

Issue Date: December 3, 2024

Selected Interventions to Address Identified School Improvement Priorities School Year 2023-24

Purpose

To meet federal requirements, the State of Vermont Agency of Education must report interventions for which the school will use Title I, Part A, Section 1003 School Improvement Grant funding to support implementation. Selected interventions should align to identified priorities and to the goals of a school's Continuous Improvement Plan. Selected interventions must also be evidence-based according to the Elementary and Secondary School Acts, as amended by Every Student Succeeds Act.

Burlington SD – \$419,744

Integrated Arts Academy at H.O. Wheeler - \$182,952

- Educational technology: 7 interactive displays (ViewSonic View Board IFP6550-E4 Collaboration Displays) with carts; 6 heavy duty mobile stands (SMART) for the existing displays; 3 math bot engagement bundles.
- 16 Red cat Audio systems, one for each classroom
- 6 laptop computers for teachers to use with interactive displays
- Flexible seating and furnishing for students
- Carts for Unified Arts Teachers (Copernicus Leveled Reading Book Carts).
- Tools and manipulatives (recommended by All Learners Network), For example: Tiny Polka Dot Cards, place value blocks, number blocks, counters, bead strings, etc.
- Consultant contract for leadership team support and planning observations, printing materials for reports.
- Inclusive recess materials to promote belonging and health. For example, 668 Colored Building Blocks for Playtime, 2 Soccer Goals for Backyard.

Lyman C. Hunt Middle School - \$236,792

- BCO teacher stipends for training (Origins Developmental Designs). (\$45/hour, 4 days, 7 hours/day for 40 staff)
- Consultant for training (Origins Developmental Designs) on developmentally responsive teaching strategies on social emotional academic learning.
- Flexible seating and furnishing for students
- 2 interactive whiteboards (SMART)

- 30 Vertical whiteboards
- Sensory materials for the classroom - sets of tools for each classroom, such as fidgets, active seating options, and noise canceling headphones
- Professional Development consultant (Dr. Sarah Lupo): evidence-based supports in adolescent literacy instruction. (5 days, 40 participants: PLCs, faculty meeting, coaching, modeling in individual classroom w/ instructional coach, includes travel expenses)
- Professional Development consultant (Teachers Development Group): research, planning and development for math professional learning seminars (Ambitious Math Teaching). (50 participants, 1 consultant, 4 days, includes travel expenses)
- Inclusive recess materials to promote belonging and health.

Orleans Central Supervisory Union - \$266,464

Albany Community School - \$124,167

- To support and strengthen math curriculum, professional development will be provided (Great Minds) for all math teachers
- To support and strengthen literacy curriculum (Expeditionary Learning), provide Supported Launch professional development provided by Open Up Resources for up to 30 literacy teachers. Includes access to asynchronous courses, 6 hours of facilitation, pre and post consultation.
- To support and promote early literacy, purchase of decodable books (Heggerty) to add to school and classroom libraries.
- To teach students to use the writing process for a variety of purposes, ACS will purchase a subscription to a curricular tool (Mystery Writing).
- To increase math proficiency, ACS will purchase scientific calculators for middle school math students.
- To teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing, ACS will purchase supplies and subscription to support skill development (Handwriting Without Tears).
- To increase student collaboration and discourse and increase math proficiency, ACS will purchase whiteboard tables for the math classroom.
- To increase student engagement with math, ACS will purchase weather balloon supplies to support a cross curricular project that analyzes real life data.
- To increase student engagement by improving classroom management, ACS will purchase books for a staff book study (Fostering Resilient Learners).
- To increase student engagement, ACS will purchase books for staff to increase their capacity to address the social emotional needs of students (15 Minute Co-Regulation Strategies)

- To increase math proficiency, ACS will purchase math supplies (Touch Math) to build and support foundational skills for Tier 3 math learners.
- To increase students' access to engaging literature, ACS will purchase high interest, low level book kits to include shelving for school library and classroom libraries.

Barton Graded - \$142,297

- To support and strengthen math curriculum, professional development will be provided (Great Minds) for all math teachers
- To support and strengthen literacy curriculum (Expeditionary Learning), provide Supported Launch professional development provided by Open Up Resources for up to 30 literacy teachers. Includes access to asynchronous courses, 6 hours of facilitation, pre and post consultation.
- To support and promote early literacy, purchase of decodable books (Heggerty) to add to school and classroom libraries.
- To support purchase and implementation of math curriculum (Eureka Math 2) to align with district curriculum resources and improve math instruction. To include modules, teacher manuals, and manipulative kits.
- To increase students' access to engaging literature, purchase high interest, low level book kits to include shelving for school library and classroom libraries.
- To increase student engagement with reading, purchase supplies to support reading. Supplies to include books, book bags, journals.
- To increase proficiency in science, purchase STEM supplies that support NGSS standards.
- To increase staff capacity to support students and increase engagement, send two staff to training (BEST Institute). Includes registration (\$780 x 2) and lodging (\$205 x 3 nights x 2 staff).
- To teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing, ACS will purchase supplies and subscription to support skill development (Handwriting Without Tears).

Southwest Vermont Supervisory Union – \$1,027,929

Bennington Elementary - \$215,916

- To increase attendance & decrease office referrals linked to behavior, provide 1FTE social worker & materials to act as a liaison between school, families, and community. agencies, & provide counseling for students, monitored through attendance data, a decrease in office referrals, and a decrease in high-risk

internalizing & externalizing behaviors represented in the SRSS-IE benchmark screener data.

- To decrease office referrals & increase students at low risk for internalizing & externalizing behaviors, provide 1FTE K-5 Behavior Coach & materials to model evidence-based SEL Tier 1 instr. strategies and Tier 2 intervention. for 15 teachers, and partner with the school's wellness team to support the MTSS system through data review, monitored by decrease in office referrals & SRSS-IE benchmark data
- To increase student's ability to hear math and ELA lessons during good first instruction, provide 25 classroom Phonak voice amplification sound systems, monitored through increased academic growth measured through NWEA/MAP and Fast Bridge benchmark data.

Molly Stark School - \$276,897

- To decrease office referrals and increase students at low risk for internalizing and externalizing behaviors, provide 1FTE K-5 Behavior Coach to model evidence-based SEL Tier 1 instr. strategies and Tier 2 intervention. for 25 teachers, and partner with the school's wellness team to support the MTSS system through data review, monitored by a decrease in office referrals and SRSS-IE benchmark data.
- To improve the PreK-K transition process and increase students at low risk for internalizing and externalizing behaviors, provide 1FTE K Behavior Coach to model the use of SEL Tier 1 instructional strategies and Tier 2 intervention. for 6 teachers, and partner with the school's wellness team to support the MTSS system through data review, monitored through SRSS-IE benchmark data.
- To decrease office referrals and increase students at low risk for internalizing and externalizing behaviors, provide 1FTE or contracted BCBA to determine and implement evidence-based strategies. with students based on data to affect change in behavior. and social interactions and consult with school counselors, clinicians, and teachers to create plans, monitored through SRSS-IE benchmark data.
- To increase student's ability to hear math and ELA lessons during good first instruction, provide 25 classroom Phonak voice amplification sound systems, monitored through increased academic growth measured through NWEA/MAP and Fast Bridge benchmark data.
- To increase ELA reading scores in grades 4 and 5, provide 15 sets of high interest decodable readers for 6 teachers to use during foundational reading Tier 2 lessons, monitored through increased academic growth measured through NWEA/MAP and Fast Bridge progress screening data.

Mount Anthony Union Middle School - \$354,361

- To increase student access to math and ELA Tier I instruction in the general education setting, provide a Universal Design Coach for job-embedded professional learning in inclusionary and differentiation strategies through a coaching cycle model with 25 teachers in grades 6-8, monitored by a coaching impact plan.
- To increase student attendance at school, provide one Family Engagement Specialist to implement evidence-based attendance interventions to support families, monitored through increased attendance and a decrease in internalizing and externalizing behaviors as measured through the SRSS-IE social/emotional screener.
- To increase student attendance at school, provide one Family Engagement Specialist to implement evidence-based attendance interventions to support families, monitored through increased attendance and a decrease in internalizing and externalizing behaviors as measured through the SRSS-IE social/emotional screener.
- To increase student's ability to hear math and ELA lessons during good first instruction, provide 35 classroom Phonak voice amplification sound systems, monitored through increased academic growth measured through NWEA/MAP benchmark data.
- To decrease office referrals and increase students at low risk for internalizing and externalizing behaviors, provide 1FTE or contracted BCBA to determine and implement evidence-based strategies. with students based on data to affect change in behavior. and social interactions and consult with school counselors, clinicians, and teachers to create plans, monitored through SRSS-IE benchmark data.
- To increase student engagement in math and ELA provide 15hrs. outside or contr. hrs. for 10 prof. staff to develop personalized pathway opportunities. connected to local curriculum math and ELA standards and the VT Transferable Skills, documented in student PLPs, monitored through meeting attend. and a MAUMS pathway model with 3-5 application opportunities. with a procedure as part of the PLP process.

Pownal Elementary - \$180,755

- To increase ELA foundational skills and math conceptual understanding in K-6 students, provide 8 certified teachers 20 hours each to provide before and after school small group interventions, monitored through Fast Bridge and IXL progress monitoring.

- To increase instr. understanding of the foundational skills linked to SOR and math conceptual understanding. (ALN & OGAP), provide hrs. outside of contr. hrs. for 20 teachers to participate. in ongoing PL for 18 hours (3 hrs. a month) in PLCs facilitated by 2 ELA coaches and 1 math coach (25 hrs. each for planning/ implementation), monitored through meeting attend. and NWEA/MAP and Fast Bridge benchmark screening data.
- To engage families in instr. strategies to increase student engagement linked to math conceptual understand. for students in grades K-6, provide 6 family engagement. events with hrs. outside of contr. hrs. for 10 professional staff for 3 hrs. each, to plan and implement the events, secure materials, and refreshments, monitored through attend. and NWEA/MAP and Fast Bridge benchmark screening data.
- To decrease behavior referrals by increasing students' ability to hear math and ELA lessons during good first instruction, provide 20 classroom Phonak voice amplification sound systems, monitored through decreased office referrals and increased academic growth measured through NWEA/MAP and Fast Bridge benchmark data.

Winooski SD - \$568,084

J.F. Kennedy Elementary School - \$274,700

- To build academic vocabulary, particularly figurative language, and engagement in reading and writing to improve overall literacy proficiency, we will contract with a Poet in Residence to work with up to 50 JFK 4th grade students to write and perform poetry and then reflect on their use of language and imagery.
- To address behavior issues that disrupt the learning environment we will conduct four days of training in classroom culture and management (Responsive Classroom) for up to 20 staff. Costs include contracted services for four days and stipends for up to 20 staff for work conducted beyond contracted hours.
- To improve students' comprehension and literacy skills, we will send two teachers to a workshop on developing project-based units related to our core knowledge-building curriculum.
- To reduce the number of disruptions and referrals for defiance, insubordination, noncompliance, and physical aggression in the classroom we will contract with a PD provider to conduct training in culturally responsive teaching. Costs include contracted services and stipends for up to 12 teachers for up to 24 hours of professional development. (See documentation for cost breakdown.)
- To address the need to increase the volume of reading for students, purchase diverse classroom libraries and text sets connected to our knowledge-building curriculum.

- To ensure consistent teaching practices in foundational literacy skills, we will purchase high-quality instructional materials and provide direct professional development for up to 16 teachers and 12 classrooms. Costs include materials and course fees.
- We will contract with a consultant to provide support for the development of a literacy social justice curriculum aligned the state standards. The financial extent of the services shall not exceed \$10,000 and shall be tied to specific deliverables as specified in the scope of work.

Winooski High School - \$159,877

- To address school attendance and progress toward four-year graduation, lower student-to-counselor ratio and clarify pathways for graduation we will hire a second high school counselor. This position will support and transition to 9th grade by developing an orientation for all students and families and also include the development of a school counseling curriculum.
- To design learning experiences that are developmentally and culturally appropriate and to establish expectations of proficiency in challenging academic standards based on authentic products we will contract with a consultant to provide direct pd in instruction and consultation for up to 30 teachers up to 100 hours on the quality of instructional design.
- To address the need to increase the volume of reading for students, purchase diverse classroom libraries and text sets connected to our knowledge-building curriculum.
- To track Winooski graduates' success in postsecondary systems, we will purchase a system for tracking postsecondary outcomes, enrollment, and degree completion over time.
- To increase student graduation rates, we contract with providers for up 144 hours at \$125 per hour to help us develop a school counseling curriculum and a schedule that supports students reaching graduation prepared for post-secondary education.

Winooski Middle School - \$133,507

- To improve students' comprehension and literacy skills, we will send two teachers to a workshop on developing project-based units related to our core knowledge-building curriculum.

- To reduce the incidents of abusive language and physical aggression in our middle school students, we will contract with a professional development provider for up to 10 hours of direct services.
- To improve teacher skills and comfort with differentiating instruction, and providing targeted support, we will send up to six teachers to a three-day seminar in which they will practice differentiated instruction and will practice giving and receiving peer feedback.
- To increase student engagement in complex grade-level texts, and improve fluency and comprehension, we will train up to 3 middle school teachers in project-based learning related to core ELA content. Costs include travel, workshop fees, and per diem.
- To address the need to increase the volume of reading for students, purchase diverse classroom libraries and text sets connected to our knowledge-building curriculum.
- To improve teacher skills by using student work as data and make informed decisions about the next instructional steps, we will train up to four staff in using High-Quality Work Protocols costs include fees, travel, and lodging.
- We will train up to 9 staff in verbal de-escalation, trauma-informed practices, and culturally responsive teaching resulting in behavior data indicating a significant number of students do not feel a sense of belonging and connection to the school community.
- We will send up to five staff members to a day-long workshop and history tour of the Harlem Renaissance to support the creation of engaging reading environments and help teachers build background knowledge.

North Country Supervisory Union - \$383,484

Newport City Elementary School - \$229,101

- Hire contracted services to evaluate impact of specific systems drivers and instructional practices on student outcomes and identify effective action steps and strategies to ensure all students have opportunities to access deeper learning through the application of the four MTSS Levers as assessed through a lens of data, documents, organizational surveys, and observation of practice. See attached proposal NCES
- To improve phonics, phonemic awareness, fluency, comprehension, and accuracy through foundational skills instruction for students at risk, increase access to personalized structured literacy instruction through high quality pilot and upgrade entire literacy curriculum materials/resources in K-6 classrooms across the school. Includes 18 days training for approx. 30 teachers.

Troy School - \$154,383

- To improve phonics, phonemic awareness, fluency, comprehension, and accuracy through foundational skills instruction for students at risk, increase access to personalized structured literacy instruction through high quality pilot and upgrade entire literacy curriculum materials/resources in K-8 classrooms across the school. Includes 18 days training for approx. 15 teachers.
- To increase student engagement and align with Su-wide UDL practices purchase Imagine Learning to support Illustrative Math Program in grades K-5 to increase inclusive and personalized instruction.
- Hire contracted services to evaluate impact of specific systems drivers and instructional practices on student outcomes and identify effective action steps and strategies to ensure all students have opportunities to access deeper learning through the application of the four MTSS Levers as assessed through a lens of data, documents, organizational surveys, and observation of practice. See attached proposal Troy

Rutland City SD - \$181,303

Northwest Primary School - \$181,303

- Nonfiction/Fiction leveled readers for grades k-2 and increase classroom libraries
- Outside literacy consulting support and consult
- Purchase social/emotional materials to support all level of learners-resource for in-house mentoring program
- Purchase library books/digital readers to support all children at NW