craft a form for staff feedback regarding their thoughts on priorities and/or any missing categories in strategic plan.

Continue to update Strategic Plan goals with IAA staff

Year 4: 2013-2014

1.Evaluate both socio-economic integration and hallmarks of excellence to determine excellence and equity for every student.

2.Evaluate Transformation model of site based decision making and teacher empowerment model.

3.Determine quality inside and out of Physical Plant to provide optimum learning environment for students.

4.Evaluate sustainability of mission—programs, practices, mission, evolving objectives, systems in place

5.Provide Individual and Schoolwide Professional Development for Arts/Coaches/Teachers

6.Weight Academics and arts are equally:

Arts for arts sake

Social studies for social studies sake

Science for science sake

Math for math sake

Language arts for language arts sake

7.House a Drama/Dance/Instrumental Coaches/Teachers on site

- 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:

INTEGRATED ARTS ACADEMY AT H.O. WHEELER

NECAP Mathematics Grades 3-8

Across all Grades Over Time Percent of Students

	2005	2006	2007	2008	2009
# Assessed	102	109	108	125	144
Proficient	25	29	25	17	16
Below Proficient	75	71	75	83	84

Analysis: H. O. Wheeler has had a bubble of student moving through our system who have severe disabilities (reflected in the IEPs) or are recently arrived immigrants (in STEP program). As a result, our scores which were already low, became even more deficit. We will note that AYP indicates that we have assessed 100% of our students—regardless of time in school or disability.

Free and Reduced Over Time Grades 3-8

There are no results cited because the number of non FRL students assessed is less than 10. Over the 5 years reported, only 2 show results for FRL 2005 and 2008 (the first with 10 and the other with 17 students assessed). There is no analysis since in the 2005, FRL students outperformed non-FRL (18%,--26%); in 2008 non-FRL outperformed FRL students (29%-15%).

English Language Learners Over Time Grades 3-8 Percent of Students

	2005	2006	2007	2008	2009
# ELL	35	36	39	45	60
Proficient	6	14	15	13	5
Below Proficient	94	86	85	87	95
# nonELL	67	73	69	78	78
Proficient	36	37	30	18	22
Below Proficient	64	63	70	82	78

Analysis: The number of ELL students over the past 5 years has increased from 34% to 43%. In 2005 students who take the NECAP had had prior school experience and for the most part were 2nd generation in the US. The more recent ELL students have not had prior schooling; indeed, most of our students' first language is not written and their parents are illiterate. In 2008 and 2009 Wheeler housed the BSD STEP program which educated the most recent immigrants; they are assessed in math if in country from the

point they enter the school system (in October). This year IAA hosts students from 20 countries, speaking 30 languages. We have not broken down the ELL population by grade level or time in school; but would do this in the future.

Students with Disabilities Over Time Grade 3-8

There are only 3 years of reports for students with disabilities: 2006, 2007, and 2008. Despite the fact that we should have had enough students to report in 2009, the information is not available from the DOE. At a glance over the three years, students with disabilities perform substantially lower than their peers (8%, 19% and 4% achieving proficiency compared with 32%, 26% and 20% of their peers.). Our comprehensive EST system provides student plans for most of our students, regardless of their need—academic, emotional or behavioral with progress and achievement tracked through our data teams. The majority of our special education students are learning impaired, emotionally disturbed or language impaired; there are few (one or two) who are identified as learning disabled. A strong recommendation is to use a portfolio or alternate assessment to show student progress toward their goals.

**NECAP—Grade 3
Mathematics 2009Results
OVERALL RESULTS**

	% of IAA students	
Proficiency with Honors	3	
Proficiency	14	
Partially Proficient	32	
Little Evidence	51	
Results by Subtest		
Subtest	Possible points	IAA scores
Numbers and Operations	35	14.7
Geometry and Measurement	10	4.9
Functions and Algebra	10	4.8
Data, Statistics and Probabilities	10	3.2

Analysis: There really are no reasons to celebrate our 3rd grade NECAP results. We expected them to be higher, and indeed, feel they could have been, had H1N1 not hit this group of students especially hard. In order to make the mail date, many took multiple seatings of the assessment over a day or two, rather than six. We anticipate healthier students in Fall 2010 and higher Numeracy scores since this will be the students first chance at small group instruction in the Math Lab. We will continue to review our local assessments to determine areas of growth and concerns.

**NECAP—Grade 4
Mathematics 2009Results
OVERALL RESULTS**

	% of IAA students	
Proficiency with Honors	4	

Proficiency	18	
Partially Proficient	25	
Little Evidence	54	
Results by Subtest		
Subtest	Possible points	IAA scores
Numbers and Operations	32	15.4
Geometry and Measurement	13	5.9
Functions and Algebra	10	3.5
Data, Statistics and Probabilities	10	4.6

Analysis: Our 4th graders are showing growth over their 3rd grade NECAP assessments. Students who participate in Math Lab are showing a statistical improvement in their numeracy scores over grade 3. The area of most concern is the Functions and Algebra subtest. Should the students continue to show progress in numeracy, the math interventionist will focus in this area. Bridges Mathematics program should also close the gap in achievement across subtests.

**NECAP—Grade 5
Mathematics 2009 Results
OVERALL RESULTS**

	% of IAA students	
Proficiency with Honors	0	
Proficiency	14	
Partially Proficient	11	
Little Evidence	75	
Results by Subtest		
Subtest	Possible points	IAA scores
Numbers and Operations	30	8.7
Geometry and Measurement	13	3.0
Functions and Algebra	13	3.8
Data, Statistics and Probabilities	10	1.7

Analysis: This is our bubble classroom. This group has only two students who are non-IEP or non-ELL; one of whom left for alternate placement during the testing period. Teachers have worked extremely hard with this group of students, providing out of level math instruction to our students with disabilities (Grade 2) and non-English speaking (Grade 3). This is allowing more time for the classroom teachers to spend with students who are on EST plans or do not have a disability. These students struggle to read and write, so the fact that the Math NECAP is language based makes it more of a struggle. There is no area of strength, unless one looks at the DATA CHARTS. Students are showing incremental progress when working at their level of understanding, both on the Bridges' unit assessments and the local numeracy assessments.

STUDENTS WHO HAVE RECEIVED MATH LAB SERVICES

All classes have shown a 1.5 to 4% increase in their overall numeracy scores when reflected as a proportion of the total. For the 3rd grade this is the most difficult to show as a majority of the test is numeracy based. The results of 4th and 5th grade, at a respective 3.5% and 3.6%, create a stronger correlation. In addition the current 4th grade class made a significant jump from their 3rd grade assessments to their 4th grade assessments when looking at individual students' scores.

The Math Lab program has been focusing on the mathematics curriculum of the IAA for 3 years. Special attention has been given to numeracy in the early grades. This being said, the strength in numeracy and a dramatic jump for the 4th graders this year shows that the Math Lab is making a serious impact on student learning and performance.

The 5th grade especially has numerous factors making things difficult for instruction. There are only 2 students in the entire grade level who do not have a label of ELL FRL or IEP/EST. In addition the 5th grade has been more transient than the rest of our population. For the accuracy of our data we could only look at scores of students who had been consistently selected for math lab and were sedentary for three years. This turned out to be only 12 students of the 40. The 3rd and 4th grade have high percentages of similar circumstances but were however less severe when compared with the 5th grade.

FINAL THOUGHTS: We are in year two of implementing the Bridges Mathematics Curriculum; this is proving to deepen students' understanding of mathematics concepts. Having a program that is consistent across grades, supported by our math interventionists (who also provide job-embedded professional development) is showing indications of student progress and transference from instruction to application. The local assessments and Bridges' end-of-unit assessments show that each of our students are making progress. See enclosed Data Charts and Teacher analyses of their students' progress, instruction, and support services.

NECAP Reading Grades 3-8

Across all Grades Over Time	Percent of Students				
	2005	2006	2007	2008	2009
# Assessed	97	108	108	125	138
Proficient	37	30	32	21	23
Below Proficient	63	70	68	79	77

Analysis: As we analyze the literacy NECAP assessments over time, it becomes apparent that the achievement of students have actually gone down from 37% to 23%. There are several factors to consider. As with mathematics, the number of students with severe disabilities and non- English speaking students have increased. Although students new to the country do not have to take the reading NECAP until they've been in the country for one calendar year, those who are still learning to read (from the STEP class) are taking the NECAP. Once our families are comfortable in a school setting (which is novel for many), they choose to stay at Wheeler and not return to their neighborhood schools. We continue to track their progress through local assessments (Fountas and Pinnell, POA, Reading 1st assessments, etc) to determine whether there is a year's growth for a year in school. This is the case as evidenced on the Data Charts submitted to D.O.E. As stated in the math section of this report, we are watching the 5th grade class as they proceed through the school, their needs are specific and great. We determine that they receive adequate support to their unique, which are not demonstrated on grade level assessments.

Free and Reduced Over Time Grades 3-8

There are no results cited because the number of non FRL students assessed is less than 10. The only results available from the D.O.E. is from 2008 where FRL (21%) and non-FRL (18%) achieved proficiency. The noticeable difference is that more FRL students (51%) performed in Level 1, while 35% non-FRL students performed in level 1. In Level 2 FRL (28%) and non-FRL (47%) were nearly achieving, showing FRL students are further behind than their peers in Reading. Research shows that students in poverty come to school with a disadvantage in language acquisition, conceptual knowledge and many other roadblocks. We have worked through extensive training in literacy, after school programs which address a language and mathematics content, and summer school (modeled on the academic year) to attempt to close the gap. We also believe that the I.A.A. integrated arts model will broaden and deeper student understanding and learning.

English Language Learners Over Time Grades 3-8 Percent of Students

	2005	2006	2007	2008	2009
# ELL	31	35	37	45	54
Proficient	23	26	24	11	13
Below Proficient	77	74	64	89	87
# nonELL	66	73	69	78	78
Proficient	44	32	36	24	27
Below Proficient	56	68	64	76	73

Analysis: Once again, despite the fact that our ELL population is, for the most part, experiencing school for the first time, their growth in literacy as demonstrated through Reading 1st and other local assessment shows more than one year’s growth for a year in school. As we have begun welcoming students from African and the middle East, they have come with their own struggles—emotionally and culturally, once supports are in place, they make huge academic growth. We are anticipating (supported by local assessments) for these scores to turn around over the next two years. Siblings are attending pre-school and kindergarten, beginning their school careers with peers. It has been a distinct disadvantage to begin school at 10, 12 and older—playing catch-up in an environment that does not allow for time to catch-up. In 2009 41% of students tested at Wheeler were English Language Learners.

Students with Disabilities Over Time Grade 3-8 Percent of Students

	2006	2007	2008	2009
# Assessed	13	16	26	27
Proficient	8	6	4	4
Below Proficient	92	94	96	96

Analysis: Students with disabilities continue to struggle. Their IEP goals do not match the NECAP assessments—many are or will be life skills candidates—due the significance of their disabilities. 19% of students assessed are students with disabilities. In the future, I encourage my special educators to look at alternative assessments to better document student learning in this area.

**NECAP—Grade 3
Reading 2009Results
OVERALL RESULTS**

	% of IAA students	
Proficiency with Honors	0	
Proficiency	31	
Partially Proficient	17	
Little Evidence	51	
Results by Subtest		
Subtest	Possible points	IAA scores
Word Identification/Vocabulary	20	10.1
Types of Text: Literary	15	6.3
Informational	17	6.5
Levels of Comprehension:		
Literal Understanding	21	9.1
Analysis and Interpretation	11	3.7

Analysis: Close to 50% of 3rd graders nearly or achieved standard on NECAP assessments. When analyzing released items, it is clear that our students are literal in their understanding; they struggle with higher order thinking skills (especially written expression of their thoughts). One explanation is their limited conceptual knowledge—regardless of their ELL designation. As we progress through the integrated arts model, there will be more emphasis on inquiry, evaluation and other areas of comprehension. The latest Reading 1st assessments are encouraging and will be documented in the June data charts. An interesting fact is that our students do not perform any better on literary or informational texts. Although not the results we wish, our work with non-fiction is evident.

**NECAP—Grade 4
Reading 2009Results
OVERALL RESULTS**

	% of IAA students	
Proficiency with Honors	7	
Proficiency	14	
Partially Proficient	21	
Little Evidence	57	
Results by Subtest		
Subtest	Possible points	IAA scores
Word Identification/Vocabulary	18	8.7
Types of Text: Literary	18	8.7
Informational	16	6.2
Levels of Comprehension:		

Literal Understanding	19	8.8
Analysis and Interpretation	15	5.9

Analysis: Even though 57% of the 4th graders were not working at grade level on NECAP, this group has made tremendous progress as documented on the Data Charts for local assessments. Many had regressed over the summer—more than ½ a grade, some taking until January to get back to where they were in June. During the April literacy support all non-IEP students were nearly achieving, with ELL students showing the most growth. Once again students are literal in their understanding, but they show progress in their word identification and vocabulary over their 3rd grade NECAPs.

NECAP—Grade 5

Reading 2009 Results

OVERALL RESULTS

% of IAA students

Proficiency with Honors	0
Proficiency	18
Partially Proficient	24
Little Evidence	59

Results by Subtest

Subtest	Possible points	IAA scores
Word Identification/Vocabulary	10	4.4
Types of Text: Literary	21	6.4
Informational	21	6.9

Levels of Comprehension:

Literal Understanding	18	6.3
Analysis and Interpretation	24	7.0

Analysis: The fact that 59% of the 5th graders showed little evidence of proficiency on the NECAPs, the number of students who moved from level 1 to level 2 increased over the previous year. Through the EST system more students were identified for special education services under the emotional disturbance label. A question to ask is if we should move to a response to intervention model where students could get identified in order to get supports in place earlier

Final Thoughts: Despite the fact that the NECAP assessment results look dismal, there are factors that indicate substantial improvement in the future:

- **Our local assessment results in Kindergarten through Grade 3 show many more students coming ready to learn.**
- **The district pre-school identifies at-risk and students with disabilities earlier.**
- **ELL families are accessing education for their children at a younger age and are getting intensive language and literacy instruction.**
- **We continue to monitor at-risk students; with the magnet goal of socio-economic balance, it is our responsibility to monitor the subgroups of students when scores go up.**
- **The use of local assessments, progress monitoring, data teams and Professional Learning Communities will allow a system to track student achievement presently and over time.**

- **The integrated arts model better addresses the diverse learning needs of our students, deepening understanding and allowing for transference from instruction to application.**

NECAP Goals for Fall 2011:

Increase the number of “all” students in Level 2 (from Level 1) by 15% annually in both reading and math across all grades.

Increase the number of “all” students who move from Level 2 to level 3 by 15% annually in reading and math across all grades.

Identify which students with disabilities should be assessed using portfolios.

Decrease the number of ELL students in both reading and math in Level 1 by 20% across all grades.

Increase the number of ELL students who have been in school for 3 or more years by 20% to meeting proficiency in both reading and mathematics.

Increase the number of students in poverty meeting the standard to 50%..

- 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:

Conclusions for Integrated Arts Academy:

iii. Discipline referrals fell from 93 to 56 major referrals to the planning room over the past two years. In 2008 IAA adopted the PBIS system of positive student behavior and have seen marked improvement in respect across the school. We also are seeing similar results, with only 5 students arriving at the planning room more than two times. This can be due to the PBIS and to the fact that integrated arts is an interactive model where students not only engage in paper, pencil and book learning, but use hands on/feet on activities to deepen their understanding. Therefore, a system of discipline that is intentionally taught, coupled with an instructional delivery model that allows for movement, teamwork, and using multiple modalities allow for engaging learning and fewer discipline issues.

iv. Action plan priorities include improving all students' academic learning, school climate, and movement forward in 21st Century learning (for adults and students alike) in the focus of integrated arts. These areas are necessary to meet the challenges of providing a rigorous academic opportunity for our students and to meet the expectations of our school mission.

v. All teachers at IAA are highly qualified.

vi. Child Count by disability: IAA has many students with significant learning issues. The effects of living in poverty cause our students to be born with low birth weight, significant cognitive issues and other issues that are not "fixed" by even a significant amount of support. Our educational support team meets to offer supports to students who manifest early signs of a learning disability; but more often our special education staff is working with those students who are diagnosed with developmental delay, learning impairment, emotional disturbance and speech or language impairment. Across the three years, one can note that only 2 or 3 of the 30-40 special education students have a specific disabilities. In fact, those specific students were nearly proficient on the NECAP assessments.

vii. There is an error in our child count that states that only 83.9% of our IEP students are in the classroom more than 80% of the time in 2009. This number should be about 91%--consistent with the other 2 years stated and consistent with our philosophy of providing student instruction in the general classroom with support as needed.

viii. Only 2 IAA students are in out-of-district placements. With the availability of a behavior specialists and mental health clinicians we have been successful in providing individual programming that enables students to stay in the school, despite significant emotional and mental health needs. Our school safety team meets weekly to share information around our most struggling students.

x. There are presently 90 ELL students up from 66 two years ago. The most recent refugees are those who have had little to no school prior to their arrival at IAA. This has significant impact on the school community in many ways--stretching out available support services, their own mental health needs, and of course, assessment results. The richness of the diversity at IAA does have consequences for every student.

xi. 273 or 100% of our students qualify for free and reduced lunch under the federal guidelines. When these numbers are teased out, in 2008 94% actually qualified and about 89% in 2009. With the focus on socio-economic integration, this number will continue to fall over the next four years, resulting in close to a 50/50 mix of students. This will provide classroom models and much less concentration of at-risk population. What is important to remember is that those students who do continue to attend IAA from the neighborhood will continue to need the supports presently in place.

Integrated Arts Academy at H. O. Wheeler (action plan attached)

During the spring of 2010 we completed our district K-5 enrollment process and determined that based on family requests and the desire of the district to continue toward our goal of socioeconomic integration, an additional Kindergarten class is needed for the fall of 2010. After four years of research conducted by, and with, more than one thousand Burlington citizens, parents, teachers, administrators, education professors, and community activists, the Burlington School Board approved the opening of two magnet schools in the fall of 2009. Our two goals are excellence, and equity, which we believe includes demographic balance in every classroom, a principle also known as socio-economic integration. There are numerous research

studies that demonstrate the effects of integrated arts education on student achievement and engagement. The following statement captures the essence of the numerous research findings which highlight the benefits of integrated arts education:

“A study of 23 arts-integrated schools in Chicago showed test scores rising as much as two times faster than in comparable schools. A study of a Minneapolis arts-integration programs showed that it had positive effects on all students, but was most powerful for disadvantaged learners. Gains in these integrated programs go well beyond the basics and test scores. Arts integration energizes and challenges teachers”.

After just one year as an Arts Integration Magnet, IAA enrollment requests from non-FRL families are on the rise. Last year's incoming K had 80% (N= 32) qualifying for FRL. Currently we have 60 requests for kindergarten at IAA with 35 families qualifying for free/reduced lunch. We are requesting SIG funds to support the addition of a third kindergarten class in an effort to honor the requests of families, maintain socioeconomic balance and support Burlington's initiatives to end the practice of economic isolation in public schools.

- 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:

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

Integrated Arts Academy at H. O. Wheeler is in the transformation model. Attachment D2 identifies elements already addressed and those to be addressed over the duration of this grant.

- 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:

**The Integrated Arts Academy at H. O. Wheeler
May 21, 2010**

The Integrated Arts Academy at H. O. Wheeler is in Year 1 of Corrective Action. This results in several required actions. A narrative is provided describing systems put into place over the recent past as we transformed to an integrated arts magnet school.

1) Corrective Actions

a. **Appoint an outside expert to advise the school on its progress toward making adequate yearly progress based on its school plan.**

The administration (at both the school and district level) has worked extensively with Daniel Baron of the National School Reform group in transforming Wheeler to the Integrated Arts Academy—a magnet school. Much work has been done around a shared decision making model, creating a vision and mission, and using protocols from the Critical Friends research. This work began in 2008 and will continue through 2011.

We worked with Kate Shepard of UVM on teamwork and collaboration since this is the area staff identified needing the most focus. This will continue with David Leo-Nyquist in Critical Friends and a leadership team trained in DuFour’s PLC model. Time is provided in the schedule for grade level teaches to collaborate around curriculum, planning and analyzing data.

The principal is trainer of trainers in Doug Reeve’s Data Driven Decision Making and will continue to provide instruction, time and support to grade level teams as they look at student data.

b. **Institute and fully implement new curriculum, including providing appropriate professional development for all relevant staff, that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make adequate yearly progress.**

During 2008-2009 all grade levels (PK-Grade 5) have created curriculum maps in literacy, math, science and (some) social studies, as well as the arts. During the 2009-2010 teachers worked toward vertical alignment and integrating the arts.

Teachers have been using the Understanding by Design format with backward design to create several units of studies (with accompanying lesson plans) which integrate the arts while focusing on the academics.

Before opening as the integrated arts magnet school, staff participated in two graduate level integrated arts courses, visited schools of distinction across the country, designed the curriculum, and served on work teams.

We completed the final year as a Reading 1st school; teachers have spent 10 years focused on literacy instruction.

For the past three years Wheeler has used a math lab structure to provide Tier 2 instruction to students who are not achieving standard. The Burlington School District completed year 2 of the Bridges mathematics program with professional development provided.

The curriculum maps were sent to Pat Johnson (our school support coordinator) in February, 2010.

c. **Restructure internal organizational structure of the school**

As stated above, Wheeler has transformed to a magnet school whose focus is integrated arts. The magnet selected by the Burlington School Board of Commissioners is a proven (two decades) one that enables students who struggle in traditional classrooms to thrive. In order to achieve the quick transformation (less than a year), the staff worked with Daniel Baron on a shared decision making model. A transformation team—consisting of teachers, parents, community members, partners, BSD directors and the principal—met weekly to build a plan of action. Each member served on a work team (physical plant, curriculum, professional development, marketing and public relations, parent engagement, systems, documentation and archives) which also consisted of community, school, district and parent members. Their weekly task was to help move the school forward in the process. Teams developed proposals to be brought to full staff and then to the Superintendent for consideration and approval. This format will continue, though it may not be as elaborate or meet as frequently as last year.

2) **Supplemental Educational Services**

a. **The notification has been sent to parents in June and again in August of Wheeler not attaining AYP.**

- b. The invitation to participate in supplemental educational services, along with the list of service providers, were sent to all IAA parents in the back- to-school packets.
- 3) Principal Learning Community
 - a. The principal attended all PLCs with Tina Muncy.
- 4) Aligned Curriculum
 - a. IAA at H. O. Wheeler provided 2-3 days for teachers to continue the work on the curriculum maps. This will be in multiple grade level meetings so they can begin vertical alignment once they feel the map is comprehensive. They will also continue to write units of study.
 - b. Teachers worked diligently on both maps and curriculum throughout the summer 2010.
- 5) Progress Monitoring System
 - a. Our literacy and math support teams, as well as our PBIS leadership and Educational Support Teams, use multiple sources of data to determine student supports. Each meets a least monthly (LIT and Math) and the others weekly. All use data as the foundation of the discussions of student's needs.
 - b. IAA teachers are very comfortable with analyzing data, assessing students and determining instruction from the data. We will develop a system to report back their conversations and actions.
 - c. The Principal used the back-to-school inservice to inform teachers of the required expectations with regard to gathering and analyzing data, as well as recording the meetings that monitors the progress (or lack thereof) of students.
- 6) Local and State Reports
 - a. Teachers and Principal will continue to create data charts of all our students. These are submitted with a narrative twice annually. IAA includes extra pieces of data, such as supports available, attendance and discipline data, as well as all NECAP scores. Our charts now have 3 years of comprehensive information.

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.)

Creation of Magnet School - Passed by BSD School Board August 28, 2008.

Motion (Flemer/Pillsbury) to direct the administration to form Vermont's first two magnet schools at the Lawrence Barnes and H.O. Wheeler buildings with the goal to pilot these K-5 programs beginning in the Fall of 2009. The theme of the Wheeler magnet school shall be Integrated Arts and it shall be named the Integrated Arts Academy at H.O. Wheeler. The Board directs the administration to formulate and implement staff and student assignment policies that ensure excellence, equity and balanced demographics at every school in the District.

- 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.)

See attached current contract language. District and union are currently in negotiations.

- 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)

Other funding sources to support SIG priorities include: BSD Cosolidated Federal Grant funds and Magnet Funds from private contributions. See attached budgets.

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

IAA teachers are evaluated under the Burlington School District Supervision and Evaluation model. It uses the practices of Research for Better Teaching and Charlotte Danielson's Framework. The principal conducts daily walk-throughs during instructional periods; informal observations throughout the day; and formal observations as designated by the evaluation system. Teachers meet with the Principal three times to set, review and evaluate professional goals in instruction, technology and advocacy. Collaboration and integrated arts are the areas of focus during 2009-2010 and 2010-2011. One-half of the teachers are on Colleagueship and Professional Practice Reflection (15) this year and one-half ongoing (13) with formal observations documented. The intention is to reverse the process with the teachers, so each of these professional practices will be evaluated. All newly hired teachers (4) are placed on intensive, with four formal observations completed by March 1.

Teachers have also worked with the administration on defining best practices for both 21st Century Education and the Integrated Arts magnet. These were developed with an external firm and used many of the practices from the Kennedy Center's model. Teachers then evaluate their practices and the professional development that impact such. Results are collated and future professional development is defined. An example is the need to choose an art form and an academic area (in our case, writing) on which to focus next year.

See attached copy of BSD Supervision and Evaluation Policy.

- 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.)

Teachers are all trained in best practices in literacy (10 years), mathematics (3 years), science (2 years), differentiated instruction and Understanding by Design. They have received extensive training in working with students from poverty and English Language Learners. IAA recently completed 6 years of work under Reading 1st. The future model is to have coaches in place to provide embedded professional development in literacy, mathematics, data teams, PBIS, integrated arts and transformation. The persons to fill these roles are highly trained in their area, recognized in many cases by the Vermont D.O.E.

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

IAA partners with many local higher education institutes, arts agencies and businesses, as well as community organizations, including:

**St. Michael's College (Lab School); University of Vermont; Champlain College
Flynn Center for the Performing Arts (major partner); Kennedy Center for the Performing Arts; Fleming
Museum; Burlington City Arts; Very Merry Theatre
Howard Center; Community Health Center (including on site dental clinic); Boys and Girls' Club**

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

In 2009-2010 IAA teachers have had a 30 minute daily collaboration time in addition to their planning time, defined in the school schedule. The math lab and Reading 1st Reading Coach, as well as the integrated arts coach, have provided job embedded professional development--in both professional practice and work with students.

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.)

Presently BSD has developed web based data system, which teachers use to enter and analyze assessment data; IAA also uses SWIS for PBS to inform discipline practices and student supports through the Behavior Support Team process. Reading 1st provided Kindergarten through Grade 3 on-going assessments and progress monitoring which was analyzed at Literacy Support Team meetings. Math Lab professionals used model Bridges and numeracy assessments which was analyzed with grade level teams to determine placement for group work in Math Lab. 1st grade teachers analyze reading assessments to determine candidates for Reading Recovery. All Professional Staff are trained in Doug Reeves' Data Driven Decision Making--which is reviewed annually. The present IAA Principal is a trainer of trainers in this. Teachers are expected to review data monthly with a teammate and again at a monthly staff meeting; they are also required to analyze such for D.O.E.

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.)

The IAA Transformation Team mentioned above is one way parents have input into the education of their children. This group has worked with Daniel Baron of the National School Reform group and they've been instrumental in transforming the school--even accompanying us on benchmark site visit. There are also monthly Principal Breakfasts, PTO meetings, parent education/curriculum/fun evenings, scheduled to engage parents in their child's school community. The Parent Involvement Coordinator works tirelessly with parents to keep them involved in numerous ways. The present IAA principal has an open door policy for all parents, and liaisons are provided for those who need assistance with bridging language gaps.

Local mental health, medical and dental communities provide for the health of IAA families--with on site facilities and resources, including social worker and clinicians. The Burlington Boys and Girls Club provide for our after school

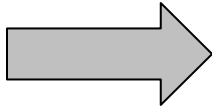
programming as well as summer and vacation camps, as do some local arts organizations (Very Merry Theatre and Burlington City Arts).

Local neighborhood businesses support in a variety of ways from hosting arts events, providing resources, and bestowing college scholarships.

- 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:

The majority of principals are at the emerging level with regards to:

Development of Common Assessments

Implementation of Data Teams

Supervision/Evaluation

Special Education Supports

We will continue to provide district support for administrators in these areas in order to assist them in developing building level capacity.

See attached self-assessment results for each principal.

- 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:

Champlain Elementary: Champlain Elementary School- How do I gather input on school issues from staff, community, and parents?

Staff Input- Input from staff is gathered at the end of each year in preparation for the following year. For example, last year during our June inservice we reflected on the 2009-2010 school year. All staff were involved in the following professional learning communities: literacy, scheduling, technology, and school-wide discipline. These PLC's reflected on their accomplishments and noted whether or not they had more work to do for the 2009-2010 school year. As a result we kept all of the committees except the scheduling committee. We added a school-wide climate committee and a math committee.

Committees meet monthly during after school faculty meetings and during building based early release and inservices. In this way I gather input from all staff on important professional topics.

In addition I gather input from staff during monthly data team meetings. We have K-2 and 3-5 data teams led by special educator, Stephanie Gorman and Classroom teacher, Matt Hajdun. I gather input on instructional issues through these data teams.

During two faculty meetings monthly I gather input from the full staff on any issues that don't fit within the professional learning community groups or within the data teams. These faculty meetings are saved for other general topics that we need to discuss.

Community/Parent Input- I gather input from this group monthly during PTO meetings. I always bring two teachers with me during these PTO meetings and we usually have about 20-30 parents in attendance. This year in particular, Champlain focused on the NCLB definition of meaningful two-way conversation between staff and community. We held two different meetings in which over 50 parents/community members attended. As a result of these meetings we held joint meetings with staff and community members and then added community members to our climate committee. We are currently working on projects such as a volunteer handbook and a resource directory to more effectively access community talents. (see notes from the two meetings that were attached on the original SIG email)

Additionally, I have gathered input from this group via survey monkey. I used survey monkey for input on our School Wide Discipline as well as input on the characteristics and traits parents wanted in our newly hired teachers.

C.P. Smith Elementary: We have a variety of ways to gather input from staff, community and parents. We have a small enough school that regular communication and input from staff is very doable. We meet as a staff every Tuesday to discuss school issues and the staff has significant input into most school decisions. We created a Committee Structure this year to allow more efficient use of time for staff to have input into areas that are of importance to them. Our committees are: Technology, Facilities, Special Education Delivery Model, Literacy and Advisory. The Committee structure has allowed teachers to be empowered to work on school issues and then come back to the staff as a whole to present and get feedback. The committees also regularly survey teachers about their opinions on specific topics. I also send out a Monday memo of information for teachers and receive input from them on the content. We created a Wiki this year to put questions out to staff using technology for comment, questions and input.

A weekly Newsletter is sent by me to all Smith parents on Fridays. Important school news about curriculum, events, school initiatives, parenting tips, and other topics are covered. Our monthly PTO meeting allows for parent discussion and input into school issues. We always have a teacher liaison present to represent the teachers at these meetings. This year our Parent Involvement Coordinator set up monthly meetings at Franklin Square to offer more contact with our ELL and other at risk families. I have attended the meetings as well as our Social Worker and Guidance Counselor to speak to parents. These meetings offer an opportunity for this population to have a voice (several translators are present) and to better understand school expectations. Parents are always given the chance to ask questions and offer input about their experience with Smith.

We also offer parent conferences at any time to parents and often parents informally come in to see me to share input. We use email now as a tool for parents to communicate with us as well.

A monthly article is included in the North Avenue News from C.P. Smith to keep the community informed. They are invited to all school events and PTO meetings.

**J. J. Flynn Elementary: We gather input from staff, community and parents through:
surveys agenda items that invite input at regularly schedule meeting like staff meetings and PTO
informal communications (discussions, phone and email) often in response to information posted regularly on the school
webpage, biweekly school newsletter or in the free, monthly neighborhood newspaper that is widely distributed
Input is also gathered in smaller regular meetings that are held with support staff, unified arts area teachers, Special
education teachers, safety team members and with grade level team meetings.**

Sustainability Academy: nput is gathered from stake-holders in the following ways:

- PTO meetings. I attend all PTO meetings, one a month. I present a principal's report and seek input. I participate in discussion of all issues. Average attendance at PTO meetings is 8 – 12 parents.**
- Principal's breakfasts. Once a month I hold a principal's breakfast, where parents can ask questions and bring up any issues they want. This year we have begun to hold language-group gatherings, with communication facilitated by the home-school liaisons. These have been very well received, and we hope to plan them more frequently next year.**
- Community dinners. I attend all community dinners and circulate among parents and community members, making myself available to hear comments or concerns.**
- Staff meetings. We set the agenda collaboratively, and meet on average three times per month to discuss concerns, make plans, or solve problems.**
- Special education staff meetings. Our special education staff meets weekly, and I attend some meetings. If there is a need, staff will report results of a discussion to me.**
- Shelburne Farms meeting. Once a week key staff meets with Shelburne Farms staff to reflect, make plans, and share information.**
- Book discussion. Shelburne Farms staff led a book discussion which was well attended by parents, community members and staff.**
- Individual meetings. I am always available to hear concerns individually from parents, staff, community members, and community partners.**

Edmunds Middle School: Presently, we gather input on school related issues in a variety of ways. For the faculty, there is a leadership team that representative of all teams in the building. This team serve as a two-way conduit. Providing faculty members with a direct line to the administration as well as providing the administration with an avenue to get feedback from faculty members on a regular basis. this group meets every other week and the agenda and minutes from the meetings are posted on a shared computer drive, that all staff and faculty have access. Additionally, faculty and staff have completed surveys regarding some the changes that were initiated this year.

Community and parents are provided information through our monthly PTO meetings, our annual Open House and regular distribution of both a hard and electronic copies of our weekly newsletters. I also meet weekly with the co-presidents of the PTO to share information. We are developing a parent satisfaction survey that we hope to administer at the end of the school year.

Lyman C. Hunt Middle School: At Hunt Middle School, we gather input on school issues from staff in the following ways:

- We meet / talk to one another as issues arise
- Email correspondence
- Teams have daily meeting time. This gives us an opportunity to meet with them as needed
- Staff Meetings
- Professional Development In-service Days
- Bi-weekly meetings with SST and teaching teams
- SST meets weekly

We gather input on school issues from community and parents in the following ways:

- We meet / talk to one another as issues arise
- Email correspondence
- Attendance at Franklin Square breakfast meetings
- PTO Meetings
- Parent Involvement Coordinators share concerns raised by parents
- Monthly newsletters mailed home

Burlington High School: Input on BHS school issues come forward in a variety of ways:

- Lead teachers, who serve for two years as representatives of their departments, meet bi-weekly to review school topics, provide input on critical decisions, engage in professional development related to PLC's and common assessments, and ensure teacher voice is represented in important conversations for our school.
- A faculty council, composed of other department representatives, meets monthly to plan school events and identify solutions for school events and management issues (for instance, organization of awards night, scheduling of NECAP tests, and employee assistance program information).
- Teachers also provide feedback through collaborative conversations organized at the course, department, and faculty level on issues ranging from attendance to scheduling to interventions for struggling students.
- Student Council is a formal avenue for student voice and ideas. Administrators met with student council members, for instance, to discuss school dance issues and solutions. They regularly come forward with ideas and suggestions including how to support student testing.

- Students also provide voice through classes. Students have assignments to write on issues such as homeroom and school climate. In required 9th grade health classes, students participate in a unit on respectful behavior and school climate issues and ideas and suggestions come forward for improvements at school.
- Parents most often provide individual feedback through phone calls, emails, or conversations at sports and drama events. It is clear they feel free to contact the principal given the many interactions each week! The monthly newsletter mailed to every parent and also available on line provides information and asks for suggestions and feedback on a regular basis.
- A monthly evening parent meeting is also available to parents on topics of interest with time for parent questions and concerns incorporated. These meetings include Title 1, student support, college admissions, and college financing topics. More meetings with parents who do not speak English have been arranged with translators to communicate regarding school policies and topics of interest.
- Parents also have the chance to visit the school, ask critical questions, and provide feedback at the September Open House, November Parent-Teacher Conferences, and the two January and May Ni
- Next year several additions are being added to the calendar: monthly parent and community breakfasts to provide an alternate time for contact with administration to hear and gather feedback. Also the principal will be meeting twice with all students in the fall: one time to gain input on school vision and climate, and the other on racism and harassment. In both cases, the feedback will result in new directions, programs, and opportunities for student learning and voice in how the school can improve.

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:

Champlain Elementary:

- Champlain Elementary School exceeded statewide average for all students in both reading and math.

STATE AVERAGE Meeting/Exceeding Standards CHAMPLAIN AVERAGE Meeting/Exceeding Standards

Reading-72% Reading-75% (up 1% point from '08)

Math-66% Math-72% (up 1% point from '08)

- Champlain Elementary School Non Free/Reduced lunch students made a 1% point gain in reading from '08-'09 (92% up to 93% meeting/exceeding standard). There were 4 less non F/R lunch students in '09.

- Champlain Elementary School Non Free/Reduced lunch students made a 5% point gain in math from '08-'09 (85% up to 90% meeting/exceeding standard). There were 4 less non F/R lunch students in '09.

Non Free/Reduced Lunch '08 Meeting/Exceeding Standards Non Free/Reduced Lunch '09 Meeting/Exceeding Standards

Reading N=106 92% N=102 93%%

Math N=106 85% N=102 90%

- Champlain Elementary School Free/Reduced lunch students made a 2% point gain in reading from '08-'09 (50% up to 52% meeting/exceeding standard). There were 11 more students on F/R lunch in '09.
- Champlain Elementary School Free/Reduced lunch students showed a 1% point decrease in reading from '08-'09 (50% down to 49% meeting/exceeding standard). There were 11 more students on F/R lunch in '09.

	Free/Reduced Lunch '08 Meeting/Exceeding Standards	Free/Reduced Lunch '09 Meeting/Exceeding Standards
Reading	N=74 50%	N=83 52%
Math	N=74 50%	N=83 49%

C.P. Smith Elementary: We have experienced a steady decline in NECAP scores in every area as our ELL and Free and Reduced Numbers have grown. There is a significant discrepancy in how our Free/Reduced Lunch Students are performing versus those who are not Free/Reduced. This is true for every sub-category on NECAP such as in Math: Numbers & Operations, Geometry & Measurement, Functions & Algebra, Data, Statistics, and Probability. The same is true for Literacy in every area: Word ID & Vocabulary, Literacy, Informational, Initial Understanding and Analysis & Interpretation.

Our ELL students continue to make great gains academically, but NECAP scores do not illustrate that growth. Many of our ELL students remain at a Proficiency level of 1, although their WIDA scores illustrate more accurately their successes. Our IEP students continue as well to show academic progress which is documented in their IEP goals, but these gains are not easily discernable on NECAP tests.

J. J. Flynn Elementary:

In terms of longitudinal NECAP data:

Flynn is stronger in reading results than it is in math results regarding Total proficient and Above. Reading for all students started slightly higher in '05 than math and trended upward by 3% points compared to a downward trend of 3% points in math.

The only subgroup with an upward trend in math was the FRL: going from 43 to 48.

All other subgroups were flat or dropped in performance. the most dramatic drop was in the ELL population which started in '05 even with the Non-EILL group both at 61% Proficient and Above. By '09, the ELL subgroup was down to 40% with the Non-ELL staying put at 62% (non SpEd students also flatlined at 62 to 62 four years later).

Non-FRL in math also had a significant drop from 77% in '05 to 69% to in'09. Also dropping was the smallest subgroup, SpEd students moved from 28 to 20% Proficient and Above.

In Reading, the subgroups that improved their performance over the 4 yr. timeframe were:

**Non-ELL from 67 to 70%
Non FRL: 74% to 81%
and non SpEd from 67 to 72%**

Essentially flatlined was FRL students at 51% in '05 and 50% in '09.

Dropping was SpEd students from 18% to 15% and ELL students from 51% to 48%.

Sustainability Academy:

It is alarming that over half our students are below proficient in both math and reading. With a small population, differences between years are more significant, and we show a 10 – 20 point “see-saw” effect from year to year. 2009 is our best year so far, but still 51% are below proficient in reading and 63% in math.

For all students:

Reading: Percentages of students proficient have hovered in the 30s and 40s (from 32% to 43%), with some zigzagging from year to year. In 2008, we reached 49% of students being proficient, our best in 5 years.

Math: Scores show a zigzag pattern similar to that in reading (with “high” years and “low” years coinciding). Our highest scoring year was 2005, with 41%. In 2008, 37% of our students were proficient.

For FRL students:

Since all our students qualify as FRL, this analysis would be the same.

For students with disabilities:

Reading: Among students with disabilities, between 5% and 8% have achieved proficiency in reading. There are no scores for 2009.

Math: Among students with disabilities, 9% achieved proficiency in math in 2006. There have been no scores reported since that time.

For students who are English language learners:

Reading: Among English language learners, the percent proficient has declined from 2005 to 2009: 41%, 22%, 27%, 21%, 20%.

Math: Among English language learners, the percent proficient has declined from 2005 to 2009: 41%, 17%, 29%, 11%, 14%.

Edmunds Middle School:

Disaggregated data: Math

All Students

In 2006 57% of all students met or exceeded the standard.

In 2008 65% of all students met or exceeded the standard.

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Family Income

In 2006 22% of students in poverty met or exceeded the standard.

In 2008 44 % of students in poverty met or exceeded the standard.

English Language Learners

In 2006 25 % of our English Language Learners met or exceeded the standard.

In 2008 13% of our English Language Learners met or exceeded the standard.

Disability

In 2006 14% of our students with disabilities met or exceeded the standard.

In 2008 10% of our students with disabilities met or exceeded the standard.

The 2009 data indicates that for all students are data is holding steady, with 65% of all students again either meeting or exceeding the standard in math. The good news is that there was a 4% increase in the numbers of students who were proficient

Disaggregated Data: Reading

All Students

In 2006 66 % of all students met or exceeded the standard.

In 2008 75 % of all students met or exceeded the standard.

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Family Income

In 2006 32% of students in poverty met or exceeded the standard.

In 2008 44 % of students in poverty met or exceeded the standard.

English Language Learners

In 2006 35 % of our English Language Learners met or exceeded the standard.

In 2008 12% of our English Language Learners met or exceeded the standard.

Disability

In 2006 19% of our students with disabilities met or exceeded the standard.

In 2008 16% of our students with disabilities met or exceeded the standard.

***It is important to note that in 2005 there was an influx of refugee students, mainly from Somalia who enter the school system with little or no schooling background. In addition the students were coming from a culture that did not have a written language. These same students for the most part are also represented in our students who are eligible to receive free or reduced lunches**

**Lyman C. Hunt Middle School:
Reading**

1. Across all the grades tested, how did our students do?

In reviewing five years of NECAP data, 60 – 68% of students met proficiency standard. Testing year 2006 was the only year that showed a statistically significant drop (to 57%). We attribute this to the fact that it was the year that our first African refuge ELL students enrolled at Hunt, most of whom had no previous schooling or English language acquisition. We also noted that our Free/Reduced population has increased from 42% FRL in 2005 to 50% in 2009, an overall increase of 8%. Since 2006, scores have rebounded to 67% proficiency.

2. Differences in achievement by family income?

A. Differences between FRL and Not FRL: There is an achievement gap between students who receive Free / Reduced Lunch and those who do not. This is consistent over five years of NECAP data. The largest gap occurred in testing year 2006, which showed a 40% difference between these two cohorts. We attribute this to the first year of our African refuge ELL students, most of whom had no previous schooling or written language and all of whom qualified for Free / Reduced Lunch. We also noted that our Free/Reduced population has increased from 42% FRL in 2005 to 50% in 2009, an overall increase of 8%. The gap that was evident in 2006 (40%) has been decreased to 23% in 2009. We attribute our gains in this cohort to the additional tutoring funded by SIG, began in 2007, that has been provided to this identified group.

B. Trends of FRL over time: From 2005 NECAP to 2009 NECAP, Free / Reduced Lunch students have shown a 10% increase in meeting proficiency standard, from 45% to 55%. Testing year 2006 was the only year that showed a statistically significant drop (to 38%). We attribute this to the first year of our African refuge ELL students, most of whom had no previous schooling or written language and all of whom qualified for Free / Reduced Lunch. We attribute our gains in this cohort to the additional tutoring funded by SIG, began in 2007, that has been focused Free/Reduced Lunch students who had not met proficiency standard.

3. Differences in achievement by English Language Learners?

A. Differences between ELL and Not ELL There is a significant achievement gap between ELL students and those who are not ELL. This gap has increased from 3% in 2006 to 31% in 2007. This gap has continued to increase through the 2009 NECAP data, to 42%. We attribute this increase in the achievement gap to the growing population of our ELL students who are entering school with minimal or no academic English skills.

B. Trends of ELL over time: 2005 NECAP showed 52% of ELL students proficient in reading, a slight increase in 2006, and then a plummet to 31% in 2007. The proficiency of ELL students has continued to decrease, to 29% in 2009. We attribute this steady decline to the growing population of our ELL students who are entering school with minimal or no academic English skills.

Differences in achievement by Disability Status?

A. Differences between Special Ed and Not Special Ed: There is a huge achievement gap between students who receive special education services and those who do not. This gap has fluctuated over a five year period of about 10%, as the gap ranges from 47% to 58%. We attribute this gap to the fact that most special education students have language-related disabilities, yet must take grade-level assessments. This is inconsistent with the accommodations that special education students receive on a daily basis through their IEPs.

B. Trends of Special Ed over time: Although Special Education students continue to makes gains related to the goals of their IEP, the NECAP assessments do not recognize these gains. As shown on NECAP data, Special Education students have met the proficiency standard with scores that range from 11% to 22% over five years.

**Data Analysis Overview
Hunt Middle School
Math**

1. Across all the grades tested, how did our students do?

In reviewing five years of NECAP data, 45 – 56% of students met proficiency standard. Testing years 2006 and 2007 showed a statistically significant drop compared to previous years. (47% and 45% respectively). We attribute this to the fact that it was the year that our first African refuge ELL students enrolled at Hunt, most of whom had no previous schooling or written language acquisition. Since 2006, scores have rebounded to 52% proficiency, a 7% increase.

2. Differences in achievement by family income?

A. Differences between FRL and Not FRL: There is an achievement gap between students who receive Free/Reduced Lunch and those who do not. This is consistent over five years of NECAP data. The largest gap occurred in testing year 2007, which showed a 46% difference between these two cohorts. We attribute this to the first year of our African refuge ELL students, most of whom had no previous schooling or written language and all of whom qualified for Free/Reduced Lunch. We also noted that our Free/Reduced population has increased from 42% FRL in 2005 to 50% in 2009, an overall increase of 8%.

The gap that was evident in 2007 (46%) has been decreased to 35% in 2009. We attribute our gains in this cohort to the additional tutoring funded by SIG, began in 2007 that has been provided to all students who have a NECAP scaled score of less than 43.

B. Trends of FRL over time: Looking at the 2005 NECAP to 2009 NECAP, Free / Reduced Lunch students showed a dip down to 20% proficiency in 2007. We attribute this to the fact that it was the year that our first African refuge ELL students enrolled at Hunt, most of whom had no previous schooling or written language. We attribute our gains in this cohort to 35% in 2009 to the additional tutoring funded by SIG that has been focused on all students who have not met proficiency standard.

3. Differences in achievement by English Language Learners?

A. Differences between ELL and Not ELL There is an achievement gap between ELL students and non ELL students, consistent over five years of NECAP data. The largest gaps occurred in testing years 2007 and 2008, which showed a 34% and 35% difference respectively. We attribute this to the first year of our African refuge ELL students, most of whom had no previous schooling or written language.

B. Trends of ELL over time: Looking at the 2005 NECAP to 2009 NECAP, ELL students showed a very significant drop from 44% proficient in 2006 down to 12% in 2007. We attribute this to the fact that it was the year that our first African refuge ELL students enrolled at Hunt, most of whom had no previous schooling or written language. We attribute our gains in this cohort from 12% in 2007 to 22% in 2009 to the additional tutoring funded by SIG, that has been focused on all students who have not met proficiency standard in mathematics. We have also implemented two ESL Math classes, using a co-teaching model to provide support to our ELL students.

Differences in achievement by Disability Status?

A. Differences between Special Ed and Not Special Ed

There is a huge achievement gap between students who receive special education services and those who do not. This gap has remained relatively constant, ranging from 43% gap to 51% gap during this five year period of NECAP data. We attribute this gap to the fact that most special education students have language-related disabilities; standards-based math programs are much more language-based than math programs used in the past. Also, special education students are required to take grade-level assessments in math. This is inconsistent with the accommodations that special education students receive on a daily basis through their IEPs.

B. Trends of Special Ed over time: Although Special Education students continue to makes gains related to the goals of their IEP, the NECAP assessments do not recognize these gains. The percentage of students who are proficient on NECAP testing and receive disability status has remained relatively consistent over time, ranging from 8% proficiency to 15% proficiency.

Burlington High School:

Overall 11th graders performed at the same rate as the state:

**Reading: All 11th graders 255 students 69% met standards; VT 69% also met standards
Free and Reduced Lunch 111 students 46% met standards; VT 54%
ELL 24 students 13% met standards; 21% met standards
Disability 41 students 21% met standards; 20% in state met standards**

**Math: All 11th graders 254 students 35% met standards; 35% also in VT met standards
Free and Reduced Lunch 110 students 14% met standards; 18% in VT
ELL and Disability not listed – must not have been enough students, says data
suppressed to protect confidentiality**

Over time: in 2008 scores were better – reading 76% all 11th graders (compared to 72% of state) – no scores listed for ELL though - disability higher (26% with state 21%) – and 55% of FRL compared to 55% also in the state

Math all students – 40% versus 35% state of all students met standards but 0% of those with disabilities did compared to only 3% in the state too – no scores listed for ELL – 16% FRL compared to 17% in state

These scores higher than 2007 – graphs show good growth there. AYP – we made AYP in reading and math for the whole school in 2008 and FRL but only for all 11th graders in 2009.

- 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:

2009-2011 School action/improvement plans including updated analysis from the 2009 NECAP data are attached. In addition, the BSD strategic plan is included. District reports for HQT and Discipline referrals are attached. Number of students in out of District Placements, and Number of Students in Alternative Day Placements is reflected below. All other data listed above is reflected as available for each school.

Champlain Elementary: (action plans are attached) Discipline Referrals- I already provided this in the first SIG email I sent with 17 different attachments. It looks like more discipline referrals but really it is just that this is the first year anyone has kept data on discipline at Champlain. During my first year as Principal 2008-2009 I discovered no one was entering data. The small numbers that were entered in the two previous years reflect a couple of suspensions that were noted for the CIRS data. This year is the first year discipline data was entered on a regular office referral basis.

C.P. Smith Elementary: (action plans are attached) Child Count by Disability

There is evidence of an increase in students with Specific Learning Disabilities at Smith. In 2007-2008 we had 5 students, in 2008-2009 we had 4 and currently we have 10.

Other numbers have remained consistent over time.

Percentage of Students with Disability in the general classroom

The numbers here over the past three years have been relatively consistent with 94.6%, 94.4% and 93.2 %.

Number of students with Out of District Placements

While the data says we have 14 students this year with Out of School placements, we are only aware of 2.

Number of ELL students

The number of ELL students at Smith has risen each year. We have grown from 39 students in 2007 to 52 students currently in the 2009-2010 school year.

Number of Free and Reduced Lunch Students

These numbers are misleading in that our overall population has dropped. Our free and reduced number is now over 50% of our population. That number has increased dramatically and significantly over the past 3 years.

J. J. Flynn Elementary: (action plans are attached) Discipline referrals increased significantly in 2008-09 due to an incident that was significant and had broad ramifications. This incident heightened staff members awareness of harrassment and caused administration to have a more aggressive view on what constituted harrassment than in previous years.

Another data point that is significant is the marked increase in number of FRL students even though the overall school enrollment is slightly increasing. Flynn has risen from 45% FRL students to 56% in the current year.

Sustainability Academy: An increase in refugee families in Burlington has greatly impacted SA. Typically many of these students qualify for FRL and are in need of both SPED and ELL services. Change of percent of students with disabilities in general classroom

less than 80% = we have one kindergarten student on an IEP who is out of the classroom most of the day. We hope he will be admitted to the ABC program for next year.

jump in number of ELL students from 08 - 09 coincides with the arrival of the Bhutanese families from Nepal.

students eligible for FRL is whole population of 180 students (not 200).

Edmunds Middle School: (action plans are attached) The most salient observation of the data is the increase in number of ELL students at Edmunds. In 2008, there were 61 ELL students attending EMS; in 2009 that number increased to 75. Many of those students arrived at Edmunds with little or no English. Additionally, some of these same students account for the increase in the number of students who are eligible for free or reduced lunches at Edmund's.

Lyman C. Hunt Middle School: (action plans are attached) Discipline referrals:

We attribute the decrease in discipline referrals to fact that the class that was in 8th grade in 2007 - 2008 was a very challenging group of students. Their behaviors were more egregious in nature and rose to the level of being included in the report that we send to the State.

Percent of Students with disabilities:

The decrease in the percentage of students included in 2008 - 2009 can be attributed to the 18% increase in the number of students with disabilities. It can also be attributed to the disability category that particular year and the individual needs of the students.

**I am verifying this number, as it may be due to how special educators are coding certain classes.

Number of ELL Students:

This consistent increase in the number of ELL students is attributed to a new wave of refugee students who are coming to us from many African countries as well as new arrivals from Nepal and Burma.

Number of Students eligible for free/reduced lunch:

This number has remained quite consistent over time, but the percentage of Free/reduced has increased, due to the decrease in the overall student population.

Burlington High School: (action plans are attached)

Overall, the school graduation rate and drop-out rates are better than would be expected in an urban school with a large ELL and poverty population. Students with disabilities are not overly represented in our school (9.9%). The number of students cited with

ELL backgrounds is large, though only 103 receive actual services in ELL classes. The impact of learning and becoming fluent in academic English continues to be a barrier for many. The number of out-of-school suspensions has remained steady over several years. We continue to offer other alternatives to suspension including in-school planning room support and Saturday School opportunities. The number of Free and Reduced Lunch is 45% at the school as of May 25, 2010; the rate cited appears too low. However, a significant number of BHS students continue to qualify for Free and Reduced Lunch services, an indication that poverty is a significant barrier for students and their families in schooling.

Update on Procedure for Consideration of out of District Placement:

Once a student have been found eligible for an IEP (Individualized Educational Plan), the school team (which includes the parents) identifies the student’s educational needs, identifies goals and objectives that will address these needs, and determines the services and accommodations needed to address the goals and objectives. Once this has happened the team then determines what is the least restrictive environment that the student’s goals and objectives can be met. If the student’s educational needs cannot be met within the district, then out of district placements are considered which an emphasis being on the least restrictive environment (example: a private day placement is less restrictive than a residential placement).

- 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.

All Completed -- Attached

- 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:

Instructional Reform Strategies: An LEA may also implement other strategies to develop teachers' and leaders' effectiveness, such as (A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school.(B) Implementing a school wide "response to intervention" model;

(C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

(D) Using and integrating technology-based supports and interventions as part of the instructional program and

(E) In secondary schools –

(1) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate: or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities). Early college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;

(2) Improving student transition from middle to high school through summer transition programs or freshman academies

(3) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessment, and acceleration of basic reading and mathematics skills; or

(4) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate

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

Champlain Elementary:(1D) Provide staff with ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) 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.

C.P. Smith Elementary:(1D) Provide staff with ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) 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.

J. J. Flynn Elementary:(1D) Provide staff with ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) 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.

Sustainability Academy:(1D) Provide staff with ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) 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.

Edmunds Middle School:(1D) Provide staff with ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) 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.

Lyman C. Hunt Middle School:(1D) Provide staff with ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) 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.

*Burlington High School: (3) Increasing learning time and creating community-oriented schools.
(A) Establish schedules and strategies that provide increased learning time (as defined in this notice); and
(B) Provide ongoing mechanisms for family and community engagement.*

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:

From a district perspective the data reflects teacher confidence in leadership as strong or emerging with regards to: communicating vision, instructional leadership, commitment to continuous improvement, support systems and positive building climate. Areas most in need of improvement include: scheduling for collaboration, regular review of data, and the development of common formative assessments.

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:

Victor Prussack, Coordinator of Magnet Schools, will provide intensive assistance and guide the implementation process at The Integrated Arts Academy. Victor is under the supervision of the Superintendent.

- 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.

In addition to individual school action (improvement) plans, the district administrators have developed a three year strategic plan. The district plan provides a framework for aligning and prioritizing the work of schools. The strategic plan is updated every year based on a reflection of our work and priorities for the next school year. The plan serves as a guide for professional development and the allocation of resources. Principals have monthly meeting time with the Superintendent and Director of Curriculum during which regular reviews of the plan goals are discussed. With the addition of a school improvement coordinator, the district will have additional support to insure the successful implementation of the plan strategies.

- 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.

5. Number and percentage of students completing AP, early college or dual enrollment classes: Burlington High School
Data: For AP - 123 students took 233 tests (some doubled or tripled up with different exams) - so $123/1130 = 11\%$ of our students 9-12 (exams typically just 11th and 12th grade though). The official report from College Board indicates that 25.2% of the 2009 graduating class took at least one AP exam. For 2009-2010, 57 BHS students participated in Dual Enrollment with an additional 15 students taking the TOEFL prep with Saint Michael's College

Summer 2009

26 BHS students with 100% successful completion

Fall 2009

7 BHS students with 100% successful completion

15 ELL participated in 2 sessions of the TOEFL Prep with SMC

Spring 2010

24 BHS students with 100% successful completion

6. Discipline Incidents - See attached reports

7. Truants - See attached District Student Attendance Report

8. The current BSD Supervision/Evaluation model has the following levels: Intensive, Ongoing, Colleague Consultation, Goals (only) and Focused Assistance.

Champlain Elementary:

Intensive: 4, Ongoing: 7, 0 Colleague Consultation, Goals (only) and 0 Focused Assistance.

C.P. Smith Elementary:

Intensive: 3, Ongoing: 5, Colleague Consultation: Goals (only) 0, Focused Assistance: 0

J. J. Flynn Elementary:

Intensive: 0, Ongoing: 4, Colleague Consultation: Goals (only) 27, Focused Assistance: 0

Sustainability Academy:

Intensive: 2, Ongoing: 3, Colleague Consultation: Goals (only) 23, Focused Assistance: 0

Edmunds Middle School:

Intensive: 6 , Ongoing: 9, Colleague Consultation:8, Goals (only): 17, Focused Assistance: none

Lyman C. Hunt Middle School:

Intensive 5, Ongoing 6, Colleague Consultation 14, Goals (only) 18, Focused Assistance 0

Burlington High School: Intensive: 13, Ongoing: 42, Colleague Consultation/Goals: 47, Focused Assistance 0.

9. - See attached District Teacher Attendance Report

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.**

Tier 3 External Providers: To date the district has identified three external providers for the Tier 3 schools. 1) David Leo-Nyquist (National School Reform-VT) will continue his relationship with the district providing professional development focused on Professional Learning Communities and Critical Friends. David provides summer professional development to introduce staff to protocols and then continues to coach the principals and teachers throughout the year. To date our relationship with VT-NSRF has been very positive and staff feedback indicates a desire to continue working on the implementation of strategies to support student achievement.

2) Marge Petit (Vermont Math Partnership) - To provide ongoing training and support in the area of mathematics with an emphasis on K-8 OGAP (Ongoing Assessment Project) for formative assessment.

3) Elaine Watson - To provide ongoing professional development for 6-8 math teachers related to identifying math power standards within the Connected Math Program. In addition, Elaine facilitates data analysis conversations during math PLC meeting time.

In addition to the external providers we will use district literacy and math coaches to provide content professional development and to facilitate literacy support and math support at grade level meetings.

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 and II can reference Requirement 1 I) c. i-ix)

The Burlington School District Board of Commissioners and the union are currently in contract negotiations. As part of the board's proposal the district is requesting an agreement for operational flexibility to implement reform at the school level.

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.

A district system for PBS is currently being created under the direction of Bonnie Poe, Director of Special Services. The PBS model will allow for school based teams as well as district level support. Other funding has been secured to support this initiative so it is not reflected in the SIG budget. The primary focus of our budget is in the content area of math with specific emphasis on interventions to support the ELL and FRL student subgroups. In addition to our focus on student supports, we have also prioritized teacher professional development, collaboration and mentoring.

- 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.

Each year an analysis will be conducted in order to prioritize activities to be continued beyond the grant period. Local and Consolidated Federal Grant resources will be used to support and continue activities to the degree fiscally possible.

- 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.

Other funding sources to complement SIG include: local budget, Consolidated Federal Grant, Resources from private funding sources to support the magnet schools. Budgets are included.

- Plan for induction and mentoring of new staff.

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

Currently BSD has an informal mentoring program that is different in each building and at each level (elementary, middle and high). We have started to research best practice models for teacher mentoring. During the 2010-2011 school year the Director of Curriculum in consultation with principals will develop a district mentoring framework to be implemented in the fall of 2011. The SIG budget includes funding to support a half-time district mentoring coach.

- 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 District School Improvement Team: Jeanne Collins, Superintendent, Bonnie Poe, Director of Special Education, Stephanie Phillips, Director of Curriculum, Victor Prussack, Magnet Schools Coordinator, Linda Walsleben, ELL Coordinator, Joyce Irvine, School Improvement Coordinator.

On a bi-annual basis the district team in consultation with building principals, will review both NECAP and local assessment data for all students and subgroups. Assessment results will be discussed with teachers during school based data team meetings and district inservice days. Communication to parents will occur via the district webpage, the district annual report and at the end of each marking term.

The school improvement coordinator will assist principals with the writing, revising and implementation of school action plans (improvement plans) and report progress to the Director of Curriculum.

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

IAA NECAP Goals for Fall 2011:

Increase the number of "all" students in Level 2 (from Level 1) by 15% annually in both reading and math across all grades.

Increase the number of "all" students who move from Level 2 to level 3 by 15% annually in reading and math across all grades.

Identify which students with disabilities should be assessed using portfolios.

Decrease the number of ELL students in both reading and math in Level 1 by 20% across all grades.

Increase the number of ELL students who have been in school for 3 or more years by 20% to meeting proficiency in both reading and mathematics.

Increase the number of students in poverty meeting the standard to 50%.

There is an expected change in the demographic of the Integrated Arts Academy as the school moves forward in the transformation (nearly 100% to 50% anticipated over five years). As a result, the NECAP assessments will reflect the both the change in demographics and a change in the method curriculum is delivered to students.

Presently students newly arrived to the country are in the significant majority of the ELL population reflected in NECAP scores. As this population begins their school careers in PreSchool and Kindergarten, instead of grades 3, 4, and 5, there should be a significant improvement in the NECAP assessment scores.

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

All Tier III schools are identified for not making AYP in math for one or more subgroups. The improvement plans (action plans) and budget requests focus on supporting both students and teachers in mathematics. Each building will receive additional math support (personnel) to provide a "double dose" of instruction to students not meeting standard. In addition, the budget allows for additional student support through summer school and after school tutoring. Professional development is a key component to building teacher capacity. Consultants, coaches and trainings provided with SIG funds will allow us to build a district system for student support that is sustainable and best meets the needs of our diverse populations.

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 LEA has created a school improvement coordinator position. The coordinator will meet regularly with principals to assess school based progress towards the implementation of the improvement plan. The coordinator will provide regular communication to the district support team.

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)

Board/Curriculum Committee: The Curriculum Committee of the BSD School Board has received ongoing communication with regards to the Tier 1 and Tier 3 status for eight of our identified schools. At the most recent committee meeting on May 21, 2010 the committee received a full overview of the requirements with specific emphasis on operational flexibility and teacher evaluation both of which are critical to consider during current contract conversations with the union. The committee has asked for regular updates with regards to the action plans and the work of the school improvement coordinator.

Integrated Arts Teachers and Staff Members:

Integrated Arts Academy teachers and staff members were first told about the Tier 1 designation on March 9, 2010 and April 13, 2010 at staff meetings. The Principal, Joyce Irvine, explained the difference between the No Child Left Behind Adequate Yearly Progress designation and its corrective actions and the ARRA Tier I, II, and III designations. At the same time teachers were told of the four models for turn around—one being transformation (many details having been addressed in 2009-2010 when they transformed to the magnet school). The requirements with regard to leadership, evaluation, professional development, and student progress monitoring were also explained. On May 6, 2010 Superintendent Collins met with the staff to explain that the Principal was being removed as a result of the Tier I designation and the specifics of the subsequent search process.

IAA Parents/Guardians:

IAA parents/guardians were informed of the Tier 1 designation at the May 12, 2010 Parent Teacher Organization meeting. Once again the comparison of No Child Left Behind corrective actions (of which they are notified twice annually) and ARRA Tier I requirements were explained. The Principal's weekly memos, which are posted on the IAA website—also speak to the designation and the requirement to replace the Principal as well as the potential funds coming into the Academy. Parents have been included in and aware of the Transformation Model since September 2008 when H. O. Wheeler transformed to the Integrated Arts Academy at H. O. Wheeler. They were also involved in many community conversations, Principal Breakfasts, and the search for the new Principal. Parents of English Language Learners were informed by the liaisons and invited to be part of the process also.

IAA Community Partnerships:

Community Partners were also informed of the Tier 1 designation the first week in May 2010. They are active partners in the school and were given information about the status of the school and the implications. Much of the Burlington School District grant writing is done with input from the partners, as is the strategic planning and reflection of present states. Partners are also involved in the search for a new Principal.

The communication process for stakeholders is built into the Transformation Model adopted during 2008-2009. Teacher, staff, parents and community partners are all around the table when reflection and planning for future direction happens. This will continue into the five years of the transformation.

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.