

New Hampshire  
Farmington High School  
40 Thayer Drive  
Farmington NH 03836  
603-755-2811

**Interventions Annual Form by Federal Requirement**

---

**Instructions:**

- **When SIG Implementation begins, complete the descriptions of interventions and outcomes, for each Federal Requirement and any permissible activities within.**
- **Each year, you will update the progress of implementation for that year, save and send the form to be reviewed.**

---

**1. Federal Requirement: Replace the principal who led the school prior to commencement of the transformation model.**

---

**Initial Plan**

**-Describe the specific interventions included in the plan that address this strand and the expected outcome of each.**

A few months prior to the writing of our grant application, the principal of the high school who had been there two years, announced his decision not to return for the 2011-2012 school year. The then assistant superintendent, school board and members of the search committee outlined a process for selecting a transformational principal. The district advertised on Edjobsnh, a statewide website, to seek a change leader. The committee established questions designed to elicit a candidate's qualities to be an instructional leader and used a rubric by which to judge the candidate's responses. A final candidate, Matthew Jozokos was hired and began the school year. Thus this indicator is fully implemented and not included in our plan.

---

*Reviewer comments:*

---

**Year 1**

**-Describe the progress to date in implementing the indicators in this strand and the specific intervention relative to it.**

---

*Reviewer comments:*

---

**Year 2**

**-Describe the progress to date in implementing the indicators in this strand and the specific intervention relative to it.**

---

*Reviewer comments:*

---

**Year 3**

**-Describe the progress to date in implementing the indicators in this strand and the specific intervention relative to it.**

---

*Reviewer comments:*

---

**2. Federal Requirement: Use rigorous, transparent, and equitable evaluation systems for teachers and principals that a) take into account data on student growth 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 graduation rates; and b) are designed and developed with teacher and principal involvement.**

---

**Initial Plan**

**-Describe the specific interventions included in the plan that address this strand and the expected outcome of each.**

Using the work of Charlotte Danielson, administrators will participate in a district-wide task force that includes administrators, teachers and paraprofessionals. By the end of the 2011-12 school year, the task force will create an evaluation process and timeline that is clear, consistent and aligned to the goals of our district.

1. Administrators will read "Enhancing Professional Practice: A Framework for Teaching" prior to the Summer Institute.
2. During the Summer Institute, the administrative team will develop a common set of understandings and beliefs that will provide the framework for a new evaluation process.

The Task Force will meet monthly to build out a new evaluation process and timeline to be used with administrators, teachers and paraprofessionals.

---

*Reviewer comments:*

---

**Year 1**

**-Describe the progress to date in implementing the indicators in this strand and the specific intervention relative to it.**

The district sent a large team consisting of teachers, union representatives, principals, central office personnel and the grant coordinator to the entire series of training by the Danielson Group on teacher evaluation. This training was required by the New Hampshire Department of Education for all SIG schools. The Farmington Team is in the final stages of completing their draft evaluation system and will be presenting it to the Department of Education for approval in the coming weeks. The plan calls for annual evaluations based upon the four domains of Danielson's Framework for Teaching and annual measurement of Student Learning Objectives (SLOs).

The evaluation plan is also structured around three tracks for teachers:

\*Introductory Track (which all teachers will participate in during the pilot year)

\*Experienced Track

\*Teacher Assistance Track ( consisting of three phases: Awareness, Formal Assistance and Disciplinary)

---

*Reviewer comments:*

---

**Year 2**

**-Describe the progress to date in implementing the indicators in this strand and the specific intervention relative to it.**

---

*Reviewer comments:*

---

**Year 3**

**-Describe the progress to date in implementing the indicators in this strand and the specific intervention relative to it.**

---

*Reviewer comments:*

---

**3. Federal Requirement: 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.**

---

**Initial Plan**

**-Describe the specific interventions included in the plan that address this strand and the expected outcome of each.**

Our initial plan revolved around the extensive training program with the Charlotte Danielson Group. Our team's goal was to understand the model and how to evaluate teachers using the model.

---

*Reviewer comments:*

---

**Year 1**

**-Describe the progress to date in implementing the indicators in this strand and the specific intervention relative to it.**

To date, the task force has discussed that for every teacher who achieves the distinguished level of performance, a letter of commendation would be placed in their personnel file and they would receive a fifty dollar (\$50) gift card.

---

*Reviewer comments:*

---

**Year 2**

**-Describe the progress to date in implementing the indicators in this strand and the specific intervention relative to it.**

---

*Reviewer comments:*

---

**Year 3**

**-Describe the progress to date in implementing the indicators in this strand and the specific intervention relative to it.**

---

*Reviewer comments:*

---

**4. Federal Requirement: Provide staff ongoing, high-quality, job-embedded professional development 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.**

---

**Initial Plan**

**-Describe the specific interventions included in the plan that address this strand and the expected outcome of each.**

The district has contracted with SERESC and Great Schools Partnership to provide coaching to the central office and training at Farmington High School in aligning curriculum, designing units of instruction using Understanding by Design (UBD), implementing and assessing competencies, developing professional learning communities and understanding the roles and responsibilities of staff involved in implementing IDEA .

---

*Reviewer comments:*

---

**Year 1**

**-Describe the progress to date in implementing the indicators in this strand and the specific intervention relative to it.**

To date, the following high quality, job embedded professional development has occurred:

- The SAU has received significant coaching and training in leadership, administrator evaluation strategies and special education from Dennis Pope, Richard Lalley, and Jane Bergeron of SERESC and Arthur Hanson of Great Schools Partnership. This coaching has occurred multiple times per month.
  - During the summer of 2011, Dr. Joe Miller conducted a workshop on Leadership for all SAU 61 administrators.
  - Also during that summer, Drs. Marianne True and Gerard Buteau conducted a three day workshop entitled "Intentional Teaching".
  - In addition, a three day workshop was held for the special educators in the district which focused on writing measurable IEP objectives, and roles and responsibilities.
  - All teachers have received training in competencies and how to identify core competencies. By June, 2012, all teachers must have aligned their courses to include 3-7 essential competencies that are aligned to the Common Core Standards and/or the NH Curriculum Frameworks.
  - Teachers have also received training in Understanding by Design through a series of after school workshops as part of a union waiver to extend the contract.
  - Finally each of our consultants has been promoting professional learning communities during their trainings. Teams are coalescing into learning groups by using protocols to look collaboratively at student work and data.
- 

*Reviewer comments:*

---

**Year 2**

**-Describe the progress to date in implementing the indicators in this strand and the specific intervention relative to it.**

---

*Reviewer comments:*

---

---

**Year 3**

**-Describe the progress to date in implementing the indicators in this strand and the specific intervention relative to it.**

---

*Reviewer comments:*

---

**5. Federal Requirement: 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 model.**

---

**Initial Plan**

**-Describe the specific interventions included in the plan that address this strand and the expected outcome of each.**

Our initial plan did not address those issues.

---

*Reviewer comments:*

---

**Year 1**

**-Describe the progress to date in implementing the indicators in this strand and the specific intervention relative to it.**

The initial year of the grant has been spent in developing an outline of a new teacher and administrator evaluation system. The district has not yet addressed financial incentives, increased opportunities for career growth, or flexible work conditions. During Year 2, the district will continue to work on the evaluation system to include these factors.

---

*Reviewer comments:*

---

**Year 2**

**-Describe the progress to date in implementing the indicators in this strand and the specific intervention relative to it.**

---

*Reviewer comments:*

---

**Year 3**

**-Describe the progress to date in implementing the indicators in this strand and the specific intervention relative to it.**

---

*Reviewer comments:*

---

**6. Federal Requirement: Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.**

---

**Initial Plan**

**-Describe the specific interventions included in the plan that address this strand and the expected outcome of each.**

Our initial plan called for training in the use of Understanding By Design to complement the work we had done previously with curriculum mapping. Teachers will be expected to map courses to the Common Core Standards and to prepare at least three to seven competencies relating to each of their courses.

---

*Reviewer comments:*

---

**Year 1**

**-Describe the progress to date in implementing the indicators in this strand and the specific intervention relative to it.**

Teachers have received training through a series of after school workshops on Thursdays. These trainings, led by our coaches, have helped teachers understand the importance aligning to standards and developing essential competencies that are aligned to the standards. As a result of this training, by June 2012, all high school teachers are expected to develop three (3) to seven (7) competencies per course that they teach.

In addition, each department of the high school is tasked with working together to produce at least one unit per year that is developed using Understanding by Design.

---

*Reviewer comments:*

---

**Year 2**

**-Describe the progress to date in implementing the indicators in this strand and the specific intervention relative to it.**

---

*Reviewer comments:*

---

**Year 3**

**-Describe the progress to date in implementing the indicators in this strand and the specific intervention relative to it.**

---

*Reviewer comments:*

---

---

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

---

**Initial Plan**

**-Describe the specific interventions included in the plan that address this strand and the expected outcome of each.**

The action plan for the high school included plans to analyze assessment data from both the New England Common Assessment Program and NWEA MAPS. In addition, training in Understanding by Design, which is scheduled for the year, includes focus on one of the models most significant elements, namely assessment for the six facets of understanding. These two strategies will assist teachers in differentiating instruction to meet the needs of all learners.

---

*Reviewer comments:*

---

**Year 1**

**-Describe the progress to date in implementing the indicators in this strand and the specific intervention relative to it.**

High School faculty, with the assistance of our coaches, analysed students standardized assessment results using Performance Tracker, a statewide tool offered by the NH Department of Education. One of the most significant results of this analysis was the realization that the high school needed to reorder the timing of when certain mathematics courses were taken by students. A new high school program of studies guide will reflect this change for the 2012-2013 school year. In addition, training in both competencies and UBD has included multiple discussions on how assessment data must inform instruction.

---

*Reviewer comments:*

---

**Year 2**

**-Describe the progress to date in implementing the indicators in this strand and the specific intervention relative to it.**

---

*Reviewer comments:*

---

**Year 3**

**-Describe the progress to date in implementing the indicators in this strand and the specific intervention relative to it.**

---

*Reviewer comments:*

---

---

**8. Federal Requirement: Establish schedules and strategies that provide increased learning time.**

---

**Initial Plan**

**-Describe the specific interventions included in the plan that address this strand and the expected outcome of each.**

The Farmington School District already had both an after school program and a summer school program in place before our School Improvement Grant application. Thus we did not address it further as we already have extended the learning day for many students.

---

*Reviewer comments:*

---

**Year 1**

**-Describe the progress to date in implementing the indicators in this strand and the specific intervention relative to it.**

Farmington High School offers both an after school program and a summer school program. Farmington High School's after school program is run through FAMEE, a 21st Century Grant. There are a variety of activities that include photography, SAT Prep, Technology Club to name a few. In addition, FAMEE offers a homework club as well and provides transportation.

As for summer school, FHS supports several classes for remediation. They are: Math, English, Social Studies and Science as well as Health and Foods. These classes are open to students who have not met the credit requirement through the school year. There is a nominal fee attached.

---

*Reviewer comments:*

---

**Year 2**

***-Describe the progress to date in implementing the indicators in this strand and the specific intervention relative to it.***

---

*Reviewer comments:*

---

**Year 3**

***-Describe the progress to date in implementing the indicators in this strand and the specific intervention relative to it.***

---

*Reviewer comments:*

---

---

**9. Federal Requirement: Provide ongoing mechanisms for family and community engagement.**

---

***Initial Plan***

***-Describe the specific interventions included in the plan that address this strand and the expected outcome of each.***

Our initial plan called for the Farmington School District to engage families and communities through a series of school board meetings open to the public and broadcast live via television and internet.

Letters and other materials will be sent home to families with information about school status, improvement plans, choice options, and local service providers.

---

*Reviewer comments:*

---

**Year 1**

***-Describe the progress to date in implementing the indicators in this strand and the specific intervention relative to it.***

In addition to our televised meetings and informational materials, we have engaged families by revitalizing our relationship with the Parent Information and Resource Center. We have also used our Power School program to actively engage families in their student's academic success. As an example of this success, from August 2011 to April, 2012, parents have accessed the web parent portal to gain information about their child's academic program, two thousand, seven hundred eighty four (2,784) times. Some parents are also using their mobile phones to access information. During that same time period, parents accessed the mobile portal one hundred forty nine (149) times. Interestingly, students have accessed the web portal five thousand, one hundred sixty nine (5,169) times and used their phones to access the portal one thousand two hundred eighty nine (1,289) times. Data on the combined methods of access to PowerSchool Portal indicate that nearly ninety one percent (91%) percent of our students' records have been accessed. This data indicates that we are succeeding in engaging families.

---

*Reviewer comments:*

---

**Year 2**

***-Describe the progress to date in implementing the indicators in this strand and the specific intervention relative to it.***

---

*Reviewer comments:*

---

**Year 3**

***-Describe the progress to date in implementing the indicators in this strand and the specific intervention relative to it.***

---

*Reviewer comments:*

---

---

**10. Federal Requirement: Give the school sufficient operational 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.

---

**Initial Plan**

**-Describe the specific interventions included in the plan that address this strand and the expected outcome of each.**

Our initial plan called for decentralizing authority from the Central Office to the principals to empower them to make decisions based upon instructional needs. Principals will receive training and coaching on how to successfully utilize that operational flexibility.

---

*Reviewer comments:*

---

**Year 1**

**-Describe the progress to date in implementing the indicators in this strand and the specific intervention relative to it.**

Farmington High School's principal has been given operational flexibility to implement a comprehensive approach to school reform. He has made a number of staffing and programmatic changes to improve student achievement. Some examples of these changes are:

- \* Revising the Farmington Learning Academy's mission to identify and work with at-risk students;
- \* Creating a Freshman Team to assist students with the transition to high school;
- \* Reordering and eliminating certain mathematics classes to improve achievement.
- \* Eliminating self-directed online courses for students who have failed and replacing the online courses with direct instruction courses.
- \* Establishing an Advisory program to engage students.

---

*Reviewer comments:*

---

**Year 2**

**-Describe the progress to date in implementing the indicators in this strand and the specific intervention relative to it.**

---

*Reviewer comments:*

---

**Year 3**

**-Describe the progress to date in implementing the indicators in this strand and the specific intervention relative to it.**

---

*Reviewer comments:*

---

---

**11. Federal Requirement: Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or EMO).**

---

**Initial Plan**

**-Describe the specific interventions included in the plan that address this strand and the expected outcome of each.**

The majority of the work in our first year will be building leadership capacity in the central office and in the school's administrators. In addition, we are focusing on building instructional skills of our teachers. To that end, we will contract with Southeastern Regional Education Service Center and Great Schools Partnership to deliver training and coaching in leadership, instructional design, data analysis, teacher evaluation and developing connections to parents and the community at large.

---

*Reviewer comments:*

---

**Year 1**

**-Describe the progress to date in implementing the indicators in this strand and the specific intervention relative to it.**

From the onset of the grant, the central office has experienced major upheaval as the assistant superintendent resigned a few weeks before school was to open. The position has been filled with two different interim administrators. In addition, the superintendent has left before the end of the school year. Our consultants from SERESC and Great Schools Partnership have had to change their focus from one of building capacity within the central office to supporting the interim assistant superintendent in accomplishing the work of the school improvement grant.

The high school has received significant technical assistance from Great Schools Partnership. A coach has

been assigned to the school and meets with the principal, assistant principal and teachers on a regular basis to address the work needed to be done with competencies, Understanding by Design, data analysis, student engagement, communication with parents, school board and community and the *Iwalkthrough* observation training.

---

*Reviewer comments:*

---

**Year 2**

**-Describe the progress to date in implementing the indicators in this strand and the specific intervention relative to it.**

---

*Reviewer comments:*

---

**Year 3**

**-Describe the progress to date in implementing the indicators in this strand and the specific intervention relative to it.**

---

*Reviewer comments:*