

Vermont School Improvement Grant Application

Spring, 2010

Supervisory Union/ District Name: Washington West Supervisory Union

Contact Person: Sheila Rivers

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This grant application must be submitted with:

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

Superintendent Signature: _____ 

Date: 5-15-2010

P1 WWSU SIG APPLICATION JUNE2010

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
Thatcher Brook Primary School	130	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crossett Brook Middle School	146	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

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

REQUIREMENT 1

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

TO MEET REQUIREMENT (1) ABOVE:

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

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

Tier I and Tier II ONLY

1) School Assets and Data Analysis:

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

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

- b) Input from staff, public/private partnerships, parents and other community members

- i) For high schools this includes input from regional career center, postsecondary, non-profit and business partners and assessment of alternate pathways to graduation in the region.

Directions: Include evidence of input here:

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

Directions: Summarize conclusions from your analysis of data here:

- d) Inclusion of the following data and **summarization of conclusions** reached after assessing the data:
 - i. Graduation rates,
 - ii. Drop-out rates,
 - iii. Discipline referrals,
 - iv. School action plan priorities,
 - v. Highly qualified teacher data,
 - vi. Child count by disability category
 - vii. Percent of students with disabilities in the general education classroom more than 80% of the time
 - viii. Number of out of district placements
 - ix. Number of students in “alternative” day placements
 - x. Number of ELL students
 - xi. Number of students eligible for free and reduced lunch
 - xii. Most recent Youth Risk Behavior Survey

NOTE: The data above for each Tiered school will be sent to you electronically.

Directions: Please include a summary of conclusions about the data above and any other relevant data here:

e) Inclusion of a guided self assessment, conducted by the Supervisory Union/District (SU) School Support team (this team must include the superintendent, principal of the school(s), curriculum coordinator and special education coordinator), on *Major Factors for Rapid Change in School Improvement* (See Attachment B – *Major Factors for Rapid Change Self Assessment Tool*, and Attachment C – *A Theory of Action*, Richardson, 2009) and agreement to participate in a comprehensive assessment conducted by an external evaluator of the VT DOE’s choosing to inform school improvement implementation plan development and VTDOE school improvement support team service plan development. If such an assessment has already been conducted, the School Improvement Support Team will assess the scope of that assessment to determine if additional evaluation is warranted.

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

f) If a school has an existing school improvement plan and/or plan for restructuring under the Vermont State Accountability System and the related Commissioner’s Required Actions, the School Improvement Support Team will review this plan with the SU School Support Team to assist them in incorporating new requirements under SIG and any information generated by the guided self-assessment. The initial school improvement plan is provided with the application and includes at minimum:

- Plan is attached
- i) Establishment of self-defined annual achievement goals tied to state accountability measures and achievement for all students and relevant student subgroups.

- ii) Those strategies defined as required actions through the state accountability system.
- iii) Those strategies defined through the selection of one of the required models.
- iv) Other strategies designed to assist in achieving school improvement targets.
- v) A budget and timeline for implementing the plan.

Tier I and II Schools Only - Selection of an Intervention Model

1) **Demonstrated consideration of all four intervention models (see Attachment D1 - Description of the Intervention Models) using the LEA Tier I and Tier II School Model Selection Assessment Tool (Attachment D2) to justify the selected intervention linked to analysis of assessment and other relevant data.**

Based on the needs/self assessment and analysis of data, identify an intervention model (using Attachment D1) for each Tier I and Tier II school the LEA elects to serve. The justification for the selection of a specific model must be described in a narrative in the Model Selection Tool provided in Attachment D2.

Questions the LEA should consider in the selection of an intervention model are included in the Model Selection Tool (See Attachment D2) – LEA Tier I and Tier II School Model Selection Assessment Tool).

Directions: Complete page 1 of Attachment D2 and attach. Indicate the Intervention Model selected below:

Four School Improvement Models approved for Tier I and Tier II schools:

Turnaround Model: Replace the principal and rehire no more than 50% of the staff and grant the new principal sufficient operating flexibility (including staffing, calendars/time and budgeting) to implement fully a comprehensive approach to substantially improve student outcomes.

Restart Model: Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.

School Closure: Close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving.

Transformation Model: Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness; (2) institute comprehensive instructional reforms; (3) increase learning time and create Community-oriented schools; and (4) provide operational flexibility and sustained support

(Section I.B.1 of 1003(g) allows an SEA to award SIG funds to an LEA for a Tier I or Tier II schools that has implemented in whole or in part, one of the models within the last two years so that the LEA and school can continue or complete the intervention being implemented. For example, if a Tier I or Tier II school has replaced its principal within the last two years, the SEA may award funds to the school's LEA to implement a turnaround model in the school even though the school will not be required to hire another new principal. A school that receives SIG funds in accordance with this flexibility must fully implement the selected model as required by the final requirements. In other words, if the school had been implementing the model only in part, it must use the funds it receives to expand its implementation so that it fully complies with the regulatory requirements. Addendum: the two years referenced with respect to this flexibility are the two years prior to the full implementation of the model in accordance with the notice using SIG funds for which and LEA has complete achievement data. In other words, with respect to the award of FY2009 funds for implementation in the 2010-2011 school year, the "last two years" are the 2007-2008 and 2008-2009 school years.) – USED Guidance document March 24, 2010.

REQUIREMENT 1 (Continued)

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

Tier I and Tier II ONLY

1) Vermont Department of Education will evaluate the LEA's capacity to implement fully and effectively the selected intervention using the following criteria:

- a. Evidence of actions that the LEA/school has already taken related to the required elements of the chosen intervention.
 - i. Evidence should include documentation of progress toward existing school improvement plan strategies that are substantially aligned with required elements of the chosen intervention (e.g., The LEA indicates they have already developed and implemented a consistent annual evaluation system for teachers that is informed by student growth and outcomes (both individual and in the aggregate) in this case the LEA would be required to provide the reviewers the documentation that outlines that system and the progress they have made toward implementation.)

Directions: Describe here the steps already taken related to the chosen intervention. Please note that any required elements not reflected here must be addressed in the improvement plan

- b. Evidence of actions that the LEA has already taken related to Commissioner's Required Actions under the state accountability system of AYP.
 - i. An end of year report documenting progress on implementing Commissioner's Required actions will be submitted with this application.

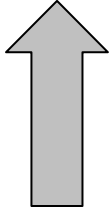
Directions: Insert end of year report here:

- c. Provide a narrative description of current conditions (including barriers) related to the following:
Directions: *For each item (i through x) describe current conditions, including any barriers and how they will be addressed over the funding period.*
- i. Board support (e.g., minutes and/or board actions that indicate board support for the application and willingness to direct the school in implementing the forthcoming plan as defined.)
 - ii. Union support (e.g., documentation of local union willingness to include revised evaluation systems in upcoming contracts, or amend existing contracts to include these changes.)
 - iii. Financial capacity beyond SIG/sustainability (e.g., inclusion in budget of matching funds including use of other funding sources to support implementation efforts and sustain practices beyond the life of the grant)
 - iv. Current evaluation practices (e.g., outline of current evaluation system for principals and teachers, including model, frequency of evaluation, etc.)
 - v. Staff capacity/talent (e.g., description of staff experience level, special expertise, highlighting positions/individuals who will be actively engaged in implementing the school improvement plan and working closely with the state School Improvement Support team.)
 - vi. Statewide and regional partnerships (e.g., agreements with ESAs, local agencies, and/or institutes of higher ed.)
 - vii. Allocation of adequate time for teacher collaboration, job embedded professional development (i.e., as described in the LEA's application)
 - viii. Data systems that inform on-going assessment of student progress and instructional practices (e.g., describing current use of systems like Aimsweb, Dibels, SWIS, etc.)

- ix. Parent and community partner support (i.e., support and engagement of local parent organizations, businesses, agencies and associations in school decision-making and activities.)
- x. The sufficiency of the budget to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application as well as to support school improvement activities in Tier III schools throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA). (i.e., reviewers will look to see if the budget includes staffing, consulting, contracts with partners, materials, substitute costs or stipends, costs for transitioning to new or expanded schedules sufficient to sustain improvement activities described during the period of the grant and matching or other funding sources to sustain strategies beyond the life of the grant.)

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

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



For Supervisory Unions/Districts with ONLY Tier III schools, begin Section B here.

For Supervisory Unions/District with Tier I or Tier II AND Tier III schools, enter information about Tier III schools here.

For all **Tier III schools**, the Vermont Department of Education (VTDOE) will evaluate the LEA's needs assessment application based on the following criteria:

1) School Assets and Data Analysis:

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

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

Thatcher Brook Primary School

Overall assessment and summary of needs using the rubric in Attachment B:

The Leadership at Thatcher Brook Primary School has worked to identify priorities that are in alignment with models as described in Attachment B and is currently in transition to a much more systematic approach to school-wide improvement. It will be critical that there are resources for Thatcher Brook to continue to improve. Priorities were established through the self-assessment process and cross-referenced with priorities identified through the Strategic Planning process at the district level. A summary is provided below.

Thatcher Brook is strong in effectively creating a supportive climate that makes all students and adults feel valued and safe. Personnel and other resources are accessible and proactively engage students in making positive behavioral choices and to involve students in meaningful ways. There is a strong focus on the "whole child" and there is a recognition that these types of supports are of equal value with academic expectations. Thatcher Brook is also strong in a professional culture that supports high-quality instruction. All Para-professionals are "highly qualified".

Thatcher Brook is "emerging" in their effectiveness at supporting students through a comprehensive and highly functioning support system to address students academic, emotional, behavioral and social needs. There are educational resources that are equitably distributed to support the improvement of learning outcomes for students, particularly those that are considered at risk. The teacher evaluation system is adequate at supporting teachers in improving instruction and is effective at identifying teachers who are in need of improvement, however there is not a direct tie to student assessment outcomes at this time.

Thatcher Brook has "data teams" that meet regularly and are organized in grade-level configurations. These data teams do analyze student assessment results and use these results formatively to promote changed instructional practices to improve results, however a true RTI model is still not evident. There is a need to develop additional assessments tied to grade level expectations and local curricula. Extended school day and/or extended school year programs are in development through this SIG funding to provide the kind of instructional intervention necessary for at risk learners that are in alignment with an RTI approach. Thatcher Brook has a

goal of transitioning to a more formalized RTI model and has room for improvement in how special education services and services to at-risk learners are provided, as currently the model has not maximized student's participation in the regular education classroom.

Thatcher Brook has made great gains in aligning their professional development system to target specific outcomes in the school's strategic plan. They have moved away from a "choice based" system for selecting professional development to a system that targets groups of teachers to implement certain programs, assessments, or other curriculum. Thatcher Brook has also worked to provide job-embedded professional development for all teachers in both literacy and mathematics instruction. These systemic changes have not been in place long enough to yield the kind of impact expected, it is our intention to continue to fund these strategies as they are aligned with the practices highlighted as "factors for rapid school change" and committing to this structure will be key to the continued improvement.

Crossett Brook Middle School

Overall assessment and summary of needs using the rubric in Attachment B:

Crossett Brook Middle School faculty and leadership has not collaborated on a prioritized plan for improvement in areas indicated through the AYP process. The process of this self-assessment and staff evaluation indicated that a significant area of need is in the development of an effective system of continuous improvement. Despite this short-coming, it should be noted that Crossett Brook has "pockets of excellence" and that NECAP scores indicate improvement or growth for most students during their four year tenure. A focus on improvement in the areas identified below should yield great results given the strong staff and new leadership.

Specifically, Crossett Brook will focus on the development of local assessments and staff professional development on the use of these assessments to improve instruction and outcomes for students. Staff will pursue measurable goals as part of their routine responsibilities and work to collaboratively develop instructional strategies aimed at achieving these results as they participate in job-embedded professional development in the areas of literacy and mathematics.

In literacy, assessments will be used at the local level to identify students "at risk" for not meeting standard on the NECAP and monitor these students over time to identify effective instructional strategies that yield strong results. Extended school day and extended school year opportunities will be developed to support students who do not meet standards, and assessments will be used to monitor effectiveness of these interventions. "At-risk" students will be supported in the regular classroom, and collaboration between classroom teachers and SpEd will focus on maximizing time students spend in the regular classroom with and emphasis on providing support for students in addition to this classroom instruction.

In mathematics, job embedded professional development will be provided to teachers to support implementation of standards based mathematics programs in grades 5-8. CBMS is in year two of implementing Connected Mathematics2 in grades 6-8 and will be in year one of implementation of Investigations mathematics at grade 5. Additionally, recent modification of curriculum at the Supervisory Union level indicates "power standards" and local assessments have been developed that will help to identify students at risk for not meeting standard with these local measures and on the NECAP assessment. The mathematics coach will work with classroom teachers to provide strong classroom instruction- this combined with an effort to maximize time students spend in the regular classroom will lead to gains in student performance.

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:

Thatcher Brook and Crossett Brook together form the Waterbury Duxbury School District. These two schools worked together with their board to reaffirm the goals outlined in their strategic plan during school year 2009-2010 with opportunity for community input at each school board meeting held. This plan is attached. This plan along with the new information gathered in the process of preparing for this application is the basis for our SIG grant plan.

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

Directions: Summarize conclusions from your analysis of data here:

THATCHER BROOK PRIMARY SCHOOL DATA ANALYSIS

In general Thatcher Brook Primary School NECAP data shows steady gain.

READING (SPED): After an initial gain in the number of students with disabilities scoring below proficiency, the percentages in the bottom two categories has decreased significantly in the past two years (from 87% to 72% below proficiency) and increased from 12.9% meeting or exceeding to 27.6%.

READING (FR LUNCH) The FR lunch students went from 55% below proficiency to 32%, another marked improvement. These gains can be attributed to the hard work on the part of the administration and staff to focus on student performance on these assessments and on other local assessment in their regular data team meetings and by providing job embedded professional development to teachers in improving their instruction in the literacy block. As you will note in our plan, these data teams will continue meeting regularly and will be implementing even more formative (local) assessments to maintain this process of monitoring student performance.

Math (SPED): Similar to the reading scores, mathematics showed an initial decrease in student performance in the area of students with disabilities in 2006. Over the past three years however, students with disabilities performing at or above standard in mathematics increased from 19.4 to 31%. As previously noted, this is impacted by the frequent meeting of the data teams and by providing job embedded professional development for teachers in mathematics instruction. Implementation of a new mathematics program with continued support will likely support this continued improvement.

Math (FR LUNCH): Students in this category also improved. Percentage of students meeting or exceeding standards went from 49% to 61% this past year.

CROSSETT BROOK MIDDLE SCHOOL DATA ANALYSIS:

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Reading: In general reading scores at CBMS have improved but showed a slight decrease in the past year. In the first year of NECAP 69% of the students were at or above proficiency. This percentage climbed to 82% in 2008 but has decreased to 79% this past year.

READING (SPED): Students with disabilities showed some improvement from 2006 to 2007 but have since declined. Students with disabilities went from 30% at or above standards to 22% this past year. While many teachers administer reading assessments, no local assessment system in place at Crossett Brook for all students. Implementing a local assessment system where students are monitored more closely on a regular basis using identical measures from classroom to classroom and grade to grade will improve this area immensely. This is part of our plan.

READING (FR LUNCH): Students with FR Lunch status have shown no real change over time.

Mathematics: Scores have overall remained flat in the area of mathematics. Implementation of a new mathematics program in grades 6-8 this current school year, with plans to implement a new program at grade 5 next year is aimed at improving student scores in this area. Teachers have received significant professional development in the area of mathematic program implementation and the fidelity of this implementation will be monitored closely in the coming years.

MATHEMATICS (SPED): Students with disability have shown increases over the past three years climbing from 11% at or above standard in 2007 to 17% in 2009. While this is encouraging, including more students in the regular curriculum will continue to improve student understanding in this area. Our new mathematics programs provide for better differentiation in the regular mathematics classroom so the goal is to see more improvement in this area.

MATHEMATICS (FR LUNCH): Students with FR lunch eligibility have improved from 35% at it lowest to 46% this past year. The same interventions will support this sub-group in continued gains in mathematics.

- 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:

SEE ATTACHMENT FOR DATA FOR BOTH SCHOOLS with accompanying strategic plans

TBPS

The data for Thatcher Brook indicates strengths in many areas. Many of the extraneous issues that plague schools (attendance, discipline referrals) are not an issue for Thatcher Brook. A clear focus on improving the instructional program through the development of systems and structures to support continuous improvement is the top priority. Thatcher Brook's plan to address this need through the development of formative assessments to inform instructions, the continuation of the "Data Team" model, and the strengthening of the accountability system for students and teachers will support the school in making the progress that they have outlined in the work.

CBMS

In looking at the available data, it is clear that CBMS has a population of Middle School students that are by and large ready to be engaged in learning. Our graduation rate is high, drop out rate low, and percent of 8th graders participating in "risky behaviors" is low. However, our graduation rate is not 100%, and our drop out rate and risky behavior rates are not 0%. With an increase in our efforts to engage all learners in learning, those extreme numbers are within our reach. The addition of literacy and math support will allow those students who are "on the bubble of engagement" to fully engage. The addition of a full-fledged summer school will allow for more time to focus on learning, and this program will be open to all with a goal of reaching the less-engaged learners.

- 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.*

Thatcher Brook Primary School has focused on building a systemic model for continuous improvement over the past several years that focuses on building a local assessment model that serves to identify at risk students and monitors progress over time, that provides job-embedded professional development, and that provides a rigorous curriculum based on state standards with high expectations for student achievement. This work has been successful in removing the Waterbury/Duxbury school district from their identified status for students of poverty (though they are still identified for SpEd students) during this last AYP process. It is believed that continued support and resource allocation toward these initiatives will help sustain the growth and progress that has already started. The process of working through the analysis in part "B" helped to identify these areas of success.

Crossett Brook Middle School has shown progress in implementing a strong and rigorous standards based curriculum. Staff needs to work to build a stronger continuous improvement model that aligns these expectations across classrooms and grade spans. Crossett Brook must work to build a local assessment system that helps to identify students at risk for not meeting standards and further works to monitor growth for these students so that teachers can identify and build on successful instructional strategies. Staff must work to increase the amount of time SpEd and at risk students spend in the regular classroom.

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:

h) The initial school improvement plan is provided with the application and includes at minimum:

- i) Plan is attached
- ii) Establishment of self-defined annual achievement goals tied to state accountability measures and achievement for all students and relevant student subgroups.
- iii) Those strategies defined as required actions through the state accountability system.
- iv) 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

- 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:

Thatcher Brook Primary School:

Results of the Initial School Capacity Self-Assessment indicate that the school is "emerging" in many of the areas identified as key indicators of school improvement. Areas of perceived strengths are "understanding how an improvement system works, aligned and rigorous curriculum, high expectations for student mastery, and data analysis through the use of data teams". Areas indicating a need for possible improvement are "scheduling of common planning time, an improved culture of open communication amongst teachers, a SpEd system in alignment with an RTI model, and an improved teacher evaluation system that includes principal visits to classrooms".

Crossett Brook Middle School:

Results of the Initial School Capacity Self-Assessment indicate that the school is "emerging" in many of the areas identified as key indicators of school improvement. Areas of perceived strengths are "a communicated need for change as articulated by the school leader, a view of the principal as "educational leader", an aligned and rigorous curriculum". Areas indicating a need for possible improvement include "a better understanding of how a continuous improvement model works, the development of common assessments across grades, improved climate that is welcoming but with clear expectations for student behavior, and professional development in alignment with the areas of improvement that the school is identified for".

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, 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, or will take, to—

- Design and implement interventions consistent with the final requirements;
- Recruit, screen, and select external providers, if applicable, to ensure their quality;
- Align other resources with the interventions;
- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
- Sustain the reforms after the funding period ends.

- 1) The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements.

- For Tier I and II schools:

- One of four interventions has been identified and a rationale for their selection has been adequately described and documented.
- The application includes the use of a guided self assessment to inform school improvement action planning and plans to complete a comprehensive assessment conducted by an external evaluator to inform continued school improvement plan implementation.
- All required elements of the selected intervention have been addressed so as to fully and effectively implement the selected model within the three year timeline of the grant.

These items have been previously addressed

- For Tier I and Tier II schools, external coaching capacity (someone not under the supervision of the principal) has been identified to provide intensive technical assistance and guide the implementation process.

Directions: Describe how the LEA will address this requirement:

● For Tier I, II, and III schools:

- The application includes the use of a guided self assessment to inform school improvement action planning.
This item has been previously addressed.
- The application includes a commitment to work with the state School Improvement Support team in the development and execution of a school improvement implementation plan that assesses and incorporates effective school improvement strategies already under way and includes required (for Tier I and II) and permissible strategies
- The application includes a commitment to designate local leadership team (SU School Support team) responsible for directing and reporting on the progress of implementing defined elements. This team must include the superintendent, the principal of the school(s), the curriculum coordinator and the special education coordinator.

These items are addressed in the “Statement of Agreement”

- Application reflects school improvement strategies already in progress.
This item has been previously addressed.
- Evidence-based practices are selected and plans to implement consider measures necessary to ensure fidelity of implementation. (e.g., the application includes approaches that have a research base reflecting effectiveness in improving instruction in the areas of concern such as mathematics or literacy; the application also includes approaches that provide a systemic model for improving instruction and learning and reflects the preparative and evaluative components of sustainable implementation such as achieving readiness to implement, communicating progress, evaluating outcomes, and providing supervisory union/district support through funding, allocation of personnel, and time for professional development, collaboration and planning.)

Directions: Describe any measures taken to insure fidelity of implementation of strategies in the plan or refer to the appropriate section of the improvement plan where this is addressed.

As indicated in the action plan for school improvement (attached) this plan will be monitored at trimester intervals throughout the three year time span.

- 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.

Thatcher Brook

- 1) 72,000 minutes of instructional time
 2) Students Tested Reading 143 Math 144
 Students Not Tested by category NECAP
 State Approved Reading 1 Math 0
 Alternate Assessment Reading 0 Math 0
 First Year LEP Reading 0 Math 0
 Withdrew Reading 0 Math 0
 Late enroll Reading 1 Math 0
 Special Consideration Reading 1 Math 1
 Other Reading 0 Math 0

- 3) 0% drop out rate
 4) 95.8% attendance rate
 5) Advanced coursework 1%
 6) 17 discipline referrals school year 2009-2010
 7) 0 truancy
 8) 100%
 9) Teacher attendance rate 93.5%

Crossett Brook Middle School

- 1) 68,400 minutes of instructional time
 2) Students Tested Reading 281 Math 281
 Students Not Tested Reading 0 Math 0
 State Approved Reading 0 Math 0
 Alternate Assessment Reading 0 Math 0
 First Year LEP Reading 0 Math 0
 Special Consideration Reading 0 Math 0
 Other Reading 5 Math 5
 3) 0% dropout rate
 4) 95.8% student attendance rate

- 5) Advanced coursework .4%
- 6) 33 discipline referrals
- 7) 0 Truancy
- 8) 100%
- 9) Teacher attendance rate 95.5%

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.*

At Thatcher Brook a reading consultant through the Vermont Reads Institute will be hired to work with the existing literacy coach to establish a model for intervention, and to identify and more fully implement effective instructional strategies to reach all learners. Our current literacy teacher leader is a part-time employee and she cannot extend her time to meet these professional development needs.

At Crossett Brook a literacy consultant either through the Vermont Reads Institute or independent consultant Karen Kurzman, will be hired to work with teachers to identify and implement effective instructional strategies for reaching all students. Our current literacy teacher leader is a part-time employee and she cannot extend her time to meet these professional development needs. She currently only works at Thatcher Brook.

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)

No such conflicts exist

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.

Developing systemic structures to support student learning are a one-time expense. These are funded through the various professional development strategies identified. Most of our strategies at both schools fall into this category of system redesign or professional learning. AT Cressett Brook, the extended school day and extended school year opportunities will be sustained through local budget if the strategies prove to be effective at raising the achievement level of at risk students.

- Identify local fiscal and structural support for the interventions where applicable beyond the life of the grant.

Directions: Describe how the budget will support on-going activities beyond the grant funding period.

See statement above

- 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.

In addition to SIG funds, the CFP and local budget will support strategies. See budget for detail.

- Plan for induction and mentoring of new staff.

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

WWSU has a two year mentoring program for all new staff that is based on the Danielson model of Effective Teaching. This is funded through the local budget.

- 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

School staff, administrators, central office staff and board members annually analyze student assessment results and the analysis factors into the action planning process.

REQUIREMENT 4

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

TO MEET REQUIREMENTS (4) ABOVE –

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

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

REQUIREMENT 5

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

TO MEET REQUIREMENT (5) ABOVE –

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

Directions: Discuss reading and math goals here

REQUIREMENT 6

(6) For each **Tier III** school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.

TO MEET REQUIREMENT (6) ABOVE -

For each **Tier III** school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement as defined in the design section above.

Directions: Identify services Tier III schools will receive and/or activities schools will implement or reference appropriate sections of improvement plan

In addition to the plan outline in this application, WWSU as the LEA provides on-going professional development to staff funded through the CFP. The priorities for the content of these sessions are driven by data analysis at each individual school and as an SU as a whole. There are currently several on-going professional development sessions planned for all district employees that are in complete alignment with the strategies outlined in this plan. (See Early Release Professional Development plan attached). Attendance at these sessions is mandatory and the principals identify the sessions their teachers must attend.

REQUIREMENT 7

(7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its **Tier III** schools that receive school improvement funds.

TO MEET REQUIREMENT (7) ABOVE –

The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its **Tier III** schools that receive school improvement funds.

Directions: Describe indicators the LEA will use to assess progress towards implementation of the improvement plan for Tier III schools.

The Curriculum Director will oversee the trimester reporting identified in the plan and the plan will be amended as needed if the strategies are not yielding the intended results.

REQUIREMENT 8

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

TO MEET REQUIREMENT (8) ABOVE -

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

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

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

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

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

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

see attached

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.

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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.

School Name: Crossett Brook Middle School (PS391) SU: Washington West SU			
This data is referenced under item 1 on page 13 of the SIG application			
	2007-2008	2008-2009	2009-2010
Graduation Rate (if elementary school, list rate for the high school in the SU)	87.86%	90.12%	95.8%
Drop-out Rate (if elementary school, list rate for the high school in the SU)	1.24%	0.94%	0%
Discipline Referrals	0	33	1
School Action Plan priorities	School supplies this data		
Highly Qualified Teacher data	Data housed at school/SU		
Child count by disability category:			
	Developmental Delay	0	0
	Learning Impairment	0	1
	Specific Learning Disability	15	16
	Visual Impairment	0	0
	Deafness/Hard of Hearing	0	0
	Speech or Language Impairment	6	7
	Orthopedic Impairment	0	0
	Other Health Impairment	7	10
	Emotional Disturbance	6	7
	Autism Spectrum	1	1

	Disorder			
	Traumatic Brain Injury	0	0	0
	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		57.1%	76.2%	78.8%
Number of students in out of district placements *		2	2	0
Number of students in "alternative" day placements *		1	1	1
Number of ELL students		7	7	7
Number of students eligible for free and reduced lunch		44	64	66
Most recent Youth Risk Behavior Survey	2009: http://healthvermont.gov/pubs/yrbs/yrbs2009/2009YRBSResultsbyLEA.aspx			

*Includes all students in SU in grade levels covered by school.

School Name: Thatcher Brook Primary School (PS390) SU: Washington West SU This data is referenced under item 1 on page 13 of the SIG application			
	2007-2008	20082009	2009-2010
Graduation Rate (if elementary school, list rate for the high school in the SU)	87.86%	90.12%	95.8%
Drop-out Rate (if elementary school, list rate for the high school in the SU)	1.24%	0.94%	0%
Discipline Referrals	14	17	17
School Action Plan priorities	School supplies this data		
Highly Qualified Teacher data	Data housed at school/SU		
Child count by disability category:			
	Developmental Delay	24	25
	Learning Impairment	1	0
	Specific Learning Disability	14	18
	Visual Impairment	0	0
	Deafness/Hard of Hearing	1	1
	Speech or Language Impairment	3	0
	Orthopedic Impairment	1	1
	Other Health Impairment	8	8
	Emotional Disturbance	6	1
	Autism Spectrum Disorder	1	0
	Traumatic Brain Injury	0	0

	Deaf-Blindness	0	0	0	0
	Multiple Disabilities	0	0	0	0
Percent of students with disabilities in the general education classroom more than 80% of the time		98.3%	94.7%	87.0%	
Number of students in out of district placements *		0	0	0	
Number of students in "alternative" day placements *		0	0	0	
Number of ELL students		8	9	7	
Number of students eligible for free and reduced lunch		92	92	90	
Most recent Youth Risk Behavior Survey	2009: http://healthvermont.gov/pubs/yrbs/yrbs2009/2009YRBSResultsbyLEA.aspx				

*Includes all students in SU in grade levels covered by school.

Statement of Agreement

For Tier I/II schools:

Agreement to participate in a comprehensive assessment conducted by an external evaluator of the VTDOE's choosing to inform school improvement implementation plan development and VTDOE school improvement support team service plan development.

For Tier III schools:

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 VTDOE's choosing

For Tier I/II/III schools:

- o 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
- o 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.)
- o 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 LFEA's teacher evaluation system (once that system is up and running)
 - 9.) Teacher attendance rate
- o The LFEA 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.
- o The LFEA agrees to use an external evaluation 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.
- o The LFEA agrees to use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LFEA commits to serve consistent with the final requirements;



VERMONT
DEPARTMENT OF EDUCATION

- c) The LEA agrees to 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 SFA) to hold accountable its Tier III schools that receive school improvement funds;
- d) If it implements a restart model in a Tier I or Tier II school, the LEA agrees to 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
- e) The LEA agrees to report to the SFA the school-level data required under section III of the final requirements.

Superintendent's Signature

ATTACHMENT B

INITIAL SELF-ASSESSMENT OF MAJOR FACTORS FOR RAPID CHANGE IN SCHOOL IMPROVEMENT
(As adapted from *A Theory of Change*, Richardson, 2007)

School Name: Thatcher Brick Primary School
 Superintendent (name): Brigid Scheffert
 Superintendent (signature): _____ Date: 6-15-10

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."		✓	
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.		✓	
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.		✓	
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.		✓	
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.		✓	
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.		✓	
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.		✓	
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.		✓	/
9. Paraprofessionals must have an Associates Degree, must have passed a mathematics or reading test, and must have taken a district training program. 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.		✓	/

<p>11. Resources are equitably distributed across all classes and support systems.</p>			✓
<p>12. Social and emotional support systems reflect the needs of the students and their resources.</p>			✓
<p>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.</p>		✓	
<p>14. There are preschool, after-school, and summer programs available for all students needing more support.</p>		✓	
<p>15. There is evidence of community and business support or partnerships.</p>			✓

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: Crossen Brook Middle School
 Superintendent (name): David Suberfelt
 Superintendent (signature): _____ Date: June 14, 2010

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."	✓	✓	
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.	✓		
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.		✓	
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 by several different and weakly defined initiatives.		✓	
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.	✓		
6. A school data team reviews student progress on formative and other assessments and reports those results regularly to the faculty. There is a computerized school data system in place for tracking all student outcomes.	✓		
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.		✓	
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.		✓	
9. Paraprofessionals must have an Associates Degree, must have passed a mathematics or reading test, and must have taken a district training program.			✓
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.	✓		

11. Resources are equitably distributed across all classes and support systems.	✓	✓
12. Social and emotional support systems reflect the needs of the students and their resources.	✓	✓
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.	✓	✓
14. There are preschool, after-school, and summer programs available for all students needing more support.	✓	✓
15. There is evidence of community and business support or partnerships.	✓	✓

ATTACHMENT C – Initial School Capacity Self-Assessment

As adapted from A Theory of Action (Richardson, 2007)

School Name: THEACHER BRICKLAND CRASSET *** Please see attached survey monkey results**
 Superintendent (name): BRIGID S. SCUFFERT **Crack - 10**
 Superintendent (signature): *Brigid S. Scuffert* **Date: 10-29-10**

Factors for Assessing School Capacity to Improve/Actions to Take

	Not Evident	Emerging	Strong
The Principal has communicated urgency, vision, and a plan.			
The Principal is recognized as the instructional leader.			
All staff know how a continuous improvement system works.			
The curriculum is aligned and focused on core and within grade.			
The curriculum is aligned with state standards.			
The curriculum reflects rigor.			
All students are expected to master the curriculum.			
The school has a data team that meets to review student outcomes and a computerized student data tracking system.			
All teachers review their student data regularly.			
Common formative assessments have been developed for each grade across all grades in the school and are tracked by the student data system.			
The schedule prioritizes common planning time and is focused on academic improvement and social support.			
There is a warm and welcoming climate with firm expectations for acceptable behavior.			
Paraprofessionals have raised proficiency requirements.			
Professional development is provided in classrooms and is focused on a broad areas of need identified by the accountability system.			
The Principal is frequently in classrooms and the teacher evaluation system is effective in improving teaching and learning.			
Teachers reflect the climate of open communication by visiting one another's classes and sharing lessons and other materials.			
Instructional and support systems are provided in regular classrooms, are based on the response to intervention system, and embedded in the formative assessment system.			
Resources are equitably distributed across classrooms and support systems.			

<p>Social and emotional support systems are adequate for the student needs.</p> <p>There are pre-school, after school, and summer programs for all students.</p> <p>There is evidence of business and community support.</p> <p>Career and college readiness programs begin in middle school and offer pathways to college, apprenticeship, and supports in high school.</p>	
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Thatcher Brook: Initial School Capacity Self Assessment

1. The principal has communicated urgency, vision and a plan.

	Response Percent	Response Count
Not evident	0.0%	0
Emerging	50.0%	3
Strong	50.0%	3
	unanswered question	0
	skipped question	0

2. The principal is recognized as the "instructional leader".

	Response Percent	Response Count
Not evident	50.0%	3
Emerging	0.0%	0
Strong	50.0%	3
	unanswered question	0
	skipped question	0

3. All staff know how a continuous improvement system works.

	Response Percent	Response Count
Not evident	0.0%	0
Emerging	66.7%	4
Strong	33.3%	2
	unanswered question	0
	skipped question	0

4. The curriculum is aligned and focused across and within grades.

	Response Percent	Response Count
Not evident	0.0%	0
Emerging	100.0%	0
Strong	0.0%	0
	answered question	6
	skipped question	0

5. The curriculum is aligned with state standards.

	Response Percent	Response Count
Not evident	0.0%	0
Emerging	16.7%	1
Strong	83.3%	5
	answered question	6
	skipped question	0

6. The curriculum reflects rigor.

	Response Percent	Response Count
Not evident	0.0%	0
Emerging	66.7%	4
Strong	33.3%	2
	answered question	6
	skipped question	0

7. All students are expected to master the curriculum.

	Response Percent	Response Count
Not evident	0.0%	0
Emerging	83.3%	5
Strong	16.7%	1
	answered question	0
	skipped question	0

8. The school has a data team that meets to review student outcomes and a computerized student data tracking system.

	Response Percent	Response Count
Not evident	0.0%	0
Emerging	50.0%	2
Strong	66.7%	4
	answered question	6
	skipped question	0

9. All teachers review their student data regularly.

	Response Percent	Response Count
Not evident	0.0%	0
Emerging	33.3%	2
Strong	66.7%	4
	answered question	6
	skipped question	0

10. Common formative assessments have been developed for each grade across all grades in the school and are tracked by the student data system.

	Response Percent	Response Count
Not evident	0.0%	0
Emerging	50.0%	3
Strong	50.0%	3
<i>answered question</i>		
<i>skipped question</i>		
0		

11. The schedule permits common planning time and is focused on academic improvement and social support.

	Response Percent	Response Count
Not evident	16.7%	1
Emerging	60.0%	3
Strong	23.3%	2
<i>answered question</i>		
<i>skipped question</i>		
0		

12. There is a warm and welcoming climate with firm expectations for acceptable behavior.

	Response Percent	Response Count
Not evident	0.0%	0
Emerging	50.0%	3
Strong	50.0%	3
<i>answered question</i>		
<i>skipped question</i>		
0		

13. Professional development is provided in classrooms and is focused on school mission of need identified in the accountability system.

	Response Percent	Response Count
Not evident	16.7%	1
Emerging	33.3%	2
Strong	50.0%	3
	unanswered question	0
	skipped question	0

14. The principal is frequently in classrooms and the teacher evaluation system is effective in improving teaching and learning.

	Response Percent	Response Count
Not evident	33.3%	2
Emerging	38.9%	3
Strong	16.7%	1
	unanswered question	0
	skipped question	0

15. Teachers reflect the climate of open communication by visiting one another's classes and sharing lessons and other materials.

	Response Percent	Response Count
Not evident	50.0%	3
Emerging	50.0%	3
Strong	0.0%	0
	unanswered question	0
	skipped question	0

16. The special education and support systems are provided in regular classrooms, are linked on the response to intervention system, and connected to the formative assessment system.

	Response Percent	Response Count
Not evident	33.3%	2
Emerging	33.3%	2
Strong	33.3%	2
answered question		6
skipped question		0

17. Resources are equitably distributed across classes and support systems.

	Response Percent	Response Count
Not evident	16.7%	1
Emerging	16.7%	1
Strong	66.7%	4
answered question		6
skipped question		0

18. Social and emotional support systems are adequate for the student need.

	Response Percent	Response Count
Not evident	0.0%	0
Emerging	16.7%	1
Strong	83.3%	5
answered question		6
skipped question		0

19. There are preschool, after school, and summer programs for all students.

	Response Percent	Response Count
Not evident	15.7%	1
Emerging	33.3%	2
Strong	50.0%	3
	<i>answered question</i>	6
	<i>skipped question</i>	0

20. There is evidence of business and community support.

	Response Percent	Response Count
Not evident	0.0%	0
Emerging	0.0%	0
Strong	100.0%	6
	<i>answered question</i>	6
	<i>skipped question</i>	0

21. Career and college readiness programs begin in middle school and offer pathways to college, internships, and supports in high school.

	Response Percent	Response Count
Not evident	33.3%	2
Emerging	66.7%	4
Strong	0.0%	0
	<i>answered question</i>	6
	<i>skipped question</i>	0

Crossett Brook Middle School: Initial School Capacity Self Assessment

1. The principal has communicated urgency, vision and a plan.

	Response Percent	Response Count
Not evident	2.5%	1
Emerging	85.0%	25
Strong	32.5%	13
	answered question	40
	skipped question	0

2. The principal is recognized as the "instructional leader".

	Response Percent	Response Count
Not evident	5.0%	2
Emerging	42.5%	17
Strong	52.5%	21
	answered question	40
	skipped question	0

3. All staff know how a continuous improvement system works.

	Response Percent	Response Count
Not evident	22.5%	9
Emerging	60.0%	24
Strong	17.5%	7
	answered question	40
	skipped question	0

4. The curriculum is aligned and focused across and within grades.

	Response Percent	Response Count
Not evident	7.5%	3
Emerging	47.5%	19
Strong	45.0%	18
<i>answered question</i>		
<i>skipped question</i>		
		0

5. The curriculum is aligned with state standards.

	Response Percent	Response Count
Not evident	0.0%	0
Emerging	22.5%	9
Strong	77.5%	31
<i>answered question</i>		
<i>skipped question</i>		
		0

6. The curriculum reflects rigor.

	Response Percent	Response Count
Not evident	0.0%	0
Emerging	32.5%	13
Strong	67.5%	27
<i>answered question</i>		
<i>skipped question</i>		
		0

7. All students are expected to master the curriculum.

	Response Percent	Response Count
Not evident	7.5%	3
Emerging	47.5%	19
Strong	45.0%	18
<i>answered question</i>		40
<i>skipped question</i>		0

8. The school has a data team that meets to review student outcomes and a computerized student data tracking system.

	Response Percent	Response Count
Not evident	10.0%	4
Emerging	60.0%	24
Strong	30.0%	12
<i>answered question</i>		40
<i>skipped question</i>		0

9. All teachers review their student data regularly.

	Response Percent	Response Count
Not evident	5.0%	2
Emerging	50.0%	20
Strong	45.0%	18
<i>answered question</i>		40
<i>skipped question</i>		0

10. Common formative assessments have been developed for each grade across all grades in the school and are tracked by the student data system.

	Response Percent	Response Count
Not evident	22.5%	9
Emerging	60.0%	24
Strong	17.5%	7
answered question		
skipped question		
		40
		0

11. The schedule permits common planning time and is focused on academic improvement and social support.

	Response Percent	Response Count
Not evident	0.0%	0
Emerging	42.5%	17
Strong	57.5%	23
answered question		
skipped question		
		40
		0

12. There is a warm and welcoming climate with firm expectations for acceptable behavior.

	Response Percent	Response Count
Not evident	12.5%	5
Emerging	40.0%	16
Strong	47.5%	19
answered question		
skipped question		
		40
		0

13. Professional development is provided in classrooms and is focused on school areas of need identified in the accountability system.

	Response Percent	Response Count
Not evident	25.0%	10
Emerging	32.5%	13
Strong	42.5%	17
answered question 40		
skipped question 0		

14. The principal is frequently in classrooms and the teacher evaluation system is effective in improving teaching and learning.

	Response Percent	Response Count
Not evident	5.0%	2
Emerging	45.0%	18
Strong	50.0%	20
answered question 40		
skipped question 0		

15. Teachers reflect the climate of open communication by visiting one another's classes and sharing lessons and other materials.

	Response Percent	Response Count
Not evident	17.5%	7
Emerging	60.0%	24
Strong	22.5%	9
answered question 40		
skipped question 0		

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.

	Response Percent	Response Count
Not evident	0.0%	0
Emerging	55.0%	22
Strong	25.0%	10
<i>answered question</i>		
<i>skipped question</i>		
		0

17. Resources are equitably distributed across classes and support systems.

	Response Percent	Response Count
Not evident	17.5%	7
Emerging	40.0%	16
Strong	42.5%	17
<i>answered question</i>		
<i>skipped question</i>		
		0

18. Social and emotional support systems are adequate for the student need.

	Response Percent	Response Count
Not evident	7.5%	3
Emerging	41.0%	16
Strong	47.5%	19
<i>answered question</i>		
<i>skipped question</i>		
		0

19. There are preschool, after school, and summer programs for all students.

	Response Percent	Response Count
Not evident <input type="checkbox"/>	22.5%	9
Emerging <input type="checkbox"/>	45.0%	18
Strong <input type="checkbox"/>	32.5%	13
<i>answered question</i>		40
<i>skipped question</i>		0

20. There is evidence of business and community support.

	Response Percent	Response Count
Not evident <input type="checkbox"/>	7.5%	3
Emerging <input type="checkbox"/>	45.0%	18
Strong <input type="checkbox"/>	47.5%	19
<i>answered question</i>		40
<i>skipped question</i>		0

21. Career and college readiness programs begin in middle school and offer pathways to college, internships, and support in high school.

	Response Percent	Response Count
Not evident <input type="checkbox"/>	37.5%	15
Emerging <input type="checkbox"/>	42.5%	17
Strong <input type="checkbox"/>	20.0%	8
<i>answered question</i>		40
<i>skipped question</i>		0

Annual Action Plan for SIG FY2011

Name of School: Thatcher Brook Primary School

Reporting Cluster or Focus Area: **Reading/Literacy**

Assessment Needs Identified by Data	Measureable Goal	Action Steps	Progress Indicators	Expected Completion Date
Continue to close the achievement gap between SpEd and regular education students in Reading	> = 35% SpEd students meeting or exceeding standards 2010 (NECAP) > =40% SpEd Students meeting or exceeding standards 2011 (NECAP) note: currently 27% SpEd students are meeting or exceeding standard	<ol style="list-style-type: none"> 1) Develop an RTI model for instruction that is consistent across all grades and classrooms 2) Implement consistent local assessment model 3) Monitor local assessment results- identifying students who are in need of improvement 4) Provide strong classroom Tier I instruction and consistent intervention supports at the Tier II level 5) Improve collaboration between regular ed and spEd teachers so as to maximize students' time in the reg. ed classroom 6) Provide consistent Tier III instruction to students in SpED 	<ol style="list-style-type: none"> 1) Improved results at regular intervals using Primary Observation Assessment at the K-2 level and using the DRA at the 3/4 level 2) Classroom running records and other informal checks will show no regression and will follow an improvement schedule set individually per student 3) Increase SpEd students' time in the Reg. classroom with stronger collaboration between regular ed and SpEd teachers 	School year 2010-11 continued implementation during the subsequent school years
Continue to close the achievement gap between low income students and students not identified as low income students	> = 70% F/R students meeting or exceeding standards 2010 (NECAP) > =80% F/R students meeting or exceeding standards 2011 (NECAP) note: currently 68% F/R students are meeting or exceeding standard	<ol style="list-style-type: none"> 1) Develop an RTI model for instruction that is consistent across all grades and classrooms 2) Implement consistent local assessment model 3) Monitor local assessment results- identifying students who are in need of improvement 4) Provide strong classroom Tier I instruction and consistent intervention supports at the Tier II level 	<ol style="list-style-type: none"> 1) Improved results at regular intervals using Primary Observation Assessment at the K-2 level and using the DRA at the 3/4 level 2) Classroom running records and other informal checks will show no regression and will follow an improvement schedule set individually per student 	

Annual Action Plan for SIG FY2011

Professional Development Required	Projected Funding Amounts with Funding Source	Materials/Human Resources Required	Person(s) responsible	Planned interim reporting dates
<p>Teachers:</p> <ul style="list-style-type: none"> 1) RTI Tier I intervention/instructional strategies in Literacy 2) RTI Tier II intervention/instructional models and strategies in Literacy <p>Other Instructional Staff:</p> <ul style="list-style-type: none"> 1) Providing instructional support in the regular classroom for literacy <p>Administrators:</p> <ul style="list-style-type: none"> 1) Implementing RTI models systemically in schools 2) Using the data team process to improve school-wide <p>Board:</p> <ul style="list-style-type: none"> 1) Supporting a continuous school improvement model 	<p>Literacy consultant for job embedded PD (GM/JM) \$19,500 (SIG Grant)</p> <p>Lit. Team to attend Vt Reads Summer Conference- 3 years (follow up provided in above strategy) \$9600 (SIG)</p> <p>Training in use of Foundations program \$3000 (SIG)</p> <p>Teaching teams to do summer pd related to above strategy \$4500 (SIG)</p> <p>Admin Team to attend RTI workshops (local PD funds)</p> <p>Board updates by admin team (no funds needed)</p>	<p>Literacy coach- Gayle Moskowitz</p> <p>VRI consultant -Jane Mekkelson</p> <p>Fundations consultant-Sterms</p>	<p>Teachers Leaders for literacy and math</p> <p>School Principal, Don Schneider</p>	<p>By trimester teams will report out</p>
<p>Total SIG Grant Funds Requested for Literacy \$36,600</p>				

Annual Action Plan for SIG FY2011

Annual Action Plan Timeline

Reporting Cluster or Focus Area:

Mathematics

Assessment Needs Identified by Data	Measureable Goal	Action Steps	Progress Indicators	Expected Completion Date
Continue to close the achievement gap between SpEd and regular education students in Mathematics	>= 35% SpEd students meeting or exceeding standards 2010 (NECAP) >= 40% SpEd Students meeting or exceeding standards 2011 (NECAP) <i>note: SpEd students went from 19% meeting or exceeding standard to 31% between school years 08 and 09 in mathematics</i>	<ol style="list-style-type: none"> 1) Identify mathematics "specialists" at the third and fourth grade level to provide focus and intensive PD in mathematics content and pedagogy 2) Develop an RTI model for instruction that is consistent across all grades and classrooms 2) Implement Investigations mathematics in grades K-4 3) Monitor local assessment results- identifying students who are in need of improvement using the program assessments 4) Provide strong classroom Tier I instruction and consistent intervention supports at the Tier II level 5) Improve collaboration between regular ed and spEd teachers so as to maximize students' time in the reg. ed classroom 6) Provide consistent Tier III instruction to students in SpED 	<ol style="list-style-type: none"> 1) Improved results at regular intervals using Primary Number and Operations Assessment at the K-2 level and using the WWSU Mathematics assessments at the 3/4 level 2) Classroom-based assessments from the Investigations math program will be monitored as baseline data 3) Increase SpEd students' time in the Reg. classroom with stronger collaboration between regular ed and SpEd teachers 	School year 2010-11 continued implementation during the subsequent school years
Continue to close the achievement gap between low income students and students not identified as low	>= 65% F/R students meeting or exceeding standards 2010 (NECAP) >= 70% F/R students meeting or exceeding	<ol style="list-style-type: none"> 1) Develop an RTI model for instruction that is consistent across all grades and classrooms 2) Implement consistent local assessment model 3) Monitor local assessment results- 	<ol style="list-style-type: none"> 1) Improved results at regular intervals using Primary Observation Assessment at the K-2 level and using the DRA at the 3/4 level 2) Classroom running records and other informal checks will show no 	

Annual Action Plan for SIG FY2011

income students	standards 2011 (NECAP) <i>note: currently 61% F/R students are meeting or exceeding standard up from 49% in 2008</i>	identifying students who are in need of improvement 4) Provide strong classroom Tier I instruction and consistent intervention supports at the Tier II level	regression and will follow an improvement schedule set individually per student	
Professional Development Required	Projected Funding Amounts with Funding Source	Materials/Human Resources Required	Person(s) responsible	Planned interim reporting dates
<p>Teachers:</p> <ol style="list-style-type: none"> RTI Tier I intervention/instructional strategies in Mathematics RTI Tier II intervention/instructional models and strategies in Mathematics Supporting improved instruction through the data-team process <p>Other Instructional Staff:</p> <ol style="list-style-type: none"> Providing instructional support in the regular classroom for mathematics <p>Administrators:</p> <ol style="list-style-type: none"> Implementing RTI models systemically in schools Using the data team process to improve school-wide <p>Board:</p> <ol style="list-style-type: none"> Supporting a continuous school improvement model 	<p>Formative assessment and data team development work \$15000 (SIG)</p> <p>.4 Mathematics coach to work with math teams on instructional strategies(CFP SWP)</p> <p>Teaching teams to do summer pd related to above strategy \$4500 (SIG)</p> <p>Admin Team to attend RTI workshops (local PD funds)</p> <p>Board updates by admin team (no funds needed)</p>	Mathematics Consultant-Mary Abele-Austin	Teachers Leaders for literacy and math School Principal, Don Schneider	By trimester teams will report out
Total SIG Grant Funds Requested for Mathematics \$19,500				

Annual Action Plan for SIG FY2011

Name of School: Crossett Brook Middle School

Reporting Cluster or Focus Area: **Reading/Literacy**

Assessment Needs Identified by Data	Measureable Goal	Action Steps	Progress Indicators	Expected Completion Date
Impact the achievement gap between SpEd and regular education students in Reading by showing continuous improvement	> = 30% SpEd students meeting or exceeding standards 2010 (NECAP) > = 35% SpEd Students meeting or exceeding standards 2011 (NECAP) note: currently 23% SpEd students are meeting or exceeding standard down from 30% in 2008	<ol style="list-style-type: none"> 1) Monitor local assessment results- to assist in determining effective instructional strategies 3) Work with a literacy coach to improve targeted Tier I classroom based instruction 4) Increase collaboration between SpEd and classroom teachers to increase the amount of time student spend in the regular classroom 	<ol style="list-style-type: none"> 1) Improved results at regular intervals using DRA assessment 2) Classroom running records and other informal checks will show no regression and will follow an improvement schedule set individually per student 3) Increase SpEd students' time in the Reg. classroom with stronger collaboration between regular ed and SpEd teachers 	School year 2010-11 continued implementation during the subsequent school years
Impact the achievement gap between low income students and students not identified as low income students	> =55% F/R students meeting or exceeding standards 2010 (NECAP) > =60% F/R students meeting or exceeding standards 2011 (NECAP) note: currently 52% F/R students are meeting or exceeding standard- scores have been generally flat in this area	<ol style="list-style-type: none"> 1) Implement consistent local assessment model to aid in identifying at-risk students 2) Monitor local assessment results- identifying students who are in need of improvement 3) Work with a literacy coach to improve targeted Tier I classroom based instruction 4) Provide classroom based assistance to at-risk students to support improvement 5) Provide extended school day and extended school year services for at-risk learners beginning after Fall 2010 	<ol style="list-style-type: none"> 1) Improved results at regular intervals using Primary Observation Assessment at the K-2 level and using the DRA at the 3/4 level 2) Classroom running records and other informal checks will show no regression and will follow an improvement schedule set individually per student 	

Annual Action Plan for SIG FY2011

Professional Development Required	Projected Funding Amounts with Funding Source	Materials/Human Resources Required	Person(s) responsible	Planned interim reporting dates
<p>Teachers:</p> <ol style="list-style-type: none"> 1) Use of Reading assessments to monitor student understanding 2) Reading strategies for middle level readers <p>Other Instructional Staff:</p> <ol style="list-style-type: none"> 1) Providing instructional support in the regular classroom for literacy <p>Administrators:</p> <ol style="list-style-type: none"> 1) Development and implementation of local assessment and data-team models to support continuous school improvement <p>Board:</p> <ol style="list-style-type: none"> 1) Supporting a continuous school improvement model 	<p>Literacy consultant for job embedded PD \$7,500 (SIG)</p> <p>Student support for at-risk students in literacy \$9,270 (SIG)</p> <p>Extended school day and extended school year learning opportunities in Literacy \$5,240 (SIG)</p> <p>Staff development in use of reading assessments (local funds)</p>	<p>Literacy Consultant-Karen Kurzman or comparable alternative</p> <p>Extended school day and/or extended school year staff</p> <p>Student support service staff</p>	<p>School principals, Tom Drake and Cathy Knight</p>	<p>By trimester teams will report out</p>
<p>Total SIG Grant Funds Requested for Literacy \$22,010</p>				

Annual Action Plan for SIG FY2011

Annual Action Plan Timeline

<p>Reporting Cluster or Focus Area:</p> <h2 style="margin: 0;">Mathematics</h2>

Assessment Needs Identified by Data	Measureable Goal	Action Steps	Progress Indicators	Expected Completion Date
<p>Focus on improvements regarding the achievement gap between SpEd and regular education students in Mathematics</p>	<p>> = 20% SpEd students meeting or exceeding standards 2010 (NECAP) > = 25% SpEd Students meeting or exceeding standards 2011 (NECAP) <i>note: Currently on 17% of SpEd students meet or exceed standards on NECAP, up from only 13% in 2008</i></p>	<p>1) Supply job embedded classroom based professional development with a focus on increasing students mathematical understanding 2) Development intervention and support models that focus on increasing students' time in the regular classroom</p>	<p>1) Improved results at regular intervals using program assessments and end of year WWSU math assessments for all students as baseline data 2) Increase SpEd students' time in the Reg. classroom with stronger collaboration between regular ed and SpEd teachers</p>	<p>School year 2010-11 continued implementation during the subsequent school years</p>
<p>Continue to close the achievement gap between low income students and students not identified as low income students</p>	<p>> =50% F/R students meeting or exceeding standards 2010 (NECAP) > =55% F/R students meeting or exceeding standards 2011 (NECAP) <i>note: currently 46% F/R students are meeting or exceeding standard up from 38% in 2008</i></p>	<p>1) Develop an intervention model for instruction that is consistent across all grades and classrooms 2) Implement consistent local assessment model 3) Monitor local assessment results- identifying students who are in need of improvement 4) Provide strong classroom Tier I instruction and consistent intervention supports at the Tier II level with support</p>	<p>1) Improved results at regular intervals using program based assessments</p>	<p>School year 2010-11 with continued implementation in the subsequent school years</p>

Annual Action Plan for SIG FY2011

Professional Development Required	Projected Funding Amounts with Funding Source	Materials/Human Resources Required	Person(s) responsible	Planned interim reporting dates
<p>Teachers:</p> <ol style="list-style-type: none"> 1) Improved instructional strategies in Mathematics 2) RTI Tier II intervention/instructional models and strategies in Mathematics 3) Analyzing student work to improve instruction (formative assessment) <p>Other Instructional Staff:</p> <ol style="list-style-type: none"> 1) Providing instructional support in the regular classroom for mathematics <p>Administrators:</p> <ol style="list-style-type: none"> 1) Implementing RTI models systemically in schools 2) Using the data team process to improve school-wide <p>Board:</p> <ol style="list-style-type: none"> 1) Supporting a continuous school improvement model 	<p>36 days Mathematics coach to work with math teams on instructional strategies \$12,000 (SIG)</p> <p>Student support for at-risk students in literacy \$9,270 (SIG)</p> <p>Extended school day and extended school year learning opportunities in Literacy \$5,240 (SIG)</p> <p>Staff development in use of mathematics assessments (local funds)</p>	<p>Mathematics Consultant-Mary Abele-Austin</p> <p>Support staff for supporting classroom instruction</p>	<p>School principals, Tom Drake and Cathy Knight</p>	<p>By trimester teams will report out</p>
<p>Total SIG Grant Funds Requested for Mathematics \$26,510</p>				