

Vermont School Improvement Grant Application

Spring, 2010

Supervisory Union/ District Name: Winooski SD

Contact Person: Mary Martineau

Role: Superintendent of Schools

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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
Winooski High School	00389	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
JFK Middle School	00183	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JFK Elementary School	00388	<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:

JFK Elementary: JFK Elementary School has many assets. In 1993, the school under went reform and has been steadily working on continuous improvement. Many aspects of successful schools are already in place. Literacy and math programs are consistent K-5. Local assessments are in place along with a progress monitoring system where data is analyzed at the classroom, grade and school level. Data teams are present at each grade level and these teams meet twice monthly. All teachers are provided with 30 minutes daily of team time that is purposeful and intentional. This is a planning time, not a time to arrange field trips or complete routine tasks. There is capacity within the school to support new efforts. Ongoing embedded professional development is part of the culture. There are after school supports in place for students that focus on identified student needs in mathematics and literacy. Highly qualified teachers work with these students in the afterschool program. All classroom teachers provide every student with the first dose of instruction and other supports are supplemental (i.e. special education, ELL, school-wide, math intervention lab).

While the elementary school has many assets, we also have many needs. After many years of ongoing professional development, our results in the area of mathematics continues to be a struggle for us. Our demographics have changed which create new challenges we must address. As we disaggregate data, it is clear that our two populations that struggle are ELL and

students on IEPs. We must find ways to meet those students' needs. Professional development for not only our regular classroom teachers, but our ELL and Special Educators is a must.

A summary of our findings of the self-assessment, indicate that focused areas are in an emergent stage. The areas that seemed to show a high need of emerging were: Teachers visiting one another's classrooms and sharing lessons; social and emotional supports for students; special education and support systems provided in the regular classroom; rigor in the classroom; the principal in the classroom; and an aligned curriculum.

JFK Middle School: The Middle School has a new principal this year. Overall, the teachers see the principal as an instructional leader with a clear vision and plan for continuous improvement. Work this year has focused on coordinated curricula across grade levels, with embedded professional development in ELL, Literacy and Math. In summary, the self-assessments of the Middle School reflect that the work that has been done this year is viewed as positive, and is moving toward improving student outcomes.

Winooski High School: The teachers have indicated the principal has not communicated the vision or a plan and is not viewed by many as an instructional leader. This past year, work began on aligning the math and English curricula to the Vermont GEs and the Common Core standards. Teachers see that this work will continue across all disciplines. Teachers are in the beginning stages of learning to use data to inform instruction. This past winter, pacing meetings were set up with teachers to review student progress in each class. Teachers are expected to enter data on a monthly basis. The teachers would like more common planning time, embedded professional development and a more visible principal in their classrooms providing feedback.

- 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:

A group of parents and community members participated in two meetings to review the current parent involvement policy and related activities K-12. The group brainstormed ideas to further increase parent and community engagement. A suggestion of the group was to collaborate with PIRC-VT. The administrators met with the Director of PIRC-VT. We have entered into a long-term agreement to have them provide professional development and conduct a school analysis. The results will be used to improve our parent and community involvement and activities. We are committed to fostering a school climate and culture where parents and community feel welcome, and comfortable sharing their experiences and skills to enrich the learning of our students.

The High School administrators conducted grade level discussions to gather their views and beliefs on three major areas. The questions posed to students were: 1. How can we improve the climate of the school to one where education is taken seriously and made a priority in the student's life? 2. How can we increase student engagement and participation both in the

classroom and in the school in general? 3. How can we increase the graduation rate and the rate for attending higher learning post graduation? 1. Students overwhelmingly indicated the need for a more rigorous, consistent environment in the school. They believe teachers need to have higher expectations of them, hold them accountable, enforce deadlines, and be consistent in all areas. Finally, students believe that the referrals to the afterschool Recovery Time (an hour period for students who have missed class time or have incomplete assignments) be mandatory and come before extracurricular activities. 2. Students believe hands-on learning, project-based learning, competency-based learning, changes in learning environments, relevancy, cross-curricular programs, improved student teacher relationships, teachers being aware of individual learning styles, and choice in demonstrating their style of learning would result in greater student engagement and success. 3. Students would like to be provided with more information about careers and colleges. There should also be a clear expectation that all students will pursue some type of post-secondary learning experience. Students would like community internships with a greater accessibility to honors, AP, and dual enrollment courses.

Permissible Activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as –

(A) Partnering with parents and parent organizations, faith and community based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;

We have an existing partnership with Linking Learning to Life (.5 FTE Job Coach) in our Special Education department. We will add .5 FTE Job Coach for the high school to develop and enlarge our community internship and jobs program. Justin is meeting with Rich Tulikangus August 2010. (aligns with audit) \$25,000 per year.

(E) In secondary schools –

(1) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities). Early college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;

Winooski High School began offering on-line courses through Virtual High School (VHS) in 2009. We also have an arrangement with Vermont Technical Institute (VTI) for dual enrollment courses. Students are encouraged to enroll in the Community College of Vermont (CCV) Intro to College Studies course in their Junior year. Successful completion of this course provides them a voucher to enroll in a second college course of their choosing. We have a partnership with Linking Learning to Life (LLL) and we encourage students to participate in either an internship to discover if they enjoy a particular career, or a jobs skills program for real life experience and relevancy. (aligns with audit) District Budget.

- 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:

JFK Elementary: Longitudinal data at JFK Elementary School suggests that in literacy, we have been successful in making AYP each year of testing despite our demographics. However, this next year, a thirty point jump is necessary. This last year, we had a slight dip of our percentage of students meeting proficiency. In mathematics, we are not meeting AYP. We were not meeting it for our free and reduced population, and this year, it was our total population that did not meet AYP. In disaggregating our NECAP data, two of our subgroups do not meet proficiency, while other students are meeting it in greater numbers (please see Appendix 1). In reviewing our monthly local assessments (DOE required action), our data suggests similar outcomes. ELL students and students with disabilities continue to not meet targets, where other students are proficient (see Appendix 2).

JFK Middle School: Longitudinal data at JFK Middle School suggests that in the area of mathematics despite several years of professional development, the scores remain flat. Data also suggests that as students exit as fifth graders and take the NECAP in the fall, over the course of the last three years the scores have dropped anywhere from 11-34 percent. In the area of literacy, with the exception of a spike in 2008, the scores in the middle school remain flat also. In the area of literacy there has been no common curriculum, no standards of practice, no professional development and no assessment to drive instruction (see Appendix 3).

Winooski High School:

Winooski High School is under corrective action due to our reading and math scores. In looking at the data for all students in reading, our students are below the state average and there was a slight dip in the percent of proficiency this past year. Our math scores indicate an increase in year two and a return to the previous level in year three. In writing, there has been an increase in the proficiency level in both year two and three, yet we are still significantly below the state average. Finally, the science scores only have the two years to compare, with a slight improvement over the two year period, and a slight narrowing of the gap between WHS and the state level.

For the sub-category of family income, our reading scores for the free and reduced (FRL) students have climbed slightly, however, our not FRL population levels have decreased yearly. The math levels have stayed fairly constant for both subgroups. The writing levels for the FRL population has steadily increased while the non-FRL have not been consistent and have actually decreased this past year below the starting level. We cannot compare the science data as we have only the past year with student numbers large enough to have results posted.

In the two other sub-categories, ELL students and students with disabilities, our student populations are not large enough for that data to be posted.

One final comment that is worth mentioning. Due to our relatively small overall population, the difference between percent of students proficient or non-proficient, could actually be simply one or two students.

2007 2008 2009

All Students (WHS & State)	WHS	VT	WHS	VT	WHS	VT
Reading	49	68	51	69	42	72
Writing	20	39	29	42	26	51
Math	11	30	15	35	10	35
Science	x	x	6	25	10	27

Family Income (FRL & Not)	Not	FRL	Not	FRL	Not	FRL
Reading	74	26	69	22	64	40
Writing	35	4	52	11	29	19
Math	18	5	29	4	16	4
Science	x	x	x	x	15	5

Special Ed (SpEd & Not) **Not** **SpEd** **Not** **SpEd** **Not** **SpEd**
We do not have data for this sub-category as we did not have enough students

ELL (ELL & Not) **Not** **ELL** **Not** **ELL** **Not** **ELL**
We do not have data for this sub-category as we did not have enough students

(2) Improving student transition from middle to high school through summer transition programs or freshman academies

8th grade students will all be assessed for math skills and reading skills. Those students who do not meet the standard will be referred for an extra class in their area of difficulty to provide support and catch up in their Freshmen and Sophomore years. The objective is to front load this support so that they have the necessary skills for the higher level learning as Juniors and Seniors. (aligns with audit) District Budget

(3) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessment, and acceleration of basic reading and mathematics skills; or

We will explore Standards Based Learning in year 1 of the grant. . (aligns with audit) District Budget

(4) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate

Teachers will continue to assess learning on a monthly basis and record data to drive their instruction. Student not meeting standards will be referred to EST for review and plan development to catch them up to standard. (aligns with audit) District Budget.

- 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:

Please refer to Attachment 7 - State data for JFK Elementary and Middle Schools, and Winooski High School
JFK Elementary/Middle School: The Winooski School district historically has struggled with students completing high school. It is incumbent upon the elementary school to ensure students leave the elementary school with strong literacy and math skills. If students do not have these skills, students cannot access the curricula in middle or high school. The local data suggests students who attend JFK for their entire 6 years are successful. The elementary school has 35% turnover rate yearly, our free and reduced lunch populations has increased over 10% in the last year, and our ELL population has increased by 11%.

With turnover, poverty and a second language, we believe it is imperative to look at not only our academic outcomes but the social and emotional needs of our students. Climate and culture are necessary components in all schools. Our students and parents need to place a greater value on the importance of education. Students as they enter grade six become disengaged with school. This area must be address and it needs to begin as students enter kindergarten. Student engagement needs to encompass students, parents, teachers, and the community.

Winooski High School: The data is concerning in multiple areas. Our graduation rate appears to be decreasing, whereas the drop-out rate is increasing. This may be due to a number of factors: our high numbers of adult ELL students who are

unable to continue in the program resulting from family obligations; our increasing number of special education students; our increasing free and reduced lunch population and other reasons not documented in this data form. As a high school, we need to evaluate the reasons for the drop-outs and put programs in place that will motivate students to stay in school to graduate. Additionally, we need to address the difficulties that many of our students face and provide more alternative opportunities for graduation.

Our HQT teacher data is not good and demonstrates the difficulty we have had recently in replacing teachers on leave with long term substitutes that are HQT.

Finally, our discipline referrals have drastically increased due to a reporting change. As a district, we will be working to ensure consistency in the data reported for all three schools.

(3) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessment, and acceleration of basic reading and mathematics skills; or

We will explore Standards Based Learning in year 1 of the grant. . (aligns with audit) District Budget

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

This will be an area for discussion in Year 1 of the grant. We will work with the teacher evaluation consultant, school board and external coach.

Possibilities include:

- Mentoring program
- Teacher Leadership Initiatives TASS.

Permissible Activities-

An LEA may also implement other strategies to develop teachers' and leaders' effectiveness, such as

(A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school

For discussion in years 1 and 2. We will work with the teacher evaluation consultant, school board and external coach. TASS

(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or

We are currently looking at implementing a new school wide program. The K-5 school currently uses the Glasser Reality Model. The high school and middle school will discuss implementing either this model or another research-based model such as PBIS in year 2 of the grant.

(aligns with audit) TASS

- 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.

Please refer to Attachment B-HS. The Superintendent, Principal, Director of Special Education, and Director of Student Learning completed the Attachment B. We are also attaching Attachment 2 - HS Audit conducted by Nancy Richardson in December 2009.

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

- Plan is attached
- i) Establishment of self-defined annual achievement goals tied to state accountability measures and achievement for all students and relevant student subgroups.
- ii) Those strategies defined as required actions through the state accountability system.
- iii) Those strategies defined through the selection of one of the required models.
- iv) Other strategies designed to assist in achieving school improvement targets.
- v) A budget and timeline for implementing the plan.

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

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

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

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

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

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

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

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

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

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

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

respect to this flexibility are the two years prior to the full implementation of the model in accordance with the notice using SIG funds for which and LEA has complete achievement data. In other words, with respect to the award of FY2009 funds for implementation in the 2010-2011 school year, the “last two years” are the 2007-2008 and 2008-2009 school years.) – USED Guidance document March 24, 2010.

REQUIREMENT 1 (Continued)

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

Tier I and Tier II ONLY

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

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

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

Under the Transformation Model the following steps have been taken:

1. Winooski High School has a full time principal, not a person split between high school and superintendent's office.

(1) Developing and increasing teacher and school leader effectiveness.

(i) Required activities. The LEA must--

(A) Replace the principal who led the school prior to commencement of the transformation model; We hired Justin Brown as the new High School Principal District Budget for Yr 1-3

2. The english and math departments have been working with consultants to align curricula, develop a clear scope and sequence, and will begin working on creating assessments. The August in-service for the high school will focus on reading and writing across the curriculum and developing a common scoring rubric for all teachers to use when grading constructive responses.

(D) Provide staff with ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

Year 1 -

Joey Hawkins will be working on reading & writing across the curriculum with all HS/MS teachers. They will work with the teachers to develop rubrics that will be used school wide for both assessment and feedback to inform instruction. (aligns with audit) \$15,000

Year 2 & 3 –

LA Consultant will provide coaching and modeling to teachers 6-12 (aligns with audit) \$15,000 each year

Year 1 -

Math consultant will be working on the math curriculum to ensure that it is aligned with the common core and VT GLE’s as well as a K-12 alignment through the district. (aligns with audit) \$15,000

Year 2 –

Ongoing math development with teacher coaching (aligns with audit) \$15,000

Year 1 -

Dr. Jernstedt will be doing a one-day in-service (10-25-2010) K-12 to begin the discussion on How kids learn. This PD will be followed up by work with Bill Rich. (aligns with audit) TASS

Year 2 & 3 –

Continue Brain Research PD in Learning and Assessment (aligns with audit) TASS

Year 1 -

ELL K-12 will be reviewed and administration will explore who they can partner with to move the program forward with research based expertise curriculum writing. The goal is to create the newcomer program to address the lack of formal education for newly arrived refugees (aligns with audit) \$10,000

Year 2 & 3 –

Curriculum implementation and teacher coaching with strategies for learning (aligns with audit) Yr 2 \$8,000 & yr 3 \$7,000

3. The high school teachers have been working with a consultant to become trained in Professional Learning Communities. This work will continue.

(4) Providing Operational flexibility and sustained support

Required Actions. The LEA must –

(A) Give the school sufficient operation flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates and

We have scheduled monthly ½ day early release for professional development K-12 and an additional ½ day early release for professional development 9-12 (aligns with audit). All 3 trs funded through the district budget .

(B) Instituting a system for measuring changes in instructional practices resulting from professional development

The Director of Student Learning will work with the principal and external coach to set up a system. The new evaluation tool will look at Best Practices and Pedagogy. The K-12 curriculum will be aligned to the GLE's and the Common Core Standards. (aligns with audit) Refer to Core subject consultant fees.

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

Supporting teacher leader development with appropriate stipends and rewards • Teachers agree to go to trainings and take professional development to acquire new skills. \$5,000 yearly

4. Professional development in the area of using the WIDA standards in lesson and unit development to meet the needs of English Language Learners. This work will continue.

Year 1 -

ELL K-12 will be reviewed and administration will explore who they can partner with to move the program forward with research based expertise curriculum writing. The goal is to create the newcomer program to address the lack of formal education for newly arrived refugees (aligns with audit) \$10,000

Year 2 & 3 –

Curriculum implementation and teacher coaching with strategies for learning (aligns with audit) Yr 2 \$8,000 & yr 3 \$7,000

5. Afterschool Recovery Time (RT) has been established for those students falling behind in classwork, homework, etc. Students late to class or those skipping class are also required to attend RT to make up missed time and assignments.

(D) Using and integrating technology-based supports and interventions as part of the instructional program and

Yr 1 – Researching programs to provide intervention strategies to support reading and math skills for kids below proficiency . No Extra Money

Yr 2 – Purchase programs

Student performing below grade level in math, reading & writing K-12, will take additional strategic and intervention classes. (aligns with audit) Yr 2 \$25,000 and Yr 3 No Extra Money.

6. Conversations around co-teaching have begun between regular educators and special educators. Training sessions are being explored for the fall.

(C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited

In collaboration with the Special Education Department, the high school will begin with co-teaching training this summer to implement in the classroom 2010-2011. We will begin small with the plan of increasing to other classroom as success is shown with the test classrooms. (Two HS teachers and a special educator have done the training and will begin the co-teaching model on OMNI, our alternative program) (aligns with audit) . Teacher Training \$5,000 yearly

7. Using data to inform instruction is in the beginning stages. Teachers are meeting monthly with the Director of Student Learning to look at student growth.

(2)Comprehensive instructional reform strategies

Required activities – The LEA must -

(A)Use data to identify and implement and instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with the State academic standards

The current data collection and evaluation system will be reviewed during year 1 and modified to reflect new research based practices. (aligns with audit) TASS.

We will have regularly scheduled CFG’s weekly to examine and assess the progress we are making with student learning. This will be used to inform instruction. (aligns with audit) TASS.

Through this process we will also be working on a coordinated curriculum K-12 beginning in year 1 with full alignment in year 3. This will be done with the help of external coaches. (aligns with audit) TASS.

(B) Promote the continuous use of student data (such as formative, interim, and summative assessments to inform and differentiate instruction in order to meet the academic needs of individual students.

We will be identifying a data system and the indicators K-12. We will purchase a data management system (aligns with audit) District Budget

8. Conversations have begun with an outside consultant to work with the district in developing a teacher evaluation tool. A meeting was held with the school board and interested teachers to review the current teacher evaluation policy and the need for a common tool K-12.

(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--

(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates; and

(2) Are designed and developed with teacher and principal involvement;

Year 1-Examine and select a research based teacher evaluation model by October 2010

1. We will follow the current policy and use the tools in place until then

2. There needs to be teacher input for the design of the new model so that a new system and model is in place for September 2011

3. Develop a system of teacher evaluation with teacher input that includes

- Forms**
- Evaluation cycle**
- Differentiation cycle**
- Intervention and development cycles**
- Intensive cycle**

4. Develop the administrators skills and knowledge in observation, gathering evidence, data analysis and providing feedback

(aligns with audit) TASS

Year 2 & 3 - Professional development, coaching & implementation for administrators (aligns with audit) TASS.

9. Conversations have begun with an outside consultant to provide coaching from a systemic perspective. Winooski School District realizes that in order to make change in the High School , we need to think K-12.

**Permissible Activities - An LEA may also implement comprehensive instructional reform strategies, such as -
(A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective**

The principal will be doing teacher supervision and evaluation K-12 (aligns with audit) TASS.

**(B) Implementing a school wide “response to intervention” model;
We will explore RTI in years 2 and 3 of the grant for K-12 training and implementation. (aligns with audit) TASS.**

10. Winooski School District has entered into a partnership with PIRC-VT to help the District increase our parent and community involvement. PIRC-VT will be partnering with us during the 10-11 academic year.

(B) Provide ongoing mechanisms for family and community engagement.

In Year 1 we will be contracting with PIRC Vermont to facilitate growth in both family and community engagement. We have applied for a PIRC grant for all three schools. (We have signed a contract with PIRC for the 2010-2011 school year for K-12) (aligns with audit) 8,000 PIRC-VT Grant for Yr 1, No New Money Yr 2 & 3.

- 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:

Please refer to Attachment 1

**Year 1 Corrective Action
Title 1
2009-2010**

**Commissioner’s Required Actions
Year 1 Corrective Action**

The following corrective actions have or will have been fulfilled by June 30, 2010 as directed by the VT- DOE. The school support coordinator for this time period was Tina Muncy.

1. **Appoint an outside expert to advise the school on its progress toward making adequate yearly progress based on its school plan.** Nancy Richardson was approved by the VT-DOE to perform a systems audit as an outside third party. These recommendations have become the basis for the School Improvement Grant (SIG).
2. **Supplemental Education Services:** Supplemental services were provided to 17 students.
3. **Principal Learning Community:** The principal or his designee attended all of the PLC as scheduled and participated in the activities as directed by the school support coordinator. (The principal was on sick leave for two of the meetings.)
4. **Aligned Curriculum:** Two consultants were contracted with to assist in writing and aligning the math and reading (language arts) curricula 9-12. The teachers had release time to work on these projects. The curriculums will be completed by the required June 30, 2010 date.
5. **Progress monitoring:** A progress monitoring system approved by the school support coordinator was put in place with reports submitted by the February 15, 2010 deadline. The July 1, 2010 report will be completed and submitted as required.
6. **Local and Summary Reports:** Department team reports were written and updated data charts provided to the principal and submitted to the School Support Coordinator by the February 15, 2010 deadline. A summary report was submitted to the local school board prior for submission to the DOE. The same protocol will be followed prior to the July 1, 2010 deadline.
7. **Meeting with the Tech Centers:** The directors of the two technical centers, BHS and CTE, serving Winooski High School attend the regularly scheduled monthly principals' meetings. These forums allow us to align schedules, testing dates and NECAP test administration.

The above actions meet the requirements of V.S.A. Title 16 section 165 (b).

- 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 Winooski Board of School Trustees voted unanimously to apply for the State Improvement Grant (SIG) under the Transformation Model. Please see attached March 24, 2010 board minutes.

- ii. Union support (e.g., documentation of local union willingness to include revised evaluation systems in upcoming contracts, or amend existing contracts to include these changes.)

The Winooski Education Association (WEA) has sent representatives to board meetings to participate in the discussion around teacher evaluation (see attached minutes of June 2, 2010). The WEA President has also met with the Superintendent to discuss this requirement of the SIG. The WEA agrees that working with a consultant to explore a new teacher evaluation tool is a good approach.

- iii. Financial capacity beyond SIG/sustainability (e.g., inclusion in budget of matching funds including use of other funding sources to support implementation efforts and sustain practices beyond the life of the grant)

The Winooski School District is focusing on building capacity within our District using SIG funds so that we have a trained, knowledgeable staff to continue the work we will do under the SIG. We are also going to use our external coach to help us with systemic change by putting systems and procedures in place that will allow us to continue to improve once the grant money is gone.

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

See attached school board policy for teacher evaluation. The model is described in the policy. Administrators have not been evaluated on a consistent basis for the last several years. We will be exploring administrator evaluation tools as part of the SIG.

(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--

- (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates; and**
- (2) Are designed and developed with teacher and principal involvement;**

Year 1-Examine and select a research based teacher evaluation model by October 2010

- 1. We will follow the current policy and use the tools in place until then**
- 2. There needs to be teacher input for the design of the new model so that a new system and model is in place for September 2011**
- 3. Develop a system of teacher evaluation with teacher input that includes**
 - Forms**
 - Evaluation cycle**
 - Differentiation cycle**
 - Intervention and development cycles**
 - Intensive cycle**
- 4. Develop the administrators skills and knowledge in observation, gathering evidence, data analysis and providing feedback
(aligns with audit) TASS**

Year 2 & 3 - Professional development, coaching & implementation for administrators (aligns with audit) TASS

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

Supporting teacher leader development with appropriate stipends and rewards

- **Teachers agree to go to trainings and take professional development to acquire new skills \$5,00 per year**

- 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.)**

Superintendent: Master's degree in Reading and experience with special education and ELL.

Director of Special Education: Master's degree in Reading, experience as District Evaluator for special education, and 20 years as an elementary classroom teacher.

K-8 Principal: Master's degree in Reading and Language Arts, 13 years as an elementary classroom teacher, 15 years as K-5 Curriculum Coordinator.

Director of Student Learning (grades 9-12): Master's Degree in Clinical Psychology, Advanced Certificate in School Guidance K-12, and Advanced Certificate in Education Administration. Experience working with the current systems in the high school. Experience working in an alternative high school program. Experience working as a guidance counselor K-6. Experience as a therapist in private practice for 12 years.

Director of Teaching and Learning - K-8: This person will work with teachers around progress monitoring, data collection, and coordinating curriculum.

Math Interventionist - K-5: This person provides students who are nearly achieving with an extra dose of math to strengthen and improve skills.

Reading Specialist - 6-12: This person provides direct reading instruction to students in the middle school and high school who are reading below grade level.

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

The Winooski School District is a participating member of the Champlain Valley ESA. In addition, we have partnered with Saint Michael's College in the CREATE grant. This grant is helping us to provide professional development to our teachers in the area of English as a Second Language. Saint Michael's is using the Winooski School District as a training site for student teachers. We also partner with the University of Vermont and have many student

teachers completing practicums and literacy internships. We have explored forming a partnership with the Albany School of Pharmacy (located in Colchester) around an afterschool program in the area of science.

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

Teacher meeting time is built into the schedule from 7:30 - 8:00 each morning. Beginning in the 10-11 academic year, teachers in K-8 will have one early release each month, and the High School teachers will have 2 early release days to participate in professional development activities related to the SIG.

(4) Providing Operational flexibility and sustained support

Required Actions. The LEA must –

(A) Give the school sufficient operation flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates and

We have scheduled monthly 1/2 day early release for professional development K-12 and an additional 1/2 day early release for professional development 9-12.

(aligns with audit) District Budget

- 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.)

Web2School is a system the High School has begun to use. The Director of Student Learning is meeting with teachers on a monthly basis to review student progress in each class using test scores, work completion, etc.... In addition, the Winooski School District uses the Vermont Data Consortium to look at data from NECAPs - data will be disaggregated by subgroups to determine areas of need.

(B) Promote the continuous use of student data (such as formative, interim, and summative assessments to inform and differentiate instruction in order to meet the academic needs of individual students.

We will be identifying a data system and the indicators K-12.

We will purchase a data management system

(aligns with audit) District Budget

- 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.)

The Winooski School District has four very active parent groups. In addition, we will be partnering with the Vermont Parent Information Resource Center (PIRC-VT) during the 10-11 school year to help us increase our

parent/community engagement. We have also agreed to be the urban partner for the organization, Voices for Vermont's Children, in their grant application. The focus of this grant is to increase parent and community engagement.

(B) Provide ongoing mechanisms for family and community engagement.

In Year 1 we will be contracting with PIRC Vermont to facilitate growth in both family and community engagement. We have applied for a PIRC grant for all three schools. (We have signed a contract with PIRC for the 2010-2011 school year for K-12) (aligns with audit) Yr 1 we have an \$8,000 PIRC Grant, Np new money for Yr 1 & 2

- 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.)

Please refer to attached 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:

Please Refer to Attachment E-HS.

Winooski High School: The teachers have indicated the principal has not communicated the vision or a plan and is not viewed by many as an instructional leader. This past year, work began on aligning the math and english curricula to the Vermont GEs and the Common Core standards. Teachers see that this work will continue across all disciplines. Teachers are in the beginning stages of learning to use data to inform instruction. This past winter, pacing meetings were set up with teachers to review student progress in each class. Teachers are expected to enter data on a monthly basis. The

teachers would like more common planning time, embedded professional development and a more visible principal in their classrooms providing feedback. Please Refer to Attachment E-HS.

(1) Developing and increasing teacher and school leader effectiveness.

(i) Required activities. The LEA must--

(A) Replace the principal who led the school prior to commencement of the transformation model;

.We hired Justin Brown as the new High School Principal (aligns with audit) District Budget

(D) Provide staff with ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

Year 1 -

Joey Hawkins will be working on reading & writing across the curriculum with all HS/MS teachers. They will work with the teachers to develop rubrics that will be used school wide for both assessment and feedback to inform instruction. (aligns with audit)

Year 2 & 3 –

LA Consultant will provide coaching and modeling to teachers 6-12 (aligns with audit)

Year 1 -

Math consultant will be working on the math curriculum to ensure that it is aligned with the common core and VT GLE's as well as a K-12 alignment through the district. (aligns with audit)

Year 2 –

Ongoing math development with teacher coaching (aligns with audit)

Year 1 -

Dr. Jernstedt will be doing a one-day in-service (10-25-2010) K-12 to begin the discussion on How kids learn. This PD will be followed up by work with Bill Rich. (aligns with audit)

Year 2 & 3 –

Continue Brain Research PD in Learning and Assessment (aligns with audit)

Year 1 -

ELL K-12 will be reviewed and administration will explore who they can partner with to move the program forward with research based expertise curriculum writing. The goal is to create the newcomer program to address the lack of formal education for newly arrived refugees (aligns with audit)

Year 2 & 3 –

Curriculum implementation and teacher coaching with strategies for learning (aligns with audit)

Year 1 LA Consultant Joey Hawkins 15,000 Math Consultant 15,000 Brain Research Dr. Jernstedt, Bill Rich TASS ELL 10,000

Year 2 LA Consultant 15,000 Math Consultant 15,000 Brain Research TASS ELL 8,000

Year 3 LA Consultant 5,000 Math Consultant 5,000 Brain Research TASS ELL 7,000

(B) Instituting a system for measuring changes in instructional practices resulting from professional development

The Director of Student Learning will work with the principal and external coach to set up a system.

The new evaluation tool will look at Best Practices and Pedagogy.

The K-12 curriculum will be aligned to the GLE's and the Common Core Standards.

(aligns with audit) Refer to Core Subject Consultant Fees

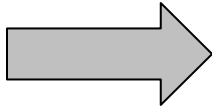
(4) Providing Operational flexibility and sustained support

Required Actions. The LEA must –

(A) Give the school sufficient operation flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates and

We have scheduled monthly ½ day early release for professional development K-12 and an additional ½ day early release for professional development 9-12.

(aligns with audit) District Budget



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:

JFK Elementary: JFK Elementary School has many assets. In 1993, the school underwent reform and has been steadily working on continuous improvement. Many aspects of successful schools are already in place. Literacy and math programs are consistent K-5. Local assessments are in place along with a progress monitoring system where data is analyzed at the classroom, grade and school level. All teachers are provided with 30 minutes daily of team time that is purposeful and intentional. This is a planning time, not a time to arrange field trips or complete routine tasks. There is capacity within the school to support new efforts. Ongoing embedded professional development is part of the culture. There are after school supports in place for students that focus on identified student needs in mathematics and literacy. Highly qualified teachers work with these students in the afterschool program. All classroom teachers provide every student with the first dose of instruction and other supports are supplemental (i.e. special education, ELL, school-wide, math intervention lab).

While the elementary school has many assets, we also have many needs. After many years of ongoing professional development, our results in the area of mathematics continue to be a struggle for us. Our demographics have changed which create new challenges we must address. As we disaggregate data, it is clear that our two populations that struggle are ELL and students on IEPs. We must find ways to meet those students' needs. Professional development for not only our regular classroom teachers, but our ELL and Special Educators is a must.

A summary of our findings of the self-assessment, indicate that focused areas are in an emergent stage. The areas that seemed to show a high need of emerging were: Teachers visiting one another's classrooms and sharing lessons; social and emotional supports for students; special education and support systems provided in the regular classroom; rigor in the classroom; the principal in the classroom; and an aligned curriculum.

JFK Middle School: The middle school has many assets. The middle school has had embedded professional development in math, training in Understanding by Design, training in Turning Points, and intervention programs in literacy and math for many middle school students. This year the middle school has worked on aligning the curricula in math, science and social studies. A language arts curriculum has been developed. A progress monitoring system has been put in place. Content area

teams meet for thirty minutes every other week. There is capacity within the school to support new efforts. Ongoing embedded professional development is part of the culture. However, while there are many assets, there are as many needs. Student engagement continues to be a problem. Providing high quality afterschool focused support is an area of significant need. After many years of ongoing professional development, our results in the area of mathematics continue to be a struggle for us. Our demographics have changed and the challenges that come with these new demographics show us a need we must address. In this current school year, the middle school did not meet the AYP in reading. This is understandable because there was no curriculum, there were no assessments, and there has been no professional development in the area of literacy. If students are unable to read at grade level, they will be unable to access math and all other core content areas.

Based on the results of the self-assessment, many teachers reported no evidence of curriculum alignment; understanding of how a continuous improvement system works; and rigor.

(2)Comprehensive instructional reform strategies

Required activities – The LEA must -

(A)Use data to identify and implement and instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with the State academic standards

The current data collection and evaluation system will be reviewed during year 1 and modified to reflect new research based practices. (aligns with audit) TASS

We will have regularly scheduled CFG’s weekly to examine and assess the progress we are making with student learning. This will be used to inform instruction. (aligns with audit) TASS

Through this process we will also be working on a coordinated curriculum K-12 beginning in year 1 with full alignment in year 3. This will be done with the help of external coaches. (aligns with audit) TASS

- 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:

A group of parents and community members participated in two meetings to review the current parent involvement policy and related activities K-12. The group brainstormed ideas to further increase parent and community engagement. A suggestion of the group was to collaborate with PIRC-VT. The administrators met with the Director of PIRC-VT. We have entered into a long term agreement to have them provide professional development and conduct a school analysis. The results will be used to improve our parent and community involvement and activities. We are committed to fostering a school climate

and culture where parents and community feel welcome, and comfortable sharing their experiences and skills to enrich the learning of our students.

(B) Provide ongoing mechanisms for family and community engagement.

In Year 1 we will be contracting with PIRC Vermont to facilitate growth in both family and community engagement. We have applied for a PIRC grant for all three schools. (We have signed a contract with PIRC for the 2010-2011 school year for K-12) (aligns with audit) 8,000 PIRC-VT Grant in year 1 with No New Money Year 2 & 3.

- 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:

Longitudinal data at JFK Elementary School suggests that in literacy, we have been successful in making AYP each year of testing despite our demographics. However, this next year, a thirty point jump is necessary. This last year, we had a slight dip of our percentage of students meeting proficiency. In mathematics, we are not meeting AYP. We were not meeting it for our free and reduced population, and this year, it was our total population that did not meet AYP. In disaggregating our NECAP data, two of our subgroups do not meet proficiency, while other students are meeting it in greater numbers (please see Appendix 1). In reviewing our monthly local assessments (DOE required action), our data suggests similar outcomes. ELL students and students with disabilities continue to not meet targets, where other students are proficient (see Appendix 2).

Longitudinal data at JFK Middle School suggests that in the area of mathematics despite several years of professional development, the scores remain flat. Data also suggests that as students exit as fifth graders and take the NECAP in the fall, over the course of the last three years the scores have dropped anywhere from 11-34 percent. In the area of literacy, with the exception of a spike in 2008, the scores in the middle school remain flat also. In the area of literacy there has been no common curriculum, no standards of practice, no professional development and no assessment to drive instruction (see Appendix 3).

- 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:*

Please refer to Attachment 7 - State data for JFK Elementary and Middle Schools, and Winooski High School

JFK Elementary/Middle School: The Winooski School district historically has struggled with students completing high school. It is incumbent upon the elementary school to ensure students leave the elementary school with strong literacy and math skills. If students do not have these skills, students cannot access the curricula in middle or high school. While the local data suggests, students who attend JFK for their entire 6 years are successful. The elementary school has 35% turnover rate yearly, our free and reduced lunch populations has increased over 10% in the last year, and our ELL population has increased by 11%.

With turnover, poverty and a second language, we believe it is imperative to look at not only our academic outcomes but the social and emotional needs of our students. Climate and culture are necessary components in all schools. Our students and parents need to place a greater value on the importance of education. Students as they enter grade six become disengaged with school. This is an area that we must first address and look at beginning in kindergarten. We must not only look at student engagement but ways to bring the parents along with us.

- 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.*

JFK Elementary School: A summary of our findings of the self-assessment, indicate that focused areas are in an emergent stage. The areas that seemed to show a high need of emerging were: Teachers visiting one another’s classrooms and sharing lessons; social and emotional supports for students; special education and support systems provided in the regular classroom; rigor in the classroom; the principal in the classroom; and an aligned curriculum.

JFK Middle School: Based on the results of the self-assessment, many teachers reported no evidence of curriculum alignment; understanding of how a continuous improvement system works; and rigor.

- 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:

JFK Elementary and Middle School during 2009-2010 were in year one of the school improvement plan in the area of mathematics. The “commissioner’s required actions” required us to put a monthly progress monitoring system in place in reading and mathematics. (see Appendix 2).

The following actions also aligned with the commissioner’s required actions:

- *A literacy and math curriculum will be in place for grades K-8 by June 30, 2010.*
- *The Principal attended the principals’ Learning Community sessions.*
- *Tina Muncy, VT DOE support person, came twice to meet with teachers and administrators K-8 to review VT DOE assessment.*
- *In January 2010, Teachers completed the VT DOE questions for each grade level or content team, this was summarized, and the summary was presented to the school broad and sent to the VT DOE. This will happen again in June, 2010.*

Aspects of the Current School Improvement Plan K-8 Implemented 2009-2010

- *Developed K-8 reading curriculum aligned with GE’s*
- *Developed K-8 math curriculum aligned with GE’s*
- *Continued implementation and assessment of Reading First Program to support the achievement of all students K-3 and especially those who are not meeting the standards*
- *Implemented progress monitoring system K-8 in literacy and math*
- *Developed and implemented Intervention Program at the Middle School in math and literacy*
- *Developed and implemented Intervention program in math and literacy K-5 in the afterschool program*

School Improvement Plan 6-8

As a district we are exploring partnering with the Vermont Higher Education Collaborative: TASS which would provide all teachers K-12 with initial understanding of “how people learn”. All content areas at Grades 6-12 will then work with a consultant from TASS to implement the instructional strategies presented in this training. This embedded professional development will occur on a monthly basis for all teachers in all content areas. Hire an external Coach/Mentor (see Appendix 4--2010-2013 School Improvement Plan for JFK Elementary/Middle School).

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

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

*Directions: Indicate which required element of the Transformation Model is included in the Improvement plan
Element 1, 2 and 3 have been included with element 4 TBD in year one with our External Coach*

- 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:

JFK Elementary/Middle School: In reviewing our budget and school improvement plan, we must be fully funded in order to assure we can effectively implement each aspect of the plan.

JFK Elementary School: A summary of our findings of the self-assessment, indicate that focused areas are in an emergent stage. The areas that seemed to show a high need of emerging were: Teachers visiting one another’s classrooms and sharing lessons;

social and emotional supports for students; special education and support systems provided in the regular classroom; rigor in the classroom; the principal in the classroom; and an aligned curriculum.

JFK Middle School: The self assessments of the Middle School reflect that the work that has been done this year is viewed as positive, and is moving toward improving student outcomes.

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 Superintendent discussed possibilities for an external coach with our DOE Technical Assistance consultant. The administrative team is meeting with two people the week of June 7th to share our SIG and discuss how the coaches perceive

the role of external coach. A decision will be made prior to June 30th, so work with the coach and school team can begin over the summer.

- **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.

We are in the process of looking to contract with the TASS group to provide us with an umbrella organization to both guide us and monitor the consistency, systemic and learned interventions. Please see attached proposal: Attachment 8 - TASS Proposal.

**VT-HEC Inc.
Vermont Higher Education Collaborative
TASS
Winooski Budget Estimate FY 2011**

Service/Support	Staff	Frequency	Duration	Total time	Rate	Total
HS Leadership Team Support	Val	2hrs/wk	Sept.- June	70	\$138/hr	\$9669
K-12 Leadership Coordination Meetings	Val	2 hrs/month	Sept - June	20	\$138/hr	\$2750
Consult & Training on Supervision/Eval System	Val	3hrs./month	Sept- June	30	\$138/hr	\$4140
K-8 Leadership Team & Support, PLCs, K-12 meetings, PD days, etc	Tina	1day/week plus ½ PD days	Sept - June	40 days	\$810/day	\$32,400
Inservice Day – October 25 – Brain Research & Learning & Bill Rich	Dr. G. C. Jernstedt & Bill Rich	1 day	October 25	1 day	Jernstedt \$4200	\$4200
Professional Development & Classroom Application of Brain Research Principles	Bill Rich & TASS staff	3 hrs every other week	Sept.-May	144hrs	\$138/hr	\$19,872
Mileage/lodging		6400 miles	Aug- May		.50/mile	\$3200
Sub Total						\$76,231
TASS Coordination, Admin. & Technical Support					20%	\$15,246
TASS Consultation/Support Total						\$91,477

NOTES:

- Cost of credit for the above work for FY 2011 will be about \$200 per credit so 10 people getting 6 credits would add at least \$12,000
- Cost of same level of service in FY12 and FY 13 will likely increase by about 7%-8% a year
- Services above do not specifically include training for “Transformation Facilitators” in year 2012 and 2012 which train teacher leaders to ensure sustaining this work after the grant. We could talk about how to do this within the time allotted but more likely it could be accomplished by those involved taking a course semester or adding another 8 hours a month of staff time about \$15,000.

- 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.

Please see attached proposal

JFK Elementary School:

#1 - We currently have 62,835 minutes (1047.25 hours) scheduled as class time in the 2009-2010 school year.

#5 - Not applicable in an elementary school

#6 - The full year discipline report indicates that there were 168 behavior/discipline incidents throughout the 2009-2010 school year.

#7 - The year end attendance data reflects the following: 287 students were absent 5 days or less, 33 students were absent for 6-10 days, 22 students were absent for 11-15 days, 3 students were absent for 16-20 days and 5 students were absent for 24-46 days.

#8 - This system is not up and running.

#9 - To be provided by June 30, 2010 (End of contract year).

JFK Middle School:

#1 - We currently have 65,490 minutes (1091.5 hours) scheduled as class time in the 2009-2010 school year.

#5 - 4 students took High School Level math, in the HS. This works out to be 3 % of the total middle school population.

#6 - The full year discipline report indicates that there were 664 behavior/discipline incidents throughout the 2009-2010 school year.

#7 - The year end attendance data reflects the following: 87 students were absent 5 days or less, 30 students were absent for 6-10 days, 19 students were absent for 11-15 days, 7 students were absent for 16-20 days and 13 students were absent for 21-51 days.

#8 - This system is not up and running.

#9 - To be provided by June 30, 2010 (End of contract year).

Winooski High School:

#1 - We currently have 60,180 minutes (1,003 hours) scheduled as class time in the 2009-2010 school year. Next years schedule has 64,428 minutes (1073.8 hours) scheduled as class time in the 2010-2011 school year.

#5 - 15 students completed dual enrollment courses with Vermont Technical College. This is 5% of our total student population.

#6 - The full year discipline report indicates that there were 321 behavior/discipline incidents throughout the 2009-2010 school year.

#7 - The year end attendance data reflects the following: 172 students were absent 5 days or less, 68 students were absent for 6-10 days, 31 students were absent for 11-15 days, 18 students were absent for 16-20 days and 55 students were absent for 21-66 days.

#8 - This system is not up and running.

#9 - To be provided by June 30, 2010 (End of contract year).

(3) Increasing learning time and creating community-oriented schools.

Required Activities. The LEA must –

(A) Establish schedules and strategies that provide increased learning time (as defined in this notice); and

We have changed our schedule from an A/B Block schedule to a 7-period day beginning the 2010-2011 school year. All core subjects will occur daily, thus increasing their contact time with students by approximately 32 hours per year. We have established an advisory/PLP period daily. Additionally, we have an extended day with RT (Recovery Time) for intervention work and Core Support in content areas. (aligns with audit) No new money

(E) In secondary schools –

(1) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities). Early college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;

Winooski High School began offering on-line courses through Virtual High School (VHS) in 2009. We also have an arrangement with Vermont Technical Institute (VTI) for dual enrollment courses. Students are encouraged to enroll in the Community College of Vermont (CCV) Intro to College Studies course in their Junior year. Successful completion of this course provides them a voucher to enroll in a second college course of their choosing. We have a partnership with Linking Learning to Life (LLL) and we encourage students to participate in either an internship to discover if they enjoy a particular career, or a jobs skills program for real life experience and relevancy. (aligns with audit) District Budget

(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or

We are currently looking at implementing a new school wide program. The K-5 school currently uses the Glasser Reality Model. The high school and middle school will discuss implementing either this model or another research-based model such as PBIS in year 2 of the grant. (aligns with audit) TASS.

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.

An external coach is someone who can look at the district systemically and objectively. The administrative team believes an external coach will help steer us in the right direction as we move forward with the Transformation Model. As a district, our vision is to look at our system K-12; coordinating curriculum, professional development, and systems. The coach would be able to provide us with the guidance to complete this work.

Additionally, external providers have access to resources that don't exist in our current system. In looking for external providers, interviews must take place to ensure that they have the experience, the qualifications and the people skills to carry out the work that needs to be done at the Winooski School District. Principals will be actively involved leading the change efforts by meeting regularly, providing guidance, and by receiving input from the external provider. All external consultants will provide the building principal with monthly reports which consist of: who they worked with; what was the focus area; what strategies were taught; and what are the next steps. Contracts will be written outlining roles and responsibilities of the external providers along with expectations of student outcomes. All outside providers will understand if the roles, responsibilities, and outcomes are not achieved, the possibility of termination exists.

(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA or a designated external lead partner organization

Throughout the three years we will be contracting with TASS. We would also work with our DOE technical assistance team. (aligns with audit) TASS, \$91,477 yearly

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 1) c. i-ix)

An audit was conducted on Winooski High School by Dr. Nancy Richardson. The report identified several areas in need of improvement. The school board and teachers have participated in several board meetings discussing the recommendations from the audit. Work has already begun on aligning curriculum and developing assessments. The board and teachers have discussed working with a consultant to research a teacher evaluation tool that meets the requirements of the SIG. In addition, the board is committed to providing teachers with the professional development needed to improve student outcomes. The Board Chair, Winooski Education Association (WEA) President, and the Director of Student Learning attended a 3 day NEA conference in NYC in March around school transformation as part of the the federal school improvement grant. The Winooski School District Board and staff are committed to working collaboratively to meet the requirements of the SIG.

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.

Professional development activities will increase teacher knowledge (ie: reading and writing across the curriculum). All teachers will know the strategies to use (ie: metacognition strategies, vocabulary development, activating prior knowledge, etc...) as well as how to teach writing for a constructed response. We will use professional development to develop a common scoring rubric for a constructed response that all teachers will be expected to use. This work will continue when the SIG ends as we will

have built capacity. Systems will be developed around school climate and culture (ie'' PBIS and Glasser's Reality Therapy) where all teachers will be trained with a system being developed that will continue when the grant ends. Curriculum, assessments, and data team decision making will also be part of professional development during the SIG. When the grant ends, teachers will be able to continue with the work as the system, structure and knowledge will be there.

(3) Increasing learning time and creating community-oriented schools.

Required Activities. The LEA must –

(A) Establish schedules and strategies that provide increased learning time (as defined in this notice); and

We have changed our schedule from an A/B Block schedule to a 7-period day beginning the 2010-2011 school year. All core subjects will occur daily, thus increasing their contact time with students by approximately 32 hours per year. We have established an advisory/PLP period daily. Additionally, we have an extended day with RT (Recovery Time) for intervention work and Core Support in content areas. (aligns with audit) No new cost.

(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

We will begin the process of researching the effect of year round school and lengthening the school day in Year 1 with the intent of making one of these changes in Year 2. (aligns with audit) No new cost.

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

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

The interventions that we have written into the grant include curriculum consultants, teacher evaluation tool consultant, teacher training in data teams, behavior/student management systems, PLC's, and RTI. The development of the curriculum and the trainings will be complete by the time the grant ends, therefore, we do not have to continue with these funds. The funds we will have to carry on with may include increase teacher pay for extended day and retention, technology based intervention programs, and increase staffing for our ELL program. We are working with the board on these budgetary items.

- 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.

Winooski School District will receive an \$8000.00 grant from the Parent Information Resource Center - Vermont (PIRC-VT) for the 10-11 academic year to help us increase our parent/community engagement. We have also partnered with the Burlington School District as a co-applicant for the Nellie Mae grant focusing on Winooski High School to increase more community-based learning opportunities. In addition, we are also partners with Voices for Vermont's Children in a mini Nellie Mae grant which focuses on lessening the gap of those children living in poverty.

- Plan for induction and mentoring of new staff.

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

All new teachers to the district are assigned a mentor for their first year. This has been a practice in the district for many years. As we move forward with the Transformation Model, we will explore a formal mentoring program by providing teachers with professional development in this area.

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

This will be an area for discussion in Year 1 of the grant. We will work with the teacher evaluation consultant, school board and external coach.

Possibilities include:

- **Mentoring program**
- **Teacher Leadership Initiatives**

TASS

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

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

The K-8 Principal and Director of Teaching and Learning will report on achievement levels for students in grades K-8.

The High School Principal and Director of Student Learning/Regulatory Compliance will compile this information for the High School.

The Director of Special Education and the Superintendent of Schools will be presented the information for review.

We currently use the Vermont Data Consortium , File maker pro, and Web2School as data sources.

(B) Promote the continuous use of student data (such as formative, interim, and summative assessments to inform and differentiate instruction in order to meet the academic needs of individual students.

We will be identifying a data system and the indicators K-12.

We will purchase a data management system

(aligns with audit) District Budget

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.

Please refer to the Attachment F for a discriptions of the interventions and the timeline that these interventions will roll out.

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

The district will work with the external coaches and the curriculum consultants during Year 1 to establish these benchmarks. Goals will be monitored in years 2 and 3 of the SIG Grant.

Our goal is to have all students be at or above grade level in all of the core subjects. We have their current levels as indicated on the Plan, Explore (ACT) and NECAP. We will also be assessing all Freshmen and Sophomores in both reading and math prior to the beginning of the 2010-2011 school year. Students will have to show progress and a lessening of the gap between their instructional level and their grade level.

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

Please see Appendix 4--2010-2013 School Improvement Plan for JFK Elementary/Middle School.

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.

Indicators will include: monthly reports from external providers; monthly progress monitoring; and DOE required actions.

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)

Please refer to Attachment 3 (Student Participation), Attachment 4 (Parent Participation), Attachment 5 (Teacher Participation), Attachment 6 (Nellie Mae Grant Co-Application between Burlington HS and Winooski HS-with statement of participation from all our other partners), Attachment 8-Board Agenda for discussion on teacher evaluations.

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

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

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

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

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

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

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

The LEA must assure that it will—

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

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

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

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

- Extending the period of availability of school improvement funds.

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

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