

Vermont School Improvement Grant Application

Spring, 2010

Supervisory Union/ District Name: Milton Town School District

Contact Person: Martin Waldron

Role: Superintendent

Email: mwaldron@mtsd-vt.org

Phone: 802.893.3210 ext. 1167

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: Martin Waldron

Date: 6/15/10

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 |
| Milton Elementary School | 00437 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <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"/> | <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"/> | <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"/> | <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"/> | <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"/> | <input type="checkbox"/> |
| | | <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:

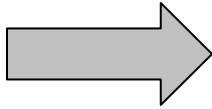
- c. Provide a narrative description of current conditions (including barriers) related to the following:
Directions: For each item (i through x) describe current conditions, including any barriers and how they will be addressed over the funding period.
- i. Board support (e.g., minutes and/or board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

- 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:

Input from staff, parents and community members is summarized in the second column (INPUT regarding issues, needs and priorities) of the MES Action Plan. See also the notes from a meeting of MES Faculty regarding needs and priorities for MES.

Summary of Findings:

Perceived Strengths (more than 50% rated as strong)

- The curriculum is aligned with state standards**
- The curriculum is aligned and focused across and within grades**
- The curriculum reflects rigor**
- All students are expected to master the curriculum**
- The school has a data team that meets to review student outcomes and a computerized student data tracking system.**

Areas of Perceived Need (more than 35% rated as Not Evident)

- The principal is recognized as the instructional leader.**
- There is a warm and welcoming climate with firm expectations for acceptable behavior**

- Social and emotional support systems are adequate for the student needs**
- The Principal is frequently in the classrooms**
- The 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.**

The work that has been done in curriculum development, alignment of curriculum and analysis of data are strengths within the school to build upon in FY11 and beyond.

There is wide concern regarding the adequacy of the social and emotional support systems, the role of the principal and the instructional practice and collaboration between classroom and special education teachers. These are areas of focus to be addressed in the improvement plan.

- 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:

A detailed presentation was made to the School Board on March 22, 2010 and is included for review. In addition, student scale score growth was analyzed and performance on various formative assessments (attached) was also considered in identifying essential action steps.

Analysis of Student Performance Data:

A significant trend noted in the AYP longitudinal data show that student performance on the NECAP has trended upward for all students including students participating in the Free and Reduced Lunch Program and students with disabilities.

Several questions were asked when reviewing the data:

- Is this general progress the result of changing classroom instructional practices?**
- Are there interventions that can be employed to accelerate the progress made by students with disabilities and students participating in the Free and Reduced Lunch Program?**

MES has employed a variety of interventions to try to accelerate student learning – summer school, after school programs, math and literacy programs delivered by expert faculty to accelerate student learning and individual education programs. In analyzing the results, there were mixed results and not consistent acceleration of student learning. Areas of concern to address in the school improvement plan:

- Matching intervention strategies to the learning profile of students**
- Develop, and provide professional development/coaching to faculty so that they can implement effective instructional interventions**
- Collaboration, communication and between classroom teachers and others providing instruction to accelerate**

students.

- Improve the intensity or frequency of programs provided students.**
- Focus on providing high quality instruction and supports to students in the classroom so that their learning is unified and not fragmented.**

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:*

Graduation Rate:

i. Completion Rate (2009 Cohort Completion Rate - 92.12%

ii. Drop Out Rate: Milton Middle School 0% Milton High School - 1.55%

iii. Discipline Referrals - see SWIS End of the Year Report

iv. School Action Plan Priorities

1. Continue to develop and support TLCs - focus on instruction, data analysis, effective instructional interventions and collaboration between individuals providing instructional services to students.

2. Strengthen the link between special education services /providers to classroom teachers and programs - link special education progress data to the VCAT system, develop progress monitoring and present level of performance forms for use in VCAT

3. Ensure that the social and emotional support systems are adequate to meet student needs - Continue PBIS implementation, provide professional development & coaching to support students and teams

v. Highly Qualified Teacher Data: Percentage of core academic classes NOT taught by highly qualified teachers = 3.31% (source VTDOE, Jan. 7, 2010 memo)

vi. Child Count by disability:

Total: 286

Autism Spectrum 15, developmental Delay 51, Emotional Disturbance 38, Learning Impairment 16, Other Health Impairment 29, Specific Learning disability 91, speech or Language Impairment 35

- x. **ELL Students: 6**
- vii. **Number of students with disabilities in regular classrooms for more than 80% of the time = 91.4%**
- viii. **Number of out of district placements = 3**
- xi. **Number of Student Eligible for Free and Reduced Price Lunch: 184**
- xii. **Most recent Youth Risk Behavior - enclosed**

Conclusions:

Milton has a lower (than the state average) percentage of students participating in the Free & reduced Price Lunch Program which seems to be at odds with the general perception that Milton is a high poverty area. Although the total number of students on EIP is close to the state average Milton has 38 students with emotional disturbance which may contribute to the perception that Milton has a great many high needs students.

The drop out rate used to be above the state average and now it is below the state average. This would indicate that the system found ways to encourage and support students in their efforts to complete High School.

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

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

The self assessment is attached.

- f) If a school has an existing school improvement plan and/or plan for restructuring under the Vermont State Accountability System and the related Commissioner's Required Actions, the School Improvement Support team will review this plan with the SU School Support team and school leadership team to assist them in incorporating any new strategies established by this application, into their plan.

This item is addressed in h) ii) below.

- g) The application reflects consideration of the required and permissible elements as outlined in the Transformation model and addresses which of those strategies it is committed to pursuing with these funds.

Directions: *Indicate the required and permissible activities considered:*

Transformation Model 1D: Provide staff with ongoing, high-quality, job embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to meet the needs of students in a transformation school.

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

Transformation Model 1D: Provide staff with ongoing, high-quality, job embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to meet the needs of students in a transformation school.

- 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

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.

The District School Support Team will provide monthly oversight of implementation of all school improvement activities. Student performance data on local assessments will be monitored on a monthly basis by the District School Support team, and on a trimester basis by TLCs.

- 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) Number of minutes in the school year: student minutes = 70,000 Faculty minutes = 84,690.

2) Student participation rate in reading an math = 100%

3) Drop out rate= 1.55%

4) Student Attendance Rate = 88.17%

5) Number and percentage of students completing advanced coursework (i.e. AP/IB)

6) Discipline incidents = 1906 SWIS

7) Truants 0

8) Distribution of teachers by performance level = Satisfactory - 1 Unsatisfactory 1

9) Teacher Attendance Rate School Year 09-10 MES Faculty Absences

| | total absences | % of Absences |
|--|----------------|--------------------|
| Association Business | 3.5 days | 0.18% |
| Bereavement | 23 days | 1.20% |
| Extended Leave | 9 days | 0.47% |
| FMLA | 82 days | 4.28% |
| LWOP - School Board | 75 days | 3.92% |
| LWOP- Supt | 67.5 days | 3.53% |
| Military | 5 days | 0.26% |
| Personal 1 & 2 | 138 days | 7.21% |
| Personal 3 & 4 | 103.5 days | 5.41% |
| Professional Admin Directed | 273 days | 14.26% |
| Professional | 102 days | 5.33% |
| Religious | 4.5 days | 0.24% |
| Sick Bank | 10 days | 0.52% |
| Sick Days - Family | 202.5 days | 10.58% |
| Sick Days - Self | 527 days | 27.53% |
| Jury Duty | 8.4 days | 0.44% |
| PD from MLP | 280.5 days | 14.65% |
| Total absences all categories = | | 1914.4 days |
| Total faculty | 82 | |
| Total Work Days (185 x 82) | 15170 | |
| Faculty Attendance Rate | | 87.4% |

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.

Reasons to hire outside providers

Marge Lipson and Pam Chompsky-Higgins - are continuing work with k-2 teachers to develop an RTI intervention model in literacy. Coaching regarding implementation of instructional interventions will also take place in classrooms. A second year of this work is necessary to focus on classroom interventions.

Duffy Miller - Provide training to the Leadership Team on implementation of the Danielson evaluation model. Develop "walk-through" protocols and monitor implementation of this model to ensure consistency of focus and the provision of quality feedback to educators.

Loree Silvas - Math consultant to continue work with K-2 teachers to develop o develop an RTI intervention model in literacy. Coaching regarding implementation of instructional interventions will also take place in classrooms. A second year of this work is necessary to focus on classroom interventions. Will be supported with CGP funds.

Behavior Interventionist - to be recruited to work with the principal, and teachers to develop appropriate plans to address student needs. This individual will provide training in functional behavioral assessment to teams.

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 I) c. i-ix)

Adequate time for TLCs to meet has been identified as a barrier to team function - the Faculty contract was recently negotiated and that included an extra hour a week of meeting time for TLCs to meet.

Intrusion of other topics (curriculum development, information sharing) into the TLC time took time away from the essential work of the TLCs. Other mechanisms for sharing information and to discuss curriculum matters will be utilized.

TLC meetings took place three days a week for 35 minutes each meeting. This was not enough time for the TLCs to dig into data and assessment. The extra hour that was negotiated and the provision of half day data sessions three times a year will provide in-depth time for TLCs. Local funds will be provided to pay for substitutes so that TLCs may meet.

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.

The transformation strategy that was selected relates to focused professional development which is a form of systematic capacity building. Over the last 3 years, the District has worked to develop:

- Math and ELA curricula that are rigorous aligned to state standards with power standards identified.
- Progress monitoring system to provide information to teachers, principals and district leaders.
- Progress monitoring system that includes state, local and formative assessment data
- Formative assessments to provide information regarding student performance and instructional effectiveness.
- Align IEP goals with standards and grade level expectations
- Develop, support and nurture grade level teams so that they have the time and capacity to address student needs and instructional practice.

The SIG the activities presented in the grant continue the work that has been started.

Focused Professional Development: The emphasis on the focused professional development has shifted to the implementation of research based instructional practices by providing ongoing coaching to staff members. The coaching and monitoring of instructional practice is necessary to ensure consistency of practice and it is a necessary step to improve student performance.

Summer School & After School Programs – these programs serve two purposes. First they provide a laboratory opportunity for faculty to implement effective instructional practices. Various interventions are “field tested” to determine effectiveness in addressing student needs. Second, these programs provide an opportunity for students to make academic progress and experience a sense of success as they make progress. We have successful programs in place at the middle and High School levels and we are working to develop the elementary program to provide student success. The district will support the elementary program from local funds when an effective program has been proven and can be replicated.

Progress Monitoring: To support the work of TLCs and to provide important data for instructional decision making, the VCAT system has been utilized for both curriculum development and collection of student performance data. The emphasis for the FY11 year is to incorporate information regarding goals and progress for students relative to their accommodation plan goals (IEP, 504, EST) into the VCAT system so that teachers, special educators and administrators have this performance information available to them when TLCs meet to review student progress. Additionally, individual student accommodation plan templates have been developed, exiting student plan data will be transferred to the VCAT system so that monitoring of student progress will become a requirement of the reporting system. These changes will build capacity of the system in this and in future years.

- 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 district has as part of it’s agreement with faculty a fund of \$150,000 dedicated for professional development. This is an ongoing commitment.

Similarly, the district has budgeted \$60, 000 for teacher curriculum leader positions which are used to support curriculum development and implementation activities.

The focus of our CFG has been on developing a rigorous, consistent and accessible curriculum k-12. To that end the District has a Director of Curriculum and Instruction who devotes his full professional time toward that end.

The district has partnered with the University of Vermont and the Tarrant Foundation to develop programs that engage students and professionalize the services that are provided students with disabilities

The progress monitoring, assessment, and curriculum systems have been developed and those will be supported locally and that support will be continued into the future.

The District and school leadership teams review student progress and instructional effectiveness to identify areas for development and or growth. This analysis lends direction to short and long range planning.

- 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.

Funding sources include:

- local funds as noted above**
- Consolidated Federal Grant**
- State of Vermont school support**

- Plan for induction and mentoring of new staff.

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

Development of an induction and mentoring system for new staff is a high priority. Three years ago the District used the Danialson mentoring program but when the district offered an early retirement program to teachers the system was overwhelmed with new faculty members and not enough mentors. Principals provided monthly mentoring sessions for new staff. Although these activities helped the district to meet the needs of new staff it did not fully meet the needs of new faculty. In conversations with new faculty that had participated in the Danialson program, they thought the program was not helpful in the first year of teaching when they were caught-up in trying to get oriented to a new school, students, procedures, etc.

The district will form a committee assess the needs of new faculty that have come into the district in the last 3 years, research programs that are offered in the area and develop a system to be implemented in FY12.

- Create a district level team that examines and reports on achievement levels for all students and subgroups for all schools in the supervisory union on a bi-annual basis. State assessment results are communicated annually to teachers, staff, family and community members and school boards. Appropriate response strategies are incorporated into school action plans.

Include these activities as responsibilities of the SU/District School Support Team

The members were already listed in the Local Action Plan. I'm not sure if you are looking for credentials or biographical information.

Martin Waldron, Superintendent
Kerry Sewell, Director of Curriculum and Instruction
Tammy Boone, Coordinator of Data and Assessment
Tim Dunn, Director of Student Support Services
Meagan Roy, Assistant Director of Student Support Services

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 attached 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.

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)

Not applicable - MES is Tier III

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.