

Vermont School Improvement Grant Application

Spring 2010

Supervisory Union/ District Name: **Rutland South Supervisory Union**  
Contact Person: **Bernie Peatman or Walter Goetz (Superintendent)**  
Role: **Curriculum & Assessment Coordinator**  
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Phone: **802-238-0455**

This grant application must be submitted with:

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

Superintendent Signature:

  
\_\_\_\_\_

Date:

6/14/10

SIG LEA Application

## I. Introduction

As part of our preparation to apply for a “School Improvement Grant” we conducted an analysis of formal and informal data, related to Academic Performance by all Mill River Students. This analysis was done in order to better prioritize factors that would improve student performance. The results of our analysis provided excellent information that we will be using to improve the following:

1. Curriculum
2. Instruction
3. Student assessment
4. Evaluation and support for our instructional staff

## II. Data Analysis Items

### 1. NECAP

NECAP information includes results for the past three years for all students and subgroups in Reading, Writing, Math, and Science. The table below (Math and Reading for 2007, 2008, 2009) is an example of some of the data that we are looking at. There are several more charts and analysis available that include:

- 1-1 Analysis of Separate NECAP scores for Middle School and High School Groups
- 1-2 Analysis of specific content strands for multiple groups
- 1-3 Correlation of instructional priorities with NECAP results for all Groups
- 1-4 Correlation of our Power GE’s with NECAP results
- 1-5 Review of integration of NECAP released items and Riverdeep items into our curriculum
- 1-6 Analysis of NECAP Proficiency levels and AYP Indexes
- 1-7 Analysis of NECAP Scaled scores relative to longitudinal progress for individuals and classes.

<b>Reading Achievement Index for Fall 2009 NECAP Administration</b>				
Group	Number	AMO	M.R. Index	LCB
All Students	208	435	471	417
Not Free and Reduced	155	435	481	415
Free/Reduced Lunch	53	435	439	400
Without Disability	168	435	485	415
With Disability	40	435	409	395

<b>Math Achievement Index for Fall 2009 NECAP Administration</b>				
Group	Number	AMO	M.R. Index	LCB
All Students	207	394	407	373
Not Free and Reduced	154	394	419	369
Free/Reduced Lunch	53	394	373	352
Without Disability	167	394	433	370
With Disability	40	394	300	346

<b>Reading Achievement Index for Fall 2008 NECAP Administration</b>				
Group	Number	AMO	M.R. Index	LCB
All Students	161	435	443	415
Not Free and Reduced	115	435	450	411
Free/Reduced Lunch	46	435	427	398
Without Disability	132	435	469	413
With Disability	29	435	328	388

<b>Math Achievement Index for Fall 2008 NECAP Administration</b>				
Group	Number	AMO	M.R. Index	LCB
All Students	161	394	393	370
Not free and Reduced	115	394	412	366
Free/Reduced Lunch	46	394	345	349
Without Disability	132	394	421	367
With Disability	29	394	263	338

<b>Reading Achievement Index for Fall 2007 NECAP Administration</b>				
Group	Number	AMO	M.R. Index	LCB
All Students	194	435	445	417
Not Free and Reduced	143	435	458	414
Free/Reduced Lunch	51	435	407	400
Without Disability	157	435	472	415
With Disability	37	435	328	394

<b>Math Achievement Index for Fall 2007 NECAP Administration</b>				
Group	Number	AMO	M.R. Index	LCB
All Students	194	394	393	372
Not Free and Reduced	143	394	411	368
Free/Reduced Lunch	51	394	343	352
Without Disability	157	394	417	370
With Disability	37	394	291	344

Analysis of these NECAP results has provided data that will help us as we move forward. Analysis indicated the following:

- SPED students consistently fail to meet the LCB for Literacy and Math
- Free and Reduced lunch scores in Math improved significantly this year. We believe positive contributing factors that have significant data correlations for reliability are:
  - \*Curriculum realigned to the Vermont Grade Expectations in Math
  - \*Student participation in Math LABS
  - \*More Tier 1 Differentiated Instruction in math
  - \*Beginning implementation of Progress Monitoring systems for Tier 2
  - \*Enhanced motivational strategies before and during instruction and testing
- Procedural Fluency in Math is most lacking in Free and Reduced and Students with Disabilities.

- Fact Retrieval Fluency is an overall weakness of most students and especially Students with Disabilities.
- Numbers and Operations skills/concepts are not evident to the degree required to allow proficiency in other strands.
- Data Statistics and Probability skills/concepts appear to be more highly developed than expected in some areas, i.e. expected as a result of numbers and operations scores.
- Basic Reading skills appear to be strong, however we feel non-fiction and informational text comprehension strategies need improvement through explicit and discrete support.
- Writing skills need support as is the case throughout the state. Overall conceptual understanding of Purpose, Organization, Detail/Elaboration and Structures is not apparent from review of the annotations supplied by Measured Progress.

## **2. MAP (Measures of Academic Progress) Scores**

This was our implementation year for MAP. We administered a combination of the short and long (with goals) versions in January/February and May to our entire grade 7-11 students in Literacy and Math. We found a strong correlation to NECAP scores. Although data analysis is preliminary and not statistically reliable during an implementation year, we are excited about the future use of MAP as both a Universal screening tool and diagnostic instrument.

## **3. AIMSweb**

AIMSweb Maze comprehension probes are being administered to all 7-12 students. This is also an implementation year.

## **4. Local Assessments**

Local Assessments have been developed as Tier 1 Universal Screenings and as Tier 2 Progress Monitoring tools as follows:

- Math Local Assessments for Tier 1 Focus on Curriculum/Concept Assessments.
- Math Local Assessments for Tier 2 focus on Skills assessment.

The results from these assessments emphasize the need for improved Fact Retrieval Fluency and Procedural Fluency for all student populations and most specifically for the Free/Reduced Lunch and Students with Disabilities sub groups.

Literacy Local Assessments have been developed for Tier I Universal screenings and for Tier 2 Progress Monitoring. These assessments are developed from the following sources: curriculum based materials, NECAP released items, and Riverdeep database items. Items are scored by individual teachers and in PLC's. In general the assessment results seem to indicate that non-fiction and informational texts present more difficult comprehension challenges for most student populations but especially for Free/Reduced lunch and students with disabilities.

## 5. Major Factors for Rapid Change

### ATTACHMENT B

#### INITIAL SELF ASSESSMENT OF MAJOR FACTORS FOR RAPID CHANGE IN SCHOOL IMPROVEMENT

(As adapted from *A Theory of Change*, Richardson, 2009)

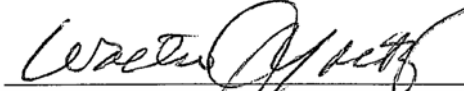
School Name:

**Mill River**

Superintendent (name):

**Walter Goetz**

Superintendent (signature):



Date: 6/14/10

Major Factors Contributing to Rapid Change in School Improvement	Not Evident	Emerging	Strong
1. The Principal has communicated a sense of urgency with a prioritized plan for improvement and is present and recognized in the school as the instructional leader. The Principal can identify priorities for action and "quick wins."		X	
2. All teachers and administrators know what a continuous improvement system is, how it works, and that the basis of that system is accountability through regular examination of student outcomes.		X	
3. The curriculum has been aligned to state standards and focused from K-12 and all teachers understand the main focal points that must be taught over the year. The curriculum is based on high expectations and rigorous requirements for all students.			X
4. The schedule permits common planning time, grade level meetings, data team meetings, and after-school focus on curriculum and instruction. The schedule is focused on student academic and social success and does not get bogged down in several different and weakly defined initiatives.		X	
5. Each grade level has common formative assessments that are given on a regular basis, tracked for each student, and reviewed at data team meetings.		X	
6. A school data team reviews student progress on formative and other assessments and reports these results regularly to the faculty. There is a computerized school data system in place for tracking all student outcomes.		X	
7. Professional development is delivered in schools and classrooms by experts among the staff or outside consultants, and is focused on areas identified as needing improvement by the school accountability system. Teachers share what they have learned and visit each others classrooms.		X	
8. The teacher evaluation system is capable of identifying teachers who are not providing adequate instruction in the classroom, and remediation efforts are time limited.		X	
9. Paraprofessionals must have an Associates Degree, must have passed a mathematics or reading test, and must have taken a district training program.	X		
10. The special education and student support system emphasizes regular classroom instruction, a response to intervention system, and an accountability system that is aligned with the formative assessment system and curricular expectations of the regular classroom.		X	
11. Resources are equitably distributed across all classes and support systems.			X
12. Social and emotional support systems reflect the needs of the students and their resources.		X	
13. Schools develop career and college readiness programs in middle school and continue those programs throughout high school with defined pathways to college, internships, and supports.		X	
14. There are preschool, after-school, and summer programs available for all students needing more support.		X	
15. There is evidence of community and business support or partnerships.		X	

Analysis of the “Major Factors for Rapid Change” assessment completed by the Leadership Team indicates the following:

- 5-1 Professional Development for paraprofessionals is needed.
- 5-2 Most items are emerging but few are strong. This indicates that progress may be occurring but a substantial and focused effort must be on-going if this progress is to continue. Professional development will be key to the continued progress.
- 5-3 Responses from the Leadership Team as evidenced in the above survey seem to be very similar to the responses from teachers in the staff survey on the following page.

## 6. Initial School Capacity Self Assessment

### ATTACHMENT E – Initial School Capacity Self Assessment

*As adapted from A Theory of Action (Richardson, 2009)*

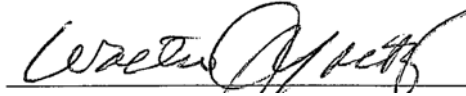
School Name:

**Mill River**

Superintendent (name):

**Walter Goetz**

Superintendent (signature):



Date: **6/14/10**

Factors for Assessing School Capacity to Improve/Actions to	Not Evident	Emerging	Strong
The Principal has communicated urgency, vision, and a plan	44%	28%	28%
The Principal is recognized as the instructional leader.	40%	35%	25%
All staff know how a continuous improvement system works.	28%	50%	22%
The curriculum is aligned and focused across and within grades.	0%	67%	33%
The curriculum is aligned with state standards.	0%	70%	30%
The curriculum reflects rigor.	0%	65%	35%
All students are expected to master the curriculum.	23%	62%	15%
The school has a data team that meets to review student outcomes and a computerized student data tracking system.	8%	72%	20%
All teachers review their student data regularly.	28%	60%	22%
Common formative assessments have been developed for each grade across all grades in the school and are tracked by the student data system	12%	75%	13%
The schedule permits common planning time and is focused on academic improvement and social support.	12%	66%	22%
There is a warm and welcoming climate with firm expectations for acceptable behavior.	6%	78%	16%
Paraprofessionals have passed proficiency requirements.	50%	50%	0%
Professional development is provided in classrooms and is focused on school areas of need identified by the accountability system.	22%	48%	30%
The Principal is frequently in classrooms and the teacher evaluation system is effective in improving teaching and learning	48%	50%	2%
Teachers reflect the climate of open communication by visiting one another's classes and sharing lessons and other materials	30%	54%	16%
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	28%	60%	12%
Resources are equitably distributed across classes and support systems	22%	50%	28%
Social and emotional support systems are adequate for the student needs.	17%	50%	33%
There are preschool, after school, and summer programs for all students.	4%	66%	30%
There is evidence of business and community support.	11%	56%	33%
Career and college readiness programs begin in middle school and offer pathways to college, internships, and supports in high school.	12%	66%	22%

Analysis of the results of the “Initial School Capacity Self Assessment” survey indicates the following:

6-1 Responses related to the Principal are probably influenced by two factors:

- The staff is split between the Middle School and High School and each has separate administrators.
- The present High School Principal is in an interim basis and has been since June of 2009.

6-2 The vast majority of staff responded that most items are emerging or strong. This is, at least in some part, a result of school efforts to respond to our AYP School Improvement Plan developed and implemented last year.

6-3 Professional Development for Paraprofessionals needs to be a priority.

6-4 Professional Development in the classroom needs to be enhanced.

6-5 Teacher responses to the “Initial School Capacity Self Assessment” are very similar to the Leadership Teams responses to the “Major Factors for Rapid Change” assessment.

## 7. State Data

<b>Data Category</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>
Graduation Rate	89.44%	73.17%	83.2%
Drop-out Rate	4.57%	3.00%	3.25%
Discipline Referrals	15	112	32
School Action Plan Priorities			
Highly Qualified Teacher Data-Core Courses not taught by HQT staff	4.07%	2.1%	1.9%
Child Count by Disability Category			
Developmental Delay	0	0	0
Learning Impairment	14	12	9
Specific Learning Disability	35	36	31
Visual Impairment	0	1	1
Deafness/Hard of Hearing	0	0	1
Speech or Language Impairment	22	21	11
Orthopedic Impairment	0	0	0
Other Health Impairment	22	28	31
Emotional Disturbance	15	12	19
Autism Spectrum disorder	5	5	6
Traumatic Brain Injury	5	3	3
Deaf-Blindness	0	0	0
Multiple Disabilities	0	0	0
Percent of students with disabilities in the general education classroom more than 80% of the time	72.9%	66.4%	67.5%
Number of students in out of school placements	3	3	6
Number of students in alternative day placements	1	0	0
Number of ELL students	2	0	1
Number of students eligible for free and reduced lunch	158	132	180
Most Recent “Youth Risk Behavior Survey”	<a href="http://healthvermont.gov/pubs/yrebsResultsbyLEA.aspx">http://healthvermont.gov/pubs/yrebsResultsbyLEA.aspx</a>		

## 8. Required Data elements

<b>Data Element</b>	<b>2009-2010</b>
Number of minutes within the school year	<b>69,685</b>
Student Participation Rate on State Assessments by subgroups that qualify for identification	
<b>Reading/Language Arts</b>	
All Students	<b>100%</b>
Not Free and Reduced Lunch	<b>100%</b>
Free/Reduced Lunch	<b>99%</b>
Without Disability	<b>100%</b>
With Disability	<b>100%</b>
White	<b>100%</b>
<b>Math</b>	
All Students	<b>100%</b>
Not Free and Reduced Lunch	<b>100%</b>
Free/Reduced Lunch	<b>99%</b>
Without Disability	<b>100%</b>
With Disability	<b>100%</b>
White	<b>100%</b>
Dropout Rate (2009-2010)	<b>3.25%</b>
Student Attendance Rate	<b>94.27%</b>
Number/percentage of students completing advanced coursework, early college high schools or dual enrollment classes	<b>97/ 23%</b>
Discipline Incident	<b>32</b>
Truants	<b>4</b>
Distribution of teachers by performance level	<b>Distinguished = 23%</b> <b>Proficient = 44%</b> <b>Basic = 27%</b> <b>Unsatisfactory = 6%</b>
Teacher Attendance Rate	<b>95.49%</b>

## 9. Input from Overall Staff and Specifically by Department

Input from the Mill River Staff regarding student performance was solicited and provided through faculty meetings and numerous department meetings. Prioritized items are listed below.

- 9-1 Staff needs time to meet in PLC's to look at student work collaboratively to identify challenged students, discuss curriculum, instructional, and assessment improvements.

- 9-2 Administration must set and be clear about school priorities. Additionally, administration must hold staff accountable for these priorities.
- 9-3 Grade Expectations must be fully integrated across all content areas.
- 9-4 The arts, etc. cannot be left behind.

**10. Input/Support from Mill River School Board**

- 10-1 The Mill River Board decided to resign from NEASC in order to focus Mill River’s efforts in the area of “School Improvement” as directed by AYP requirements.
- 10-2 The Mill River Board has added Literacy and Math Lab staff positions at the High School.
- 10-3 The Mill River Board has required all staff to complete similar curriculum and assessment work that is being required of Literacy and Math.

**III. Data Analysis Identification of Strengths/Assets**

The analysis highlighted several strengths/assets that will help us as we implement the strategies in the areas listed above. Some of these assets are presently in place at Mill River and are listed below:

1. Curriculum Review for Grades 7-12 was started in the Spring of 2009
2. Curriculum Guides are completed for all Math & Literacy Courses
3. Curriculum Guides for all Content areas will be completed by December of 2010
4. All Core Curriculum is aligned to the Vermont Grade Expectations
5. An RTI model was instituted during the 2009-2010 school year and has the following framework in place:

5-1 Data Tracking system using the VDC that includes Local Assessments, MAP, AIMSweb, NECAP, etc.

5-1 Universal Screening using MAP, AIMSweb, and local assessments

5-2 Tier 2 Interventions that include:

- Full time Literacy Lab Staff (6 periods per day)
- Math Labs (4 periods per day)
- Progress Monitoring using AIMSweb, MAP, NECAP Released Items, Riverdeep, etc.
- Explicit and Discrete Instruction and Curriculum
  - \*Focus on basic comprehension skills and writing summaries in Literacy Labs
  - \*Integration of “Fact Retrieval Fluency” and” Process Fluency” in all Math Labs
- Opportunities for PLC’s to meet and discuss student work using data analysis, tuning protocols etc.

5-3 Tier 3 SPED Professional Development and Curriculum are being reviewed

6. PLC's in Literacy and Math have been and are meeting to review/present instructional strategies that could be improved to include more :
  - Tier 1 Differentiated Instruction
  - Focused instruction in areas of weak student performance
  - Improved and alternative student motivational strategies
7. Course Work completed by all 9-12 Math Teachers that was used to help prioritize curriculum topics and align instruction to the Vermont Grade Expectations (The course completed by all 9-12 staff was "No GE Left Behind"—Aligning GE's to your high School Math Program---Elaine Watson-Summer 2009)
8. New Principal assuming the position on July 1, 2010
9. Strong School Board support (conceptually and fiscally) for Instructional, Curriculum and Assessment updates/improvements

#### **IV. Data Analysis Identification of Areas to Enhance/Improve**

The analysis of the formal and informal data also provided direction for areas to enhance and for new/different directions that should be addressed. Below are our priorities for enhancement and new directions:

1. Develop a Leadership team for the implementation of the targeted strategies. The team should include The Superintendent, Student Services Director, Curriculum Coordinator, High School Principal, Middle School Director and Team Leaders. The Leadership Team should meet once a month
2. Enhance the present Data Team structure to improve efficiency and effectiveness in providing data training and analysis for all staff
3. Addition of a Math position for Grades 9-12 at Mill River High School
4. Addition of Math and Literacy Instructional periods by HQT staff for SPED students
5. Enhancement of a school-wide philosophy that recognizes and includes motivation and attention to student affective domain needs as part of the total educational picture.
6. Professional Development for SPED Teachers and all Paraprofessionals in the areas of Math and Literacy
7. Professional Development for all staff in the area's of PLC's and Protocols
8. Designation of Grade 7-12 Math and Literacy Teacher Leaders/Coaches with stipends and designated time during the day to support staff
9. Mobile Computer Lab to increase effectiveness of Individualization in Tier 1 and Tier 2 supports
10. Software/Licenses that facilitate individualized basic skill remediation. The software/licenses must include pre-tests, progress monitoring, post-tests, leveling, and remedial instructional options built-in.
11. Stipends to pay staff to meet beyond contracted hours individually and/or as PLC's:
  - 6-1 Review and analyze student work
  - 6-2 Develop more local assessments
  - 6-3 Continue to discuss and refine instructional strategies

## V. Capacity To Use School Improvement Funds

Evidence of our capacity to use improvement funds can be evidenced by:

- Effective use of last years pass through funds
- Blending of requested improvement funds with other sources to increase the impact of our school improvement initiatives
- Progress made last year in the areas of
  - \*\*\*Curriculum Guides
  - \*\*\*PLC's
  - \*\*\*Development of Local Assessments
  - \*\*\*Development of Progress Monitoring System
  - \*\*\*Development of a Data collection and analysis system with the VDC
  - \*\*\*Implementation of MAP

## VI. Evidence-based Practices and Fidelity of Implementation

Evidence-based practices that we have already incorporated and will incorporate are:

1. Dufor's guidelines for PLC's
2. Protocols such as "Tuning" and "Atlas" will be used in PLC's
3. "Data Driven Instruction"—15 Mill river staff have attended a two day training conducted by Bob Stanton
4. MAP as a universal screening and diagnostic tool
5. AIMSweb as a universal screening tool
6. Navigator as a Tier 2 Intervention support
7. Extensive Professional Development for paraprofessionals in the area of remediation for students in basic computation skills and comprehension skills
8. Individualization of instruction through the use of technology, i.e. computer applications that include pre-tests, exercises, progress monitoring, tutorials, post-testing, data aggregation, and display/printouts for teachers

### Fidelity of Implementation

1. The Local School Improvement Team will meet monthly to review and insure implementation of our plan and specifically all Evidence-based Practices.
2. The High School Principal, Middle School Director, and Curriculum Coordinator will regularly visit classes with the explicit goal of determining if the items in the School Improvement Plan are being implemented with fidelity.
3. The Mill River Data Team will track universal screenings in all areas, instructional strategies and materials, pre-tests, Professional Learning Communities, Progress Monitoring and post-tests, among other data items.
4. The above listed items will be used to validate effective practices and/or facilitate the review and improvement of practices that are not producing quantifiable evidence of improvement.

## **VII. Outline of the Need and Procedures for Recruitment of External Providers**

As part of our implementation of Professional Development, we will be utilizing some external providers as well as our own teacher leaders. We will need these external providers/consultants and teacher leaders in order to provide high quality Professional Development for our staff. This Professional Development will be in the areas of both initial instruction and remediation in math and literacy. The Professional Development will be provided in workshops as well as in class support. Items that we will consider when contracting with providers are

1. External Providers will only be contracted after unambiguous needs are identified.
2. These needs will be developed after input has been gathered from all stakeholders.
3. Clear Goals and Expectations will be provided for the consultants and pay will be approved only if and after goals have been met.
4. Selection of External Providers will include requirements of both related academic background and positive field experience that can be documented and is aligned to our needs.
5. Appropriate advertising and opportunity for all to apply will occur before any external provider is contracted.
6. Any contracted External Provider will report to a designated supervisor who will insure that the District's needs are being met and that the provider is receiving the necessary support.
7. Failure of a contracted provider to meet the stated goals or to be making reasonable progress towards the stated goals will result in termination at partial payment of the contract.

## **VIII. Align Other Resources With the Interventions**

See budget

## **IX. Modification of Practices or Policies To Implement the Interventions Fully and Effectively**

Modifications include:

1. Teachers in Math and Literacy have agreed to meet as PLC's in place of some of their contracted planning periods
2. Literacy and Math Teacher Leaders/Coaches will be appointed and paid a stipend in order to provide staff support
3. Staff will be required to follow the core curriculum which is aligned to the Vermont Grade Expectations
4. Some students in Literacy Lab will participate in a humanities course that includes both Social Studies and English skills. The course will be team taught by our Literacy Teacher Leader and a Social Studies teacher

Barriers and actions to address these barriers

1. **Barrier:** Administration in transition at the RSSU level and at Mill River has made consistent implementation of strategies/programs difficult.

**Action:** We now have a new Superintendent, and a new High School Principal, that are committed to our School Improvement efforts.

2. **Barrier:** Staff reluctance to change

**Action:** 2-1. The Mill River School Board has prioritized and mandated changes that support our School Improvement efforts

2-2. Through education and committee work several teacher leaders have emerged who are now leading our School Improvement Effort

3. **Barrier:** Financial Resources to implement needed change/improvements

**Action:** 3-1 Reallocation of local funds to support School Improvement initiatives

3-2 Dedication of CFG funds to support School Improvement initiatives

3-3 Availability of SIG funds (Extremely important in order to develop critical mass)

## **X. Sustainability of the Reforms After the Funding Period Ends**

Sustainability of School Improvement initiatives have been addressed in the following manner:

1. Funding for Math Position-- Staff retirements in the next year or two will allow for additional local salary commitment to the math position
2. Mobile Math Lab—Maintenance and replacement costs are built into our technology fund
3. The majority of the remainder of the funds is for consultants, staff stipends and temporary staffing that would support enhanced Professional Development that is needed. These supports would be provided in the future through Title IIA funds
4. Mentoring using the Charlotte Danielson model (Pathwise) have been and will continue to be a strong part of school plan

## **XI. Focus of the School Improvement Grant**

Our School Improvement Grant will focus on the:

***“Transformation Model”***

***Comprehensive Instructional Reform Strategies (item 2)***

### ***Required Activity***

***(A) Use Data to identify and implement an instructional program that is research-Based and vertically aligned from one grade to the next as well as aligned with the state academic standards***

### ***Permissible Activity***

#### ***(B) Implement a schoolwide “response to intervention” model***

The following focuses will facilitate the implementation of the above sections of the Transformation Model:

1. Provide 3 more Math Labs per day to support our most challenged math students (Free & Reduced Lunch and Students with Disabilities)
2. Purchase a mobile Math Lab to allow individualized math and literacy instruction in regular classrooms and in math and literacy lab
3. Provide Professional Development for all of our Special Education Staff (teachers and paraprofessionals) in the areas of basic Literacy and Math remediation. All staff would participate in a minimum of 6 days of Professional development in the areas of basic math and literacy interventions. In addition, all Special Education staff would receive in class support from consultants and/or teacher leaders.
4. Enhance our RTI model through:
  - Enhanced use of Data Driven Instruction
  - Enhanced use of PLC’s
  - Continued refinement of our Local Common assessments
  - Continued refinement of our Progress Monitoring structure

## **XII Goals**

1. **Improve AYP Math index for Students with Disabilities by 7% per year for three consecutive years**
2. **Improve the AYP Math index for F&R Lunch students by 5% per year for three consecutive years**
3. **Provide Professional Development (minimum of two full days) in the areas of math and literacy remediation to 90% of the Mill River staff in both the 2011 and 2012 School years. We will quantify success in this area in two ways.**
  - 3-1 **Pre and post survey of staff regarding their opinions of their own skills in these areas**
  - 3-2 **Positive administrative evaluations that specifically evaluate and refer to increase expertise in these areas**
  - 3-3 **5% improvement in student scores on both MAP and NECAP assessments**
4. **Provided imbedded Professional Development in math, for the 2010-2011 school year, for 100% of the Mill River Special Education Staff (teachers and paraprofessionals)**
  - 4-1 **Pre and post survey of staff regarding their opinions of their own skills in these areas**
  - 4-2 **Positive administrative evaluations that specifically evaluate and refer to increase expertise in these areas**
  - 4-3 **5% improvement in student scores on both MAP and NECAP assessments**

### XIII Budget

Items	Funding Source					Total
	SIG	Local	CFP	IDEA	Other	
Additional Math Position @ Mill River	\$20,000	\$25,000	\$5,000			\$50,000
Data Team Leader	\$5,000		\$1,000			\$6,000
Data Team stipends			\$5,000			\$5,000
Literacy Lab extended 1 Period per day	\$6,000		\$1,000			\$7,000
Mobile Computer Lab	\$20,000	\$3,000	\$2,000			\$25,000
Software to Support Tier 2 Math Interventions	\$5,000	\$2,000	\$1,000			\$8,000
Software to Support Tier 2 Literacy Interventions		\$2,000	\$2,500			\$4,500
Math staff to Co-teach 1 period with SPED Staff		\$10,000				\$10,000
Literacy staff to Co-teach 1 period with SPED Staff		\$10,000				\$10,000
Math Lab extended 1 Period per day	\$5,000		\$5,000			\$10,000
Stipend to pay for extra period of Literacy Lab			\$10,000			\$10,000
Consultant to provide PD with SPED Math Staff	\$2,000	\$1,000	\$2,000	\$3,000		\$8,000
Consultant to provide PD with SPED Literacy Staff	\$2,000		\$2,000	\$3,000		\$7,000
Stipends to pay staff for Math Curriculum work beyond Contracted Hours		\$5,000	\$17,000			\$22,000
Stipends to pay staff for Literacy Curriculum work beyond Contracted Hours		\$2,000	\$8,000			\$10,000
Provide an integrated approach for the MR staff regarding Student Motivation					\$20,000	\$20,000
	\$65,000	\$60,000	\$61,500		\$20,000	\$212,500