

Vermont School Improvement Grant Application

Spring, 2010

Supervisory Union/ District Name: Windsor Southeast Supervisory Union

Contact Person: Madelyn Crudo-Burke

Role: Assistant Superintendent for Pupil Services

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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: _____

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 |
| Windsor High School | 50999 52 - 0386 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Windsor State Street School | 50999 52- 0385 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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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:

Windsor High School's mission statement is the basis for how it approaches education for its students. Specifically, "The WSD is committed to educating each student to his/her full potential. We believe that a safe and positive environment is essential and that it is defined by mutual respect and an appreciation of diverse ideas. Collaboration with the community, parent involvement, and effective communication are hallmarks of our school and guide school development. Our decisions are based on a vision of high academic achievement. We understand the importance of education for the future and recognize that each of us should be life long learners."

However, the role of the mission in serving all students has yet to be actualized. As the superintendent has stated, Windsor High School needs to do what we do well for some students for all of our students. From the 2008 New England Schools and Colleges Accreditation (NEASC) report, the school has identified academic, social and civic expectations for all students. While there are expected levels of performance associated with each of the expectations, work is still underway to incorporate them into the curriculum, assessment and instructional practices of the school.

The Windsor High School faculty is truly committed and passionate about their school. However there is a high level of frustration and anxiety about their ability to address the needs of all students as individuals. Currently people are working within their focus of control, which is at the student and teacher level. They express a deep desire and need for a values driven community.

Up until the 2009-10 school year, the leadership model for Windsor High School involved a superintendent who was located in the building and a building principal. The superintendent assumed direct responsibility for many of the day-to-day activities at the high school. As reported in the 2008 NEASC report, the principal did not have the autonomy to complete his responsibilities. At the beginning of the 2009-10 school year, there were changes at the Supervisory Union (SU) level with one superintendent being hired for the entire (SU). This has resulted in the realignment of roles and responsibilities for the building level principal. A new principal has been hired for the 2010-11 school year. He has been involved in the planning process and has a sense of urgency, awareness of the system, and is able to identify the priorities as well as areas in which there can be “quick wins.” As part of the process for the development of the SIG plan, a team composed of two board members, five faculty, the new principal, and the assistant superintendent was engaged in the research, identification of goals, and action steps. This builds on the school’s Staff Leadership Team which has been utilized by the former principal in the leading of the school’s work.

PowerSchool is the management software in the school, which will provide a basis for the yet to be developed system for tracking student learning data. To date, the school lacks a comprehensive system to track data. Plans are underway to institute a portfolio system for each student to track their achievement of the school's expectations for student learning. The superintendent, assistant superintendent, and incoming principal have been actively involved in the development of the School Improvement Grant (SIG) plan and are highly motivated to ensure that priorities are established, supported and completed. Use of data to monitor student progress is limited to and based on individual teacher criteria rather than a school wide system. While data is available from the middle school, there needs to be a system in place to inform curriculum and instruction, as well as to drive K-12 curriculum alignment.

Work is underway to document the curriculum across the high school. However, the expectations for student learning and state GE’s need to be intentionally included in the work. There is a need for this work to be completed K-12 with attention to the articulation from the middle school to the high school. While much progress has been made for students eligible for special education, this work needs to continue. In addition, there is a need for the development of alternative programs for students that set high expectations for achievement and allow for flexibility in the delivery of the program.

The schedule is focused on setting times for courses to meet. Time for groups/teams of teachers to meet is primarily after school. While the school has provided training and support for Critical Friends Groups, the transfer of these concepts into the work of the school is limited at best. Discussions about teaching and learning are emerging among the faculty. There is a need for more structured, focus time in order for this work to flourish and impact student learning. The NEASC report

recommended that there was a need for time and support for professional development as well as the need for instructional strategies discussion to be significant part of the professional culture.

While there are a variety of assessment strategies being used at Windsor High School, these need to be in place for all students and need to be linked to the school's expectations for student learning. There is no data team or progress monitoring system except at the individual teacher level. Because grades are the only means for measuring progress, the data about student achievement is highly subjective and not grounded in reporting progress on specified standards or GE's. In the area of assessment, the NEASC report identified the need for a school wide process based on school wide rubrics to assess progress on academic expectations, consistent and shared methods for assessing student progress in achieving social/civic expectations, and the use of school wide rubrics by all teachers, share and discuss student work to inform curriculum revision and instructional practices.

Windsor High School has engaged in professional development that has been comprehensive with regard to all high school staff. Members of the faculty have skills and understanding of CFG and differentiated instruction. However, there is a need for this work to be well articulated, linked to student learning and more embedded so there is more transfer into classroom practice and school culture. In some situations the participation rate for faculty in professional development work at the school has been low.

The teacher evaluation system at Windsor High School needs to align with the vision and school wide learning community. At this time, the procedures and processes are inconsistent both in their alignment with student learning and in their implementation. The system must be developed to ensure fidelity in the implementation and impact.

There has been movement made on the part of the school in addressing instructional support systems and staffing the instructional support program. However, the district and SU still need to establish rigorous qualification requirements including the minimum of two years of college and pass an assessment in mathematics and reading.

While there has been a trend in a positive direction for special education services at Windsor High School, work still needs to be completed. Classroom based instruction and services for students have been increasing and systems and training need to be supplied to ensure this trend continues. While individual departments have developed ways to provide support – i.e. before school tutoring, there is a need for a consistent, systematic response when students need support in their learning. This system needs to address learning within the classroom and also proactively use data to identify and address student needs. In the NEASC report student support services were identified as an area of need, especially in relation to the development of both academic and behavioral plans.

Access to resources for students, parents and teachers is an area for growth for Windsor High School. While work has been underway to engage parents, this has been more by invitation rather than actively engaging and supporting parents. In parent surveys, the response numbers are narrow and there is both a need and interest for developing strong partnerships.

The school's action plan has as a goal to continue to promote, develop, and increase family and community partnerships. The second objective: will increase parent/community awareness and knowledge through dissemination of information, providing opportunities for discussion, and implementation strategies that promote and enable high academic achievement demonstrate an awareness of the importance of this work.

In the area of social and emotional support, the school has had as one of its action plan goals: to continue to foster and promote a positive school climate. The focus for this goal has been to provide a positive school climate and increase the level of engagement in learning through clearly defined goals and expectations, positive relations with adults, and a general respect of the school environment in order to continue to decrease the number of behavioral incidences and potentially risky behaviors. Included as a focus for this goal, is to promote the expectation of respect, rights, and responsibility within the school and general community through dissemination of information, dialog with parents, and the formulation of partnerships committed to supporting students. While these have been action plan goals, there is a need for a comprehensive system of support within the school which is networked to the broader community, state, and federal agencies. For students engaged in the arts and athletics, there is a strong connection to the school; for others, the connection is more tenuous. Systems for extending support programs and increasing the efficacy of the health and counseling programs must be developed.

There is a school to work program at the school that has developed some strong partnerships with businesses and also established community based learning projects for individual students. The career and college readiness programs will need to be incorporated into the curriculum and support programs at the school. The trend in graduation rate, drop out rates and post secondary participation rates indicate a need to enhance and develop this aspect of the high school program.

With the exception of before school tutoring, all programs are offered during the school year and within the school day.

While there is a school to work program at the school, its scope is limited and does not address the systemic needs of partnership to support Windsor High School. The school has a school community council which meets regularly however; the work is primarily that of disseminating information. There is a need to develop partnerships that support collaboration for student programs and student support. In addition, the work needs to be proactive in nature and be based on ongoing evaluation, feedback and data about strengths and weaknesses.

- 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:

Through a series of forums and surveys, Windsor High School received input from students, faculty, and the community. All faculty and all students were surveyed for input. A community forum with about 50 participants was held in April 2010.

In addition to the forums, Windsor High School received its New England Association of Schools and Colleges accreditation in 2007. This process required in depth surveys from parents, faculty, and students.

A Task Force was formed to provide guidance and input into the drafting of the transformation plan. The group was composed of 5 teachers, 2 board members the incoming principal and the assistant superintendent. The group's work centered on four framing questions:

—How can we keep students engaged in classes and coming to school? (increase attendance, reduce dropout, increase graduation rate)

—What programs promote high achievement for ALL students?

—Are there ways to engage parents, especially disenfranchised ones in the learning of their children?

—What strategies can be used to improve school climate so it is safe, caring, and rigorous?

Two teams of teachers were charged with conducting school visits and researching best practices to address the four framing questions. They shared their findings with the task force. The task force reviewed the data from the community forums, teacher input, and student advisory input.

- 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:

The 2008-2010 Annual Yearly Progress (AYP) data were reviewed. For each year, Windsor High School made AYP for reading, academic indicators, and participation. In 2009, the school failed to make AYP in mathematics for all students and white students. In 2010, the school made AYP in mathematics. Because the N<40 in subgroups, the data were not included as part of AYP.

However, when the data are reviewed, the following trends emerge. For academic indicators, the graduation rate has seen downward trend for students who receive free and reduced lunch (FRL). In 2008, 86% of students who received FRL graduated, in 2009, only 54% of students graduated. The 2009 graduation rate for students with disabilities is 44%. This is significantly lower than the state average of 64%.

In looking at mean scale scores in reading over the past 3 years Windsor was in line with the state's mean scale scores in 2007-08 and below the state's mean scale score in 2008-09 and 2009-10. A similar pattern holds true for the math mean scale scores, in 2008-09, Windsor's mean scale scores were equal to the state's. In 2007-08 and 2009-10, Windsor was below the state's.

In examining the 2010 AYP data further, noting that the subgroup sizes for free and reduced lunch is 24, there is a substantial difference in the performance levels of the students who receive free and reduced lunch at Windsor High School when compared to state. For reading the percentage of students at partially proficient for the state was 25%, for Windsor High School it was 40%. In the substantially below proficient category, the comparison is 20% (state) to 20% (WHS). This pattern

holds true in Mathematics (partially proficient -state 26%, WHS 40%: substantially below - state 56%, WHS - 60%) and writing partially proficient -state 38%, WHS 60%: substantially below - state 8%, WHS - 30%).

Another interesting pattern is the variance between the state's percentage of students who were at the proficient with distinction level compared to Windsor's data. In reading, 24% of students across the state compared to Windsor High School, 8% were proficient with distinction. The pattern was similar in Math, state 3% to WHS 0%, and writing, state 7% to WHS 2%.

- 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:

| | 2007-08 | 2008-09 | 2009-10 |
|-----------------------------|---------------|---------------|---------|
| Graduation Rates | 93.55% | 79.73% | |
| Drop out rates | 3.56% | 4.18% | |
| Discipline referrals | 40 | 83 | |

School Action Plan priorities

Premise I: The Windsor School District recognizes that students need a safe and respectful environment to learn effectively. (WSD Strategic Plan, 2006)

Goal I: To continue to promote, develop, and increase student leadership.

Objective 1: Will increase student leadership through involvement of more students in student leadership initiatives, and the solicitation of input from students for relevant issues, procedures, and policies.

Objective 2: Will increase the opportunities and activities designed to promote elementary/secondary connections, partnerships, and mentorship.

Goal II: To continue to promote, develop, and increase family and community partnerships.

Objective 1: Will increase family, school, and community partnership through the use of school and community expertise within and outside the school setting, as well as the development of specific community/school projects and collaboration.

Objective 2: Will increase parent/community awareness and knowledge through dissemination of information, providing opportunities for discussion, and implementation strategies that promote and enable high academic expectations and student achievement.

Goal III: To continue to foster and promote a positive school climate.

Objective 1: Will provide a positive school climate and increase the level of engagement in learning through clearly defined goals and expectations, positive relations with adults, and a general respect of the school environment in order to continue to decrease the number of behavioral incidences and potentially risky behaviors.

Objective 2: Will promote the expectation of respect, rights, and responsibility within the school and general community through dissemination of information, dialog with parents, and the formulation of partnerships committed to supporting students.

Highly qualified teacher data (2009-10) 9-12: 33 teachers 29 HQT and 3 are not (provisional/emergency)

Child Count by Category:

| | | | |
|---------------------------------|-----------|-----------|----------|
| Developmental Delay | 0 | 0 | 0 |
| Learning Impairment | 0 | 0 | 0 |
| Specific Learning Dis. | 12 | 9 | 6 |
| Visual Impairment | 0 | 0 | 0 |
| Deafness/Hard of Hearing | 1 | 1 | 0 |
| Speech or Language Imp. | 2 | 4 | 0 |
| Orthopedic Impairment | 1 | 1 | 1 |
| Other Health Impairment | 15 | 12 | 6 |
| Emotional Disturbance | 3 | 3 | 2 |
| Autism Spectrum Disorder | 2 | 2 | 4 |
| Traumatic Brain Injury | 0 | 0 | 0 |
| Deaf-Blindness | 0 | 0 | 0 |
| Multiple Disabilities | 0 | 0 | 0 |

| | | | |
|--|--------------|--------------|--------------|
| Percent of students with disabilities in gen ed more than 80% | 75.7% | 65.6% | 73.7% |
| # of students in out of district | 8 | 10 | 8 |
| # of students in alternative day placements | 4 | 1 | 1 |

| | | | |
|--------------------------------|----|----|----|
| # of ELL Students | 1 | 1 | 2 |
| # of Students eligible for FRL | 85 | 85 | 65 |
| Youth Risk Behavior Survey | | | |
| PDF File attached (Appendix 1) | | | |

These data have been included in the narrative in Requirement 1, page 4 of the application

- 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.

Rubric is attached - Appendix 2a (Attachment B) narrative is included in section 1a (page 4)

- 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:

Windsor High School will implement the Transformation Model - Attachment D2 is in Appendix 3.

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

1. Developing and increasing teacher and school leader effectiveness.

- There has been a new principal hired
- There has been professional development in Critical Friends Protocols and Differentiated Instruction'
- Plans are underway to develop and implement an SU wide supervision and evaluation system.

2. Comprehensive instructional reform strategies

- There is a curriculum writing process underway
- Increase in the number of students served in regular classrooms. Decrease in the number of students in/out of district placements. (What programs specifically used?)

3. Increase learning time and creating community oriented schools

- There has been a revision of the school schedule which will result in a 30% increase in core academic time.

4. Providing operational flexibility and sustained support

- changes have been made at the SU level to provide the principal with the level of autonomy needed to run the school

All other required actions have been included 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:

Not applicable: the school did not have Commissioner's Required Actions.

- 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.)

The board was actively involved in working with the community to solicit input. It conducted a community forum and two members of the board, including the chair were active in the task force which developed the plan. A letter of support is included in Appendix 4.

- 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.)

Please see attached Memorandum of Understanding (Appendix 4) between the bargaining unit at Windsor and the Superintendent of School. The union expresses a willingness to expand the contract language and parameters, year one of the grant. At the end of the next school year, all districts within the WSSU (Windsor Southeast Supervisory Union) will be negotiating and the SU expects, per changes in the law, a single SU-wide agreement with language to support flexible schedules, and RTB and the supervision and evaluation model.

- 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)

(see budget) Windsor will collect and analyze data and progress monitor its activities to determine the extend to which strategies, practices, beliefs and personnel significantly impact change within the district on behalf of student, the school and community. To that end, the Supervisory Union is committed to the success of the school and will allocate funds from the Consolidated Federal Grants Program, Title 1 and Title 11A and ARRA funds in Title 11D. The SU will, in conjunction with the school team, allocated School-Health Medicaid funds, a small amount of IDEA funds (to support paraprofessional involvement in the professional development activities at the school in Restorative Justice) and local funds to sustain activities that within which the school infrastructure created and supported by grant activities could backslide.

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

The current evaluation system was developed in 2002. The goals for the system include: effective instruction, high expectations, development of skills and continuous improvement, instructional leadership, a positive school climate, fair and equitable processes and procedures, and the potential of our students and ourselves as adult learners. The system should support and foster ongoing professional development, meet the unique needs of adult learners, promote collegiality and collaboration, have a basis of effective and honest communication, recognize the value of accountability, serve the purpose of improving instruction and enhancing learning, provide opportunities for improvement, and value the perspective of the teacher regarding their own self assessment.

It is differentiated based on experience and level of performance. For new teachers, there is a mentoring program and a minimum of four observations prior to March 1. For experienced teachers, there is an annual evaluation which includes goal setting and a minimum of two formal classroom observations or conferences completed prior to March 1. An Intensive Supervision protocol is designed for the teacher who is having significant difficulty in meeting his/her teaching responsibilities. For this cycle the evaluator determines the need and notifies the teacher. A written plan of action is developed and may include the assignment of a mentor.

The standards are aligned to the Vermont Professional Teaching Standards for the IDPD process - Learning, Professional Development, Collegiality, Advocacy, and Accountability.

There is no formal documentation of the principal evaluation system.

- 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.)

The newly appointed leader of the school district will engage in staff survey (through Survey Monkey) to gather information not currently held by the school on interests, passions, areas of expertise outside of their area of licensure, for example.

- vi. Statewide and regional partnerships (e.g., agreements with ESAs, local agencies, and/or institutes of higher ed.)
None at this time

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

There are 10 professional development days available for professional development. The improvement plan calls for work to find time for teacher collaboration within the structure of the new schedule and within the contract which allows for after school meeting times.

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.)

PowerSchool only

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.)

Letters are attached from the PTF group, Mount Ascutney Hospital, Windsor Recreation Department (See Appendix 4)

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

See the submitted budget

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 data and results - see Appendix 5

The data from the self assessment addressing Initial School Capacity for most factors mirrors the assessment completed for Attachment B completed by the superintendent, assistant superintendent, and principal as well as the work completed by the Task Force. Overall, for 16 of the 24 factors, the majority of responses were in the "no evidence" rating. Eight factors received a rating of "emerging", and only two factors received more than 10% or ratings as "strong." The highest percentage of "strong" ratings, 15.4% was in the area of career to college programs.

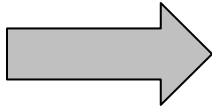
The faculty indicated that the work in curriculum was moving forward. For curriculum alignment focused across and within grade, 81.5% of the faculty indicated that this was emerging. The evidence gathered from the task force would support this finding. The written curriculum has been completed for some content areas. It is still in process for others. Also, this work is at the high school only and has not been aligned with the middle school.

One curious result is the survey data that indicates that 66.7% of faculty believe that work is underway to have the curriculum reflect rigor. When one looks at the student achievement data, the achievement levels would indicate the need for further conversation. At the high school, the percentage of students achieving levels of proficiency and proficiency with distinction would raise questions about the emergence of rigor across the curriculum.

While 53.8% of teachers indicated that the special education and support systems are provided in regular classrooms, this is moving in a positive direction. However, based on data and need, the responses are not based on any systematic formative assessments nor any response to intervention system.

In the area of resources, 52% of teachers see more equitable distribution of resources across classes and support systems and 55.6% of teachers see a system to support students social and emotional needs emerging. In looking at the data for drop outs and attendance, it would be important to determine where these support systems are working and where there is continued need.

The last area of capacity which is emerging at Windsor High School is in business and community support (81.5%) and career and college counseling (65.4%). The school has a program which has made strong individual connections with business and the community. This provides a good basis from which a more systemic program can be developed.



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:

Windsor State Street School is a school that has begun a path toward improving learning for its students. The school has an articulated plan of action for improvement which is informed by student data. This plan is beginning to influence instructional decisions and is a priority. However the next steps to make the plan more influential still needs to be articulated and instituted.

There is a need for the entire school to participate in the continuous improvement cycle. At this time, there is no system by which teacher engage in this process. Data needs to be used in this process and from this data, goals need to be established. While the superintendent and central office staff are supportive of the plan, there needs to be a strong focus and commitment from this level toward the work of the school.

Systematic methods assure high quality instruction are emerging with some cross grade and vertical structured discussions in place. However, there is no uniform curriculum aligned to standards thus impacting student learning and data gathering. There is a need for structures-time, norms, and focus to ensure there is an impact on student learning. The collaboration among special educators and regular classroom teachers to serve students is increasing.

Data about individual student learning is limited to summative assessments. As a result, there is a need to have common formative assessments which allow for the implementation of a progress monitoring system which is beyond the individual classroom teacher level.

There is a need for a school and SU level data team. Because of the current level of functioning, the ability to collect meaningful data for analysis is severely hampered. There is technology in place which will support this effort once it is developed and implemented.

State Street School's professional development is driven by individual teacher interests, which in turn limits the ability of the school to focus on collective responsibility to improve student performance. Again, because of the lack of data and analysis, there is a scattered approach to professional development. The school must develop and implement a systematic approach to its professional development goals based on student achievement data, embed the learning into the actual work of the classroom. There have been some external assistance and activities such as...(VMI), Vermont Math Institute Professional

Development module for six K-8 teachers, curriculum (math) work with Lynn Haas and data teams (internal) examining student work.

As is the case with the high school, the teacher evaluation system needs to align with the vision and school wide learning community. At this time, the procedures and processes are inconsistent both in their alignment with student learning and in their implementation. The system must be developed to ensure fidelity in the implementation and impact.

There has been positive movement in the area of paraprofessional support and creditialing. Many of the instructional paraprofessionals have met some of the requirements. Specifically ...

Special education has been moving in a positive direction. However, for most of the categories in this factor, the criteria are not evident at State Street School. While there some teacher/special educators collaboration and some adjustments to student schedules, there is a need for a school wide response, a proactive system to respond to student needs, and a shift in focus from what the student is doing, or not, to what are the intruotional practices, supports needed to improve student learning.

The issue of resources must be addressed. Currently, only a few students have access to resources and tools. It is essential that teacher and staff become aware of the resourcs and technology available to support student learning.

In the area of social and emotional support, the school has had as one of its action plan goals: to continue to foster and promote a positive school climate. The focus for this goal has been to provide a positive school climate and increase the level of engagement in learning through clearly defined goals and expectations, positive relations with adults, and a general respect of the school environment in order to continue to decrease the number of behavioral incidences and potentially risky behaviors. Included as a focus for this goal, is to promote the expectation of respect, rights, and responsibility within the school and general community through dissemination of information, dialog with parents, and the formulation of partnerships committed to supporting students. While these have been action plan goals, there is a need for a comprehensive system of support within the school which is networked to the broader community, state, and federal agencies. For students engaged in the arts and athletics, there is a strong connection to the school; for others, the connection is more tenuous. Systems for extending support programs and increasing the efficacy of the health and counseling programs must be developed.

State Street School has not yet developed a strong career and college readiness program. The faculty indicated that this was emerging, while the superintendent, assistant superintendent and principal rated it as "not evident." There is a school to work program at the high school which is highly regarded but limited in scope and does not constitute a school wide program that impacts all students.

In the area of preschool, after-school, and summer school, there is limited evidence that programs are in place for students.

Business and community partnerships, while they may be in place, they are not well articulated, nor systematically developed or mainatined.

- 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:

See also, the Tier II information included in this grant application for Windsor High School. Partnerships are with the Windsor School District and not necessarily with SSS or WHS because of the nature, in part, of the physical plant. Partnership letters are enclosed in this grant application.

- 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:

Students did universally better in reading K-6 and writing K-6 than Math K-6, with reduced results 7-8 across all three areas. The schools' Free and Reduced population did less well than the general population with no areas of above proficiency identified. Additionally, boys did less well than girls in all areas and special education students faired the least successful in all areas, whether or not they were also eligible for FRL (Free and Reduced Lunch). The schools reading scores have been on a downward trajectory.

- 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:

| | 2007-08 | 2008-09 | 2009-10 |
|-----------------------------|----------------|----------------|----------------|
| Graduation Rates | 93.55% | 79.73% | |
| Drop out rates | 3.56% | 4.18% | |
| Discipline referrals | 40 | 83 | |

School Action Plan priorities

Premise I: The Windsor School District recognizes that students need a safe and respectful environment to learn effectively. (WSD Strategic Plan, 2006)

Goal I: To continue to promote, develop, and increase student leadership.

Objective 1: Will increase student leadership through involvement of more students in student leadership initiatives, and the solicitation of input from students for relevant issues, procedures, and policies.

Objective 2: Will increase the opportunities and activities designed to promote elementary/secondary connections, partnerships, and mentorship.

Goal II: To continue to promote, develop, and increase family and community partnerships.

Objective 1: Will increase family, school, and community partnership through the use of school and community expertise within and outside the school setting, as well as the development of specific community/school projects and collaboration.

Objective 2: Will increase parent/community awareness and knowledge through dissemination of information, providing opportunities for discussion, and implementation strategies that promote and enable high academic expectations and student achievement.

Goal III: To continue to foster and promote a positive school climate.

Objective 1: Will provide a positive school climate and increase the level of engagement in learning through clearly defined goals and expectations, positive relations with adults, and a general respect of the school environment in order to continue to decrease the number of behavioral incidences and potentially risky behaviors.

Objective 2: Will promote the expectation of respect, rights, and responsibility within the school and general community through dissemination of information, dialog with parents, and the formulation of partnerships committed to supporting students.

Highly qualified teacher data (2009-10) K-8: 35 teachers 34 HQT and 1 is not (provisional)

Child Count by Category:

| | | | |
|---------------------------------|----------|----------|-----------|
| Developmental Delay | 8 | 8 | 3 |
| Learning Impairment | 1 | 2 | 3 |
| Specific Learning Dis. | 7 | 6 | 11 |
| Visual Impairment | 0 | 0 | 0 |
| Deafness/Hard of Hearing | 0 | 0 | 0 |
| Speech or Language Imp. | 3 | 2 | 5 |
| Orthopedic Impairment | 1 | 1 | 1 |
| Other Health Impairment | 5 | 7 | 10 |
| Emotional Disturbance | 2 | 1 | 1 |

| | | | |
|--|--------------|--------------|--------------|
| Autism Spectrum Disorder | 5 | 6 | 8 |
| Traumatic Brain Injury | 1 | 1 | 1 |
| Deaf-Blindness | 0 | 0 | 0 |
| Multiple Disabilities | 0 | 0 | 1 |
| Percent of students with disabilities in gen ed more than 80% | 66.7% | 51.4% | 53.3% |
| # of students in/out of district | 0 | 1 | 2 |
| # of students in alternative day placements | 0 | 0 | 0 |
| # of ELL Students | 5 | 4 | 4 |
| # of Students eligible for FRL | 114 | 105 | 160 |
| Youth Risk Behavior Survey | | | |
| PDF File attached in Appendix 1 | | | |

These data have been included in the narrative in Requirement 1 page 4 of the application

- 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.

Rubric is attached - Appendix 2b (Attachment B) narrative is included in section 1a (page 17)

- 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:

A math coach whose primary responsibility will be to work with teachers in classrooms for their professional growth and improvement of skills with regard to effective instruction and assessment for all students in math computation, literacy and problem-solving.

Including, through staff additions, increased supplemental service time for all students in the areas of math calculation, math literacy, math problem-solving. The times of the day would be before and after school and during school vacations with a focus on retention of skills and support for emergent skills.

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

- Plan is attached
- i) Establishment of self-defined annual achievement goals tied to state accountability measures and achievement for all students and relevant student subgroups.
- ii) Those strategies defined as required actions through the state accountability system.
- iii) One of the required elements of the SIG Transformation Model (See Attachment F – SIG Transformation Model Required and Permissible Strategies) as it related to the data analysis and school improvement plan.

Directions: Indicate which required element of the Transformation Model is included in the Improvement plan

2. Comprehensive instructional reform strategies

- 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:

For data and results - see Appendix 5

For the faculty at State Street School, for a majority of staff, they self report that 20 of the 25 factors are in the "emerging" category. For some factors, a large percentage of faculty reported that they were strong. These were in the following areas:

- curriculum aligned with state standards (33.3%)**
- curriculum reflects rigor (25%)**
- common formative assessments have been developed (25%)**
- teachers review data (25%)**
- all teachers review data (25%)**
- there are preschool, after school, and summer programs (28.6%)**

While teachers report these areas as strong, the data from the superintendent, assistant superintendent and principal were in the not evident categories. This would suggest that while there may be pockets of this work underway within individual teams or teachers, it is not at a schoolwide level. It is also important to note that the ratings by teachers were overall higher in all areas when compared to the ratings from the leadership group.

Some factors were reported as not being evident. Specifically,

- the staff know how a continuous improvement system works (50%) Note: 42.9% indicated that this is emerging at the school.**
- the school has a data team that meets to review student outcomes... (57.1%)**
- paraprofessionals have passed proficiency requirements (66.7%)**
- the principal is frequently in classrooms and the teacher evaluation system is effective ... (67.9%)**
- resources are equitably distributed... (51.9%) Note: 40.7% see it as emerging**

Overall, the teachers have provided a profile that indicates that overall this work is emerging. This rating is important and indicates a willingness and sense of efficacy as they continue to work to improve student learning.

REQUIREMENT 2

(2) If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.

TO MEET REQUIREMENT 2 ABOVE:

Vermont has no LEA with more than one Tier I school therefore this is not applicable.

REQUIREMENT 3

(3) The LEA must describe actions it has taken, or will take, to—

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

TO MEET REQUIREMENT 3 ABOVE:

The LEA must describe actions it has taken, or will take, to—

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

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

- **For Tier I and II schools:**

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

These items have been previously addressed

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

Directions: Describe how the LEA will address this requirement:

The LEA will send Request for Proposals to external partners who can assist in fulfilling the action items identified in the Goals enclosed in this grant. The LEA will assure fidelity in compliance with the intent of the grant, fiscal management of the grant and data collection to assure compliance.

- For Tier I, II, and III schools:

- The application includes the use of a guided self assessment to inform school improvement action planning.

This item has been previously addressed.

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

These items are addressed in the “Statement of Agreement”

- Application reflects school improvement strategies already in progress.

This item has been previously addressed.

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

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

- The application includes a commitment to provide the following required data elements annually:
 - 1.) Number of minutes within the school year
 - 2.) Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup
 - 3.) Dropout rate
 - 4.) Student attendance rate
 - 5.) Number and percentage of students completing advanced coursework (i.e. AP/IB), early college high schools, or dual enrollment classes
 - 6.) Discipline incidents

- 7.) Truants
- 8.) Distribution of teachers by performance level on an LEA's teacher evaluation system (once that system is up and running)
- 9.) Teacher attendance rate

Directions: Please provide data for items 1 and 5-9 above to be used as baseline measures.

- 1.) **Number of minutes within the school year**
2009/10:
- 2.) **Student participation rate by subgroup (2009)**
All students 99 %
Not FRL 100 %
FRL - 98%
Without Disability - 100%
With
Disability - 93%
- 3.) **Drop out rate 4.18%**
- 4.) **Student attendance rate: 94.4% (2009) 2009-10 to date - K-4 95%, Middle school - 93%**
- 5.) **Number and percent of students enrolled in advance course work**
- 6.) **Discipline incidents - 2007-08 - 22, 2008-09 - 16**
- 7.) **Truants-Niether the high school or elementary school kept truancy information in the data base(Power School0 in a format that would accurately account for truants, instead the designation was unexcused**
- 8.) **Distribution of teachers by performance level on LEA's teacher evaluation system - Not available**
- 9.) **Teacher Attendance rate: 95.3%**

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.

WHS and WSSU will contract with individuals and/or organizations who will be external providers. The providers have expertise that is not found in the school/SU and include:

Research for Better Teaching - RBT OAT I, OAT II, and Skillful Teacher training

Transformational leadership mentoring

Vermont Parent Information Resource Center

International Institute for Restorative Practices

Youth and Adults Transforming Schools Together Program/V.A.G

Data Coach (HS), Math Coach (SSS)

Stern Center for Language Learning

Critical Friends Group coach

Pathwise training

United Way of Chittenden County - truancy model training.

Extended time, before school, after school, and school break supplemental services (SSS)

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)

The school board has written a letter of support (see Appendix 4) for the Transformational Plan. In addition monthly updates will be given to the board on all aspects of the grant with the building and SU leadership advising the board of on-going need and will provide guidance to the board around budgetary implications for on-going success of the school. The board is committed to this process and has said it will budget accordingly. See letters of support in Appendix 4.

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.

See Windsor High School's Improvement Plan - Appendix 6

- 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.

SIG, School-health Medicaid, Best Grant, Consolidated Federal Grant, IDEA, local budget

- Identify other funding sources that will be used to complement SIG funds received in supporting the implementation of defined strategies. These could include other federal programs, as well as state and local funds and should also highlight funds that will be used to sustain the intervention beyond three-year grant period.

Ensure that all funding sources are identified in the plan.

See budget and Appendix 6 for Goals and resources

- Plan for induction and mentoring of new staff.

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

As part of the Windsor High School Improvement Plan, there will be a planned program which includes two days prior to the start of the school year, the implementation of a mentoring program, and a program for support during the school year. This plan will outline the process for providing mentors during the 2010-11 school year with a more systematic, aligned mentoring program as part of the supervision and evaluation system.

- 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

WSSU recently adopted policies to assure the coordination of and responsibility for professional development and curriculum development, alignment and implementation. The WSSU will assemble a supervisory union School Support Team with representatives from the district schools/communities, that examines the results of student achievement levels for all students, at least twice a year. The SU-level team will assume responsibility for examination of these outcomes to school action plans and make recommendations to school district administrators and data-team in the areas of curriculum, professional development, and on-going data analysis.

REQUIREMENT 4

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

TO MEET REQUIREMENTS (4) ABOVE –

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

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

See Windsor High School Improvement Plan

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

As part of the School Improvement Plan, coaches will be included to provide support for teachers and students. The school met AYP for 2009 and will focus on improving proficiency levels for students with free and reduced lunch and special education as well as increasing the percentage of students who receive proficient with distinction. The performance targets for Goal 1 are

Increase the % of students and subgroups achieve proficiency and proficiency with distinction on NECAP

All students

Free and Reduced Lunch

With disabilities

Increase % of students demonstrate proficiency and proficiency with distinction on expectations for student learning by the time they graduate

All students

Free and Reduced Lunch

with disabilities

Graduation rate is Year 1 - 85%, Year 2: 90 %, Year 3: 98% with 100% when include student still on track to graduate

Attendance rate:

SAT/ACT participation rate increased to 70%
Increase participation rate in AP and college courses by 30% by end of year three
Increase in the number of courses taken by students prior to graduation
Increased participation in credit recovery and summer school

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

State Street School will hire a Math Coach and provide additional supplemental services, before and after school as well as during school breaks.

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.

District data teams, in conjunction with curriculum committee at the Supervisory Union will progress monitor student data.

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)

Attached in Appendix 7 you will find evidence of stakeholder engagement including:

- **Valley New Article on Community Forum**
- **Teacher input information**
- **Student advisory data**
- **Planning Team membership**
 - **2 Board members including the board chair, 5 faculty members, the new principal, the assistant superintendent**
- **See requirement 1.1.c for letters of support)**

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.*

Insert Budget here -

Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000.

D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;

- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the SEA the school-level data required under section III of the final requirements.

These assurances and others are addressed in the Statement of Agreement. A copy of the State of Agreement signed by the Superintendent must be submitted with this application

E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

Directions: The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.

- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

- Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.