

Vermont School Improvement Grant Application

Spring, 2010

Supervisory Union/ District Name: Washington South Supervisory Union

Contact Person: Dr. Michele Fagan

Role: Superintendent of Schools

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Phone: 802-485-9000 ext. 4126

This grant application must be submitted with:

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

Superintendent Signature:

Date: _____

LEA APPLICATION

DIRECTIONS: PLEASE NOTE THAT THIS APPLICATION MUST INCLUDE INFORMATION AND RESPONSES FOR ALL TIERED SCHOOLS IN YOUR SU OR DISTRICT. FOR SOME DISTRICTS YOU MAY HAVE MULTIPLE ENTRIES IN THE TIER III SECTIONS. FOR SUPERVISORY UNIONS /DISTRICTS WITH ONLY TIER III SCHOOLS, GO TO THE APPROPRIATE PORTION OF SECTION B INDICATED BY THE ARROW.



In Vermont, for the purposes of the School Improvement Grant, when we refer to the LEA, we are referring to the Supervisory Union/District.

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Northfield Elementary School	00440	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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"/>
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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:

NES is emerging in the majority of the areas self-assessed by the SU School Support Team. It has many strengths that are making the transformation easier. These include having a new principal who has been able to communicate the urgency for change; the development of common formative assessments and a rigorous progress monitoring system; good community and business support; and adequate budget funds that are equally distributed across all classes and support systems (items 1, 5, 11, and 15 on the self-assessment).

Areas for focus are continued curriculum articulation and alignment (item 3); professional development, particularly in the areas of differentiated instruction and literacy (item 7); use of data systems for tracking student achievement data (item 6); targeted professional development for instructional assistants (items 9), and supplemental programs including summer school (item 14).

Because of the strengths noted and the emerging status of the surveyed areas identified as foci for our work, the Transformation model is the correct one for NES.

- 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:

NES has a very active Parent Academic Council (PAC). They meet formally once a month and conduct a lot of work via emails and small groups. This year the PAC has been responsible for:

- *Revising the reports cards to make them understandable to parents and aligned across grade levels**
- *Hosting Parent Academies- workshops for parents to learn skills necessary for helping their children. These included sessions on phonemic awareness and phonics, early writing and math, maximizing creativity, and understanding the higher order thinking required of the GEs.**
- * Designing an afterschool enrichment program that will begin next Fall**
- *Overseeing the evidence and implementation of the Action Plan.**

NES has also been actively involved with Norwich University. The connections have included:

- * Mentoring student teachers**
- * Mentoring students in content area courses (pre-teaching experiences)**
- * Working with students through community service projects, such as the Norwich Girls Basketball Team and their Reading Support Program for our K-3 students.**
- * Working with the engineering department on a lego-engineering unit for second graders.**

NES has also expanded its community volunteers program. This year we have volunteers assisting students at every level in the following ways:

- * Reviewing Fry word lists in the primary grades**
- * Reviewing math facts in grades 2-4**
- * Reading with students in grades K-2**
- * Helping on writing projects in grades 1-5**
- * Coordinating after school activities**

- 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:

Please see the School Improvement Plan (SIP) (Appendix 1). This outlines many of the areas that are the focus of our efforts to address academic deficits. Also attached is the School Improvement letter sent to all parents that outlines NES

scores in comparison to other surrounding elementary schools and an outline of our efforts to raise our academic performance.

The SIP spreadsheet (Appendix 1) outlines the scores for each subcategory earned on the 2008-2009 NECAP tests.

*This spreadsheet identifies a need to focus on the academic achievement of the students in the upper performance levels. Few students are exceeding standards.

*NES needs to ensure that a differentiated instructional approach is utilized. Also the level of students meeting expectations at 3rd grade is lower than expected.

*There needs to be more focus on the primary curricula and instruction to ensure that students are entering grade 2 prepared to perform at the level expected in the Vermont grade expectations.

*With 17% or more of students with disability in grades 3-5 not meeting expectations, NES also needs to focus on the content and delivery of the academic program for special education students. Regular classroom teachers need assistance in learning how to include these students in the rigorous academic program using appropriate scaffolding and accommodations. Special education service delivery and instructional interventions need review to ensure appropriate and adequate supports.

*The mathematics subcategory scores indicate the majority of students in all categories are struggling in all math areas as they go through NES. After careful analysis of the actual individual student performance, our data shows that this is most often due to a lack of computational skills. As the problems become more complex, students cannot solve them even when they have a basic understanding of the concepts. NES is focusing on raising basic computational skills and still teaching students to think about mathematics at a higher level. Two units are being addressed specifically through curriculum changes - Geometry and Data/Probability.

*In the reading subcategory scores, again NES needs to more adequately address the needs of the academically talented students. The data shows, for instance, that no students exceeded standards in 5th or 6th grade and only 5% at the 4th grade level. This has caused us to significantly change our approach to reading. An area of focus has included increasing our attention on informational text and higher order thinking skills. It has also included work at the primary level on phonemic awareness, phonics, and word recall. The use of progress monitoring has increased earlier delivery of small group and 1:1 services for students identified as at-risk.

- 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:

The summarization of the data provided by the Vermont DOE (Appendix 2) is below.

Graduation rates - increasing due to the implementation of earlier student support and parent notification. This has provided students who are in danger of failing with opportunities and support to make the necessary changes. There also has been an increase in counseling support for high school students.

Drop-out rates - the improvement in this area is tied to the interventions listed above; it is also due to the effort to more accurately report this data.

Discipline referrals - the statistics show an accurate reporting on the CIRC system. The overall improvement in discipline and school climate at NES is due to a different philosophy about student voice and responsibility and a greater focus on the importance of academic work.

School action plan priorities -the action plan priorities have been designed after careful review of NECAP results, student data, and system goals.

Highly qualified teacher data – NES K-5 teachers are verified as highly qualified.

Child count by disability – Approximately 14% of the population is in need of special services. No one disability area is creating an issue for NES.

After reviewing the special education needs, NES has added an elementary special educator. This coming year we will have a special teacher at K-1; 2-3; and 4-5. Students with speech and language needs have a full time speech pathologist and a ½ time speech assistant. Special attention to handwriting, word identification, and math issues has been based on the issues raised through the evaluation of student performance on the NECAPs. Behavior intervention support for students with serious needs is provided through a collaborative agreement with a local mental health agency. Preschool is a collaboration with Head Start, serving 3 and 4 year olds with and without disabilities; this early intervention program, housed at NES, provides young learners with a developmentally appropriate, solid foundation prior to kindergarten. There is an EEE special education teacher who supports students identifies for special education services.

The Unified Sports Program helps students develop communication and social skills, and engages parents as well.

Collaboration with other agencies and supports within the community work to assist NES with meeting student needs; there has been a concerted effort for more outreach to access resources within the regional area.

LRE data related to students being in the classroom 80% of the time was found to be not accurately reported. Inconsistencies in data has since been accurately reported with 79% of the students in the classroom 80% of the time. Focused monitoring of WSSU was completed this year, and WSSU was found to be a district NOT in need of improvement based on triangulated focus areas.

This coming year, we anticipate using a co-teaching model more frequently. Teachers will be attending the summer training on co-teaching sponsored by Lamoille Area Professional Development Academy (LAPDA), in order to support students with special needs in the general education classroom.

Free and reduced lunch numbers are increasing- There has been an effort to help parents complete the paperwork ; it is also true that the NES population is experiencing economic difficulties due to the general job market problems. This is still a targeted population based on AYP. NES is working to institute an enrichment program, summer school services, progress monitoring, providing academic supports, connecting with community resources and Norwich University, and servicing the backpack and summer food program.

**Out-of-District placements – DNA
Alternative Day Placements- DNA
ELL – DNA**

Youth Risk – We have one day a week of the services of the Student Assistance Counselor at NES. The results from the YRBS increase our awareness of current trends in high risk behaviors in our school and community populations and assist in implementing research-based program.

- 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.

See Appendix 3 (DOE Attachment B)

- 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:

Transformation Model

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

Transformation Model - Required Action Steps Already Taken

1. Teacher and School Leader Effectiveness

- New principal

A new principal was hired for the start of the '09-'10 school year. The hiring committee, comprised of teachers, parents and administrators, focused on the areas of curriculum and instructional expertise as major criteria for selection.

- Evaluation system

Research based evaluation system structured on the work of Charlotte Danielson has been implemented; student growth data needs to be further incorporated.

- Professional development

Professional development has focused on formative assessment during the current school year. NES has contracted with the Stern Center for professional development in the area of vocabulary development. Teachers in the primary grades also have had professional development in Handwriting Without Tears. With district resources, the NES teachers have had professional development in the area of curriculum development and technology use for improving student achievement. In coming year, this grant will support much more professional development. One area that is a key focus is differentiated instruction, beginning with a week-long training in July 2010 with Judy Hart Rhoads. A follow-up coaching segment is being developed by our Educational Service Agency (ESA) for implementation in the '10-'11 school year.

2. Comprehensive Instructional Reform Strategies

- Use data to identify and implement research-based program

Math

The math curriculum was aligned with both Vermont GEs and the National Common Core Standards. Working with a math resource consultant, NES teachers have begun to outline the skills and content areas that are in need of additional work over the next two years. Research-based practices will be implemented to ensure that students are achieving at the expected levels.

Math areas identified for focus: word problem strategy and common math language

***School-wide math word problem strategy and common math language**

***On-line math support program available to students and parents for home support.**

***Extensive progress monitoring system**

Literacy

The reading curriculum was aligned with both Vermont GEs and the National Common Core Standards. The model is research-based (4 Block Structure) using such components as Handwriting Without Tears, Foundations, Lindamood Phoneme Sequencing (LiPS), Framing Your Thoughts, Fountas and Pinnell's Guided Reading.

*** Interpretation and analysis of assessments to develop specific lessons for targeted students (reading)**

***Co-scoring of student work (language arts)**

***Summer reading groups and vacation writing camps.**

*** Penmanship training to assist students in the process of making the physical act of writing more automatic and easier.**

***Opportunities for students to enjoy writing - e.g. Young Author's Night, Poetry Slams.**

-Promote continuous use of data

***Curriculum rewritten to address the GEs.**

***Common formative assessments written and used (reading, writing, and mathematics) to monitor student progress periodically throughout the school year.**

***Technology workshops to assist teachers in learning to integrate technology into the daily learning process and for the improved use of student academic data for periodic monitoring.**

***School-wide (grades 3-5) writing prompts, co-scored.**

3. Increasing Learning Time/Community Oriented Schools

-Schedules and Strategies

*** School day schedule has been restructured to provide addition of 30 minutes of instructional time and common planning blocks for some grade level teachers. Next year's schedule adds an additional 100 minutes a week. (Appendix 4)**

-Ongoing parent and community engagement

***Parent guides to expected grade expectations.**

***Parent Academies to provide training on early literacy and higher order thinking skills.**

***Parent Academic Advisory Group established and meeting regularly.**

***Increased opportunities for parent volunteers in academic support**

***AlertNow communications system implemented and used for regular communication with parents**

4. Operational Flexibility

-Calendar and Time

***Flex day hours provided for professional development**

***Two additional teacher days added to schedule for in-service or student instruction, determined annually when calendar is established**

-Sustained Support

***On-going contact and participation with SEA and ESA**

***Administration Team planning for WSSU goals and professional development**

- 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:

Commissioner's Required Actions

- 1. Principal will attend the Principal Learning Community Meetings- The principal did attend two of the meetings; two were cancelled by the facilitator and one was missed due to miscommunication regarding the meeting date and time. The new principal's background in data gathering and analysis, coursework in addressing achievement gaps, and the readings provided from the PLC meetings allowed for local application. See sample progress monitoring reports (Attachment 4).**
- 2. Self-Assessment of School Effectivive Factors - The staff took the Marzano's Survey of School Effectiveness in September. A review of the results are in Appendix 5. The review was sent to our school improvement coordinator. School Improvement Team members use these results as a basis for our Improvement Plan.**
- 3. Aligned Curriculum - NES is using the computerized Atlas tool to document all curricula. Reading and mathematics have been aligned to the Vermont State Grade Expectations and to the National Core Curriculum. A grade level example is included in the Appendix 6.**
- 4. Progress Monitoring - NES has developed a thorough progress monitoring system for reading and math. The overview and samples of the reports are in the appendix. The system uses multiple measures; next year it will include an additional standardized measure (MAPS). Each grade level designed and administered the assessments at a common time, co-scored the assessments, and analyzed the results. (Appendix 7)**

Specific students not meeting the expected level were identified. These students received additional support - to the level that was possible with the limited staff. Some were referred for special education evaluation and services; others went through the

Educational Support Services process. Their results have continued to be monitored; plans are in place for improved services for the upcoming year.

The principal meets at least monthly with each grade level team to discuss assessments, curricula, and instruction. Through this process, the reading and math programs and instruction at NES have undergone major changes.

The Progress Monitoring System has become an important part of NES. Parents and students are involved in setting goals based upon the scores. Summer services are being planned and coordinated based on the assessment results. The curriculum changes are made after reviewing the results. This system is powerful and will only improve in time.

5. Local and State Reports

Each grade level or team (two grades) has provided a written report and updated data charts to the School Support Coordinator. Mid-year report is Appendix 8. The January report was presented to the entire WSSU faculty (PreK-12) and the School Board. The July report will be presented to the WSSU Administrative Team and the School Board.

- 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.)

See Appendix 9 - School Board Minutes of May 3, 2010.

- 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.)

The present system of evaluation was done in collaboration with the teachers' association. When Dr. Fagan came to WSSU three years ago, this was a major area identified by the association for improvement. The teachers wanted a system that focused on good teaching and student performance. The present system will be the focus of a collaborative team this summer as it is revised based on three years of use.

- 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)

The Northfield School District has been and continues to be a recipient of Consolidated grant funds, federal special education dollars, state revenues and local revenue. The Washington South Supervisory Union Administrative team meets annually to plan its resources to support the SU goals. Grant sources, along with local revenues, are coordinated

to address implementation and sustainability of instructional practices. Local funds contribute significantly to the professional development activities. The SIG professional development activities will continue to be supported as part of the SU's annual professional development plan. Currently, a literacy teacher and a preschool teacher are funded through local and CFG funds. It is anticipated that they will continue to be supported and are an integral component of our planned activities in the SIG.

The local budget has provided for all day Kindergarten (3 classes) beginning in 2009. In spite of the harsh economic times, the 2010-2011 budget was passed with no eliminations of classroom teaching positions at NES, including the all day kindergarten positions.

- iv. Current evaluation practices (e.g., outline of current evaluation system for principals and teachers, including model, frequency of evaluation, etc.)

Schools in Washington South Supervisory Union (WSSU) use a Supervision and Evaluation model that promotes a professional learning culture and supports professional growth. It uses the Enhancing Professional Practice- A Framework for Teacher (Danielson 2007) as criteria against which effective teaching is assessed and professional goals are developed. (See Appendix 10 - WSSU Supervision and Evaluation Model).

The following is a brief description of the model:

Administrative Cycle:

A. All teachers new to the profession who are in their first or second year of teaching in a public school system (includes teachers with less than three years of teaching who may have completed their first and second years of teaching in another supervisory union) set goals and are observed a minimum of three times. All new teachers will remain in the administrative cycle for two years.

B. Experienced teachers, new to WSSU, with three or more years of public school teaching set goals and receive a minimum of two formal observations. Experienced teachers are in the administrative cycle for at least one year; second year at the discretion of the administrator.

C. Experienced teachers beyond Levels A and B will cycle back into the Administrative Cycle every 5 years and follow the protocols listed in B above.

Note: at the determination of the administrator, a teacher who is not performing at an acceptable level can be retained in the administrative cycle for additional years or be moved into the Administrative Cycle at any time.

Self-Reflective Cycle: For the self-reflective cycle, teachers individually identify professional goals which are linked to one or more Components outlined in the Pathwise booklet, Components of Professional Practice. Teachers are encouraged to consider previous evaluations, ideas taken from professional development activities, district initiatives, and their IPDP's goals when identifying goals that are most likely to lead to improved performance by their students.

Professional Learning Communities/Collaborative Team: For the professional learning communities/collaborative team cycle, teachers identify professional goals which are linked to one or more Components outlined in the Pathwise booklet, Components of Professional Practice. Teachers are encouraged to consider district initiatives when identifying goals and those that are most likely to lead to improved performance by their students.

Improvement Cycle: Teachers set goals and are observed a minimum of three times. Upon successful completion of an "improvement cycle plan", the teacher will move back to the administrative cycle.

- 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.)

NES is a mixture of senior teachers and teachers in the first 7 years of teaching. This makes for a powerful staff. Each grade level team is supported by a teacher with many years of experience and current training in instructional strategies. The teams also have a teacher newer to education. At least one team member is knowledgeable about the use of technology to support learning.

The School Improvement Team includes our reading specialist, a teacher from each grade level team, the library/media specialist, and our guidance counselor. Appendix 11 shows the level of education and training for all faculty members.

- vi. Statewide and regional partnerships (e.g., agreements with ESAs, local agencies, and/or institutes of higher ed.)

Educational Service Agency (LAPDA) providing professional development

Vermont Data Consortium (warehouse and reporting for state and local data)

Norwich University (student teachers, interns, etc.)

Washington County Mental Health (individual and system wide partnership)

Building Bright Futures Council (regional early childhood network)

Head Start (collaborative agreement for PreK program)

Greater Northfield Coalition Council (healthy choices focus/collaboration w/community and school)

Boys and Girls Club (activities, after school program held at elementary school)

Brown Public Library (provides free books and assemblies to promote reading)

Network Meetings – (Math and Reading professional development)

- vii. Allocation of adequate time for teacher collaboration, job embedded professional development (i.e., as described in the LEA's application)

- *Substitutes once a month for curriculum work*

- *Faculty meetings are used for professional development*

- *Co-teaching opportunities with Principal, special educators, and reading consultant*

- *Discretionary days given over to school-wide needs*
- 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.)
- **Developing grade level assessments for Progress Monitoring**
 - **Using Fontas and Pinnell Benchmark System**
 - **Using GE related math assessment - Vermont Item Bank**
 - **Accessing the Data Warehouse for longitudinal information**
 - **Planning for the use of MAPs as another data system component**
- 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.)
- **Parent Academic Council meets monthly; sub-committees meet periodically. Tasks have been the improvement plan development, revisions to the report cards, understanding the NECAPs, improving the web page, developing parent workshops, expanding student enrichment opportunities.**
 - **PTA is also active. They raise funds for enrichment activities for our students. They also provide parent assistance for such events a Young Authors Night and Open House.**
 - **Norwich University. NES has partnered with the education department to become a key site for student teachers and interns.**
 - **Norwich Community Service. We have also been the recipient of many students doing their community service. This included the girls' varsity basketball team whose members came once a week for three months to support our reading efforts.**
 - **Parent and community volunteers – we have several volunteers who come often to support classrooms or school-wide initiatives. For example, we have a grandmother who works with 20 students who have not mastered math facts. Another grandmother comes twice a week to work with kindergarteners on their letters and sounds not yet mastered.**
- 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.)
See Grant Budget Request Appendix 12

- 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:

The NES teachers are very open to working with a principal who is knowledgeable about instruction and curriculum. They have been provided with the information about AYP, the school's lack of progress, and the contributing factors.

Much of the best practice statements on the survey are ones that are emerging at NES. The new principal and staff has been working together less than one year. The curriculum is being aligned with state standards, but it has not been fully implemented in this aligned manner yet. Data has been collected and presented, but it has not been fully used to change instruction yet. The schedule has been revised for 2010-2011 to provide even more instructional time; but, this realignment means considerably less preparation time for the teachers.

Although the principal is frequently in classrooms, the statement to be rated has two parts. The second part states that the evaluations system is effective in improving teaching. That is still emerging; it is not a "quick fix".

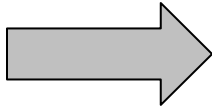
On survey question stated, "Professional development is provided in classrooms and is focused on school areas of need identified by the accountability system". Thirteen of the teachers felt this was emerging; it is a major focus area in the design of the School Improvement Plan.

Another survey question stated, "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." Fifteen teachers felt this was emerging. Through collaborative, job-embedded professional development and additional support for the instructional assistants, it is expected that special education and remediation services will change in format. What has been primarily heavy reliance on instructional assistants to provide specialized support is shifting to a collaborative model between special educators and classroom teachers. More training in co-teaching and differentiated instruction will increase our school's capacity to support students with disabilities in the regular education environment.

Finally, another survey items stated, "There are preschool, after school, and summer programs for all students." Fourteen teachers rated this as emerging. The student achievement data, as well as parent surveys, indicate a need for a summer program to ensure that all students have a way to maintain or improve academic levels. At the request of the Parent Academic Council, the School Improvement Team also has planned for on-line and DVD versions of quick parent trainings.

Clearly, access to community resources and parent engagement was identified as a need to bolster our student achievement.

Anyone who reviews the survey results from this instrument will see that at least 85% of the staff finds the school to be emerging. In twelve categories, at least 92% of the staff finds the school to be emerging.



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:

DNA

- 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:

DNA

- 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:

DNA

- 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:

DNA

- 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.

DNA

- 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:

DNA

- 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
NES will focus on Transformation Model - Comprehensive Instructional Reform Strategies - 2B.

Promote the continuous use of student data (such as formative, interim, and summative assessments to inform and differentiate instruction in order to meet the academic needs of individual students. All of the permissible activities for this section will be done:

- A. *Conducting periodic reviews to ensure that the curriculum is being effectively implemented and that students are learning at the expected levels.*
- B. *Focusing on good Tier 1 teaching (Response to Intervention) and laying the groundwork for quality Tier 2 interventions.*
- C. *Providing job-embedded professional development to teachers, principal, and paraprofessionals.*
- C. *Using technology to support student learning.*

- 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:

DNA

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:

The newly, hired WSSU's Curriculum Specialist's time will be allocated and proportionally funded from this grant to provide technical assistance and guide the implementation process.

- 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.

Examples of the measures that will be taken to ensure fidelity of implementation are:

NES will use a scientifically based research investigative process when determining instructional practices for implementation.

***Formative assessments will be used throughout the year to monitor the progress of students as a reflection of the implementation of the reading and math curriculum and instructional strategies.**

***Unit design will be monitored through grade level team discussions focused on a series of questions that probe the reasons for selected instructional strategies.**

***Job-embedded coaching will be used to support teachers in the implementation of such programs as Foundations, Handwriting Without Tears, Framing Your Thoughts.**

***Walk-Thru Observations (See Appendix 14).**

- 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.

Number of student minutes per day

2008-2009 - 245 minutes a day

2009-2010 - 305 minutes a day

2010-2011- 315 minutes a day

Participation rates are at a 100% at this time

Drop-out rate for the high school is available

Student attendance rate - 94.9995%

Advanced coursework - DNA

Discipline incidents- 2008-2009 41 incidents reported on CIRC

Truants -

2009-2010 - one kindergartener has not been consistently in attendance

Distribution of teachers by performance levels - when available

Teacher Attendance Rates --Average leave days per teacher: 2005-2006 - 6.5 days; 2006-2007 - 9.86 days

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.

a. It is our intention to work with LAPDA, the Stern Center, and Dr. Marjorie Lipsom to provide the services needed for our improvement strategies. These organizations and consultants have significant expertise. NES has limited staff and no one with the expertise needed in these areas. The assistance sought by NES needs to be varied and flexible and for a limited time period. Teachers are welcoming of these professional development opportunities.

b. NES teachers have designed a plan which includes professional development in the following areas: Differentiated Instruction, Guided Reading, Foundations, and implicit mathematics instruction. After reviewing our own resources, it was decided that the external providers would be needed.

c. The goals are for the literacy external providers will be to provide job-embedded professional development in the five essential components of reading instruction - phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension. The goal for LAPDA is to secure external providers for professional development on differentiated instruction and to provide follow-up with modeling, coaching, and feedback in the classroom.

d. See Budget (Appendix 12) and Overview of School District's Budget (Appendix 15)

e/f. The SU Support Team developed the process and determines the qualifications and responsibilities of the external providers.

h. The evaluation of the progress toward goals will be done by the External Coach/ WSSU Curriculum Specialist.

i. Failure to provide services at the level of expected within the plan will cause the contract to be terminated.

For Tier I, II, and III schools:

- 3) **LEA agrees to collaborate and cooperate with state organized trainings for Supervisory Union administrators, principals, teachers and paraprofessionals, informational meetings, and trainings provided through the state.**
This item is addressed in the “Statement of Agreement”

For Tier I, II, and III schools:

- 4) **The LEA must describe actions it has taken, or will take, to Align other resources with the interventions.**
- The LEA plan must be comprehensive and systemic in its approach. Reviewers will look to the budget and school improvement plan to assess the alignment and allocation of resources (e.g., personnel, percent of time committed, recognition of and/or effort to assess and realign existing initiatives and funds from other sources to support school improvement goals, refocusing existing professional development and in-service days to support training needs related to improvement, etc.) :
- Directions: Please review budget and school improvement plan to assure items below are addressed and check appropriate boxes*
- Human resources
 - Fiscal resources
 - Time and schedule
 - Existing Initiatives
 - Related activities
 - Partnerships
 - Alignment of PD activities

For Tier I, II, and III schools

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

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

To implement the Transformational Model, the SU School Support Team has identified the following barrier that needs to be addressed in the future. **TIME FOR TEACHER SUPERVISION** is limited with only one administrator at NES. With the inclusion of external providers, there will be an increase in teacher support.

The NES School Improvement Team has identified the following barriers that they are working to address through this grant.

TIME: NES has used substitutes to provide time for teachers to work on curriculum. Teachers were paid through the School Improvement Grant for their time during the 2009 summer to review NECAP performance and related issues. Discretionary days are being organized to focus on school-wide issues. Secretary time is provided to teachers for clerical chores. Volunteers have been organized to assist teachers and students. The daily schedule has been vastly improved to increase student time from 245 minutes a day to 315 minutes a day next year. The teachers' contract will be renegotiated this coming year; a review of any barriers to student improvement will be addressed at that time.

Lack of PARENT SUPPORT is perceived as a barrier. NES has begun a Parent Academic Council. This PAC has worked to help parents become more engaged. It has outlined an enrichment program to begin in the Fall. This has been supported by a \$3,000 grant from the EPSDT committee. The PAC has hosted three evening Parent Academies, a Celebrate Education evening, and a Young Authors' Week. NES will be improving its home-school compact, producing parent training materials than may be used on-line or through DVDs, and continue the collaborative parent meetings whose progress monitoring shows that a student may be at-risk.

Existing **TEXTBOOKS** were driving curriculum and instruction. After reviewing all assessment data, these programs have become resources rather than "the program". This has enabled teachers to make instructional decisions based on students and assessment data. The professional development in Literacy and Mathematics will guide teachers in better unit design, formative and summative assessments, and choosing appropriate instructional strategies and materials.

The staff is continuing its training in understanding current practice and policy, such as the use of special education supports for students with 504 and EST plans. The EST process is being streamlined to ensure that students receive services sooner. Parent conferences are held with the principal present when working with a student who is showing academic deficiencies.

All WSSU staff has been made aware of the Ends Policies of the School Board to help them understand the direction of the school system.

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.

***Progress Monitoring will be embedded in the culture of the school through local assessments that are reviewed and used for instructional planning. Interventions will occur earlier through this model. As the strategy is routinely used by teachers, it will become an expectation of ongoing practice monitored by teacher evaluation. Based on knowledge gained through professional development, appropriate Tier 1 and Tier 2 strategies will be developed in collaboration with the educational support team for student not meeting the expectations.**

***A coordinated literacy program (based on the 4-Block Model) will become practice. Through professional development activities, the staff will design integrated units that can be sustained on an ongoing basis. Through the WSSU curriculum mapping process, teachers will periodically review and revise these units in conjunction with progress monitoring data. The daily schedule has been developed to include a long block for Literacy.**

***The K-12 math program will be vertically aligned with the VT Standards and the Common Core Standards and articulated through the WSSU curriculum mapping process. Appropriate formative and summative assessments will be developed and shared. Job embedded professional development to assist teachers in expanding their own knowledge of mathematic concepts and applications will be in place. It is an expectation that NES will develop a math teacher leader to maintain this level of capacity.**

See Appendix 12 - Grant Budget.

- 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.

Summer School support will be a priority consideration for CFG and/or local budgt.

The Curriculum Specialist position for NES will be moved into a teacher leader position.

Professional development need for the implementation of differentiated instruction and literacy will be completed. The professional development needs for the entire WSSU are integrated with the SU's ends policy and funded through CFG and local funds.

Mathematics coaching will continue through the teacher leader position funded through CFG and local funds.

Parent assistance will continue through the coordination of services with Parent Information and Resource Center.

Data support will continue through an improvement of teachers' computer skills and funding through CFG and local funds.

- 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 School Improvement Plan (Appendix 1)

- Plan for induction and mentoring of new staff.

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

The CFG Plan currently includes time for the mentor leader to coordinate the program and for mentors to support new teachers. This current plan has been in effect for two year in which all mentors were trained, and one mentor was identified to receive ongoing support from an external provider. The mentor leader is developing an improved, mentoring protocol.

New staff members receive an additional day of training prior to the beginning of the school year. They also are provided with necessary professional development to meet the implementation of programs/process.

- 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 Administrative Team, including the Curriculum Specialist and the Integration Technology Specialist, reviews student performance information throughout the year. Formally this is done at the June Retreat, as the professional development plan and goals are written. It is done again through the School Improvement Planning process. Formally the results are shared with the community annually with the School Report Card (see Appendix 16) and at School Board meetings twice yearly.

Families receive communication about these results through Alert Now emails, web page information, mailed letters, workshops and more. Additional communication is done through semi-annual progress monitoring reports, trimester report cards, and collaborative parent conferences.

PreK-12 Vertical Teams meet twice a year to analyze the results and outline necessary curriculum modifications. Information is provided to these teams by the District Level Team.

REQUIREMENT 4

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

TO MEET REQUIREMENTS (4) ABOVE –

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

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

SEE GRANT BUDGET, APPENDIX 12

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

SEE SCHOOL IMPROVEMENT PLAN APPENDIX 1

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

DNA

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.

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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)

See Appendix 17 that include evidence of stakeholder engagement; SIT minutes, Alert Now messages, Parent Advisory Council minutes, Board Meeting minutes and handouts.

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 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.