

Vermont School Improvement Grant Application

Spring, 2010

Supervisory Union/ District Name: Town of Colchester School District

Contact Person: Julie Benay

Role: Principal

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This grant application must be submitted with:

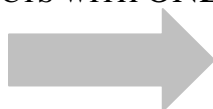
- Statement of Agreement signed by superintendent
- School Improvement plans for each Tiered school included in the grant
- Budget
- All relevant attachments Tier I and II: (B, D2, E) Tier III (B, E)

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
Malletts Bay School	00090	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

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

REQUIREMENT 1

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

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

TO MEET REQUIREMENT (1) ABOVE:

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

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

Tier I and Tier II ONLY

1) School Assets and Data Analysis:

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

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

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

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

Directions: Include evidence of input here:

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

Directions: Summarize conclusions from your analysis of data here:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

REQUIREMENT 1 (Continued)

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

Tier I and Tier II ONLY

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

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

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

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

Directions: Insert end of year report here:

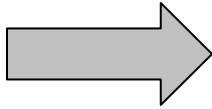
- c. Provide a narrative description of current conditions (including barriers) related to the following:
Directions: For each item (i through x) describe current conditions, including any barriers and how they will be addressed over the funding period.
- i. Board support (e.g., minutes and/or board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

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

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

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

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



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

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

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

1) School Assets and Data Analysis:

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

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

The Assistant Principal (who will remain as an administrator at MBS for FY11), the Superintendent, the Curriculum Coordinator, and the Special Education Director completed the initial self assessment. For the most part, the perspectives of this leadership team were consistent, with the majority of responses falling into the "emerging" or "strong" categories. There were some differences in perspective related to the work of the data team, the professional development service delivery model, the preparation of paraprofessionals, and the existence of preschool, after school, and summer programs. The Central Office administrators at the Colchester School District are a very close team of professionals who meet on a regular basis and engage in open and honest communication. Thus, the consistency of their viewpoints on the factors affecting school improvement at the Malletts Bay School (MBS) are not surprising. The Superintendent of Schools, Larry Waters, is a former principal of MBS and clearly has a strong allegiance to the school and a strong desire for the school to succeed. There is considerable support and encouragement from the Special Education director and the Curriculum Coordinator for the work of improved data analysis, support for paraprofessionals, and a service delivery model for special education that is rooted in the District's long standing commitment to the principles of Differentiated Instruction. It is not unexpected that the current administration in the building might have a different perspective in a few of the areas, since the lived experience of a building principal is different from that of a Central Office administrator. Still, the administrators in the Colchester School District work closely together with frequent "Administrative Council" (ADCO) meetings and alignment of individual building goals with the overall mission of the District. The school is in the midst of administrative change. Carolyn Millham has served for several years as the Assistant Principal, and will continue to do so for the next school year. Julie Benay, former Principal of the Swanton Elementary School, will lead MBS in FY11. Mrs. Benay's experience leading a large elementary school through the process of school improvement will compliment Ms. Millham's experience with the specific culture and climate of MBS and Ms. Millham's leadership of the MBS data analysis team. The District plans to update the Action Plan this summer, and Ms. Millham and Mrs. Benay have already begun to collaborate on action steps that specifically address the needs of the identified populations at MBS. The resources represented by this grant will strengthen the progress monitoring system, ensure

that research based programs are taught with fidelity, and engage the entire community in the critical cycle of improvement necessary for sustained growth in student achievement.

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

Directions: Include evidence of input here:

The Colchester School Board has been kept informed of the identified status of MBS, and endorsed this application at their May 18th meeting (minutes attached - see Item V in the attached Board minutes). The school sent home a weekly newsletter throughout the year to all MBS families. In August, families received notification of the school's identified status including the specific action steps that would be taken to address the concern. The letter included graphs outlining the 2008 NECAP results. In February 2010, the newsletter outlined the 2009 NECAP results, and indicated that individual NECAP results were to be reviewed with parents at the March 22nd parent teacher conferences. The March newsletter outlined the committee meetings addressing curriculum as well as the EST, grade level data team meetings, and other ways in which staff are involved in the school improvement process. In April, the newsletter introduced the idea of "21st Century Learning" to the parent community, and a survey sent home in June invited parent feedback on issues ranging from satisfaction with the quality of education to the students perception of safety and respect at school. Hard copies of the Board minutes and parent newsletters are included in the Appendix. In addition to these opportunities to keep the community informed, the ADCO meets frequently to address issues common to all 5 schools within the Colchester School District. Building principals understand the need to work together to create a seamless system of support and achievement for all Colchester students as they progress from the small K-2 bulidings (Union Memorial and Porter's Point) to MBS and on to the Colchester Middle School and then to the High School. All administrators and Colchester staff members have worked to advance this consistent and coherent plan of instruction through updated curriculum, common local assessments, and common reporting systems. In FY11, the District will begin using PowerSchool for a schoolwide information system, enabling even greater communication between and among the 5 separate buildings.

- 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:

Malletts Bay School has a well-developed Local Assessment Program. Educators have recently implemented benchmark testing using the Fountas and Pinnell Benchmark Assessment System, and teachers meet in grade level teams to examine and discuss the data. For mathematics, teachers look at the unit tests in the core math program (Everyday Math). The Gates-MacGinitie Reading test and NECAP test data, including release items, are also used as part of the local assessment system. In addition, teachers and a school data analysis team, led by Assistant Principal Carolyn Millham, examine achievement data and propose hypotheses that might account for low achievement.

Currently, notice of need for supplemental instruction is based on teacher referral, which includes such factors as motivation, work habits, and organizational skills in addition to teacher informal appraisal of fluency and comprehension based on a numerical scale of 1 (often) to 3 (rarely). Scores are totaled to provide a scale of relative need for that grade level. Other data considered in creating caseloads for supplemental instruction teachers include EST referrals, 504 plans, need for prior assistance, oral reading fluency, and Fry phrase reading fluency. Data considered for referral for supplemental math instruction includes NECAP testing data and end of unit tests from the core program. These are mastery tests and do not allow for comparison of growth over time as curriculum based measures do. Again, a point system is used to prioritize students for receiving direct instruction. Supplemental instruction teachers, all of whom are funded through Title One, also provide resources, consultations, and observations to support classroom teachers. Currently, there are no specialized math programs for students with disabilities. Special education teachers use out of level modules from the core Everyday Math program or teacher designed instructional models. Special education teachers utilize a mix of programs (Explode the Code, Project Read, Bonnie Kline, leveled readers) as well as components of the Wilson Reading and Wilson Foundations programs and materials from Project Read (Bonnie Kline).

The data team noted in their final report that “We need more professional development or collaboration with each other to better understand how to use the information we have to meet student needs and to do this in the context of the greater classroom.” Additionally, the team observed, “The use of formative assessments could help us target and monitor the effectiveness of specific interventions. Teachers knowing which students are hovering around the proficiency mark would help us move students up to the next NECAP achievement level.”

Malletts Bay School is piloting a web based data management system (SharePoint) to store and examine local assessment data. The system allows for close examination of individual student data, compiling all the data from local assessments in a manner that can be sorted by various demographic factors and compare student achievement on the various tests. For example, a student’s NECAP scores can be aligned with the Gates, F&P, and spelling benchmark tests to create an individual learner profile.

The hard work done by the professional educators at MBS has resulted in improved achievement for some subgroups in some content areas. The subgroup of students from less fortunate economic circumstances show improved NECAP reading scores from 2008-2009. The gains were enough to move this population from an identified subgroup in 2008 to non-identified in 2009. Still, the 2009 data show a 24.8 point gap between the achievement of Non-FRL students (83.6%) and those who do qualify for FRL (58.8%). In math, gains were made for non-FRL students, with a smaller gain for those qualifying for FRL. The gap between these two subgroups in math is 20.5 points (80.3% vs. 59.8%). In both reading and math, the gap between these two subgroups has increased over the past two testing years.

MBS remains an identified school for the subgroup of students who qualify for an IEP. An examination of local assessment data for shows that 25 students scored a “1” on the NECAP in reading and 14 students scored a “1” on the NECAP math.

It is clear from the analysis of this data that MBS has begun the process of working to identify struggling students through the addition of the Fountas and Pinnell Benchmark Assessment System (F&P), weekly grade level meetings, and a meta-data team that has worked with Ms. Millham to examine broader trends and issues for subgroups within the general population. Areas of growth addressed through our Action Plan and the specific details of this grant will address the need to provide curriculum based measures for monitoring the progress of computational fluency in math and more frequent monitoring of reading fluency.

The Study Island program records statistics for each user session in a real-time report card. These statistics measure progress, streamline the learning process, and can be customized by student, subject, class, grade, and school. Teachers and administrators can have access to a private page where they are able to view student, class, grade-level, or school-wide usage statistics and results. Real-time reports, including graphs, help teachers measure progress and identify areas of student weaknesses and deficiencies as they relate to the Vermont Grade Level Expectations. With this knowledge, teachers can promptly respond with appropriate intervention and remediation. Thus, Study Island will serve the dual purpose of expanding learning time for students by providing a web based program while also giving teachers access to research based data aligned with the Vermont GE's. Recent improvements in the program allow teachers to create their own assessments. The program interfaces with interactive white boards and classroom response systems.

An increased in the amount of writing done by all students will be implemented to enhance reading comprehension, a strategy supported by the recent release of the Carnegie Foundation's Writing to Read research document. Our partnership with the Young Writer's Project will allow MBS teachers to improve the Writer's Workshop model by implementing a "digital writer's workshop." Teachers can create differentiated writing assignments, and students can respond to one another's writing in the digital classroom. Those experienced with the YWP note that students increase the amount of writing and engage in writing before and after school. The YWP provides the school with an interactive Web site, www.youngwritersproject.org, where registered students post writing, respond to prompts, receive and give respectful feedback, read tips on writing, post audio stories, engage in online workshops and discuss books, news and life.

Implementing research based programs with fidelity for students with specialized needs will be a critical component, along with assistive technology that will allow all students to access to the general education curriculum. Currently, special educators use an eclectic mix of programs. The resources in this grant will provide the special educators with access to two well researched writing programs (Hochman and Framing Your Thoughts), with professional development support from an experienced special educator who has practical knowledge for implementing both programs. In addition, Lexia and Symphony software will provide technological solutions for those with SLD in reading and math, while assistive technology will ensure access to the general education curriculum. Geoff Gevalt of the Young Writer's Project has indicated that upon grant approval, MBS will be one of a few schools piloting a new component whereby younger students and students with disabilities can "write" by having their spoken words translated into text on the YWP interactive website. The grant also supports increased access to specialized math instruction materials and support from Loree Silvis of Cornerstone Mathematics to

provide consultation for both professionals and instructional assistants. An analysis of the self assessment indicates that teachers believe the social and emotional supports at MBS are an area that need to be strengthened. Our Action Plan responds to this need in several ways. One element of social and emotional support is the inclusion of increased materials for the Social Thinking curriculum (Winner). The goal of increased use of this curriculum across all tiers of instruction is to decrease behavior incidents and increase the amount of time that students with low frustration tolerance and communication issues are maintained the regular classroom.

Ken Remsen, DOE School Improvement specialist, notes, “It is important that any interim assessments or program assessment be aligned with the GEs. As teams continue to develop the progress monitoring system it will be important to develop common formative assessments around the essential student outcomes decided upon by the staff. It will be necessary to continue to focus on progress monitoring that gives immediate information to the teacher throughout the learning cycle so quick adjustments can be made to instruction based on the data. The newly developed VT Item Bank will offer a wealth of question aligned to the GEs to help develop common assessments.” Our Action Plan includes use of the VT Item Bank in addition to the data embedded in the online resources we have included.

Current research shows us all students can be successful. The work of researchers at the Center for Performance Assessment in the late 1990’s examined schools where 90% of students were in poverty and 90% were from ethnic minorities, yet 90% of students met proficiency standards. Douglas Reeves extracted characteristics of these schools that help to guide school improvement efforts. Many of these elements are already in place at MBS. The proposal for resources through the school improvement grants will enhance and support movement toward increasing refinement of these practices:

- 1. Schools devoted time for teacher collaboration that focuses on student work and proficiency.**
- 2. Teachers provided significantly more frequent feedback than a typical report card.**
- 3. Schools made dramatic changes in their schedules.**
- 4. Teachers engaged in action research and mid-course corrections.**
- 5. Principals made decisive moves in teacher assignments, such as reassigning teachers to different grades within the same school.**
- 6. Schools included an intensive focus on student data from multiple sources, and teachers compared students to themselves rather than to other student groups.**
- 7. Schools consistently used common assessments (as opposed to tests) and quickly received feedback to help improve performance.**
- 8. Schools employed the resources of every adult in the system (including bus drivers and kitchen staff) and provided appropriate professional development, especially around student achievement and disciplinary issues.**
- 9. Schools stressed a cross-disciplinary curriculum, integrating subjects currently downplayed (e.g., art, music).**

A recently published study by the Carnegie Foundation provides a follow up to the seminal Writing Next study. The recommendations from the new study, Writing to Read, are based on a meta-analysis of the research and suggest three core findings:

HAVE STUDENTS WRITE ABOUT THE TEXTS THEY READ. Students' comprehension of science, social studies, and language arts texts is improved when they write about what they read, specifically when they

- Respond to a Text in Writing (Writing Personal Reactions, Analyzing and Interpreting the Text)
- Write Summaries of a Text
- Write Notes About a Text
- Answer Questions About a Text in Writing, or Create and Answer Written Questions About a Text

II. TEACH STUDENTS THE WRITING SKILLS AND PROCESSES THAT GO INTO CREATING TEXT.

Students' reading skills and comprehension are improved by learning the skills and processes that go into creating text, specifically when teachers

- Teach the Process of Writing, Text Structures for Writing, Paragraph or Sentence Construction Skills (Improves Reading Comprehension)
- Teach Spelling and Sentence Construction Skills (Improves Reading Fluency)
- Teach Spelling Skills (Improves Word Reading Skills)

III. INCREASE HOW MUCH STUDENTS WRITE. Students' reading comprehension is improved by having them increase how often they produce their own texts.

As noted above, our partnership with the Young Writer's Project will increase the amount of writing as well as the range of writing assignments by creating a "digital classroom" experience aligned with the Writer's Workshop model.

In regard to mathematics instruction, the most current research has been compiled by the National Math Advisory Panel in 2008. The National Mathematics Advisory Panel notes, "Substantial differences in mathematics achievement of students are attributable to differences in teachers. Teachers are crucial to students' opportunities to learn and to their learning of mathematics." Further, the panel cites research indicating the magnitude of this affect. During an elementary school year, differences in teachers accounts for up to 14% of variability in student achievement gains, compounded dramatically if students are taught by a series of ineffective teachers. This proposal seeks to follow the recommendation of the National Advisory Panel: "Teachers must know in detail and from a more advanced perspective the mathematical content they are responsible for teaching and the connections of that content to other important mathematics, both prior to and beyond the level they are assigned to teach." Further, the proposal supports one of the panel's key findings, "Computational proficiency with whole number operations is dependent on sufficient and appropriate practice to develop automatic recall of addition and related subtraction facts, and of multiplication and related division facts. It also requires fluency with the standard algorithms for addition, subtraction, multiplication, and division. Additionally it requires a solid understanding of core concepts such as the commutative, distributive, and associative properties. Although the learning of concepts and algorithms reinforce one another, each is also dependent on different types of experiences, including practice."

Our Action Plan includes two sources of professional development in the area of mathematics. As noted, Loree Silvis will provide specific and targeted professional development for supplemental and specialized instruction. Ms. Silvis recently completed a project funded with ARRA dollars by the FNWSU. The result of this project is a notebook with specific intervention plans matched to learner profiles. This resource is available at no cost to MBS and will complement the work done by the current Title I teacher, who has created notebooks for classroom teachers that provide differentiated plans that complement units in the core math program. In addition to the work with Ms. Silvis, the Study Island program has a unique module with embedded professional development. Videos on the site explain mathematical content to teachers. As noted in the National Math Panel's report, many elementary teachers do not have strong content knowledge in the area of mathematics. As our teacher learning communities explore ways to respond to the data, they will have the opportunity to strengthen first instruction by viewing and discussing the professional development video segments in Study Island.

Thus, the resources provided through the Colchester School District school improvement plan will build on the momentum of previous initiatives, complement the use of consolidated Federal grant resources, and align with required elements of the transformational models required under 1003(g) of Title I guidance. Specifically, this proposal supports transformational model #2: Comprehensive instructional reform strategies (B) Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students; (C) Provide 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 (D) Using and integrating technology-based supports and interventions as part of the instructional program.

- 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:

As a District, Colchester reflects a relatively high graduation rate and a low drop out rate. According to the CIRS reports, discipline referrals have decreased from 30 in 2007-2008 to 8 in 2008-2009. As a community, Colchester is relatively affluent, with children living in safe and supportive families (AHS Community Profile, 2007). The percent of children living in poverty, the rates of reported child abuse and neglect, and the percent of children receiving welfare were all under the state average in the AHS report of 2007. Still, the gap between the rate of success for all students and for those from lower income homes (as measured by eligibility for free and reduced price lunches) is persistent from 3rd through 12th grade, as measured by annual NECAP testing. In math, the percentage point gap at MBS in 2009 was 20 percentage points; by middle school the gap increased to 30 points before dropping back to 25 points by grade 11. In reading, the gap at MBS is 25 points, with a 26 point gap in middle school and an 18 point gap in high school. The District's strong emphasis on differentiation of instruction is intended to address the needs of students coming from lower income homes while still meeting the needs of advanced or accelerated learners. The MBS action plan and associated resources are designed to enhance these efforts by strengthening the progress monitoring system, increasing the use of formative assessments, particularly in the area of writing, and ensuring systematic and data driven approaches to providing interventions with sufficient intensity and fidelity to impact achievement for striving learners.

In regard to special education, it would appear that the ESS and the EST have appropriately identified students. 63% of the current third graders at MBS were identified prior to third grade, with 75% of the fourth graders having been identified prior to or during their fourth grade year. Of the total number of students on an individualized education program, 24% are identified with a specific learning disability, with another 14.6% identified as "Other Health Impaired," a category often used for students with executive function disorders. A full 13% of the identified students are on the Autism spectrum, with another 11% having emotional disturbance. Clearly, there is a wide range of needs for specialized instruction in the District. The intensity of student needs is reflected in the 53.4% inclusion rate for the district. While the goal is to include students in the general education curriculum, the intense needs of students with ASD or ED often require specialized settings for a portion of the day. MBS has worked hard in collaboration with the Baird center to serve these children within the building, and plans for next year include the creation of a sensory integration space in addition to other specialized instructional areas. Only 2 students are in out of district placements.

The number of student learning English as a second language is low relative to neighboring schools such as Winooski or Burlington, but Colchester has devoted adequate resources including space and highly qualified teaching staff to ensure these students access to the curriculum. Next year, the space allocation for ELL will increase as nearby housing developments may attract a new population of English Language learners to the area.

Thus, this application and action plan are intended to enhance the strong ESS and EST systems with the addition of objective progress monitoring measures and specialized programs, with accompanying professional development, to ensure the greatest opportunity for fragile learners to be successful in school.

- 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.*

This was addressed in 1(a).

- 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:*

After considering the required and permissible activities, the current status as assessed through an examination of the data and the Theory of Change (Richardson), this proposal supports transformational model #2: Comprehensive instructional reform strategies (B) Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students; (C) Provide 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 (D) Using and integrating technology-based supports and interventions as part of the instructional program

- 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*

#2: Comprehensive instructional reform strategies (B) Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students; (C) Provide 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 (D) Using and integrating technology-based supports and interventions as part of the instructional program.

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:

The initial school capacity self assessment was completed by staff at Malletts Bay School. The results were interesting - as expected with a three point scale, the majority indicated "emerging" for most items. However, clear patterns emerged. By examining those areas where approximately a third or more of the respondents indicated either "not evident" or "strong," patterns of contrasting areas of strengths and weaknesses may be identified.

Curriculum is perceived as an area of strength. Curriculum Coordinator Gwen Carmolli has worked with District curriculum teams to create a coordinated K-12 curriculum, available on the District website. MBS teachers identified the focused curriculum, aligned with state standards, as reflecting rigor. This year, teachers implemented the Fountas and Pinnell Benchmark Assessment System and met regularly with Ms. Carmolli and other administrators in grade level teams to examine data. A schoolwide "Data Team" performed a "meta-analysis" of all schoolwide data. Thus, the areas related to data were also identified as areas of strength.

Areas with approximately a third or more of teachers responding "not evident" included the Principal as instructional leader; understanding of systematic and continuous improvement; a responsive schedule; proficient paraprofessionals; embedded professional development and peer observations. In addition, the notion of a special education service delivery model that is

included in the classroom and involves an RtI model were rated "not evident" by a third or more of the staff. Staff members were divided as to whether resources were distributed equitably, with 24% feeling this was "not evident," 45% rated this as "emerging," and 30% felt this was an area of strength. Social and emotional supports were rated as "not evident" by 36% of respondents, identical to the rating for preschool and after school programs. Having just survived a round of budget defeats and reductions in force, 55% of staff members felt that business and community support was "not evident."

The action plan and associated resources are designed to address some of these areas of perceived weakness. Mrs. Benay, the newly hired principal, has five years of experience with implementing a school improvement process based on a "response to instruction" model. Ms. Millham has prepared a Master Schedule that uses resources flexibly to create common planning time and a specific teaching time for targeted instruction, "target time." The grant includes research based programs and professional development for both professional and paraprofessional staff members. With a strong curriculum in place, the new progress monitoring tools and the opportunity for teachers to use writing as a means of developing more common formative assessments will assist in moving Malletts Bay School toward the goals as outlined in the action plan, consistent with the Richardson research.

REQUIREMENT 2

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

TO MEET REQUIREMENT 2 ABOVE:

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

REQUIREMENT 3

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

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

TO MEET REQUIREMENT 3 ABOVE:

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

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

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

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

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

These items have been previously addressed

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

Directions: Describe how the LEA will address this requirement:

- For Tier I, II, and III schools:

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

This item has been previously addressed.

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

These items are addressed in the "Statement of Agreement"

- Application reflects school improvement strategies already in progress.

This item has been previously addressed.

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

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

Fidelity of implementation is critical to the success of a continuous improvement model. By selecting computer assisted instructional programs that embed progress monitoring data, we have taken some of the "human error" concerns out of the equation. We have also included funding for vendors and/or local consultants to meet throughout the year with MBS teachers and paraprofessionals to guide implementation of the Young Writer's Project, Read Naturally, Lexia and Symphony, Aimsweb Math, and Study Island. An additional benefit of these software programs is that administrators and supervisors are able to login to monitor student progress. In regard to the Young Writer's Project, we have designated funds to create three teacher leaders who will be responsible for encouraging, coaching, modeling, and supporting colleagues in the implementation of a Digital Writer's Workshop. The teacher leaders will engage in the YWP Master Class and have the support of peers throughout the region as they engage in this work. Other resources included in the grant have end of unit assessments (SIPPS, Framing Your Thoughts, Partner Games) that administrators can require and review. Notes will be taken for all teacher learning community and data team meetings and will be submitted to the School Support Team for review.

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

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

- 1.) **68,640 minutes. 176 days, 8:30 a.m. -3:00 p.m.**
- 5.) **177 students (22.7%); 300 seats (38.5%) as many students take more than 1 advanced placement course**
- 6.) **Attached summary. 12 bullying; 29 bus incidents; 1 class cut; 8 class disruption; 3 disrespect to teachers; 43 disrespectful behavior; 8 endanger students; 5 fighting; 13 gross disrespect; 1 gross insubordination; 1 gross threatening; 3 harrasment; 11 insubordination, 1 lying to staff; 41 physical aggression; 6 profanity; 4 threatening Total: 190. This is NOT the CIRS data but rather the data from SASI.**
- 7.) **7 students were absent more than 21 days**
- 8.) **1 new teacher is still in the three year probationary period. All others have received satisfactory ratings. None are in focused assistance.**
- 9.) **38 teaching staffx176 days = 6,688 total days. 400 total absentees = 5.9% absentee rate**

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.

There are three outside consultants included in this grant. Mrs. Loree Silvis of Cornerstone Mathematics is well known as a former Math Recovery teacher and a consultant with the Vermont Department of Education. Ms. Silvis recently completed a new VT DOE Assessment, the Primary Number Observation Assessment. Mrs. Silvis has worked for the past five years in the Franklin NW Supervisory Union and recently completed a resource binder outlining math intervention resources matched to student profiles created in partnership with Mrs. Carol Richards-Yarnell. Mrs. Richards-Yarnell is a former Special Educator who is now consulting with school districts in Vermont and providing Supplemental Education Services. She works independently and through the Stern Center for Language and Learning. She has demonstrated efficacy through her work with professional and paraprofessional staff in the FNWSU. Mrs. Laura Gonyeau is a former high school math teacher and Chair of the Math Department at Bellows Free Academy in St. Albans. Most recently, Mrs. Gonyeau has become a highly proficient consultant, assisting schools in implementing the Study Island program to use as an intervention, school-home connection, and source of progress monitoring data. Resumes and letters of agreement and/or proposals for provision of services are included for all three consultants. The School Support Team will work with the District Business Manager, George Treib, and the Human Resources department to ensure that any agreements are negotiated and delineated to delineate clear goals and outcomes, timelines, and consequences for failure to deliver.

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 only barrier to full implementation has been addressed through the Master Schedule by creating "target time" and including the Unified Arts teachers as resources during this instructional block. By including the arts teachers, at least two classroom teachers will be free during "target time" to collaborate on the development of common assessments, design curriculum units, and examine student data. Other curriculum, instruction and data team work will happen during staff meetings. Trainings for teachers and paraprofessionals will occur during preservice and inservice days, and will be delivered through modeling and coaching in classrooms or other instructional areas by the three proposed consultants and our partnership with the Young Writer's Project.

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.

During the tenure of Mrs. Nason as Principal, teachers were asked to implement components of the Responsive Classroom model. The school has clear schoolwide rules that are posted throughout the school. Still, 36% of staff responded that social and emotional support systems adequate to address student needs were "not evident." (See Attachment E.) Ms. Millham has responded to this concern by rearranging the use of space such that quiet rooms are available across from the Assistant Principal and Principal's office. There is a system in place for collecting data relative to out of class referrals, and the new school information system (PowerSchool) will have the capacity to store and make use of this data to plan for early intervention. Mrs. Benay, the new Principal, has four years of experience with successful implementation of PBIS. While MBS will not formally adopt the PBIS model during FY11, plans are in place for MBS to eventually access BEST funds to begin the PBIS model in the near future. In the interim, Ms. Millham has already redesigned the use of guidance to ensure primary prevention by having school guidance counselors provide direct social skills instruction to all students. Mrs. Benay and Mrs. Millham will partner to tighten the discipline system and begin to use data to plan for proactive intervention. During the past years, the faculty have become accustomed to looking at data and using data to inform their instruction. This routine will be strengthened by the additional "target time" and the expectations for teacher learning communities. While the curriculum is perceived as strong and rigorous, access to the curriculum for those with learning differences will be strengthened by the additional research based specialized instructional tools and assistive technology included in this grant application. In the review of the February progress monitoring reports submitted by teachers at MBS, school improvement coordinator Ken Remsen noted, "As mentioned earlier it is important to continue to "look in the mirror" at classroom instruction and not "look out the window" at external factors like student motivation or family support. " The action plan for FY11 and the resources of time, tools and professional development will help teachers at MBS to respond effectively and frequently to errors in student thinking, learning, and growth. The emphasis on the use of writing ensures that student achievement in all content areas is strengthened, while the addition of the curriculum based measures and instructional tools for teaching mathematics will help MBS teachers to move past teaching only the core program (Everyday Math), and truly address all the Vermont GE's with depth and rigor.

- 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.

Resources in this budget will support implementation for at three years for Study Island, one of the most expensive subscription programs included in the plan. We've also included resources to have a District employee become a "trainer of trainers" for Read Naturally, ensuring adequate access to a District employee who can train new staff members to use this resource. The hardware necessary to support implementation of the technology based programs is expensive; replacement for this

hardware will need to be included in future budgets on a scheduled replacement cycle, spreading costs out over time. Annual renewal fees for the subscription based solutions (Aimswest Math) are reasonable and can be absorbed into annual operating costs, primarily by reducing the use of copies and other consumables currently being used for skill practice, which will be replaced by authentic writing and other online solutions once teachers have adequate access to the necessary hardware. Not only is authentic writing in the Digital Classroom exciting for teachers and students; it is also cost effective compared with consumable resources such as the popular "Daybooks" currently used by some teachers.

- 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.

Medicaid funding is being used next year to create a "sensory room," which will complement the Social Learning materials including in this grant, with both resources sharing the goal of allowing students with intensive special needs to communicate and develop skills that will increase the amount of time they can be successful in the regular education classroom with access to the general curriculum. Title I dollars in the District primarily support positions; the professional development dollars will be devoted to ongoing work with Differentiated Instruction and increased knowledge for 21st century learning and teaching. These are goals clearly aligned with the goals of this application. The District resources are thus aligned so that all funding is complementary rather than supplanting or duplicating other funding sources.

- Plan for induction and mentoring of new staff.

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

As noted above, this application includes funds to have a District staff member trained to implement Read Naturally. Three teachers will be designated as teacher leaders for the Digital Classroom (Young Writer's Project), and will be expected to support new staff as they learn to use this resource for creating an online Writer's Workshop model. Mrs. Benay is trained in the use of curriculum based measures and specifically, the Aimswest software, and can train new staff in the use of this resource. Study Island has online training modules included; once the majority of staff learn how to use this resource, the embedded online videos can be used to train new staff members. The SIPPS program comes with training DVDs.

Training in the data team process has been started; further refinement of the process to use data to change instruction will be ongoing during year one of the grant. If new staff join the faculty, they will join an experienced teacher learning community to guide them in the use of data analysis to inform and guide a response to instruction.

- 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

REQUIREMENT 4

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

TO MEET REQUIREMENTS (4) ABOVE –

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

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

REQUIREMENT 5

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

TO MEET REQUIREMENT (5) ABOVE –

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

Directions: Discuss reading and math goals here

REQUIREMENT 6

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

TO MEET REQUIREMENT (6) ABOVE -

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

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

The school improvement plan outlines clearly the activities and services the school will implement and the consulting services we will receive. Please refer to the table included in the school improvement plan.

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.

Progress will be made in closing the gap between all students and lower income students in reading and math. Specifically, students from lower income backgrounds will improve achievement as measured by the annual NECAP test so that at least 75% of students in this population meet or exceed the standard in math and in reading, a gain of 15 percentage points by 2014 (3 year period). Progress will be made for students with disabilities so that the school meets Safe Harbor requirements by 2013.

REQUIREMENT 8

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

TO MEET REQUIREMENT (8) ABOVE -

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

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

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

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

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

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

Please see attached budget. Quotes have been obtained from vendors for all items in the proposed budget. The budget represents a realistic plan for implementation and support of all activities.

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.

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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.