

Vermont School Improvement Grant Application

Spring, 2010

Supervisory Union/ District Name: Grand Isle Supervisory Union / Alburgh Community Education Center

Contact Person: Barbara Burrington

Role: Principal

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This grant application must be submitted with:

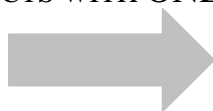
- Statement of Agreement signed by superintendent
- School Improvement plans for each Tiered school included in the grant
- Budget
- All relevant attachments Tier I and II: (B, D2, E) Tier III (B, E)

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
Alburgh	00004	<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:

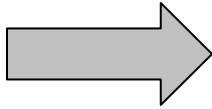
Directions: For each item (i through x) describe current conditions, including any barriers and how they will be addressed over the funding period.

- 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:

Summary of findings:

Targeted Areas for School Improvement:

- 1) Provide job embedded professional development designed to build capacity and support staff in the areas of Literacy and Mathematics. (Also, provide related resources necessary to support such PD.)**

- 2) Provide ongoing mechanism for community and family engagement. (Also, related incentives for family involvement.)**

- 3) 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 (i.e. also English language impaired) (e.g. Co-teaching model).**

- 4) Ongoing intensive technical assistance and related support from designated external lead partner organization (i.e. The Stern Center & Cognitive Curriculum Coach for Mathematics).**

Self Assessment of Major Factors for Rapid Change in School Improvement – Summary of Findings.

- 1. Principal has communicated sense of urgency.**
 - Principal engaged faculty, staff and community in developing the school's local action plan. Over the course of last 3 years the school has met all action plan goals.**

- **Alburgh's Action Plan and professional development is in alignment with Grand Isle Supervisory Union's 5 year plan.**
 - **The goals and objectives embedded in this grant include identified actions and priorities leading to quick wins (ie. drilling down deeper with literacy interventions to ensure all students show growth).**
- 2. All teachers and administrators know what a continuous improvement system is...**
- **School has K-8 data teams (vertical & horizontal) in place. Data teams meet weekly in grade level teams. Vertical teams analyze data once a month.**
 - **School practices ongoing progress monitoring.**
 - **Teachers received training at Supervisory Union level by the National School Reform Faculty to begin the process of becoming a professional learning community. Teachers received training on becoming data driven instructional teams at the school based level.**
 - **Teachers are using the Vermont Comprehensive Assessment Tool (VCAT) to monitor student progress in reading in grades K-8. Next year, teachers will use this data base system to monitor reading, math and writing progress in grades K-8.**
 - **The literacy intervention strategies used in the school are tiered and aligned (ie. Guided Reading (Tier 1), Increased frequency, duration and intensity of instruction (Tier 1) Leveled Literacy Intervention (Tier 2), Reading Recovery (tier 3), Wilson (Tier 2 & 3).**
- The Superintendent and Central Office Staff supports the school's plan for improvement.**
- 3. The one curriculum has been aligned to state standards and focused from K-12: all teachers understand the main focal points that must be taught over the year. The curriculum is based on high expectations and rigorous requirements for all students.**
- **All 5 schools in Grand Isle Supervisory Union are using the same curriculum.**
 - **All GISU curriculum is aligned to Vermont Standards and Grade Expectations.**
 - **Common assessments are used to measure progress in K-8 language arts and mathematics**
 - **All 5 schools are using the Bridges Math Program in grades K-5.**
 - **The Connected Math Program is being used in grades 6-8.**
 - **A math coach was hired to assist teachers with implementation, instruction, and pacing.**
 - **Teachers are using data from the Fountas and Pinnell Benchmark Assessment System to make instruction and programmatic decisions. Teachers are using daily running records to monitor progress.**
 - **All teams function as professional learning teams and as such are accountable.**
 - **Teachers without exception work together when it is necessary to modify grade-level academic instruction for students with intensive needs.**
- 4. Schedule permits common planning.**
- **Grade level content teams meet once a week, after school, for 90 minutes.**

- **The full staff meets biweekly.**
 - **This year there were 4 delayed openings to accommodate team meetings and data analysis work. Teams meetings are focused on student outcomes, needs, programmatic instruction and areas of student interest.**
 - **Grade cluster teams have developed specific sequences for writing genres.**
 - **The school uses data to inform professional development (Example: PBS data showed the majority of behavioral write-ups came from classroom teachers. A behavior specialist from Wilder School assisted Alburgh classroom teachers develop common scripts. Teachers now use consistent language when communicating behavioral expectations with students.)**
- 5. Each grade level has common formative assessment given on a regular basis, tracked for each student and reviewed at data team meetings.**
- **Teachers are much stronger at point in time, summative assessments.**
 - **Teachers are working on learning how to apply just in time assessment. Teachers across the supervisory union will be participate in common formative assessment professional development as part of the planned professional development activity for 2010-2011.**
 - **All teachers review the state, local & school-wide assessment.**
- 6. A school data team reviews student progress on formative and other assessment and reports these results regularly and other assessment and reports these results regularly to the faculty.**
- **Vermont Comprehensive Assessment Tool (VCAT), a computerized school data system, is being used by K-8 to track student outcomes on local as well as state assessments. Assessments are not all entered on this data base yet.**
 - **A student support team meets weekly to discuss PBS school-wide information data.**
- 7. Professional development is delivered in schools and classrooms by experts among the staff or outside consultants, and is focused on what has been identified as needing improvement by the school accountability system.**
- **Teachers develop norms and validate assessment results by occasionally assessing students who are not in their classroom and discussing assessment scores. This information is shared with the math and literacy coach.**
 - **Alburgh School has a behavioral specialist who works with teachers to develop positive behavior plans for use with large groups as well as individual students.**
 - **Alburgh teachers participate in district leadership teams.**
 - **Professional development is delivered through job embedded coaching.**
 - **Professional development activities are considered in the overall analysis of student data for effectiveness and student planning.**
 - **The school and district have supported the teachers in Alburgh exceed contractual constraints to advance professional development goals. The school used the previous year's School Improvement Grant money, Title 1, Title IV, Title IIA, Title IID, Act 230 dollars as well as local funds to advance school based professional development goals.**

- 8. The teacher evaluation system is capable of identifying teachers who are and are not providing adequate instruction in the classroom, with timely remediation.**
- **The current system is a modified, version of the Charlotte Danielson model.**
 - **It is not yet linked to student learning and engagement, or the collective and individualized professional development program for school improvement.**
 - **Personnel evaluations are the same for all, and do not commensurate with personnel experience or expertise.**
 - **There is currently no consistent training or support for conducting these evaluations embedded in the system.**
 - **The GISU Action Plan, developed in March of 2010, identified the need to address our current teacher evaluation plan as a priority.**
- 9. Paraprofessionals must have two years of college, have passed a test in mathematics and reading, and have taken a district training program.**
- **None of the para-professionals possess a two-year college degree**
 - **District training programs are optional.**
- 10. The special ed and student support system: Emphasizes regular room instruction, utilizes a response to intervention system, aligns an accountability system between the formative assessment system and curricular expectations of the regular classroom.**
- **Interventions are leveled and the goal of this school improvement grant is to dig deeper based on RTI and current curriculum.**
 - **Data teams expect to see growth in ALL students. Disaggregated NECAP scores show Alburgh students with disabilities have demonstrated a consistent upward growth trend (a gain of over 130 points) over a five year period.**
 - **All EST referrals are data driven and revisited regularly.**
 - **All teachers collaborate regularly around instructional and student progress issues.**
- 11. Resources are equitably distributed across all classes and support systems.**
- **Tools and technology are distributed equitably and available to most students.**
 - **Resources are limited. More portable technology devices and AT tools are needed to provide greater access to all students.**
- 12. Social and emotional support systems reflect the needs of the students and their resources.**
- **Alburgh is a PBS school.**
 - **Alburgh employs a full time student support person, home-school coordinator, and ABA certified specialist. These positions are supported through local funds, VPIRG and Medicaid funds.**
 - **Alburgh participates with the Grand Isle Mentoring project.**
 - **Alburgh provides a Guidance Counseling and SAP Counselor services to students.**
 - **A school-based clinician is employed 3 days a week through Northwest Counseling in St. Albans.**

- **The Ronald McDonald Community Fund grant provides free dental care to all students throughout the year.**
- **This year Alburgh is a provision II school and all students eat breakfast and lunch free. Alburgh is in the second year of a Fresh Fruit & Vegetable Grant through the Child Nutrition Program. All students receive fresh produce daily.**

Schools develop career and college readiness programs in middle school.

13. Alburgh students attend as many as 8 different high schools (this graduating 8th grade class will be attending 5 high schools).

- **There is limited participation in VSCAC program.**
- **Alburgh middle level students will be partnering with UVM Engineering students next year.**
- **The GISU Action Plan recognizes the need to address high school transition and outlines goals and steps to improve in this area.**

14. Pre-school after-school, and summer programs.

- **Alburgh is entering its 6'th year of 21'st Century Grant funding for it after school. The program is being expanded to include summer programming for K-8 students.**
- **Local and grant funds support free summer school for all students.**
- **After school enrichment is available for middle school students.**
- **Summer programs include healthy nutrition activities and academic support.**
- **Alburgh has 2 home-school liaisons.**
- **The pre-school program is locally funded, well attended and offers universal access. Teachers are certified in both EEE and Early Childhood Education.**

15. Evidence of Community and Business Supports and Partnership.

- **Alburgh's after school program has a Memo of Understanding with community partners (Darby Farm, Alburgh Legion Lady's Auxiliary).**
- **Foster Grandparents work in Alburgh school and are considered part of the school community**
- **Mentors from the community work with students through the Grand Isle Mentoring Program**
- **More community and business supports and partnerships need to be developed**

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 entire staff and faculty participated in the "What Works In Schools / ASCD Survey" during last school year.

Marzanno et al produced the survey based on a meta-analysis of 35 years of educational research and identified 11 factors as

contributing to the highest student achievement gains. The survey measured how 28 members of the support staff and faculty believed the school was doing in each area. The composite report is attached.

The Alburgh Community Education Center began collaborating with The Vermont Parent Information & Resource Center (VPIRC) in October of 2008. It is midway through the second grant year. The Alburgh / VPIRC liason conducted a "Family Friendly Survey" with parents and the results are attached.

Additionally the administrative team meets several times per year with the Guidance personnel from the receiving highschoools for students from Grand Isle County. These meetings are a forum for discussing how GISU high schoolers are performing in secondary settings and how to respond to any challenges they are facing.

- 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:

Alburgh has not met the academic indicator and is entering Year 2 of School Improvement. 100% of Alburgh's student's qualify for Free & Reduced Lunch under Provision 2. In addition to "All Students" Free & Reduced is also an identified subgroup. From 2006 to 2010 the difference in the AMO score in both Reading & Math have been relatively flat. The subgroup for Students With Disabilities has experienced an extremely positive upward trend however (i.e. low of 160 in reading in 2006 to 292 in 2010 and in math 2006 was 185 and 2010 reached 300). Data teams have met throughout the year to determine appropriate levels of intervention for all students and have used release items to scaffold first instruction as well. Data teams have determined that there is an abundant need for the group of Free & Reduced students who struggle with extraordinary out of school poverty factors. Teams have identified family / parent participation in the academic life of these students is a targeted area for ongoing school improvement. While progress monitoring reveals that the vast majority of Alburgh's students demonstrate steady progress across literacy and math a closer examination of the data reveals that the progress is slower for this subgroup than their on grade level peers. Many of the students in the Free & Reduced subcategory are managing to make 100 point gains annually they are however not reaching the Annual Measurable Objective.

- 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:

i. Accurate graduation rate data is not available to the school district. There is not a high school in Grand Isle County and the elementary/middle schools send students to over 20 high schools.

ii. Accurate drop out rate data is not available to the school district. There is not a high school in Grand Isle County and the elementary/middle schools send students to over 20 high schools.

iii. Current discipline referrals for major behaviors during this school year total was 11 events with 6 students contributing.

iv. School Action Plan priorities are: 1) Standardizing interventions for all students across mathematics, literacy and behavior 2) Improving first instruction in the areas of literacy, mathematics and improving parental / community engagement 3) Embedding related rigorous professional development for all teachers 4) Ongoing progress monitoring and data analysis to inform both first instruction and leveled interventions for all students.

v. All of Alburgh's licensed teachers are HQT.

vi. Developmental Delay 11

Learning Impairment 2

SLD 1

Speech or Lang. Impairment 8

Emotional Disturbance 7

Austism Spectrum Disorder 4

vii. Percent of students with disabilities in the general education classroom more than 80% of the time is 87.2%.

viii. Alburgh has no out of district placements.

ix. Alburgh has 2 students in an alternative day placement.

x. Alburgh has no ELL students.

xi. Because we have a Free & Reduced rate of 80%+ Alburgh is a "Provision 2" School. 100% of our students are considered "Free & Reduced". We serve 100% free breakfast, lunch and snacks.

xii. Most recent Youth Risk Behavior Survey data confirms that the 8th grade students in Grand Isle County are increasingly engaging in destructive behaviors compared to survey results from 2007. Overall results showed and 11% increase in smoking, a 7% increase in binge drinking, 21% report experience with electronic bullying and 13 year olds are more sexually active by 10%.

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

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

See 1) above for complete narrative and Attachment B (attached). The Rubric provided was used to self assess.

Summary of Attachment C Theory of Action (Richardson, 2009).

- **Alburgh has never been in corrective action.**

A review of the self assessment indicates Alburgh School understands that improving student outcomes for all students requires our ongoing rigorous and high expectations for all students as described in the Roots of Success. Alburgh staff, faculty and leadership team understands and are committed to improvement and self-improvement processes. Alburgh is in its second year of using data teams both horizontally and vertically to examine student data and respond in Tier I, II and III interventions (See attached).

The school emphasizes developing a teacher culture that expects high quality first instruction and high quality interventions. Alburgh is continually improving an effective comprehensive, effective student support system (e.g. home school coordinator, VPIRC, behavior interventionist, PTSA and high functioning EST).

The school principal is viewed as an instructional leader and continues to address changes in a transparent way that takes into account student data, priorities for change, collaboration with Curriculum Coordinator, progress monitoring is solidly in place, all staff are HQT.

- 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:

Activity (2) (A) Use data to identify and implement an instructional program that is research-based and "vertically aligned" from one grade to the next as well as aligned with the State academic standards.

Activity: (1) (D) Provide Staff ongoing, high-quality, job embedded professional developmnet (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.

Activity / "Permissible" (3) (A) Implement other strategies for providing operational flexibility and intensive support, such as (A) Partnering with parents and parent organizations, faith and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs.

Activity (4) (B) Ensure that the school receives ongoing, intensive assistance and related support from a designated external lead partner organization.

- 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

See g) above for required / permissible elements included in Improvement Plan.

Regarding ii) above: Please note that Alburgh has received "AYP School Improvement funds" for the past 3 years. Alburgh has an excellent history of integrity and accountability. For example:

AYP and Title I School Improvement funds were used to fund professional development with Lynn Murray (data driven instructional team), John Tapper (data trend analysis), National Writing Project (embedded professional development), Fountas & Pinnell Benchmark Assessment Kits purchased for K-8, one day seminar for F&P, partially purchased Bridges Math program, Literacy for All conference attended by 10, 4 teachers attended the Fountas and Pinnell Leveled Literacy Intervention training at the national level for school wide implementation. Alburgh has increased the length of the school day by 30 minutes, trained a teacher to fully implement Reading Recovery, hired a Reading Interventionist to co-instruct literacy in grades 4-8 (funded through a combination of AYP, Title I and local dollars), developed PLC's as data teams both vertically and horizontally aligned, hired a writing and math coach with Title and local funds, practice ongoing Progress Monitoring for all students and has been granted a 21st Century Grant for the next 5 years (building off the past 3 years of successful after school programming). Additionally, Alburgh has fully implemented Positive Behavioral Supports (ACT 230 Grant) and is currently completing the second highly successful year. On May 19, 2010 Alburgh scored 100% on its school School Evaluation Tool conducted by UVM/DOE representatives and have exceeded the expectations of the "big green triangle" for behavior.

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

REQUIREMENT 1 (Continued)

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

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

Tier III Only

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

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

See attached for signature.

A summary of surveys to question are as follows:

1. Leadership: 18% emerging / 82% strong
2. Instructional Leader: 6% emerging / 94% strong
3. Continuous Improvement: 53% emerging / 47% strong
4. Professional Teaching Culture (PTC): 82% emerging / 18% strong
5. PTC: 24% emerging / 76% strong
6. PTC: 35% emerging / 65% strong
7. PTC: 12% emerging / 88% strong
8. Use of Data: 18% emerging / 82% strong
9. Use of Data: 24% emerging / 76% strong
10. Use of Data (formative assessment): 65% emerging / 35% strong
11. Use of Data / PTC: 5% not evident, 30% emerging / 65% strong
12. Student Supports / School Climate: 30% emerging / 70% strong
13. Paraprofessionals Capacity: 47% emerging / 53% strong
14. PTC: 65% emerging / 35% strong
15. Teacher Evaluation System: 5% not evident, 35% emerging, 60% strong
16. PTC: 12% not evident, 70% emerging, 18% strong
17. Student Support System: 59% emerging / 41% strong
18. Student Support System: 6% not evident 47% emerging, 47% strong
19. Student Support System: 35% emerging / 65% strong
20. Student Support System: 12% not evident / 53% emerging / 35% strong
21. External Factor: 6% not evident / 94% emerging
- 22 Career & College Readiness in Middle School: 47% not evident / 41% emerging / 12% strong

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.

All aspects and elements of the proposed plan have been examined closely by the leadership team and reviewed with faculty to ensure full integrity with each aspect of the plan as it relates to: 1) urgency 2) consensus 3) research basis 4) relationship to school data and desired outcomes for students 5) systems to ensure fidelity of implementation (particularly ensured through the partnerships with highly qualified external agency and partner) 6) commitment to required Professional Development 7) logical application of action in relationship to the developmental level of the school's process of transformation.

- 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) Alburgh's school day begins at 7:45 and concludes at 2:45. There are 7 hours in the day and 180 student days in the school year for a total of 1260 school hours. The sum of total school minutes is 75,600.

Afterschool program hours run from 3:00-5:00, 160 days a year for a total of 320 extended school day hours. Local summer school programming runs for 20 days in July from 8:30 - 12:30 for a total of 80 summer school hours.

2. Student participation rates on state assessments in reading/LA and mathematics for all students is 100%.

3. Alburgh does not have a high school. The DOE reports that Alburgh's drop out rate for the period from 2007 - 2009 was 1.00%.

4. Alburgh's student attendance rate is 95.4%.

5. Alburgh is a EEE-8 school and does not offer AP/IB, etc.

6. Alburgh had 8 major discipline incidents during the 2009-2010 school year with a total of 6 students involved.

7. Alburgh has had 2 secondary students in court for truancy issues during the 2009-2010 school year.

8. All teachers are HQT in the area in which they are assigned and 0 are on improvement plans.

9. Alburgh's teacher attendance rate for 2009 - 2010 is 6.87%.

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.

When considering external partners and content providers the Leadership Team considered all existing initiatives and partnerships and selected those which were related to work that was already underway and appropriate for supporting the school's goals. Additionally these providers/partners will allow us to sharpen the focus on existing professional development. Current staffing and scheduling are scaffolded by these same providers. For example, one Title I position is dedicated to providing Math Recovery in the primary grades next year and all primary teachers will utilize the SNAP assessment in an ongoing "just in time" assessment. Also, the TIME For Teachers course will be held once each month during already scheduled team meetings. In each case the elements in Alburgh's SIG application have on some level (and continue to be) aligned with current reform efforts. Using local funds- teachers will also be able to obtain 3 graduate credits through St. Michael's College if they choose to.

The GISU leadership has identified The Stern Center for Language and Learning as an external partner for the literacy components of its Improvement plan. Quoting from The Stern Center's web site, "The Stern Center's nationally recognized team of experts promotes learning success by helping children and adults reach their full potential. Founded in 1983 by Dr. Blanche Podhajski through the generosity of the Bernice and Milton Stern Foundation, the Stern Center has grown from a staff of three, serving approximately 100 students a year, to a staff of more than sixty serving close to 1,000 learners a year. We provide educational assessments and instruction, professional learning for educators, and research on new approaches to learning and literacy. Our tailored approach to learning is so successful that our programs are being replicated across the country. The Stern Center is sustained by the growing generosity of individuals, corporations, and foundations." The leadership at The Stern Center was willing to spend hours researching the instructional program at Alburgh with the principal in order to customize the approach contained within this application to meet the school's identified needs.

T.J. Jemison has served as a cognitive coach and math coach throughout the past two school years (local funds and Federal Consolidated Grant funds). During year one he worked with the district math council to pilot a new math program and to consider the local assessment system for mathematics. He was able to work with the math council and building principals to coordinate a systemic means of working with teachers to provide mentorship, modeling, assessments, data analysis and strategic planning for groups of students as well as for individual students with specific needs. The proposal to continue working with T.J. Jemison is a logical evolution into ongoing instruction, interventions and assessments in the K-5 program for SNAP, Math Recovery (he is a certified trainer in both) and for continued implementation of the Bridges Into Mathematics curriculum as we enter year 2 of implementation. The OGAP training and the potential of an updated math curriculum at the Middle School level will provide a means of sustaining the programming and interventions in place now at the elementary level.

Working with existing partners and identifying experts in a variety of community and parent outreach areas will allow the school to tailor relationships and programming based on community identified needs. Parent "buy in" has been documented to increase in programs such as The Harlem Children's Zone where Jeffrey Canada's work provides parents with a combination of education and incentives for their participation and subsequent accountability in the learning community.

External providers effectiveness will be measured by staff surveys and student outcomes. Providers failing to deliver programming agreed upon by contract will be terminated or modified as needed.

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 1) c. i-ix)

N/A

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.

All sections of the plan build local capacity at the classroom level. They target the continued need to build a Professional Teaching Culture and serve all students. Strengthening community partnerships is a goal which builds on current initiatives addressed earlier.

- 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.

The Co-teaching model will be supported locally. OGAP, SNAP and Math Recovery are embedded in practice and will be supported by the Local Action Plan (2011 - 2014). Literacy instruction in Alburgh follows a 4 Block Model and will certainly be strengthened by the level of PD provided during the 2010-2011 school year by The Stern Center as proposed in the grant.

- 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.

Local Funds, IDEA B, and Consolidated Federal Program funds will be used to support the defined strategies and to sustain effective practices into the future.

- Plan for induction and mentoring of new staff.

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

The TIME for Teachers course will happen during already scheduled staff time.

Math Coaching model is currently working as an embedded element in teacher's schedules with a template to support the provider in reaching the maximum number of classrooms and common level planning times as possible.

The community school goal builds on existing structures put in place in partnership with VPIRC (i.e. coffee chats, learning lunches, workshops, evening classes).

- 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

This work is done at the both the building level and at the SU level by leaderships councils in Literacy, Mathematics, Technology and SU Action Planning. State assessment results are shared at least annually both in public meetings, communications with families (including conferences, public meetings, town meeting) and in printed Town Reports.

REQUIREMENT 4

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

TO MEET REQUIREMENTS (4) ABOVE –

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

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

REQUIREMENT 5

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

TO MEET REQUIREMENT (5) ABOVE –

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

Directions: Discuss reading and math goals here

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

See all sections of the 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.

The LEA Leadership team will document participation in all aspects of the School Improvement Grant efforts on a monthly basis. External partners will also be expected to document staff participation and progress in acquiring new skills and applying them (case study models). LEA will monitor attendance in community partnership activities.

REQUIREMENT 8

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

TO MEET REQUIREMENT (8) ABOVE -

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

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

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

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

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

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

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

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

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

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the SEA the school-level data required under section III of the final requirements.

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

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

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

- Extending the period of availability of school improvement funds.

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

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