

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.**
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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.

Prior to submitting the school improvement grant application, the central office personnel determined that the present principal needed to be replaced. The assistant superintendent familiarized the search committee with the characteristics of a transformational principal and standardized the process for interviewing candidates. A new principal was hired in August of 2011. Thus this indicator is complete and was 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.

Our initial plan revolves around the New Hampshire Department of Education's extensive training program with the Charlotte Danielson Group. Both administrators of the school as well as the grant coordinator and assistant superintendent will attend these trainings and develop a new evaluation system that is designed with teacher and union involvement. Our focus for the year will be developing tracks of evaluation based upon the level of experience of the teacher or a teacher's need for assistance.

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 an entire team consisting of teachers, union representatives, principals, central office personnel and the grant coordinator to the entire series of trainings required by the NH Department of Education for all SIG schools. The team is in the final stages of completing their draft evaluations system and will be presenting it to the Department of Education for approval on May 31st. The system is based upon three tracks of teacher evaluation: the Introductory Track, which, for the pilot year, all teachers will be included in this track, the Experienced Track and the Teacher Assistance Track. The Teacher Assistance Track has three phases, namely Awareness, Formal Assistance and Disciplinary. Each track process includes observations both formal and informal, artifacts including student assessment data and an end of year evaluation conference. In addition, each grade level or department will develop Student Learning Objectives based on our state assessment. These objectives must include one that is based on decreasing the percentage of students not scoring proficient on the NECAP.

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. At the time of the grant application, we did not fully comprehend how an incentive program would work.

Reviewer comments:

Year 1

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

After attending the State Department's Trainings, we have included incentives into our evaluation system. Our new teacher evaluation system has in place a recognition process for leaders and teachers who have increased student achievement. For every teacher who achieves an overall effectiveness rating of Distinguished, on the yearly evaluation will receive a \$50 gift card/certificate and a letter of commendation, a copy of which will be placed in their personnel file.

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.

*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 these 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 increased opportunities for career growth or flexible working 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 (UBD) to complement the work we had done previously with curriculum mapping. Teachers at Henry Wilson Memorial School will be expected to have 100% of their units redesigned using UBD by the year 2015-2016.

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 from our external partners in UBD through both a summer workshop and a series of after school sessions on Thursdays. Teachers in grades 4-8 are working collaboratively to develop the UBD units and many have three or more units already redesigned. In addition, teachers have met vertically to discuss key standards and skills addressed at each grade level with attention being paid to scaffolding and expectations across the grade levels. Finally, at the request of the principals we have trained several staff members in the Wilson Reading Program.

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.

Our action plan contains a three pronged approach to inform and differentiate instruction. The three prongs are: redesigning our instructional units to focus on six facets of understanding; utilizing Performance Tracker to examine NECAP and NWEA Data; and implementing *Iwalkthrough*, an observation tool to collect data to help improve instructional practice.

Reviewer comments:

Year 1

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

We have made great strides in redesigning our instructional units based upon UBD. A significant focus of our training in Understanding by Design (UBD) related to formative and summative assessments and how to use the data from each in determining acceptable evidence of the six facets of understanding. In addition, the training for the Wilson Reading Program also included formative and summative assessment.

As part of the redesign, we identified professional development opportunities for teachers to attend that covered Performance Tracker, a software tool that assists in tracking student assessment scores. Using the skills that they gained through these trainings, the principals and teachers used student assessment data to group students according to skills to allow for enrichment or remediation in both literacy and math in grades 4-6 and as a multi-age group pilot for Literacy in grades 7-8. The multi-age group for Literacy in grades 7-8 was successful and will be continued again next year. Groups will be formed using student assessment data.

Finally, we have collected over 200 data points from the *iwalkthrough* observations. Faculty Data Teams are now analysing that data to 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.

In 2008, Farmington School District established The Farmington and Middleton Extended Education Program or FAMEE in conjunction with the NH Department of Education's 21st Century Community Learning Centers and the Health and Safety Council of Strafford County. This program which operates three hours per day offers a mix of homework assistance and structured enrichment activities for students. It is open to all students and is typically based on a sliding scale fee; however no child is ever denied services for an inability to pay.

Our action plan includes utilizing the FAMEE Program to provide 20 minutes of reading time to students in grades 4-6 during homework club time. We have also planned to include the FAMEE Program staff in our new Advisory Committee for grades 4-8.

Finally, to prevent the loss of learning time due to teachers being pulled from the classroom to attend professional development activities, we intend to negotiate a waiver to the union contract to assist us in this area.

Reviewer comments:

Year 1

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

The FAMEE program continues to operate and has now incorporated twenty (20) minutes of reading time into the Homework Club part of their program to assist us in raising reading achievement. In addition, a waiver to the union contract was successfully negotiated to have all staff remain after school 1 day per week for one hour. The district paid staff for their participation in these weekly activities.

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.

The initial action plan for Henry Wilson Memorial School had multiple means of engaging the families and the community in our school's transformation. These strategies were part of our plan:

- *Posting the grant application and our action plan on our District and School's Website;
- *Developing and implementing a Parent Involvement Committee to advise the school in implementing our activities under the grant;
- *Joining forces with the Parent Information Resource Center to revitalize our Parent Resource Center and to obtain resources and training;
- *Activating the Parent Portal of our student management information system, PowerSchool;
- *Making multiple presentations to the Board and Community through the use of our own television station.

Reviewer comments:

Year 1

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

During the 2011-2012 school year, we posted our grant application onto to our website as well as our draft and final action plans so that we could gain feedback. We had our first meetings of the Parent Involvement Committee in April of this year. We implemented PowerSchool and opened the Parent Portal so that parents could view their child's grades and missing assignments. Finally the staff of Henry Wilson Memorial School have made several presentations to the School Board and the community utilizing our own television station.

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 fully and appropriately 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.

the two principals of Henry Wilson Memorial School have been given operational flexibility to implement a comprehensive approach to school reform. As examples of the operational flexibility given to them:
* the Thursday Afternoon Professional Development Series, which required a sidebar agreement with the union to accomplish;
*the Pilot Program of a multi-age group for Literacy in grades 7-8;
the additional thirty (30) minutes of small group instruction in literacy and math available to all students in grades 4-6.

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 capacity in both the central office and the schools. 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, teacher evaluation and developing professional learning communities.

Reviewer comments:

Year 1

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

During the 2011-2012 school year, SERESC and Great Schools Partnership have provided weekly support to the building administrators, teachers and central office personnel. They have completed almost all of the contracted days. For Henry Wilson Memorial School, Mary Hastings and Alexandra McPhail of Great Schools Partnership has provided nearly all their 80 contract days. Ann Remus of SERESC has provided the majority of her contracted days to the school as well. In addition, Arthur Hanson from Great Schools and Dennis Pope and Jane Bergeron from SERESC have both provided extensive leadership mentoring to the central office personnel.

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:
