

Vermont School Improvement Grant Application

Spring, 2010

Supervisory Union/ District Name: Lamoille South Supervisory Union

Contact Person: Valerie Sullivan

Role: Director of Curriculum and Instruction

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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: Tracy Wrend

Date: 6/15/2010

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
Morristown Elementary School	00438	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PAML	00157	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: An LEA that has nine or more Tier I and Tier II schools

may not implement the transformation model in more than 50 percent of those schools.

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

REQUIREMENT 1

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

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

TO MEET REQUIREMENT (1) ABOVE:

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

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

Tier I and Tier II ONLY

1) School Assets and Data Analysis:

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

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

- 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:

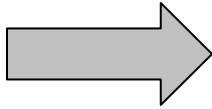
- c. Provide a narrative description of current conditions (including barriers) related to the following:
Directions: For each item (i through x) describe current conditions, including any barriers and how they will be addressed over the funding period.
- i. Board support (e.g., minutes and/or board 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:

Attachment B for each school is attached. Similar trends are seen for each school assessment. Systemically we are continuing to work on support systems, both academic and social/ emotional, and these remain 'emerging' areas that continue to receive attention, planning, and coordination. A concerted effort to design and deliver SU wide and job embedded professional development is also recognized and contributing to positive growth and professional conversation. The two schools do differ in aligned curriculum, progress monitoring, formative assessments, use of data and support structures by content though. For each school this work is emerging, however, at the elementary school systems and structures are largely in place for literacy and much work remains for math. In contrast, at the elementary school systems and structures have been developed and implemented in math and much work remains for literacy. The work in math at PAML is a result of previous school improvement opportunities and for which we are beginning to see the benefits of our efforts.

- 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:

MES - Input from staff is gathered through a multitude of avenues, including; faculty meetings, goal setting conferences, committee structures, and individual conversations. Parent group consisting of 20 parents represents a diverse population. Group meets biweekly to discuss a variety of issues concerning parent involvement, student engagement, and parent accessibility.

PAML - Input from staff is gathered through a multitude of avenues, including; faculty meetings, goal setting conferences, committee structures, and individual conversations. Parent Advisory Council consists of between 5 - 35 members, depending on topic. This group meets monthly to review ways to increase level of rigor in academic settings, support for struggling students, and programmatic changes designed to meet the needs of young adolescents.

Input from other partnerships include Morristown Recreation, Morristown After School Program, Lamoille Valley Family Center, River Arts, Lamoille Community Connections. Collaboration with these groups occur typically to address specific student, parent, or family needs.

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

Directions: Summarize conclusions from your analysis of data here:

See Attached Summary Sheet. MES summary and analysis: Performing statistical testing using both NECAP and our local assessment data we can infer the following for MES student performance: Students on IEPs or eligible for FRL score lower than their peers in all component categories for reading and math. Girls score higher than boys on literary, informational and initial understanding components of reading and for functions and algebra in math. Analysis and interpretation and data, statistics, and probability are identified as the reading and math component areas most in need of improvement, respectively.

PAML summary and analysis: Performing statistical testing using both NECAP and our local data we can infer the following for PAML student performance: Students on IEPs or eligible for FRL score significantly lower on math and reading, holistically, than their peers. Girls score higher than boys in all reading categories. Despite the lower score for FRL children in math holistically, there is NOT a statistical difference in score between children eligible and their peers for the numbers and operations component. As a component category analysis and interpretation remains a weakness for reading, but is showing some improvement from the 2008 - 2009 school year data.

- 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:

School action plan priorities can be found on the attached SU- wide and Building level action plans.

At the time of grant preparation, graduation and drop out rate for 2009 and 2010 school year had not yet been calculated. Evidence from an analysis of "at risk of failure" students suggests similar numbers to previous years.

School wide focus on discipline and climate at both schools has resulted in a smaller number of students requiring disciplinary action. However, discipline referrals have not significantly decreased and are a result of a small number of intense students (2 - 4) at each building. Steady increases in the number of students indentified with specific learning disabilities, emotional disturbance, and Autism and the intensity of individual cases is significant. This increase in ED and Autism children has decreased the percentage of students with disabilities in the general education classroom more than 80% of the time. In addition, an outlier at MES exists, with a child who is predominantly home bound. Students eligible for free and reduced lunch remain high at MES and have risen by 25 students in the past 3 years at PAML despite declining enrollment. YRBS indicates that kids feel connected and have an adult they can rely on for advice, however the presence of physical fighting has increased and bullying has declined. We believe that less risky behavior is ocuring in the general school population but the level of intensity of behaviors for specific individuals is increasing. This data highlights the need to create school wide responses to support a wider range of student needs while continuing to focus on proactive, preventative, social supports.

- 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.

Attachment B for each school is attached. Similar trends are seen for each school assessment. Systemically we are continuing to work on support systems, both academic and social/ emotional, and these remain 'emerging' areas that continue to receive attention, planning, and coordination. A concerted effort to design and deliver SU wide and job embedded professional development is also recognized and contributing to positive growth and professional conversation. The two schools do differ in aligned curriculum, progress monitoring, formative assessments, use of data and support structures by content though. For each school this work is emerging, however, at the elementary school systems and structures are largely in place for literacy and much work remains for math. In contrast, at the elementary school systems and structures have been developed and implemented in math and much work remains for literacy. The work in math at PAML is a result of previous school improvement opportunities and for which we are beginning to see the benefits of our efforts.

- 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:

MES transformational strategy included in school improvement grant plan is #3. Increasing learning time and creating community-oriented schools. Changes to the MES schedule and delivery models are increasing learning time within the regular school day. Most significant is changes is availability of support staff and consulting teachers to provide extensions, boosters, and small group work within the regular ed classroom. This was accomplished through resource management and creative problem solving. It uses existig staff and does not require additional funding (therefore is not a strategy included in the school improvement grant proposal). An additional means to improve learning time is through afterschool learnig opportunities which target support for students eligible for free and reduced lunch and any student not meeting either local or state standards. In addition MES, has planned several ways to improve parent involvement and to specifically provide parents with tools and resources to help them support their children in mathematics. Several key features (serving dinner) are intended to increase access and opportunity for families in poverty. Specific information about these two strategies can be found in the school improvement grant proposal. In addition MES will be a VIIM school for 2010 and 2011 with a focus on RtI for behavior and reading. This will support the permissible activity of "implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports...." This school improvement strategy is being supported by local funds and is not reflected in the school improvement grant proposal.

PAML transformation strategy included in the school improvement grant plan is #2; Comprehensive instructional reform strategies. Curriculum and assessment work, vertical alignment, and school wide PD in reading comprehension, analysis and interpretation will result in the creation of a 'vertically aligned' research-based instrucional program. In addition grade level and vertical teams will work collaboratively to develop common formative assessments and other progress monitoring measures that can be used to informa and differentiate instruction in order to meet the academic needs of individual students. Next year, PAML will implement the Fountas and Pinnell benchmark system as a screening tool in the progress monitoring system. In addition PAML will be a VIIM school for 2010 and 2011 with a focus on RtI for behavior and reading. This will support the permissible activity of "implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports...."

- 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

MES - Strategy # 3 Increasing learning time and creating community-oriented schools. Required activities A & B both included in SIG improvement proposal and require SIG funding support.

PAML - Stragey # 2 Comprehensive instructional reform strategies. Required activities A & B and permissible activity D are all included in the SIG proposal and require SIG funding support.

- 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:

Attachement E for each school is attached. MES faculty were generally split between emerging and strong for each factor.

The following factors had many more 'strong' ratings and are therefore perceived strengths. They include: principal is recognized as the instructional leader; curriculum is aligned and focused across and within grades; curriculum is aligned with state standards; school has a data team that meets to review student outcomes and a computerized student data tracking system, and all teachers review their student data regularly. The following areas had the largest 'not evident' or 'emerging' ratings and are areas in need of improvement - common formative assessemnts have been developed for each grade across all grades in the school and are tracked by the student data system; paraprofessionals have passed proficiency requirements; teachers reflect the climate of open communication by visiting one another's classes and sharing lessons and other materials; and social and emotional support systems are adequate for the student needs.

PAML faculty were generally split between emerging and strong for each factor. The following factors had many more 'strong' rating and are therefore perceived strengths. They include: the schedule permits common planning time and is focused on academic improvement and social support; there is a warm and welcoming climate with firm expectations for acceptable

behavior; professional development is provided in classrooms and is focused on school areas of need identified by the accountability system; and there are preschool, after school, and summer programs for all students. The following areas had the largest 'not evident' or emerging' ratings and are areas in need of improvement - the school has a data team that meets to review student outcomes and a computerized student data tracking system; all teachers review their student data regularly; common formative assessments have been developed for each grade across all grades in the school and are tracked by the student data system; and special education and support systems are provided in regular classrooms, are based on the response to intervention system, and connected to the formative assessment system.

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.

Evidence of increased learning time and improved family engagement will be measured by attendance, participation rate, survey and feedback from parents. Fidelity of instructional changes will be provided using teacher leaders and content experts (HS teachers) to work collaboratively with teachers to design after school learning and parent nights. A modified Australian lesson student protocol will be used for the video analysis as well as observation and feedback protocols currently used in our teacher mentoring and evaluation systems. Other measures are outcome measures and will depend upon the development of various formative and progress monitoring tools. The creation of these systems will meet fidelity requirements if they meet the key components for RtI as articulated by the VIIM Practice Profile Template. These key components are evidence based practices; a multi-tiered model; structures and systems for data based decision making and problem solving; universal screening and continuous progress monitoring; and defined roles and responsibilities for leadership and support.

- 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.

MES - number of INSTRUCTIONAL minutes within the school year = 59, 070

discipline referrals 2009 - 2010 (estimated CIRS data not yet complete) = 50

Truant = 1

Distribution = MES: 75% proficient, 5% distinguished, 20% probationary (no category yet)

Teacher attendance rate = 96%

PAML - number of INSTRUCTIONAL minutes within the school year = 64,440

discipline incidents for 2009 - 2010 (estimated) = 45

Truant = 0

Distribution = PAML: 94% proficient, 6% improvement plan

Teacher attendance rate = 93%

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.

NELMS has been chosen as an external provider for the reading comprehension professional development at PAML. NELMS was chosen for the course content it is able to provide. They course utilizes the research of Janet Allen which several ML teachers have had exposure to and acknowledge her approach and strategies as being in alignment with our overarching goals for students. In addition, this PD will be offered to all ML teachers in LSSU and NELMS was able to accommodate the large number of teachers. Lastly, NELMS offers support through out the school year, where observations and job embedded professional development qualities will be utilized. In addition, the support provided during the school year includes leadership and implementation support for the principals. NELMS was chosen as a result of collaboration between the two middle schools. The principals each engaged in a needs assessment with their teachers to identify and articulate the specific goals of the PD. This included both content and delivery standards. NELMS was chosen based on this collaboration between buildings, initial conversations with the instructor and reference checks from other schools who have received similar PD from the same instructor. The principals and director of curriculum and instruction will meet regularly with NELMS and the instructor to ensure that progress toward the overarching goals are being met and make modifications to course curriculum and delivery as necessary to meet our needs.

VT Department of Education will provide leadership training to the MES & PAML principals, as well as, the director of curriculum and instruction, and director of student support services through the VIIM initiative. This initiaive focuses on building sytems and structures for RtI behavior and reading models in the schools. Several meetings with DOE staff, the director of curriculum and the director of student support services helped to articulate both school based needs and DOE needs to determine if a collaboration would be beneficial to each. In addition, the VIIM team provided principals with information about the project, the goals, and commitments. MES and PAML agreed to participate in this project because the goals and support closely aligned with building based goals.

For Tier I, II, and III schools:

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

This item is addressed in the "Statement of Agreement"

For Tier I, II, and III schools:

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

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

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

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

For Tier I, II, and III schools

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

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

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

Time to collaborate, review data, and analyze student work is needed to successfully implement strategies and adjust instruction to meet the needs of all students. As an administrative team and curriculum council (committee of teachers and principals) we have considered several options to provide more structured and supported time to teachers including, common faculty meeting times across schools, and use of in-service time devoted to collaboration and data analysis. The board is updated regularly on the improvement actions occurring at each building and is supportive of the strategies to provide common collaborative time to teachers.

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.

Both MES and PAML are participating VIIM schools for the 2010 - 2012 school years. Through this collaborative initiative the principals will receive PD and support to build RtI systems and structures for behavior (PBS) and reading. This is intended to build capacity that will allow both schools to continue to respond to and support the academic, social and emotional needs of all students. Likewise, the professional development, lesson study, and data teams are intended to build capacity, improve instructional quality and shape a culture that values this level of collaboration and support among all teachers. Lastly, use of 21st century and title I funds, are being considered to support extended day and parent engagement opportunities beyond the scope of this grant.

- 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.

See LSSU action plan for how other funding sources will support on-going activities.

- 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.

See LSSU action plan for other funding source uses and the strategies they intend to support. Sources include local budget, consolidated federal programs, BEST grant, 21st Century grants and competitive sources.

- Plan for induction and mentoring of new staff.

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

Morristown school district has a strong 2 year mentoring program for all new staff. The mentoring program is based upon the work of Charlotte Danielson and aligns deliberately with the supervision and evaluation system. All mentors have

completed a 3 graduate credit course teaching them the skills and protocols necessary to be an effective mentor. Mentor and mentees meet once a week for at least 1 hour. Mentors provide observation, planning and instructional support as well as cultural and initiative guidance. In addition, we provide LSSU orientation to new staff which is an introduction to the Pathwise Framework and an introduction to the local assessment system. During this time new teachers are oriented to the assessments appropriate for their teaching assignment and then receive scoring training. Every new teacher is a calibrated scorer for the appropriate local assessments. In addition, MSD employs a math and literacy teacher leader who work closely with all teachers to provide instruction and assessment support.

- 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

District level team includes; superintendent, director of curriculum and instruction, director of student support and principals. In addition the supervisory union has a curriculum council which is an SU wide leadership team consisting of teachers, principals, and the director of curriculum and instruction. Results are communicated to teachers and staff through faculty meetings several times a year. Local assessment data is reviewed during grade level and team time. The action plan requires "Action plan updates" to the board twice a year, which includes review of student achievement. In addition, board presentations of particular student achievement data are given as the data is available and include a NECAP presentation, an AYP presentation, and presentations of data from our local common assessments. Families receive individualized reports of student performance for each local common assessment and all community have performance information available to them through school board presentations, "It's About Learning" newsletters, the annual school report and other community based publications.

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 the attached 2010 SIG proposals

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 toward implementation will be documented largely by outcomes. Extended day opportunities at MES will be measured by student attendance and participation rates and analyzing student achievement outcomes for students that participate. We have a goal of 50% of eligible students. Parent engagement activities will be measured by parental participation. Professional development strategies will be measured by attendance, participation and grade. Classroom observations, planning and reflecting conferences, and goal setting will be used to monitor teacher growth individually and to meet individual as well as systemic needs. Attendance and meeting minutes for data analysis and collaborative strategies will be submitted and reviewed by the principal. Goals associated with assessment and progress monitoring would be met by the creation of appropriate behavior and RtI structures and the development of common formative assessment and other progress monitoring tools.

The student achievement goals as indicated in the LSSU action plan are • Increase the number of students who achieve proficiency on state (NECAP) and district assessments (POA, DRP, ODWP, mathematics). A goal of 5% increase per year is considered significant.

- All schools in the Lamoille South Supervisory Union will meet their Adequate Yearly Progress (AYP) target in math and literacy.
- All students in Lamoille South will continue to grow academically and socially as measured by the Lamoille South comprehensive assessment system.

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.

see attached 2010 SIG proposals

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.