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New Hampshire Department of Education



STATE OF NEW HAMPSHIRE
**American Recovery
and Reinvestment Act**



**School Improvement Grant
Local Education Agency 2011 Application**

Title I, Part A Section 1003(g) of the
Elementary and Secondary Education Act

**Intent to Apply Due: April 1, 2011
Full Application Due: May 12, 2011**

***New Hampshire Department of Education
101 Pleasant Street
Concord, New Hampshire, 03301
Attn: Kristine Braman***

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Title I 1003(g) School Improvement Grant 2011

LEA Application

SAU#:#61 District Name: Farmington School District

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Title I 1003(g) School Improvement Grant Coordinator (if different from Superintendent):

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LEA Improvement Planning Committee Members	
Name	Group representing (School staff, district staff, parents, or outside expert/facilitator)
Frank Mellaci Rebecca Gagnon Walter Anacki Penny Morin Linda Adamo	Superintendent Assistant Superintendent Director of Special Education Farmington School Board Member Middleton School Board Member
Matthew Jozokos Kathy Tetreault Joel Chagnon Louise Leahy Jacqueline Capello Tracy Cameron Bonnie Walsh Andrea Brannan Vicki Carr Greg Brannan Zachery Carr	Farmington High School Principal Assistant Principal Director of Farmington Learning Academy (Alternative Program) Teacher Representative Teacher Representative Transition Coordinator Paraprofessional Representative Parent Representative Parent Representative Student Representative Student Representative

Steve Woodward TBD Caroline Jones Jim Thomas Martha Horgan Tammy Badger Marni Fennessy Bradley Badger Emma Fennessy	Henry Wilson Memorial School Grades 7-8 Principal Grade 4-6 Principal Teacher Representative Teacher Representative Paraprofessional Representative Parent Representative Parent Representative Student Representative Student Representative
SERESC - Jane Bergeron	Facilitator
Dean Poland Jim Horgan Ann Titus	21 st Century After School Program Coordinator Town Selectman Community Member

A. SCHOOLS TO BE SERVED:

Complete the grid below for each school your LEA is committing to serve with a School Improvement Grant 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
Henry Wilson Memorial School		X						X
Farmington Senior High School			X					X

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/EVIDENCE OF COMMITMENT:

- 1) a. Describe the results of the needs assessment conducted for each Tier I and Tier II school the LEA proposes to serve, and the relationship of those results to the selection of the Intervention Model indicated above. Make sure to complete and submit the Baseline School Data Profile form in *LEA Appendix C*

For more detailed information, please see full "Data Profile" included at the end of this grant document (Appendix C.2 and Appendix C.4).

In preparation for applying for this grant and demonstrating for the board of education the significant need at each school, the Farmington School District leadership team prepared Data Profiles using the Victoria Bernhardt model. The data profiles included significant demographic and student achievement data. A summary of these data were presented to the school board on May 2, 2011.

Highlights of the Henry Wilson Memorial School data profile include:

- Consistency in student population over time (size and demographic makeup)
- Moderate increase in free and reduced lunch students over past four years
- Increase in suspensions
- Increase in the special education population in past three years
- Special education gap to whole school remains large (around 30%) and has changed little over the past five years
- Henry Wilson NECAP scores were flat or slightly declined in most grades and content areas compared to last year. In most grades and content areas Henry Wilson NECAP scores lag behind state averages.
- Missed AYP in reading and math in all but one sub-area (SES math made it on CI)

Additional observations not revealed in the Data Profile:

- With the support of District personnel, Henry Wilson has completed significant work developing an aligned curriculum for reading, writing, and math.

Highlights of the Farmington Senior High School data profile include:

- Consistency in student population over time (size and demographic makeup)
- Moderate increase in free and reduced lunch
- Increase in suspensions (over 400 days in 2010-2011 school year)
- One in four students retained (lack credits for advancement)
- Missed AYP in reading and math in all sub-areas except SES reading (CI)
- NECAP performance in reading and math in 11th grade increased slightly over last year. A slight decline in 11th grade writing. Farmington Senior High School NECAP scores lag below state average.

Additional observations not revealed in the Data Profile:

- With the support of District personnel Farmington Senior High School staff have completed significant work on aligning the reading, writing, and math curriculum with grade-level expectations.

Analysis of all the available data points to a significant need for **developing teacher and leader effectiveness**. The lack of high-quality and ongoing, sustained professional development has limited the staffs' opportunities for improvement. In addition, as Farmington has worked towards a more rigorous and aligned curriculum, the instructional expectations have not been sufficiently clarified. The staff and leadership have not had sufficient coaching on how to implement these expectations.

As a result of identifying a lack of supports for teachers and leaders improving effectiveness, Farmington recognizes some of the causes of low student achievement to be the lack of effective use of data, the need to more effectively implement Response to Intervention (RTI), and insufficient consistent feedback for teachers and leaders. In short, Farmington identified a need for **comprehensive instructional reform**.

Teachers have repeatedly identified the constant disruptions and irregular professional collaboration time as sources of serious impact on student achievement. Teachers are routinely missing instructional time to attend meetings. There is a significant need to redesign the teaching and learning schedule to **increase the learning time** for students by decreasing the out of classroom commitments of teachers. As a first step towards removing this barrier, administration and the school board successfully negotiated an additional hour of professional development and collaboration time built into the teacher work schedule one day each week after school during the school year.

Finally, one additional factor that has contributed to the low test scores is the lack of empowered decision making at the school level. Leaders have traditionally depended upon the central office to make significant school budget and hiring decisions. The absence of **operational flexibility** and lack of power to make crucial school reform decisions has significantly hindered the performance of these schools.

Farmington High School would like to participate in the 2011-2012 New England Secondary School Consortium's (NESSC) *League of Innovative Schools*. If selected to participate, Farmington High School will complete the *Global Best Practices* tool to increase breadth and depth of knowledge regarding their needs. This tool distills some common characteristics of high-performing schools internationally and presents them in a concise and user-friendly format. The tool does more than give a simple list of recommendations based on best practices; it allows schools, including leaders and teachers, to assess where they are relative to best practices. Used in conjunction with the School Improvement Grant Baseline Needs Assessment, Farmington High School will have solid feedback regarding whether the school is addressing all the drivers necessary for transformational redesign.

b. Describe the LEA's capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school to ensure the full and effective implementation of the Intervention Model selected for each school. The LEA must demonstrate its capacity through the results of their completed LEA Capacity Rubric self assessment located in *LEA Appendix D*.

Farmington has adequate resources and related support to effectively implement the School Improvement Grant (SIG). The SAU has assigned a District leader (Assistant Superintendent) to oversee the grant development, implementation and monitoring. The governance of Farmington School District is structured in a manner that allows for district level decision making authority in regards to reform initiatives. Title 1 audit reports have not resulted in any findings in the fiscal area. While minor revisions were required on the District In Need of Improvement Plan's Progress Report (needed a signed copy of the Memorandum of Understanding and narrative from the superintendent), the DINI and SINI plans were otherwise approved by the SEA without revisions. The District has a plan to develop Professional Learning Communities at the schools and among the administrators to ensure the effective implementation of the School Improvement Grant. School leadership teams are identified on the district and school levels; there is evidence that documents the requirements of NCLB Sections 1116 and 1117 have been met.

2) For any eligible Tier I school the LEA has elected to NOT include in its application, explain the LEA's decision that it lacks the capacity to serve such school(s).

Please note: If an LEA claims it lacks sufficient capacity to serve each Tier I school, the NH DOE will evaluate the validity of the LEA's claim. If the NH DOE determines that an LEA has more capacity to implement an intervention model in Tier I or Tier II school than the LEA demonstrates to implement an intervention model in a given school, the NH DOE will discuss the capacity issues with the Superintendent and factor the information into the approval of the LEA application. This may lead to requiring the LEA to implement a model in the given school in order to receive approval for other schools within the LEA or rejecting an LEA application completely.

Does not apply.

- 3) For each school the LEA is committed to serve, provide a brief summary that describes actions the LEA has taken, or will take to:
- Design and implement interventions consistent with the final SIG requirements;
 - If planning to contract with a service provider to assist in implementing an intervention model, how the LEA will recruit, screen, and select external providers to ensure their record of increased student achievement as a result of proposed interventions;
 - How the LEA will align other resources with the interventions;
 - How the LEA will modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively; and
 - How the LEA and school will sustain the reforms after the funding period ends.

Design and implement interventions consistent with the final SIG requirements

As a school district, Farmington is committed to improving the quality of instructional practices. This proposal outlines the focus at Farmington's transformational schools as improving the implementation of the newly aligned and rigorous curriculum. This will include **improving teacher and leader effectiveness** through high quality and sustained job-embedded professional development. Beverly Showers described coaching as, "A process in which education professionals assist each other in negotiating the distance between acquiring new skills or teaching strategies and applying them skillfully and effectively in instruction ()."

Bush (1984) found that when coaching is combined with modeling, feedback, and practice that the implementation rate for new skills and abilities is 95%. To improve teacher and leader effectiveness, Farmington will provide each leader with a coach and regular content area teachers with coaching in the transformational schools. Although the School Improvement Grant does not extend to cover the Valley View Community School (Pre-k-3 school in Farmington), the district will utilize local and other title funds to mirror the transformational work in this additional school. Thus, there will be consistency and common expectations throughout the district.

Farmington is also working towards **comprehensive instructional reform** by fully implementing RTI, using student data to assess where students begin, tracking their progress throughout a year, and providing teachers regular feedback on their implementation of curriculum aligned to state and national standards and supported by rigorous lessons. Farmington completed a revision of the reading, writing, and math curriculum during the 2010-2011 school year. The new curriculum is more aligned with the state standards and national Common CORE standards and increases the rigor in each area. Implementation of this curriculum will require support and monitoring and will impact student achievement positively.

In the 2010-2011 Farmington teachers were regularly pulled from the class to serve on committees, meet with their grade-level teams, go to professional development, or collaborate with colleagues. Teachers have agreed to lengthen the school day once per week to eliminate the need to constantly be pulled out of the classroom. The additional teacher collaboration,

meeting, and professional development time will ensure that students have **increased time** in content with their teacher.

One barrier to improved school performance has been that schools have not been empowered to make significant decisions regarding school management. Farmington is using professional development through the leadership institutes and leadership coaching to increase the **operational flexibility** of the schools. School principals must increase their knowledge of evaluation, supervision, district policy, budget management, and hiring practices to improve the operational flexibility. To achieve that end Farmington will host a five-day leadership institute and pair each transformational principal with a coach.

How the LEA will recruit, screen, and select external providers

Farmington School District plans to review each selected provider using a committee and the rubric below. The providers will be evaluated for their proven track record for raising student achievement. The Assistant Superintendent will meet with each provider prior to agreeing to a contract to ensure they meet the requirements of the job and understand the expectations. SERESC will assist Farmington in the recruitment and screening of providers.

The reforms proposed in this application are aimed at having a long-term impact on the instructional capacity and performance of the Farmington staff. Content and instructional coaching will be supported by well-developed instructional leaders (also part of the grant).

Provider Rating (Coaches)

Level I	Level II	Level III
<ul style="list-style-type: none"> • Limited or no experience in coaching. • Theory of coaching and process lacks substance and/or proven research base. • The organization (or coach) has little or no experience in improving teachers or increasing achievement of low performing schools. • Presents little or no evidence that the coach has a plan to focus staff on shared beliefs and values for implementing 	<ul style="list-style-type: none"> • Some experience in coaching; extensive experience working with schools and teachers on improvement. • Theory of coaching and process is articulated in detail but lacks a proven research base. • The organization (or coach) has some experience in improving instruction or increasing achievement of low performing schools. • Describes generally how the coach assists school/district leadership to focus staff on shared beliefs and values for implementing school/district priorities to 	<ul style="list-style-type: none"> • Substantial experience in coaching schools and working with schools on improvement. Experience working as a push-in consultant. • Theory of coaching and process is articulated in detail but significant evidence is provided of a proven research base. • The organization (or coach) has significant experience in improving instructions and increasing achievement of low performing schools. • Describes a specific, well-conceived plan for assisting school/district leadership to focus staff on shared beliefs and values for implementing school/district priorities to improve student achievement. • Describes a specific, well-

<p>school priorities to improve student achievement.</p> <ul style="list-style-type: none"> • Presents little or no evidence how they will support the school leadership. • Little or no evidence that supports professional growth for school leadership 	<p>improve student achievement.</p> <ul style="list-style-type: none"> • Describes generally how the provider works with school/district leadership. • Describes generally how professional growth for school leadership is fostered. 	<p>conceived plan for working with school/district leadership to regularly and collaboratively analyze student performance.</p> <ul style="list-style-type: none"> • Describes a specific, well-conceived plan for supporting professional growth for school leadership that addresses teaching, learning and improved student performance.
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How the LEA will align other resources with the interventions

Farmington has invested significant dollars in aligning the curriculum and increasing its rigor. Farmington will use local dollars to support the implementation of the same reforms at the other schools in the district. The table below tells the story of what the Farmington School District has done this past year to prepare for their School Improvement Grant application.

Foundational Work	Description	Funding	Transformational Pillar Supported by this Work
New administration hired in the Central Office	This past summer, SAU #61 hired a new superintendent, assistant superintendent and director for special education	SAU budget	Leader and Teacher Effectiveness
Organizational work with Southeastern Regional Education Service	During the 2010-2011 school year, the Farmington School District partnered with the SERESC in order to evaluate the organizational structure, curriculum and instruction initiatives and operational goals of our district. Through a series of interviews, forums, conversations and review audits of current plans, policies and procedures, four areas of priority emerged: 1. High learning expectations for all learners 2. Focused leadership	Titel I A	Leader and Teacher Effectiveness Instructional Reform

Center (SERESC)	<p>3. Curriculum alignment 4. Effective use of data to drive decisions</p> <p>This partnership helped the new administration better understand the history and patterns of work previously enacted in the district and develop a roadmap moving forward that can be a platform for the transformational work ahead. The district utilized works such as “Annual Growth for All Students; Catch-up Growth for Those Who Are Behind” by Lynn Fielding, Nancy Kerr and Paul Rosier as a catalyst for administrative conversations about change, leadership and instructional innovation.</p>		
Alignment of Reading, Writing and Math curriculum for grades Pre-K-12	<p>Although the district was a few years in to a curriculum mapping and alignment process, little progress was made on accurately identifying the enacted curriculum, vertically aligning the curriculum, ensuring its foundation was based on standards and effectively assessing the mastery of the curriculum. During this past school year, the district began a new process which clearly articulated the currently enacted curriculum and exposed gaps, strengths and deficiencies in this curriculum. Then teachers rebuilt the curriculum focusing on specific skills taken to mastery and aligned to both the NH state standards and the national Common CORE standards. This alignment process was completed once the teachers met to align their skills on a continuum from Pre-K-12. Further work, as identified through our needs assessment, will be done to ensure assessments accurately measure mastery of the identified grade level skills. The district utilized the research and collaborated with Dr. Heather Driscoll for the completion of this work.</p>	T i t l e l l A	Instructional Reform
Math consultant	<p>During the 2009-2010 and 2010-2011 school years, the district identified a greater need for classroom support around the delivery and instruction of Every Day Math. As a result, the school district hired a math consultant to work with classroom teachers and support the use of best practices within our math program.</p>	T i t l e l	Instructional Reform
Hiring of a Reading Specialist	<p>The school board and administration recognized a significant need for reading support at the high school level. The district has effectively hired an expert reading specialist to design and implement an intervention program of</p>	Local budget	Instructional Reform

	assessments and supports for struggling readers at the high school level.		
Conversion of student management system	In an effort to better track student information (demographic, behavioral, academic) the school district chose to convert their student management system to PowerSchool. This provided teachers with greater access to student information and feedback, administration with a more comprehensive set of reporting tools and parents with an interactive ability to access and track their child(ren)'s progress.	Titel Vil (R L I S)	Instructional Reform
Building a more caring community	Because of recent legislation passed, the school district implemented a comprehensive bullying policy that required training and understanding for staff, students and parents. The district provided a number of workshops including a presentation by LGC for staff on the implications of the new anti-bullying legislation, a workshop for students and parents on building caring communities provided by the Friends of Rachel Project, workshops for students on the effects of bullying presented by John Halloran and presentations for students by the Plymouth State University TIGERS group focused on tolerance and kindness. All of these activities helped to build a foundation for the next steps of addressing large-scale climate and culture concerns across our district as identified through our needs assessment.	L o c a l b u d g e t , T i t l e I l A , T i t l e I V	Leader and Teacher Effectiveness

<p>Understanding how poverty affects a school district</p>	<p>Our schools identified a need to acknowledge and learn more about how poverty can affect what how we teach in our schools. Using the book “Understanding Poverty” by Ruby Payne, our schools engaged in book studies and collaborative discussions. They then identified simple ways in which we can work next year to positively impact the learning of economically disadvantaged students and their families. This work helped to build a foundation for the next steps of addressing large-scale climate and culture concerns across our district as identified through our needs assessment.</p>	<p>T i t l e l</p>	<p>Leader and Teacher Effectiveness Instructional Reform</p>
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The district plans to apply to participate in the *League of Innovative Schools* proposed by NESSC (details to come from NH DOE). If chosen to participate in the 2011-2012 cohort, Farmington High School will implement the *Global Best Practices* tool and participate in the developed *multifaceted support network*. The *Global Best Practices* tool, which includes three strands (Teaching and Learning, Organizational Design, and School Leadership), aligns with the Transformation model pillars (teacher and leader effectiveness, instructional reform, and operational flexibility in particular). The internationally benchmarked tool for high schools defines in greater detail the conditions that will contribute to effective school reform. By using this consistent tool and participating in a regional network of schools that are also using the tool Farmington High School gains from the insights of the research by NESSC and also from the collaboration with other principals and teachers participating in the professional network.

Modify practices or policies

Farmington plans to increase the skill and knowledge of school principals in supervision, evaluation, and alignment of budget and policies to increase the **operational flexibility** of the school. This will mark a change from past practice when schools made fewer decisions independently and relied on the central office to decide or guide the process.

Sustain the reforms after the funding period ends

Farmington is deliberately not adding full time equivalent employees, but instead using consultants to build the capacity of the teachers and leaders in the school district to carry on the reforms after the grant expires. The approach is to infuse time and energy into improving the culture and performance of the leaders (transition them from managers of schools to instructional leaders) so that they can take over the task of coaching teachers and monitoring instruction at the end of the grant. Content area coaches for the teachers are designed to work themselves out of a job. The coaches have a limited time frame in which to strengthen the curriculum and positively

impact the instructional practices of the teachers. By the end of three years, teachers will have acquired the necessary skills to continue the practices focused on during the grant cycle.

4) Provide a timeline delineating the steps the LEA will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA Application.

Dates	Activities	Transformation Pillar
Summer 2011	<p>Leadership Institute</p> <p>Teacher Institute</p> <p>Special Education Institute</p> <p>Behavior Management Workshop</p>	<ul style="list-style-type: none"> ● Teacher and Leader Effectiveness ● Instructional Reform Strategies ● Operational Flexibility
School Year 2011-2012	<p>Follow-up coaching from summer teacher institute (nine days).</p> <p>80 days each of follow-up coaching from math and reading coaches. This coaching will be embedded with teachers during plan time. Coaches will visit the school at least two times week to ensure enough contact and saturation to be effective.</p> <p>Curriculum implementation.</p> <p>Leadership Culture and Climate Workshop with Dr. Malcom Smith.</p> <p>Implementation of Comprehensive School Climate Inventory (CSCI).</p> <p>Task force for Evaluation.</p> <p>Institute collaborative planning time for teachers.</p> <p>Leadership workshop on Professional Learning Communities.</p> <p>Follow-up coaching for the school principals. Coaches will be hired to help transition the school principal from manager to instructional leader. 45 days of follow-up coaching or about one time per</p>	<ul style="list-style-type: none"> ● Teacher and Leader Effectiveness ● Instruction Reform strategies

	<p>week once the school year has started.</p> <p>☐ Follow-up coaching for special education administration. Coaches will be hired to help the special education staff ensure that special education services are aligned and supportive of the grade level curriculum.</p> <p>(High School Only) Complete the NESSC <i>Global Best Practices</i> tool. Participate in League of Innovative Schools, which includes submitting appropriate data, attending “Redesign in Action” conference, and participating in other activities as appropriate.</p>	
Summer 2012	<p>Leadership Institute</p> <p>Teacher Institute</p> <p>Special Education Institute</p> <p>Culture and Climate Institute</p>	<ul style="list-style-type: none"> • Teacher and Leader Effectiveness • Instructional Reform Strategies • Operational Flexibility
School Year 2012-2013	<p>Follow-up coaching from summer teacher institute (nine days).</p> <p>80 days each of follow-up coaching from math and reading coaches. This coaching will be embedded with teachers during plan time. Coaches will visit the school at least two times week to ensure enough contact and saturation to be effective.</p> <p>Curriculum implementation.</p> <p>Culture and Climate task force.</p> <p>Implementation of Comprehensive School Climate Inventory (CSCI).</p> <p>Task force for Evaluation.</p> <p>Collaborative planning time for teachers.</p>	<ul style="list-style-type: none"> • Teacher and Leader Effectiveness • Instructional Reform Strategies

	<p>Coaching on Professional Learning Communities.</p> <p>Follow-up coaching for the school principals. Coaches will be hired to help transition the school principal from manager to instructional leader. 45 days of follow-up coaching or about one time per week once the school year has started.</p> <p>Follow-up coaching for special education administration. Coaches will be hired to help the special education staff ensure that special education services are aligned and supportive of the grade level curriculum.</p> <p>Implementation of Walk-Throughs.</p> <p>Instruction task force.</p>	
Summer 2013	<p>Leadership Institute</p> <p>Teacher Institute</p> <p>Special Education Institute</p> <p>Culture and Climate Institute</p> <p>Assessment institute</p>	<ul style="list-style-type: none"> • Teacher and Leader Effectiveness • Instructional Reform Strategies • Operational Flexibility
School Year 2013-2014	<p>Follow-up coaching from summer teacher institute (nine days).</p> <p>80 days each of follow-up coaching from math and reading coaches. This coaching will be embedded with teachers during plan time. Coaches will visit the school at least two times week to ensure enough contact and saturation to be effective.</p> <p>Curriculum implementation.</p> <p>Continuation of Culture and Climate task force.</p> <p>Implementation of Comprehensive School Climate Inventory (CSCI).</p>	<ul style="list-style-type: none"> • Teacher and Leader Effectiveness • Instructional Reform Strategies

	<p>Task force for Evaluation.</p> <p>Collaborative planning time for teachers.</p> <p>Coaching on Professional Learning Communities.</p> <p>Follow-up coaching for the school principals. Coaches will be hired to help transition the school principal from manager to instructional leader. 45 days of follow-up coaching or about one time per week once the school year has started.</p> <p>Follow-up coaching for special education administration. Coaches will be hired to help the special education staff ensure that special education services are aligned and supportive of the grade level curriculum.</p> <p>Continuation of Walk-Throughs.</p> <p>Continuation of Instruction task force.</p> <p>Assessment task force.</p>	
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Expectations for Each Job Category

Leadership Team:

Year 1 Focus: System’s Change & Organizational Structures

	Activity Goal	Activity Description	Activity Date	Activity Attendees
Summer Institute	Participate in a 5 day Summer Institute focused on Systems Change, organizational change and the School Improvement process	<p>Day 1. Systems Change SIG Goals and Timeline Charlotte Danielson</p> <p>Day 2. Developing a Professional Learning Community (PLC) culture</p> <p>Day 3. Supervision & Evaluation</p> <p>Day 4. Aligning Policies & Budgets to school improvement process</p> <p>Day 5. Developing personal professional goals aligned to school improvement</p>	<p>July</p> <p>(Specific dates TBD)</p>	<ul style="list-style-type: none"> • Superintendent • Asst. Superintendent • Sped Director • Sped Coordinators • Title 1 Coordinator • FHS Principal • FHS Asst. Principal • FLA Director • HWMS Principals
Coaching	Provide building leadership with the support and coaching necessary to meet the goals developed during the Summer Institute	Coaches will meet weekly with building administration – individually and jointly where appropriate to help administrators remain focused on their school improvement goals. Coaches will work with administrators on the changes and balance necessary to be effective leaders and help them develop effective strategies so they do not become overwhelmed by the day-to-day decisions that are required by a building administrator.	One day each week throughout the school year	<ul style="list-style-type: none"> • FHS Principal • FHS Asst. Principal • HWMS Principals

<p style="text-align: center;">Culture & Climate Workshop</p>	<p>Administration will have an understanding of the current culture and climate of their school and develop a personal strategy focused on one area that they feel they can easily effect.</p>	<ol style="list-style-type: none"> 1. Administrators will meet for one day with UNH professor Dr. Malcolm Smith to review our bullying policy, reporting procedures and discipline structure in general. They will also have a greater awareness of current climate and culture trends and considerations. 2. Administrators will review CSCI survey data for their building and determine the area(s) in which “Quick Win” change can simply be made. 	<p>September (tentative) (Specific date TBD)</p>	<ul style="list-style-type: none"> • Superintendent • Asst. Superintendent • Sped Director • Sped Coordinators • Title 1 Coordinator • FHS Principal • FHS Asst. Principal • FLA Director • HWMS Principals
<p style="text-align: center;">Evaluation Task Force</p>	<p>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.</p>	<ol style="list-style-type: none"> 1. Administrators will read “Enhancing Professional Practice: A framework for Teaching” prior to the Summer Institute. 2. During the Sumer Institute, the administrative team will develop a common set of understandings and beliefs that will provide the framework for a new evaluation process. 3. The task force will meet monthly to build out a new evaluation process and timeline to be used with administrators, teachers and paraprofessionals. 	<p>2011 – 12 School Year (Specific dates TBD)</p>	<ul style="list-style-type: none"> • Superintendent • Asst. Superintendent • Sped Director • FHS Principal • FHS Asst. Principal • FLA Director • HWMS Principals

<p style="text-align: center;">Professional Learning Communities</p>	<p>Administrators will understand and begin to build a professional learning community culture amongst themselves.</p>	<ol style="list-style-type: none"> 1. Administrators will read “Leaders of Learning: How District, School, and Classroom Leaders Improve Student Achievement” as a foundation for Professional Learning Community (PLC) work throughout the school year. 2. Administrators will develop group norms (rules) for operating as a PLC during their Summer Institute. 3. Throughout the school year, administrators will practice working as a PLC during their administrative meeting times. 4. In April, building administrators will bring a team of teacher-leaders to a two-day workshop presented by Rick and Becky DuFour on building a PLC culture in their buildings. This will be a springboard for work to be done during the 2012-13 school year. 5. Use the <i>Global Best Practices</i> tool developed by NESC (by December 1, 2011 will be trained and by December 31, 2011 will implement tool). 6. Participate in League of Innovative schools activities as appropriate (e.g. conference or meetings). 	<p>2011 – 12 School Year</p> <p>(Specific dates TBD)</p>	<ul style="list-style-type: none"> • Superintendent • Asst. Superintendent • Sped Director • FHS Principal • FHS Asst. Principal • FLA Director • HWMS Principals
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Teachers:

Year 1 Focus: Implementing Our New Curriculum

	Activity Goal	Activity Description	Activity Date	Activity Attendees
Summer Curriculum Work	Pre-K – Grade 6 teachers will identify the current math curriculum, evaluate the strengths, weaknesses and gaps and then determine the math skills to bring to mastery during the 2011-12 school year.	<p>Day 1. Using a set of skills extracted from the NH Math Curriculum Standards and from the Common CORE Math Standards, teachers will identify the current skills taught at each grade level.</p> <p>Day 2. Teachers will continue to map skills from Day 1 and decide the level of mastery currently aligned to each skill.</p> <p>Day 3. Teachers will determine which skills can be brought to mastery (by 85% of all students on grade level) for each grade level and ensure alignment across all grade levels (pre-K – 12).</p>	June 27 - 29	<ul style="list-style-type: none"> • Asst. Superintendent • HWMS Principals • HWMS Teachers
Summer Institute: Intentional Teaching	Participants will develop and share unit/lesson plans focused on our newly aligned curriculum.	Participants will discuss sound planning techniques that include articulating clear, desired learning results, writing essential questions for learning and developing appropriate assessments. We will use the text, “The Understanding by Design Guide: Creating High Quality Units” by Grant Wiggins and Jay McTighe.	<p>August 4, 11, 18</p> <p>Follow-up: One day each month in each building</p>	<ul style="list-style-type: none"> • Asst. Superintendent • FHS Principal • FHS Asst. Principal • FHS Teachers • HWMS Principals • HWMS Teachers

Coaching	Math and Reading coaches will meet with teachers to aid in the implementation of the new curriculum.	Twice each week a math coach and a reading coach will be available in each building to work with teachers. Their focus will be on modeling, co-teaching and using lesson studies to support teachers as they implement our new skills-based, standards-aligned curriculum.	Twice a week in each building throughout the school year	<ul style="list-style-type: none"> • Asst. Superintendent • FHS Principal • FHS Asst. Principal • FHS Teachers • HWMS Principals • HWMS Teachers
Extended School Day	Minimize the amount of time teachers are pulled out of the classroom and away from instructional time with students.	Teachers will meet for an additional hour after school each week to work on assigned topics including curriculum, grade level or vertical collaboration, student achievement data, student behavior data, interventions and classroom supports.	One hour each week for the length of the school year	<ul style="list-style-type: none"> • Asst. Superintendent • Sped Director • Sped Coordinators • FHS Principal • FHS Asst. Principal • FHS Teachers • HWMS Principals • HWMS Teachers
Behavior Management Workshop	Provide a workshop that offers teachers and paraprofessionals with simple and effective behavior management strategies.	<p>Using our foundation in Positive Behavior Intervention Supports (PBIS), the district will provide a series of mini-workshops throughout the In-Service day that focus on the following:</p> <ul style="list-style-type: none"> • De-escalating poor classroom behaviors • Minimizing confrontation with students • Understanding district policies and building expectations • Quick tips and tricks for effective classroom management • Strategies for seamless transitions between activities or classrooms 	October In-Service Day	<ul style="list-style-type: none"> • Superintendent • Asst. Superintendent • Sped Director • Sped Coordinators • FHS Principal • FHS Asst. Principal • FHS Teachers • FHS Paraprofessionals • HWMS Principals • HWMS Teachers • HWMS Paraprofessionals

Special Education:

Year 1 Focus: Direct Instruction for Students

	Activity Goal	Activity Description	Activity Date	Activity Attendees
Sped Institute	All special education staff will understand the new roles, responsibilities and expectations of the Farmington School District Special Education Department.	<p>Day 1. Roles and Responsibilities of Director, Building Coordinators, Specialists, Teachers and Paraprofessionals</p> <p>Day 2. Writing Individual Education Plans (IEPs) with measureable goals.</p> <p>Day 3. Aligning goals to grade level skills and expectations.</p>	<p>Three Half Days: July 26 – 28 (To be confirmed)</p>	<ul style="list-style-type: none"> • Special Education Director • Sped Coordinators • District Specialists • FHS Principal (Day 1) • FHS Asst. Principal (Day 1) • FHS Sped Teachers • HWMS Principals (Day 1) • HWMS Sped Teachers
Summer Institute: Intentional Teaching	Participants will develop and share unit/lesson plans focused on our newly aligned curriculum.	Participants will discuss sound planning techniques that include articulating clear, desired learning results, writing essential questions for learning and developing appropriate assessments. We will use the text, “The Understanding by Design Guide: Creating High Quality Units” by Grant Wiggins and Jay McTighe.	<p>August 4, 11, 18</p> <p>Follow-up: One day each month in each building</p>	<ul style="list-style-type: none"> • Asst. Superintendent • FHS Principal • FHS Asst. Principal • FHS Teachers • HWMS Principals • HWMS Teachers

Coaching	Provide support to Special Education department as they implement new roles, responsibilities and expectations.	<ul style="list-style-type: none"> • Meet with individuals and/or groups to ensure that the new structure of the special education department is meeting the needs of the department, classroom teachers and students. • Provide support as Special Education Teachers focus their time and skills on designing and implementing direct instruction for special education students. 	One day each week throughout the school year	<ul style="list-style-type: none"> • Special Education Director • Sped Coordinators • District Specialists • FHS Sped Teachers • HWMS Sped Teachers
Extended School Day	Minimize the amount of time teachers are pulled out of the classroom and away from instructional time with students.	Teachers will meet for an additional hour after school each week to work on assigned topics including curriculum, grade level or vertical collaboration, student achievement data, student behavior data, interventions and classroom supports.	One hour each week for the length of the school year	<ul style="list-style-type: none"> • Asst. Superintendent • Sped Director • Sped Coordinators • FHS Principal • FHS Asst. Principal • FHS Teachers • HWMS Principals • HWMS Teachers
Behavior Management Workshop	Provide a workshop that offers teachers and paraprofessionals with simple and effective behavior management strategies.	<p>Using our foundation in Positive Behavior Intervention Supports (PBIS), the district will provide a series of mini-workshops throughout the In-Service day that focus on the following:</p> <ul style="list-style-type: none"> • De-escalating poor classroom behaviors • Minimizing confrontation with students • Understanding district policies and building expectations • Quick tips and tricks for effective classroom management • Strategies for seamless transitions between activities or classrooms 	October In-Service Day	<ul style="list-style-type: none"> • Superintendent • Asst. Superintendent • Sped Director • Sped Coordinators • FHS Principal • FHS Asst. Principal • FHS Teachers • FHS Paraprofessionals • HWMS Principals • HWMS Teachers • HWMS Paraprofessionals

- 5) As part of the LEA’s plan to monitor progress in each Tier I and Tier II school included in this application, provide the LEA’s annual student achievement goals in Reading and Mathematics for each Tier I and Tier II school’s state assessment results.

Student achievement goals (proportion of students at grade-level using available assessments (NECAP, benchmark, or locally developed assessments))

	Baseline (2010)	Reading			Baseline (2010)	Math		
		2012	2013	2014		2012	2013	2014
Henry Wilson Memorial School	63%	70%	77%	85%	54%	64%	74%	85%
Farmington Senior High School	54%	64%	74%	85%	22%	32%	45%	60%

***Based on a weighted mean NECAP score (all students proficient or better divided by all students tested) for the school.**

- 6) Describe the intervention model proposed (services the school will receive or the activities the school will implement) for each **Tier III** school the LEA has committed to serve. (Note: Priority in terms of grant approval and funding will be given to Tier III schools proposing to implement one of the four Intervention Models required for Tier I and Tier II schools).

Not implementing grant services with Tier III schools.

- 7) Describe the goals the LEA has established (subject to approval by the NH DOE) in order to hold accountable the Tier III schools that receive SIG funds.

Not applicable (No Tier III schools receiving SIG).

- 8) Describe how the LEA consulted with relevant stakeholders regarding the LEA’s Application and implementation of SIG intervention models.

Numerous public board meetings were used to discuss: SIG components, school needs assessments, and components of the plan. All board meetings are broadcast live. SIG discussions occurred with teachers through curriculum meetings and with administrators through a series of administrative team meetings and through personal conversations with the superintendent.

- 9) Describe and provide evidence of the process the LEA will use to (a) recruit a new principal with a record of measurably increasing student achievement for the purpose of effective implementation of the turnaround or transformation model; and (b) a description of existing partnerships or potential partnerships the LEA will form to effectively implement a restart model.

For the past few years, Henry Wilson Memorial School has been divided into two schools within the larger school. One school covers grades 4-6 and the other school spans grades 7-8. Each school has its own principal. Last year, a new principal was hired in the Fall of 2010 to serve as the 7-8 principal.

As part of that hiring process, he was tasked with starting the process of implementing school improvement strategies related to curriculum and instruction. Next year, Henry Wilson Memorial School 4-6 will need to hire a new principal with a proven track record of transformational change.

Farmington Senior High School is in the process of hiring a new principal. This process included steps to ensure that the new leader would be suited to lead transformation. In the hiring of both new principals, (HWMS 4-6 and FHS), the principal candidates are required to respond a set of questions (based on Sam Redding’s Transformation Toolkit) on school transformation prior to approval by the Farmington School Board. Below is a listing of the open response questions asked of candidates:

1. Describe the current status of Farmington High School, as related to the State Improvement Grant, and how SIG will assist in transforming the school, and improve student learning.
2. What are the required expectations for the transformational leader in a SIG school?
3. As the transformational leader of Farmington High School, what strategies will you use to hold staff, students, and parents accountable for meeting SIG goals?
4. What will be your first steps and strategies in communicating SIG to all stakeholders? (staff, students, parents, community)?
5. As the transformational leader of Farmington High School, please describe the kinds of professional development/support you will need to ensure that SIG goals are met?

10) Describe and provide evidence of the commitment of the school community (school board, school staff, parents/guardians, etc.) to eliminate barriers and change policies and practices to support the intervention models.

Farmington sees the following potential barriers and has begun to take the described steps to address the barriers:

Pillar of Transformation	Potential Barrier	Commentary on Commitment to Overcome
Effective Teachers and Leaders	Identifying leadership for Henry Wilson	Farmington School Board has made decision to hire a new principal for HWMS 4-6.
Effective Teachers and Leaders	Removal of ineffective teachers	Task force developed to assess the effectiveness of teacher evaluation in identifying performance levels among teachers.
Instructional Reform	Board policies that restrict the ability of the school district to make changes (e.g. textbook adoption and replacement cycles).	District is evaluating the board policies to ensure they allow appropriate flexibility and do not contradict current reform efforts. Board is committed to updating out of date policies.

Increasing Learning Time	Extension of contract to increase PD time (1 hour per week) to reduce the amount of time teachers are pulled from the classroom.	District negotiated this change with the teachers' association during contract negotiations. Teachers embraced the change and the contract has been ratified by the school board and the association.
Operational Flexibility	School leaders may not have the capacity to make important budget and hiring decisions because they have not done it in the past.	Farmington is committed to increasing the flexibility by providing extensive training during the summer institute on how to be more empowered as a leader in Farmington.

Pre-Implementation Guidance:

In the following first year Action Plan and Budget Narratives, the LEA must include any planned pre-implementation activities and expenses that are aligned with the chosen model. Approvable activities include the following:

- Family and Community Engagement: Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.**

The Farmington School District has engaged families and communities through a series of school board meetings open to the public and broadcast live via television and internet. As well, letters went home to families with information about school status, improvement plans, choice options, and local service providers. As well, numerous faculty meetings were held to discuss the grant and its implications for each school.

- Rigorous Review of External Providers: Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity; or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.**

The Farmington School District has developed a specific rubric and criteria for selecting providers. Prior to the selection process, comprehensive job descriptions and assessment measures will be developed for providers and services sought.

- Staffing: Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.**

The Farmington School District is in the process of recruiting and hiring new staff based on transformational characteristics and qualifications.

- Instructional Programs: Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2011-2012 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.**

The Farmington School District has begun to evaluate interventions currently in place and identify gaps or deficiencies that will need to be addressed during the upcoming school year.

- Professional Development and Support: Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide**

instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observations of classroom practice, that is aligned with the school’s comprehensive instructional plan and the school’s intervention model; or train staff on the new evaluation system and locally adopted competencies.

The Farmington School District has provided initial rounds of training to support the new curriculum. Many professional development activities will be provided during this summer prior to the launch of the school year to further enhance the knowledge-base and confidence of teachers implementing the new skills-based curriculum.

- Preparation for Accountability Measures: Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools. As discussed in F-4, in general, SIG funds may not be used to supplant non-Federal funds, but only to supplement non-Federal funding provided to SIG schools. In particular, an LEA must continue to provide all non-Federal funds that would have been provided to the school in the absence of SIG funds. This requirement applies to all funding related to full implementation, including pre-implementation activities.**

The Farmington School District will utilize the tools provided through the School Improvement Grant to ensure successful implementation of the grant and accountability for leading indicators.

- Minor Remodeling of Facilities to Enable Technology: Pay for the costs of minor remodeling that is necessary to support technology if the costs are directly attributable to the implementation of a school intervention model and are reasonable and necessary.**

This is not needed.

- Other: Other activities that are appropriate and aligned with the successful implementation of the selected intervention model.**

Title I 1003(g) School Improvement Grant Action Plan
(Henry Wilson Memorial School)

Goal	Eighty-five percent of students will meet mastery in reading, writing, and math within three years (2014).					
Strategy	<p>Implement leadership strategies for which data indicate the strategy is likely to result in improved teaching and learning in schools identified for improvement, corrective action, or restructuring through the following:</p> <p align="center">Turnaround model</p> <p align="center">Restart model</p> <p align="center">School closure model</p> <p>X Transformation model</p> <p align="center">Tier III proposed model _____ (if not choosing one of the four US ED models)</p>					
<p>Proposed Activities for 2011-2012</p> <p><i>Describe the activities to be implemented to achieve the desired outcome. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i></p>	<p>Resources</p> <p><i>What existing and/or new resources will be used to accomplish the activity?</i></p>	<p>Timeline</p> <p><i>When will this activity begin and end?</i></p>	<p>Oversight</p> <p><i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i></p>	<p>Monitoring (Implementation)</p> <p><i>What evidence will be collected to document implementation?</i></p> <p><i>How often and by whom?</i></p>	<p>Monitoring (Effectiveness)</p> <p><i>What evidence will be collected to assess effectiveness?</i></p> <p><i>How often and by whom?</i></p>	<p>Title I School Improvement Funds</p> <p><i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form.</i></p>
<p>Curriculum development: Henry Wilson Memorial School (HWMS) is in the first year of implementing a new curriculum in reading, writing, and math. In summer 2011 a curriculum development institute will take place.</p>	<p>Consultants to run institute</p>	<p>Summer and ongoing (2011)</p>	<p>Assistant Superintendent</p>	<p>Agendas, sign-in sheet, completed units designed by teachers and aligned with grade level outcomes.</p>	<p>Each teacher will complete at least one lesson plan aligned with new learning.</p> <p>Teachers will be asked to complete</p>	<p>Teacher summer professional development salary and benefits \$9,132.55</p>

<ul style="list-style-type: none"> Develop quality lessons based on the agreed skills aligned to standards at each grade level (completed summer 2011). (3 days summer PD/collaborative)(3 days of consultant time Gerry Buteau or Marianne True) teachers will develop units and lessons based on aligned skills during collaborative sessions in the summer and continue the work throughout the year during collaborative plan time. 					<p>professional development evaluation form. 80% of professional development attendees will answer that they agree with the following statements:</p> <ul style="list-style-type: none"> What I learned will be useful to me. I will be able to apply what I learned. 	<p>Purchased services for summer professional development and ongoing support of teachers during embedded collaborative time \$3,000.</p> <p>Summer Institute facilitation by Gerry Buteau and Marianne True \$6,000.</p> <p>Understanding by Design: Creating High Quality Units (\$27) Wiggins & McTighe (n=40) \$1,080.</p> <p>Enhancing Professional Practice: Framework for Teaching and (\$20)</p>
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						Charlotte Danielson (n=40) \$800.
<p>Curriculum development and implementation: Embedded professional development during core instructional time and teacher collaborative time on curriculum implementation. To effectively improve the implementation of the new aligned curriculum and lesson plan expectations HWMS will purchase services of coaches. In addition, teachers will focus on developing collaborative professional learning communities following the DuFour PLC model.</p> <ul style="list-style-type: none"> • One time per month consultants visit schools and work with teachers during collaborative time (9 days of consultant time – Gerry Buteau or Marianne True). • Literacy and Math coaches to support ongoing 	<p>Consultants to follow-up on institutes</p> <p>Coaches to work with teachers during embedded time to implement lesson planning.</p>	Ongoing 2011	Assistant Superintendent	Invoices and sign-ins, completed lessons designed by teachers and aligned with grade level outcomes.	<p>Increase in alignment and rigor of lessons.</p> <p>Eighty-five percent of teachers observed will show evidence of implementing aligned and rigorous lessons by March 2012* . Observational data will be collected by principals through regular classroom observations aligned with the professional development recently provided.</p>	<p>Nine days of follow-up consulting from summer institute consultants. \$9,000.</p> <p>Instructional Coaches=\$67,500.</p> <p>One hour per week for collaborative time (\$32/hr for 40</p>

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<p>implementation of curriculum development (2 days per week each for 40 weeks or 80 days for each coach).</p> <ul style="list-style-type: none"> One hour per week of out of contract collaborative time for teachers for 40 weeks. 						<p>teachers for 28 weeks and 20% benefits = \$42,796.54</p>
<p>Curriculum alignment: quarterly implementation review. Providers, school administrators, and district leadership meet to discuss implementation of grant.</p>	<p>Providers and administrators meet</p>	<p>Quarterly</p>	<p>TBD (SIG Coordinator)</p>	<p>Agenda and Notes</p>		<p>Part of the external provider contract days.</p>
<p>Instructional Leadership Institute</p> <ul style="list-style-type: none"> Five day leadership institute aimed at transitioning principals into “transformational”/instructional leaders. Day 1: Systems change and Farmington leadership. Begin focus on Charlotte 	<p>Leadership consulting</p>	<p>Summer 2011</p>	<p>Assistant Superintendent</p>	<p>Agenda and notes, comprehensive personal plan, goals and activities to carry-out the implementation of the School Improvement grant by school administration (transformational principal).</p>	<p>Increase capacity of leaders as instructional leaders[†]. Instructional leaders must do the following activities to be instructional leaders:</p> <ul style="list-style-type: none"> Establishing goals and expectations. Resourcing strategically. 	<p>External provider to design and deliver Leadership Institute (\$1,000 per day for planning and implementation)= \$5,000.00 Leadership Coach = \$45,000.</p>

<p>Danielson Framework for excellent teaching. School Improvement Grant (SIG) discussion and full expectations.</p> <ul style="list-style-type: none"> • Day 2: Professional Learning Communities and leadership expectations. • Day 3: Supervision and evaluation. What is quality supervision? • Day 4: Policies, procedures, and budget. What recommendations can be provided to the Farmington School Board's Policy Committee to change policies that are barriers to improved student achievement. • Day 5: Professional goal development and alignment of school-based activities with plan. How are they going to support the school improvement plan at their building? How are they going to introduce 					<ul style="list-style-type: none"> • Planning, coordinating, and evaluating teaching and the curriculum. • Promoting and participating in teacher learning and development • Ensuring an orderly and supportive environment. <p>Eighty percent of responding staff will agree with the following questions when describing their school leader (end of year survey):</p> <ul style="list-style-type: none"> • The principal makes student achievement the school's top goal. • The principal takes the lead to solve instructional problems. • The school administrators regularly observe classroom instruction. • The school administrators 	<p>School District Office Leadership coaching for Superintendent = \$15,750.00</p>
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<p>to their staff?</p> <p>Leadership consultant to follow-up and support the school principal (5 days for Leadership Institute and one time per week or 45 days).</p>					<p>regularly provide feedback to teachers with regard to their classroom instruction.</p> <ul style="list-style-type: none"> • The principal ensures that there is an effective ongoing system for evaluating the school’s progress toward its goal. • The principal participates in teacher professional development as leader and learner. 	
<p>Summer Institute for special educators and coordinators. Farmington is changing the organization of special educators from “case managers” to direct service, special education teachers. Farmington is achieving this change by adding special education coordinators at the building levels. To support the change at Henry Wilson, Farmington is proposing a two day summer institute:</p> <p>Day 1: Communicate regarding</p>	<p>External provider to plan and deliver content on Day 2 and external provider to support the implementation</p>	<p>2011</p>	<p>Walter Anacki</p>	<p>Agenda and meeting notes, measurable IEP goals aligned to grade-level outcomes.</p>	<p>Increased alignment of IEP goals. Measurable goals will reflect curriculum.</p> <p>Farmington Special Education Director will review 20 IEPs from HWMS. 80% of observed IEP goals will align with the curriculum. IEPs pulled at random and a standard rubric is used for determining alignment.</p>	<p>Special educator professional development time (12 hours for 7 teachers at \$32/hr and 20% benefits) = \$2,827.56</p> <p>One day of external provider for planning and delivery of Day 2. = \$1,000</p>

<p>new roles, expectations, and achieving results with direct service model.</p> <p>Day 2: Aligning the new model with the recently adopted curriculum (skills-based). Measurable goals in the IEP aligned with the grade-level expectations from the new curriculum.</p> <p>External provider will provide an additional 14 days of support for the Special Education Director and school special education coordinators. The role of the coach will be to: (1) support the development of the supervision and evaluation procedures under the new model, (2) clarify the roles and responsibilities of paraprofessionals versus special educators, (3) support the effective use of data to determine if interventions are appropriate and (4) ensure special education programming is aligned with the curriculum.</p>						<p>Fourteen additional days of consulting support from external provider to coach the special education director and special education coordinators \$1,000 per day for 14 days= \$14,000.</p>
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<p>Initiate task force to update the Farmington School District teacher evaluation. The evaluation will be updated to align with the NH state definition of teacher effectiveness and the Danielson Framework (book purchased).</p> <p>Contract Services relating to the Danielson trainings.</p> <p>Travel for staff to attend Danielson trainings.</p> <p>Two teachers for a total of 15 hours out of contract for the year (15 hours at \$32/hr for two teachers with 20% benefits = \$960 + \$211.78=\$1,171.78)</p> <p>One para for a total of 15 hours out of contract for the year (15 hours at \$19/hr for one para with 20% benefits=\$285+54.72=\$339.72)</p>	<p>Out of contract meeting time</p>	<p>Ongoing 2011-2012 school year</p>	<p>Assistant Superintendent</p>	<p>Agendas, sign-in sheet</p>	<p>Completion of an updated evaluation</p>	<p>Two teachers 15hrx\$32 & benefits=\$1,171.78 One para 15hrsx\$19 & benefits = \$339.72 Total=\$1,511.50 Contract Svs= \$4,7000 Travel =\$1,799.54</p>
<p>Provide Necessary supplies, materials and resources to fully support SIG activities</p>		<p>2011-2012</p>	<p>Assistant Superintendent</p>			<p>Supplies/Material= \$4,029.85</p>

Provide 12 ½ day school visits to coordinate all SIG activities.	Outside Coordinator	2011-2012 school year	Assistant Superintendent	Copies of scheduled activities along with agendas and action items will be documented by Assistant Superintendent	A comprehensive evaluation process will be developed by the Assistant Superintendent to determine the effectiveness of all SIG activities.	Consultant \$500 per ½ day x 12 days = \$6,000.00
Provide a Leadership-Instructional Coaches Liaison to work directly with all of the coaches to coordinate contracted coaching services between SERESC and Great Schools (who are providing the coaches) schedules, meetings, developing of reports, monitoring and documenting all activities.	Contracted Consultant	2011-12	Assistant Superintendent	The consultant will be expected to develop on-line procedures, forms, and accountabilities for coaches to use. These will be developed electronically. The liaison will also establish a meeting schedule for individual coaches and for group meetings.	The on-line documentation will be monitored by the Assistant Superintendent. The Assistant Superintendent will establish monthly meetings with the liaison.	Liaison Coach = \$10,000
Integrated District Coaching from Great Schools-Engage in District Wide support team to ensure cohesion of support activities across all schools and the district.	Contracted Consultant	2011-2012	Superintendent	The consultant will be responsible for 1) supporting the superintendent 2) helping to create a real team of the district administrators 3)		Integrated Coach= \$18,500.

				connecting to the board 4) ensuring implementation of the teacher evaluation/Danileson model 5) supporting the agreement for the CBA 6) supporting internal and external communications and messaging.		
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Title I 1003(g) School Improvement Grant Action Plan
(Henry Wilson Memorial School)

Goal	Determine areas of focus and develop systemic changes that lead to improved culture and climate at Henry Wilson Memorial School.					
Strategy	<p>Implement leadership strategies for which data indicate the strategy is likely to result in improved teaching and learning in schools identified for improvement, corrective action, or restructuring through the following:</p> <p align="center">Turnaround model</p> <p align="center">Restart model</p> <p align="center">School closure model</p> <p>X Transformation model</p> <p align="center">Tier III proposed model _____ (if not choosing one of the four US ED models)</p>					
<p>Proposed Activities for 2011-2012</p> <p><i>Describe the activities to be implemented to achieve the desired outcome. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i></p>	<p>Resources</p> <p><i>What existing and/or new resources will be used to accomplish the activity?</i></p>	<p>Timeline</p> <p><i>When will this activity begin and end?</i></p>	<p>Oversight</p> <p><i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i></p>	<p>Monitoring (Implementation)</p> <p><i>What evidence will be collected to document implementation?</i></p> <p><i>How often and by whom?</i></p>	<p>Monitoring (Effectiveness)</p> <p><i>What evidence will be collected to assess effectiveness?</i></p> <p><i>How often and by whom?</i></p>	<p>Title I School Improvement Funds</p> <p><i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form.</i></p>

<p>Collect baseline data on culture and climate using CSCI for parents, teachers, and students during 2011-12 school year. Administrators will analyze initial data to select quick-success focus areas for improving school culture during the 2011-2012 school year. During the 2012-2013 school year, school culture and climate will be a focus of the leadership team.</p>	<p>CSCI Surveys SWIS data system Outside facilitator</p>	<p>Fall 2011 – Summer 2014</p>	<p>Assistant Superintendent</p>	<p>CSCI survey results will be collected twice per year.</p>	<p>Follow-up CSCI surveys Measurable goals for year 2 and 3 will be set following collection of baseline data.</p>	<p>CSCI surveys: Staff (\$695), Students 3-5 (\$1,995), Parents (\$1,995), raw data file (\$400)=\$5,085.00</p>
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Title I 1003(g) School Improvement Grant Action Plan

(Farmington Senior High School)

Goal	Eighty-five percent of students will meet mastery in reading and writing and sixty-eight percent of students will meet mastery in math within three years (2014).					
Strategy	<p>Implement leadership strategies for which data indicate the strategy is likely to result in improved teaching and learning in schools identified for improvement, corrective action, or restructuring through the following:</p> <p style="text-align: center;">Turnaround model</p> <p style="text-align: center;">Restart model</p> <p style="text-align: center;">School closure model</p> <p>X Transformation model</p> <p style="text-align: center;">Tier III proposed model _____ (if not choosing one of the four US ED models)</p>					
Proposed Activities for 2011-2012	Resources	Timeline	Oversight	Monitoring (Implementation)	Monitoring (Effectiveness)	Title I School Improvement Funds
<i>Describe the activities to be implemented to achieve the desired outcome. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i>	<i>What existing and/or new resources will be used to accomplish the activity?</i>	<i>When will this activity begin and end?</i>	<i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	<i>What evidence will be collected to document implementation?</i> <i>How often and by whom?</i>	<i>What evidence will be collected to assess effectiveness?</i> <i>How often and by whom?</i>	<i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form.</i>
Curriculum development: Farmington Senior High School (FSHS) is in the first year of	Consultants to run institute	Summer and ongoing	Assistant Superintendent	Agendas, sign-in sheet, completed units designed by teachers	Each teacher will complete at least one lesson plan aligned	Teacher summer professional development

<p>implementing a new curriculum in reading, writing, and math. In summer 2011 a curriculum development institute will take place.</p> <ul style="list-style-type: none"> Develop quality lessons based on the agreed skills aligned to standards at each grade level (completed summer 2011). (3 days summer PD/collaborative)(3 days of consultant time Gerry Buteau or Marianne True) teachers will develop units and lessons based on aligned skills during collaborative sessions in the summer and continue the work throughout the year during collaborative plan time. 		(2011)		and aligned with grade level outcomes.	<p>with new learning.</p> <p>Teachers will be asked to complete professional development evaluation form.</p> <p>80% of professional development attendees will answer that they agree with the following statements:</p> <ul style="list-style-type: none"> What I learned be useful to me I will be able to apply what I learned. 	<p>salary and benefits (32 teachers for 18 hours each at \$32/hr and 20% benefits) = \$8,922.39</p> <p>Purchased services for summer professional development and ongoing support of teachers during embedded collaborative time = \$3,000.00</p> <p>Summer Institute facilitation by Gerry Buteau and Marianne True = \$6,000.00</p> <p>Understanding by Design: Creating High Quality Units (\$27) Wiggins & McTighe (n=40)</p>
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						=\$1,080. Enhancing Professional Practice: Framework for Teaching and (\$20) Charlotte Danielson (n=40)=\$800.
<p>Participate in the League of Innovative schools through the NESSC Phase III Great Schools Partnership.</p> <ul style="list-style-type: none"> • Complete the Global Best Practices tool. • Participate in the support network. 	<p>Apply to be included in Cohort 2011-2012. The NESSC project will provide the tool and access to the support network.</p>	<p>Implement tool by 12-31-2011</p> <p>Ongoing participation in network</p>	<p>Assistant Superintendent</p>	<p>Sign-offs, meeting attendance, training, tool completion.</p>	<p>Increase on-time graduation rate to 90% by 2016 and 85% by 2014 (currently 75%).</p> <p>Decrease annual dropout rate to below 1% by 2016 and to below 2% by 2014 (currently 3.36%).</p> <p>Increase the percent being accepted for post-secondary education to 80% by 2016 and 72% by 2014 (currently 56%).</p>	
<p>Curriculum development and implementation: Embedded professional development during core instructional time</p>	<p>Consultants to follow-up on institutes</p>	<p>Ongoing 2011</p>	<p>Assistant Superintendent</p>	<p>Invoices and sign-ins, completed lessons designed by teachers and aligned with grade</p>	<p>Increase in alignment and rigor of lessons.</p> <p>Eighty-five percent of</p>	<p>Nine days of follow-up consulting from summer institute</p>

<p>and teacher collaborative time on curriculum implementation. To effectively improve the implementation of the new aligned curriculum and lesson plan expectations FSHS will purchase services of coaches.</p> <ul style="list-style-type: none"> • One time per month consultants visit schools and work with teachers during collaborative time (9 days of consultant time – Gerry Buteau or Marianne True). • Instructional coaches to support ongoing implementation of curriculum development (2 days per week each for 40 weeks or 80 days for each coach); Leadership coaches to follow-up and support the school principal (5 days for Leadership Institute and one time per week or 45 days) 	<p>Coaches to work with teachers during embedded time to implement lesson planning.</p>			<p>level outcomes.</p>	<p>teachers observed will show evidence of implementing aligned and rigorous lessons by March 2012[‡]. Observational data will be collected by principal through regular classroom observations aligned with the professional development recently provided.</p>	<p>consultants=\$9,000</p> <p>One hour per week for collaborative time (\$32/hr for 40 teachers for 28 weeks and 20% benefits = \$34,237.24</p> <p>Instructional and Leadership Coaches =\$77,500.</p>
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<ul style="list-style-type: none"> One hour per week of out of contract collaborative time for teachers for 28 weeks. 						
<p>Curriculum alignment: quarterly implementation review. Providers, school administrators, and district leadership meet to discuss implementation of grant.</p>	<p>Providers and administrators meet</p>	<p>Quarterly</p>	<p>TBD (SIG Coordinator)</p>	<p>Agenda and Notes</p>		<p>Part of the external provider contract days.</p>
<p>Instructional Leadership Institute</p> <ul style="list-style-type: none"> Five day leadership institute aimed at transitioning principals into “transformational”/instructional leaders. Day 1: Systems change and Farmington leadership. Begin focus on Charlotte Danielson Framework for excellent teaching. School Improvement Grant (SIG) discussion and full 	<p>Leadership consulting</p>	<p>Summer 2011</p>	<p>Assistant Superintendent</p>	<p>Agenda and notes, comprehensive personal plan, goals and activities to carry-out the implementation of the School Improvement grant by school administration (transformational principal).</p>	<p>Increase capacity of leaders as instructional leaders. §</p> <p>Instructional leaders must do the following activities to be instructional leaders:</p> <ul style="list-style-type: none"> Establishing goals and expectations. Resourcing strategically. Planning, coordinating, and evaluating teaching and the curriculum. 	<p>External provider to design and deliver Leadership Institute \$1,000 per day for planning and implementation = \$5,000</p>

<p>expectations.</p> <ul style="list-style-type: none"> • Day 2: Professional Learning Communities and leadership expectations. • Day 3: Supervision and evaluation. What is quality supervision? • Day 4: Policies, procedures, and budget. What recommendations can be provided to the Farmington School Board's Policy Committee to change policies that are barriers to improved student achievement. • Day 5: Professional goal development and alignment of school-based activities with plan. How are they going to support the school improvement plan at their building? How are they going to introduce to their staff? 					<ul style="list-style-type: none"> • Promoting and participating in teacher learning and development • Ensuring an orderly and supportive environment. <p>Eighty percent of responding staff will agree with the following questions when describing their school leader (end of year survey):</p> <ul style="list-style-type: none"> • The principal makes student achievement the school's top goal. • The principal takes the lead to solve instructional problems. • The school administrators regularly observe classroom instruction. • The school administrators regularly provide feedback to teachers with regard to their 	
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					<p>classroom instruction.</p> <ul style="list-style-type: none">• The principal ensures that there is an effective ongoing system for evaluating the school's progress toward its goal.• The principal participates in teacher professional development as leader and learner.	
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Leadership coaches for School District Superintendent.						School District Office Leadership coaching for Superintendent =\$15,750.
Provide a Leadership-Instructional Coaches Liaison to work directly with all the coaches to coordinate contracted coaching services between SERESC and Great Schools (who are providing the coaches) schedules, meetings, developing of reports, monitoring and documenting all activities.				The consultant will be expected to develop on-line procedures, forms, and accountabilities for coaches to use. These will be developed electronically. The liaison will also establish a meeting schedule for individual coaches and for group meetings.	The on-line documentation will be monitored by the Assistant Superintendent. The Assistant Superintendent will establish monthly meetings with the liaison.	Leadership/Instructional Coaches Liaison Contracted Services =\$10,000.
Summer Institute for special educators and coordinators.	External provider to plan	2011	Walter Anacki	Agenda and meeting notes, measurable IEP	Increased alignment of IEP goals.	Special educator professional

<p>Farmington is changing the organization of special educators from “case managers” to direct service, special education teachers. Farmington is achieving this change by adding special education coordinators at the building levels. To support the change at FSHS, Farmington is proposing a two day summer institute:</p> <p>Day 1: Communicate regarding new roles, expectations, and achieving results with direct service model.</p> <p>Day 2: Aligning the new model with the recently adopted curriculum (skills-based). Measurable goals in the IEP aligned with the grade-level expectations from the new curriculum.</p> <p>External provider will provide an additional 14 days of support for the Special Education Director and school</p>	<p>and deliver content on Day 2 and external provider to support the implementation</p>			<p>goals aligned to grade-level outcomes.</p>	<p>Measurable goals will reflect curriculum.</p> <p>Farmington Special Education Director will review 20 IEPs from HW. Eighty percent of observed IEP goals will align with the curriculum. IEPs pulled at random and standard rubric is used for determining alignment.</p>	<p>development time (12 hours for 5 teachers at \$32/hr and 20% benefits =\$1,824.56</p> <p>One day of external provider for planning and delivery of Day 2. =\$1,000</p> <p>Fourteen additional days of consulting support from external provider to coach the special education director and special education coordinators</p>
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<p>special education coordinators. The role of the coach will be to: (1) support the development of the supervision and evaluation procedures under the new model, (2) clarify the roles and responsibilities of paraprofessionals versus special educators, (3) support the effective use of data to determine if interventions are appropriate and (4) ensure special education programming is aligned with the curriculum.</p>						<p>\$1,000 per day for 14 days= \$14,000</p>
<p>Initiate task force to update the Farmington School District teacher evaluation. The evaluation will be updated to align with the NH state definition of teacher effectiveness and the Danielson Framework (book purchased).</p> <p>Contracted Services relating to the Danielson trainings.</p> <p>Travel for Staff to attend Danielson trainings.</p> <p>Two teachers for a total of 15</p>	<p>Out of contract meeting time</p>	<p>Ongoing 2011-2012 school year</p>	<p>Assistant Superintendent</p>	<p>Agendas, sign-in sheet</p>	<p>Completion of an updated evaluation</p>	<p>Two teachers 15hrsx\$32 & benefits = \$1,171.78 One parax15hrsx\$19 & benefits = \$339.72</p> <p>Total = \$1,511.50</p> <p>Contract Services= \$4,700</p> <p>Travel= \$1,799.54</p>

<p>hours out of contract for the year (15 hours at \$32/hr for two teachers with 20% benefits = \$960 + \$211.78=\$1,171.78.</p> <p>One para for a total of 15 hours out of contract for the year (15 hours at \$19/hr for one para with 20% benefits=\$285 +\$54.72=\$339.72)</p>						
Provide Necessary supplies, materials and resources to fully support SIG activities.		2011-2012	Assistant Superintendent			Supplies/Materials =\$4,068.79
Provide 12 ½ day school visits to coordinate all SIG activities.	Outside Coordinator	2011-2012 school year	Assistant Superintendent	Copies of scheduled activities along with agendas and action items will be documented by Assistant Superintendent	A comprehensive evaluation process will be developed by the Assistant Superintendent to determine the effectiveness of all SIG activities.	Consultant \$500 per ½ day x 12 days =\$6,000.00
Integrated District Coaching from Great Schools-Engage in District Wide support team to ensure cohesion of support activities across all schools and the district.	Contracted Consultant	2011-2012	Superintendent	The consultant will be responsible for 1) support the superintendent 2)helping to create a real team of the district administrators 3) connecting to the board 4) ensuring		Integrated Coach =\$18,500

				implementation of the teacher evaluation/Danielson model 5) support the agreement for the CBA 6) supporting internal and external communications and messaging.		
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Title I 1003(g) School Improvement Grant Action Plan
(Farmington High School)

Goal	Determine areas of focus and develop systemic changes that lead to improved culture and climate at Farmington Senior High School.					
Strategy	<p>Implement leadership strategies for which data indicate the strategy is likely to result in improved teaching and learning in schools identified for improvement, corrective action, or restructuring through the following:</p> <p align="center">Turnaround model</p> <p align="center">Restart model</p> <p align="center">School closure model</p> <p>X Transformation model</p> <p align="center">Tier III proposed model _____ (if not choosing one of the four US ED models)</p>					
Proposed Activities for 2011-2012	Resources	Timeline	Oversight	Monitoring (Implementation)	Monitoring (Effectiveness)	Title I School Improvement Funds
<i>Describe the activities to be implemented to achieve the desired outcome. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i>	<i>What existing and/or new resources will be used to accomplish the activity?</i>	<i>When will this activity begin and end?</i>	<i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	<i>What evidence will be collected to document implementation? How often and by whom?</i>	<i>What evidence will be collected to assess effectiveness? How often and by whom?</i>	<i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form.</i>
Collect baseline data on culture and climate using CSCI for parents, teachers, and students during 2011-12 school year. Administrators will analyze initial data to select quick-success focus areas for improving school culture during the 2011-2012 school	CSCI Surveys SWIS data system Outside facilitator	Fall 2011 – Summer 2014	Assistant Superintendent	CSCI survey results will be collected twice per year.	Follow-up CSCI surveys Measurable goals for year 2 and 3 will be set following collection of baseline data.	CSCI surveys: Staff (\$695), Students (\$1,995), (\$1,995), Parents (\$1,995), raw data file (\$400) =\$5,085.00

year. During the 2012-2013 school year, school culture and climate will be a focus of the leadership team.						
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C. BUDGET:

Provide budget information on this page as well as pages LEA-19 and LEA-20 that indicates the amount of school improvement funds your LEA will use each year to:

- 1) Implement the selected model in each Tier I and Tier II school you commit to serve;
- 2) Conduct LEA-level activities designed to support implementation of the selected school intervention models in your LEA’s Tier I and Tier II schools; and
- 3) Support school improvement activities, at the school or LEA level, for each Tier III school identified in your LEA’s application.

Please note that, according to US ED SIG guidance, an LEA must allocate no less than \$50,000 per year and no more than \$2,000,000 per year or no more than \$6,000,000 over three years.

Page LEA-19 requires an outline of expenses over the next three school years. These budgets are to be completed for each school and the total of all should equal the LEA budget. LEA-20 requires a detailed school budget for the first year. If your LEA is awarded funding, a progress report will need to be submitted each year. As part of the first progress report (due May 11, 2012), the LEA will be required to answer questions regarding the first year of implementation, update the 3 year budget overview if needed and provide a detailed budget narrative for year 2. The progress report and included budgets will have to be approved by the NH Department of Education in order to maintain grant participation and implement the plan in the LEA for year two. The same process will occur at the end of year two to process approval for implementation in year three.

Complete the Overview Budget grid below, providing LEA and school level budget information:

LEA Budget

School Name	Year I Budget		Year 2 Budget	Year 3 Budget	Three Year Total
	Pre-implementation	Year 1 - Full Implementation			
Henry Wilson Memorial School		\$301,574	\$392,205	\$368,653	\$1,062,431
Farmington Senior High School		\$281,398	\$362,001	\$345,893	\$989,292
LEA-level Activities					
Total Budget	\$582,972		\$754,206	\$714,546	\$2,051,723

Three Year School Budget Plan
(Henry Wilson Memorial School)

Account Category	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
Salaries and Benefits <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i>						
Contracted Services <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development & Contracted Services Justification Form (LEA Appendix E) must be completed</i>	<ul style="list-style-type: none"> • Consultants for summer and ongoing professional development on curriculum alignment (12 days)=\$18,000 • Math coach consultant =\$40,000 • Reading coach consultant = \$40,000 • Leadership coach =\$45,000 • Leadership institute planning and implementation =\$5,000 • Special education external provider =\$15,000 • SIG Coordinator (12 1/2 day school visits or like work @ \$1,000 per day) =\$6,000 • CSCI Surveys (staff survey =\$695, student 	<ul style="list-style-type: none"> • Consultants for summer and ongoing professional development on curriculum alignment (12 days) • Math coach consultant • Reading coach consultant • Instructional coach (new in year 2) • Leadership coach • Leadership institute planning and implementation • Special education external provider • SIG Coordinator (12 1/2 day school visits or like work @ \$1,000 per day) • CSCI Surveys (staff survey =\$695, student survey 3-5: \$1995, student survey 6-8: \$1995, parent 	<ul style="list-style-type: none"> • Consultants for summer and ongoing professional development on curriculum alignment (12 days) • Math coach consultant • Reading coach consultant • Instructional coach (new in year 2) • Leadership coach • Leadership institute planning and implementation • Special education external provider • SIG Coordinator (12 1/2 day school visits or like work @ \$1,000 per day) • CSCI Surveys (staff survey 	\$175,585	\$230,248	\$220,248

	<p>survey \$1995, parent survey \$1995, raw data=\$400) Total =\$5,085</p> <ul style="list-style-type: none"> • Implementing bullying prevention =\$1,500 	<p>survey \$1995, raw data=\$400)</p> <ul style="list-style-type: none"> • Implementing bullying prevention • Contracted services with Heather Driscoll to continue curriculum updating work, including science. 	<p>= \$695, student survey 3-5: \$1995, student survey 6-8: \$1995, parent survey \$1995, raw data=\$400)</p> <ul style="list-style-type: none"> • Implementing bullying prevention 			
<p>Supplies and Materials <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>	<ul style="list-style-type: none"> • Supplies and materials for trainings (binders, paper, etc...) 	<p>Supplies and materials for trainings (binders, paper, etc...)</p> <p>Software for walk throughs</p>	<p>Supplies and materials for trainings (binders, paper, etc...)</p>	\$3,950.90	\$6,500`	\$5,000
<p>Books <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>	<ul style="list-style-type: none"> • Framework for Teaching • Understanding Bullying (booklet) • Understanding by Design 			\$2,210		
<p>Equipment <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (LEA Appendix F) must be completed.</i></p>		<p>Three iPads for walk through data collection.</p>			\$1,500	
<p>Professional Development Activities <i>Summarize your activities including the number of days, people involved</i></p>	<ul style="list-style-type: none"> • Professional develop summer (three days for 40 teachers during summer - - 20% benefits) 	<ul style="list-style-type: none"> • Professional develop summer (three days for 40 teachers during summer - - 20% benefits) 	<ul style="list-style-type: none"> • Professional develop summer (three days for 40 teachers during 	\$98,267.10	\$127,416	\$117,048

<p><i>and associated costs. A Professional Development & Contracted Services Justification Form LEA (Appendix E) must be completed</i></p>	<p>= \$27,282.79</p> <ul style="list-style-type: none"> • Special educators summer institute (6 teachers for 12 hours at \$32/hr)(20% benefits) = \$3,209.73 • Initiate task force to update the Farmington School District teacher evaluation. The evaluation will be updated to align with the NH state definition of teacher effectiveness and the Danielson Framework (book purchased). Two teachers for a total of 15 hours out of contract for the year (15 hours at \$32/hr for two teachers with 20% benefits = \$960 + \$211.78 = \$1,171.78) One para for a total of 15 hours out of contract for the year (15 hours at \$19/hr for one para with 20% benefits = \$285 + \$54.72 	<ul style="list-style-type: none"> • Special educators summer institute (6 teachers for 12 hours at \$32/hr)(20% benefits) • Initiate task force to update the Farmington School District teacher evaluation. The evaluation will be updated to align with the NH state definition of teacher effectiveness and the Danielson Framework (book purchased). Two teachers for a total of 15 hours out of contract for the year (15 hours at \$32/hr for two teachers with 20% benefits = \$960 + \$192 = \$1,152) One para for a total of 15 hours out of contract for the year (15 hours at \$19/hr for one para with 20% benefits = \$285 + 57 = \$342) • One hour per week of collaborative 	<p>summer -- 20% benefits)</p> <ul style="list-style-type: none"> • Special educators summer institute (6 teachers for 12 hours at \$32/hr)(20% benefits) • Initiate task force to update the Farmington School District teacher evaluation. The evaluation will be updated to align with the NH state definition of teacher effectiveness and the Danielson Framework (book purchased). Two teachers for a total of 15 hours out of contract for the year (15 hours at \$32/hr for two teachers with 20% benefits = \$960 + \$192 = \$1,152) One para for a total of 15 hours out of contract for the year (15 hours at \$19/hr for one 			
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	<ul style="list-style-type: none"> • One hour per week of collaborative time for teachers out of contract (40 teachers at \$32/hr for 40 weeks and 20% benefits = \$61,127.92) • Substitutes for PLC Institute for 7 teachers for two days (7 teachers for 2 days at \$75 per day).=\$1,135.16 • Dufour PLC Seminar in Concord. Registration for 10 participants at \$400 per person=\$4,000 	<ul style="list-style-type: none"> • time for teachers out of contract (40 teachers at \$32/hr for 40 weeks and 20% benefits = \$61,440) • Three days with science teachers at HWMS (15 teachers for 18 hours at \$32/hr and 20% benefits=\$10,368) • Two and half days with all HWMS teachers for curriculum update and alignment work (40 teachers for 14 hours at \$32/hr and 20% benefits \$23,240) 	<ul style="list-style-type: none"> • para with 20% benefits=\$285+57=\$342) • One hour per week of collaborative time for teachers out of contract (40 teachers at \$32/hr for 40 weeks and 20% benefits = \$61,440) • Two and half days with all HWMS teachers for curriculum update and alignment work (40 teachers for 14 hours at \$32/hr and 20% benefits \$23,240) 			
Travel <i>Summarize your activities including the number of days, people involved and associated costs.</i>						
Administration <i>Include other costs associated with supporting plan implementation.</i>						
Indirect Costs	7.7%			\$21,561.00	\$28,041	\$26,357
Total				\$301,574.00	\$392,205	\$368,653

Three Year School Budget Plan
(Farmington Senior High School)

Account Category	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
Salaries and Benefits <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i>						
Contracted Services <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development & Contracted Services Justification Form (LEA Appendix E) must be completed</i>	<ul style="list-style-type: none"> • Consultants for summer and ongoing professional development on curriculum alignment (12 days)=\$18,000 • Math coach consultant =\$40,000 • Reading coach consultant =\$40,000 • Leadership coach =\$45,000 • Leadership institute planning and implementation =\$5,000.00 • Special education external provider =\$15,000 • SIG Coordinator (12 1/2 day school visits or like work @ \$1,000 per day)=\$6,000 • CSCI Surveys 	<ul style="list-style-type: none"> • Consultants for summer and ongoing professional development on curriculum alignment (12 days) • Math coach consultant • Reading coach consultant • Leadership coach • Leadership institute planning and implementation • Special education external provider • SIG Coordinator (12 1/2 day school visits or like work @ \$1,000 per day) • CSCI Surveys (staff survey =\$695, student survey 3-5: \$1995, student survey 6-8: 	<ul style="list-style-type: none"> • Consultants for summer and ongoing professional development on curriculum alignment (12 days) • Math coach consultant • Reading coach consultant • Leadership coach • Leadership institute planning and implementation • Special education external provider • SIG Coordinator (12 1/2 day school visits or like work @ \$1,000 per day) • CSCI Surveys (staff survey =\$695, student 	\$175,585	\$231,748	\$221,748

	<p>(staff survey =\$695, student survey \$1995, parent survey \$1995, raw data=\$400) Total =\$5,085</p> <ul style="list-style-type: none"> • Implementing bullying prevention =\$1,500 	<p>\$1995, parent survey \$1995, raw data=\$400)</p> <ul style="list-style-type: none"> • Implementing bullying prevention • Contracted services with Heather Driscoll to continue curriculum updating work, including science. 	<p>survey 3-5: \$1995, student survey 6-8: \$1995, parent survey \$1995, raw data=\$400)</p> <ul style="list-style-type: none"> • Implementing bullying prevention 			
<p>Supplies and Materials <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>	<ul style="list-style-type: none"> • Supplies and materials for trainings (binders, paper, etc...) 	<ul style="list-style-type: none"> • Supplies and materials for trainings (binders, paper, etc...) • Software for walk through process (\$1,500) 	<ul style="list-style-type: none"> • Supplies and materials for trainings (binders, paper, etc...) 	\$3,918.66	\$6,500	5,000
<p>Books <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>	<ul style="list-style-type: none"> • Framework for Teaching • Understanding Bullying (book) • Understanding by Design 			\$2,210		
<p>Equipment <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (LEA Appendix F) must be completed.</i></p>		Three iPads for walk through data collection.			\$1,500	

<p>Professional Development Activities <i>Summarize your activities including the number of days, people involved and associated costs.</i> <i>A Professional Development & Contracted Services Justification Form LEA (Appendix E) must be completed</i></p>	<ul style="list-style-type: none"> Professional develop summer (three days for 32 teachers during summer -- 20% benefits) = \$21,665.29 Special educators summer institute (5 teachers for 12 hours at \$32/hr)(20% benefits) = \$2,343.55 Initiate task force to update the Farmington School District teacher evaluation. The evaluation will be updated to align with the NH state definition of teacher effectiveness and the Danielson Framework (book purchased). Two teachers for a total of 15 hours out of contract for the year (15 hours at \$32/hr for two teachers with 20% benefits = \$960 + \$211.78 = \$1,171.78) One para for a total of 15 	<ul style="list-style-type: none"> Professional develop summer (three days for 32 teachers during summer -- 20% benefits) Special educators summer institute (5 teachers for 12 hours at \$32/hr)(20% benefits) Initiate task force to update the Farmington School District teacher evaluation. The evaluation will be updated to align with the NH state definition of teacher effectiveness and the Danielson Framework (book purchased). Two teachers for a total of 15 hours out of contract for the year (15 hours at \$32/hr for two teachers with 20% benefits = \$960 + \$192 = \$1,152) One para for a total of 15 hours out of contract for the year (15 hours 	<ul style="list-style-type: none"> Professional develop summer (three days for 32 teachers during summer -- 20% benefits) Special educators summer institute (5 teachers for 12 hours at \$32/hr)(20% benefits) Initiate task force to update the Farmington School District teacher evaluation. The evaluation will be updated to align with the NH state definition of teacher effectiveness and the Danielson Framework (book purchased). Two teachers for a total of 15 hours out of contract for the year (15 hours at \$32/hr for two teachers with 20% benefits = \$960 + \$192 = \$1,152) One para for a 	<p>\$79,565.83</p>	<p>\$97,872</p>	<p>\$94,416</p>
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	<p>hours out of contract for the year (15 hours at \$19/hr for one para with 20% benefits=\$285+ \$54.72=\$339.72</p> <ul style="list-style-type: none"> • One hour per week of collaborative time for teachers out of contract (40 teachers at \$32/hr for 40 weeks and 20% benefits = \$48,910.33 • Substitutes for PLC Institute for 7 teachers for two days (7 teachers for 2 days at \$75 per day). = \$1,135.16 <p>Dufour PLC Seminar in Concord. Registration for 10 participants at \$400 per person=\$4,000</p>	<p>at \$19/hr for one para with 20% benefits=\$285+ 57=\$342)</p> <ul style="list-style-type: none"> • One hour per week of collaborative time for teachers out of contract (40 teachers at \$32/hr for 40 weeks and 20% benefits = \$61,440) • Three days with science teachers at FSHS (5 teachers for 18 hours at \$32/hr and 20% benefits=\$3,456) • Two and half days with all FSHS teachers for curriculum update and alignment work (32 teachers for 15 hours at \$32/hr and 20% benefits \$18432 	<p>total of 15 hours out of contract for the year (15 hours at \$19/hr for one para with 20% benefits=\$285 +57=\$342)</p> <ul style="list-style-type: none"> • One hour per week of collaborative time for teachers out of contract (40 teachers at \$32/hr for 40 weeks and 20% benefits = \$61,440) • Two and half days with all FSHS teachers for curriculum update and alignment work (32 teachers for 15 hours at \$32/hr and 20% benefits \$18432 			
<p>Travel Summarize your activities including the number of days, people involved and associated costs.</p>						

Administrati on <i>Include other costs associated with supporting plan implementation.</i>						
Indirect Costs	7.7%			\$20,118.51	\$25,881	\$24,730
Total				\$281,398.00	\$362,001	\$345,894

**ONE YEAR DETAILED SCHOOL BUDGET NARRATIVE
2011-2012**

Use this form to provide sufficient detail regarding proposed expenditure for the 2011-2012 project period, including pre-implementation expenses. Complete all appropriate justification forms (Appendix E and F, pages LEA 42-43).

School Name: Henry Wilson Memorial School 10/21/11

Account Category	Budget Detail	
	Narrative	Total Costs
Salaries and Benefits <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i>		
Contracted Services <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development & Contracted Services Justification Form (LEA Appendix E) must be completed</i>	<ul style="list-style-type: none"> • Consultants for summer and ongoing professional development on curriculum alignment (12 days)=\$18,000 • Instructional Coaches=\$67,500 • Leadership coach=\$45,000 • Leadership institute planning and implementation=\$5,000 • Central Office Coaching=\$15,750 • Leadership/Instructional Coaches Liaison=\$10,000 • Integrated District Coaching=\$18,500 • Special education external provider=\$15,000 • SIG Coordinator (12 1/2 day school visits or like work @ \$1,000 per day)=\$6,000 • CSCI Surveys=\$5,085 	\$205,835.00
Supplies and Materials <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>	<ul style="list-style-type: none"> • Supplies and materials for trainings (binders, paper, etc...) 	\$4,029.85
Books <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>	<ul style="list-style-type: none"> • Framework for Teaching=\$800 • Understanding by Design=\$1,080 	\$1,880.00
Equipment <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (LEA Appendix F) must be completed.</i>		

<p>Professional Development Activities <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development & Contracted Services Justification Form LEA (Appendix E) must be completed</i></p>	<ul style="list-style-type: none"> Professional develop summer (three days for approx 40 teachers during summer at \$32hr) Compensation=\$7,648.00 FICA=\$585.18 Teacher Retirement=\$864.17 W/C=\$35.20 Total=\$9,132.55 Special educators summer institute (7 teachers for 12 hours at \$32hr) Compensation=\$2,368.00 FICA=\$181.12 Teacher Retirement=\$267.55 W/C=\$10.89 Total=\$2,827.56 Teacher Evaluation Work-Two teachers for a total of 15 hours out of contract for the year at \$32hr & One Para for 15 hours at \$19hr Compensation=\$960.00 FICA=\$73.44 Teacher Retirement=\$133.92 W/C=\$4.42 Sub Total=\$1,171.78 Compensation=\$285.00 FICA=\$21.80 Support Retirement=\$31.61 W/C=\$1.31 Sub Total=\$339.72 Total =\$1,511.50 One hour per week of collaborative time for 40 teachers for 28 weeks at \$32hr Compensation=\$35,840.00 FICA=\$2,741.76 Teacher Retirement=\$4,049.92 W/C=\$164.86 Total =\$42,796.54 Danielson Group Contracted Services=\$4,700 Travel to Danielson Group =\$1,799.54 	<p>\$47,101.00-Compensation \$3,603.30 FICA \$5,315.56-Teacher Ret \$31.61-Support Ret \$216.68 W/C =\$56,268.15 Salary & Benefits</p> <p>\$4,700.00 Workshop \$1,799.54 Travel</p> <p>= \$62,767.69 Total</p>
<p>Travel <i>Summarize your activities including the number of days, people involved and associated costs.</i></p>		
<p>Administration <i>Include other costs associated with supporting plan implementation.</i></p>		

	Sub Total online request	\$274,512.54
Indirect Costs	7.7% Indirect Based on request	\$21,137.46
Total		\$295,650.00

**ONE YEAR DETAILED SCHOOL BUDGET NARRATIVE
2011-2012**

Use this form to provide sufficient detail regarding proposed expenditure for the 2011-2012 project period, including pre-implementation expenses. Complete all appropriate justification forms (Appendix E and F, pages LEA 42-43).

School Name: Farmington Senior High School 10/21/11

Account Category	Budget Detail	
	Narrative	Total Costs
Salaries and Benefits <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i>		
Contracted Services <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development & Contracted Services Justification Form (LEA Appendix E) must be completed</i>	<ul style="list-style-type: none"> • Consultants for summer and ongoing professional development on curriculum alignment (12 days)=\$18,000 • Leadership & Instructional Coaching=\$77,500 • Leadership institute planning and implementation=\$5,000 • Central Office Coaching=\$15,750 • Leadership/Instructional Coaching Liaison=\$10,000 • Integrated District Coaching=\$18,500 • Special education external provider=\$15,000 • SIG Coordinator (12 1/2 day school visits or like work @ \$1,000 per day)=\$6,000 • CSCI Surveys=\$5,085 	\$170,835.00
Supplies and Materials <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>	<ul style="list-style-type: none"> • Supplies and materials for trainings (binders, paper, etc...) 	\$4,068.79
Books <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>	<ul style="list-style-type: none"> • Framework for Teaching=\$800 • Understanding by Design=\$1,080 	\$1,880.00
Equipment <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (LEA Appendix F) must be completed.</i>		

<p>Professional Development Activities <i>Summarize your activities including the number of days, people involved and associated costs.</i> <i>A Professional Development & Contracted Services Justification Form LEA (Appendix E) must be completed</i></p>	<ul style="list-style-type: none"> Professional develop summer (three days for approx 32teachers during summer at \$32hr) Compensation=\$7,472.00 FICA=\$571.70 Teacher Retirement=\$844.29 W/C=\$34.40 Total=\$8,922.39 Special educators summer institute (5 teachers for 12 hours at \$32hr) Compensation=\$1,528.00 FICA=\$116.88 Teacher Retirement=\$172.67 W/C=\$7.01 Total=\$1,824.56 Teacher Evaluation Work-Two teachers for a total of 15 hours out of contract for the year at \$32hr & One Para for 15 hours at \$19hr Compensation=\$960.00 FICA=\$73.44 Teacher Retirement=\$133.92 W/C=\$4.42 Sub Total=\$1,171.78 Compensation=\$285.00 FICA=\$21.80 Support Retirement=\$31.61 W/C=\$1.31 Sub Total=\$339.72 Total =\$1,511.50 One hour per week of collaborative time for 32 teachers for 28 weeks at \$32hr Compensation=\$28,672.00 FICA=\$2,193.41 Teacher Retirement=\$3,239.94 W/C=\$131.89 Total =\$34,237.24 Danielson Group Contracted Services=\$4,700 Travel to Danielson Group=\$1,799.54 	<p>\$38,917.00-Compensation \$2,977.23-FICA \$4,390.82-Teacher Ret \$31.61-Support Ret \$179.03W/C =\$46,495.69 Salary & Benefits</p> <p>\$4,700.00 Workshop \$1,799.54 Travel</p> <p>= \$52,995.23 Total</p>
<p>Travel <i>Summarize your activities including the number of days, people involved and associated costs.</i></p>		
<p>Administration <i>Include other costs associated with supporting plan implementation.</i></p>		
	Sub Total online request	\$229,779.02
<p>Indirect Costs</p>	7.7% Indirect Based request	\$17,692.98
<p>Total</p>		\$247,472.00

D. ASSURANCES:

By signing below, the Local Educational Agency (LEA), Farmington School District, is agreeing to the following Title I 1003(g) School Improvement Grant (SIG) assurances with the New Hampshire Department of Education (NH DOE) and the United States Department of Education (US ED):

- 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 (US ED requirement);
- The program and services provided with Title I 1003(g) School Improvement Grant will be operated so as not to discriminate on the basis of age, gender, race, national origin, ancestry, religion, pregnancy, marital or parental status, sexual orientation, handicapping conditions, or physical, mental, emotional, or learning disabilities (NHDOE requirement);
- Administration of the program, activities, and services covered within the attached application(s) will be in accordance with all applicable federal, state, regulations (NHDOE requirement);
- Design and implementation of the interventions will be consistent with the Title I 1003(g) School Improvement Grant final requirements (NHDOE requirement);
- The funds received under this grant will be used to address the goals set forth in the attached application (NHDOE requirement);
- Fiscally related information will be provided with the timeliness established for the program(s) (NHDOE requirement);
- The specific school-level data required in section III of the final requirements will be reported for all schools within the LEA that are participating in the Title I 1003(g) School Improvement Grant through quarterly meetings, evaluations, progress reports, or on-site visitations, including the following data (US ED requirement):
 - **Number of minutes within the school year that all students were required to be at school and any additional learning time (e.g. before or after school, weekend school, summer school) for which all students had the opportunity to participate.**
 - **Does the school provide any of the following in order to offer increased learning time:**
 - longer school day
 - before or after school
 - summer school
 - weekend school
 - Other
 - **The number of school days during the school year (plus summer, if applicable, if part of implementing the restart, transformation or turnaround model) students attended school divided by the maximum number of days students could have attended school during the regular school year;**
 - **The number of students who completed advanced coursework (such as Advanced Placement International Baccalaureate classes, or advanced mathematics);**
 - **The number of high school students who complete at least one class in a postsecondary institution;**
 - **The number of students who complete advance coursework AND complete at least one class in a postsecondary institution;**
 - **The number of FTE days teachers worked divided by the maximum number of FTE-teacher working days;**
 - **Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;**

- **Dropout rate;**
 - **Student attendance rate;**
 - **Discipline incidents;**
 - **Truants;**
 - **Distribution of teachers by performance level on an LEA's teacher evaluation system (when available); and**
 - **Teacher attendance rate.**
- All schools within the LEA that are participating in the Title I 1003(g) School Improvement Grant will submit to the NH DOE a written Annual Progress Report/Evaluation Report which documents activities and address both the implementation of the Title I 1003(g) School Improvement Grant plan and student achievement results (NHDOE requirement);
 - Title I 1003(g) School Improvement Grant will be used to supplement, not supplant Federal, state, and local funds that a school would otherwise receive (NHDOE requirement);
 - The LEA will 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 our LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds (US ED requirement);
 - If the LEA implements a restart model in a Tier I or Tier II school, the LEA will 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 (US ED requirement);
 - Assign a Title I 1003(g) School Improvement Grant Coordinator that will participate in regular NH DOE Title I 1003(g) School Improvement Grant meetings and have a LEA Improvement Planning/Implementation Committee that meets regularly (NHDOE requirement);
 - Recruitment, screening, and selection of external providers, if applicable, will be conducted in a manner that ensures a high level of quality of service (NHDOE requirement);
 - Additional resources will be aligned with the interventions (NHDOE requirement);
 - LEA's practices or policies will be modified, if necessary, to enable the LEA to implement the interventions fully and effectively (NHDOE requirement); and
 - The reforms will be sustained after the funding period ends (NHDOE requirement).

Superintendent's signature

Date signed

School Board Chair

Date signed

E. WAIVERS:

The NH DOE has requested that waivers be granted by the US ED regarding requirements to the LEA's School Improvement Grant, please indicate below (by checking the appropriate boxes which of those waivers you intend to 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.

- Waiver 4: School Improvement timeline waiver -- waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will fully implement a turnaround or restart model beginning in the 2011-2012 school year to "start over" in the school improvement timeline.

- Waiver 5: Schoolwide program waiver – to waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I, Tier II, or Tier III Title I participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

LEA Appendix C.1: Baseline School Data Profile – Henry Wilson Memorial School

School Name:			
	2008-2009	2009-2010	2010-2011
Number of minutes within the school year that all students were required to be at school and any additional learning time (e.g. before or after school, weekend school, summer school) for which all students had the opportunity to participate.	934	934	934
Does the school provide any of the following in order to offer increased learning time: <ul style="list-style-type: none"> • longer school day • before or after school • summer school • weekend school • Other 	After school and summer school programs	After school and summer school programs	After school and summer school programs
The number of school days during the school year (plus summer, if applicable, if part of implementing the restart, transformation or turnaround model) students attended school divided by the maximum number of days students could have attended school during the regular school year;	See Data Profile	See Data Profile	See Data Profile
Student dropout rate	N/A	N/A	N/A
Student attendance rate	See Data Profile	See Data Profile	See Data Profile
The number of students who completed advanced coursework (such as Advanced Placement International	N/A	N/A	N/A

Baccalaureate classes, or advanced mathematics);			
The number of high school students who complete at least one class in a postsecondary institution;	N/A	N/A	N/A
The number of students who complete advance coursework AND complete at least one class in a postsecondary institution;	N/A	N/A	N/A
Number of discipline incidents	See Data Profile	See Data Profile	See Data Profile
Number of truant students	Data Unavailable	Data Unavailable	Data Unavailable
The number of FTE days teachers worked divided by the maximum number of FTE-teacher working days;	All teachers are full time	All teachers are full time	All teachers are full time
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;	See Data Profile	See Data Profile	See Data Profile
Distribution of teachers by performance level on an LEA's teacher evaluation system	Data Unavailable	Data Unavailable	Data Unavailable
Teacher attendance rate	Data Unavailable	Data Unavailable	Data Unavailable

HENRY WILSON MEMORIAL SCHOOL PROFILE

FARMINGTON

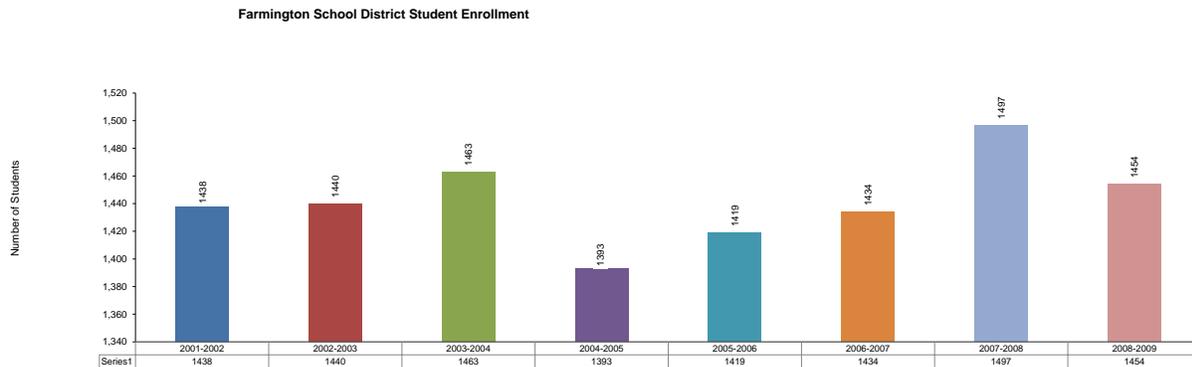
Who are we?

DEMOGRAPHICS

Henry Wilson Memorial School is a grade 4 through grade 8 school located in Farmington, NH. According to the preliminary 2010 census, the town in which Henry Wilson Memorial School is located had a population of approximately 6,786 (<http://www.census.gov>). The school district is the only major, stable employer in Farmington.

Henry Wilson Memorial School is part of SAU #61 - the Farmington and Middleton School Districts, which currently serves 1,446 students in three schools: Valley View Community School (Pre-K-3), Henry Wilson Memorial School (4-8) and Farmington High School (9-12). Ten years ago, 1,438 students were served by the district. The increases and decreases in overall student enrollment during the last ten years are shown below in Figure 1.

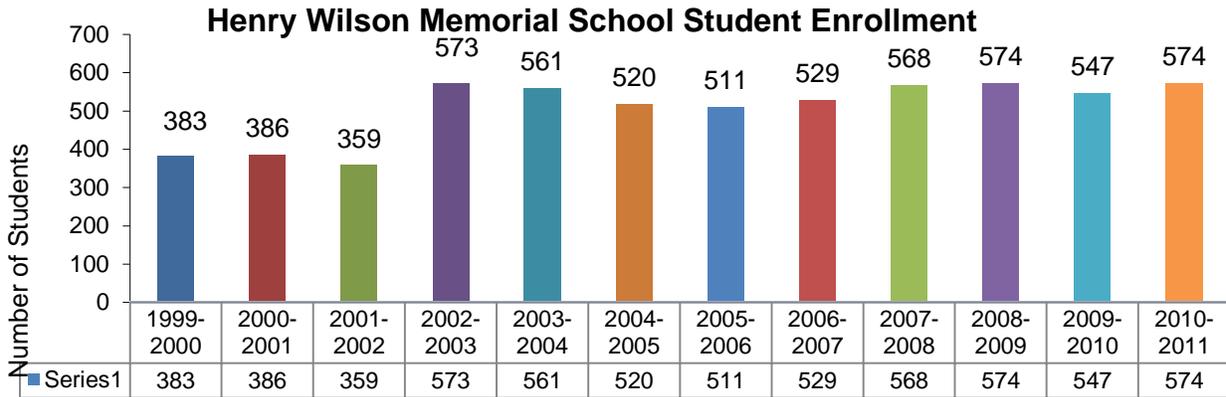
Figure 1



The Students

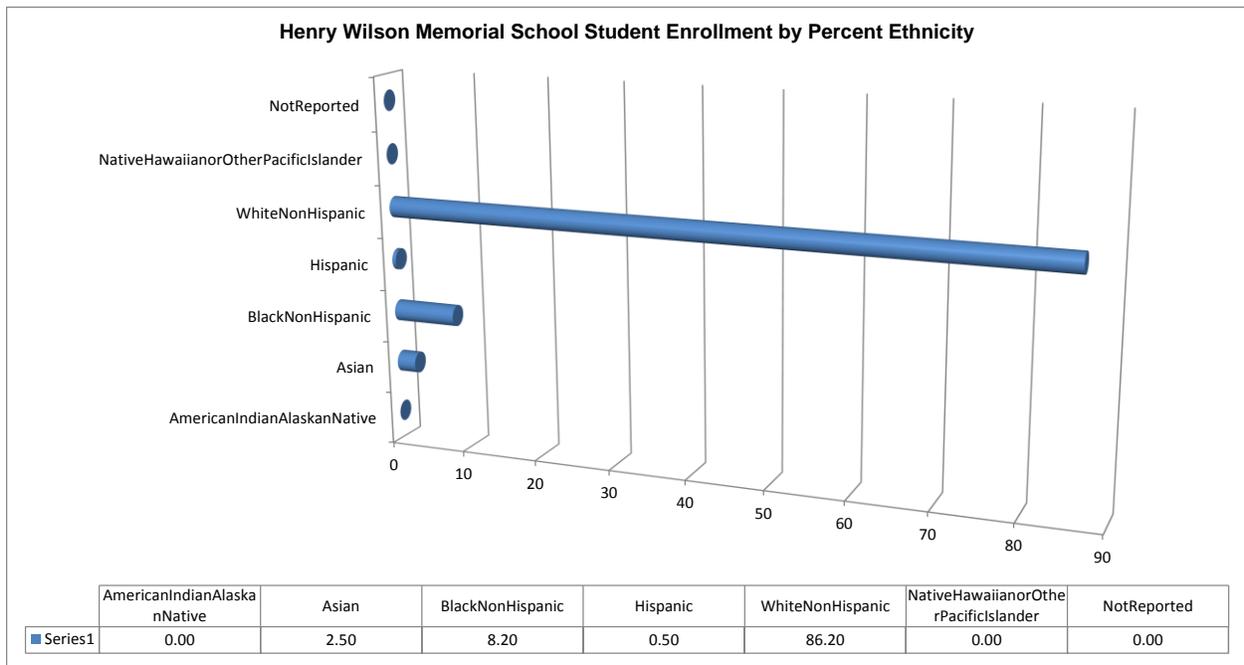
Henry Wilson Memorial School currently serves 574 students, an increase of 27 students from five years earlier.

Figure 2



The current student population consists of the following ethnic groups depicted in Figure 3.

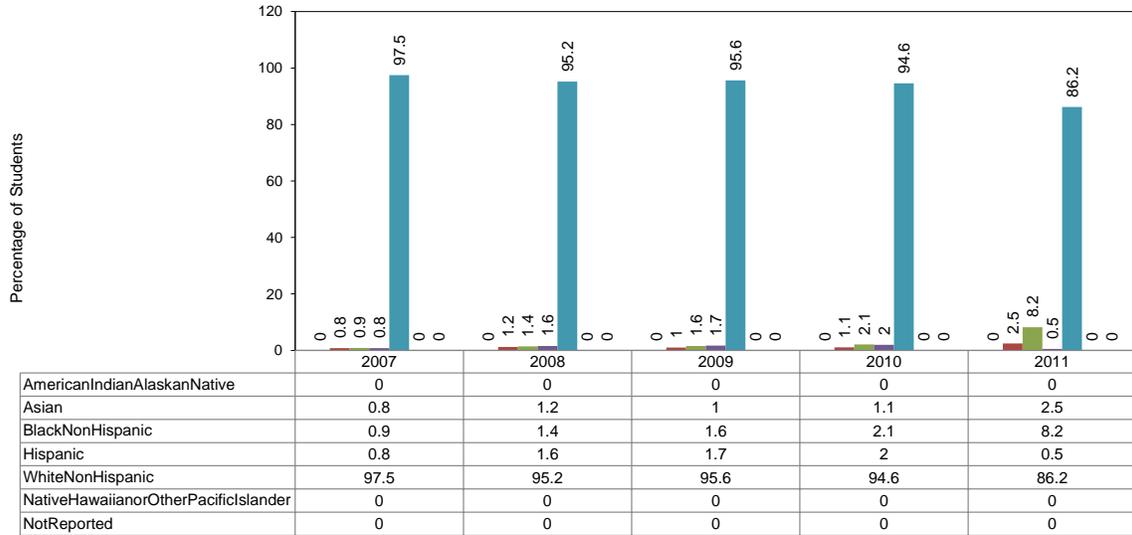
Figure 3



Over the past five years, as shown below in Figure 4, the number of students in each ethnic group has remained relatively stable.

Figure 4

Henry Wilson Memorial School Percentage of Students Enrolled by Ethnicity



One can see the fluctuating population of this school attendance area reflected in the school enrollment by grade level over the last five years (Figure 5). Looking at the same grade level over time is called *grade level analysis*. Reorganizing the data (Figure 6) to look at the groups of students progressing through the grades together over time is called a *cohort analysis*. If we were looking at the same students (as opposed to the groups of students), the analysis would be called *matched cohort analysis*.

Figure 5

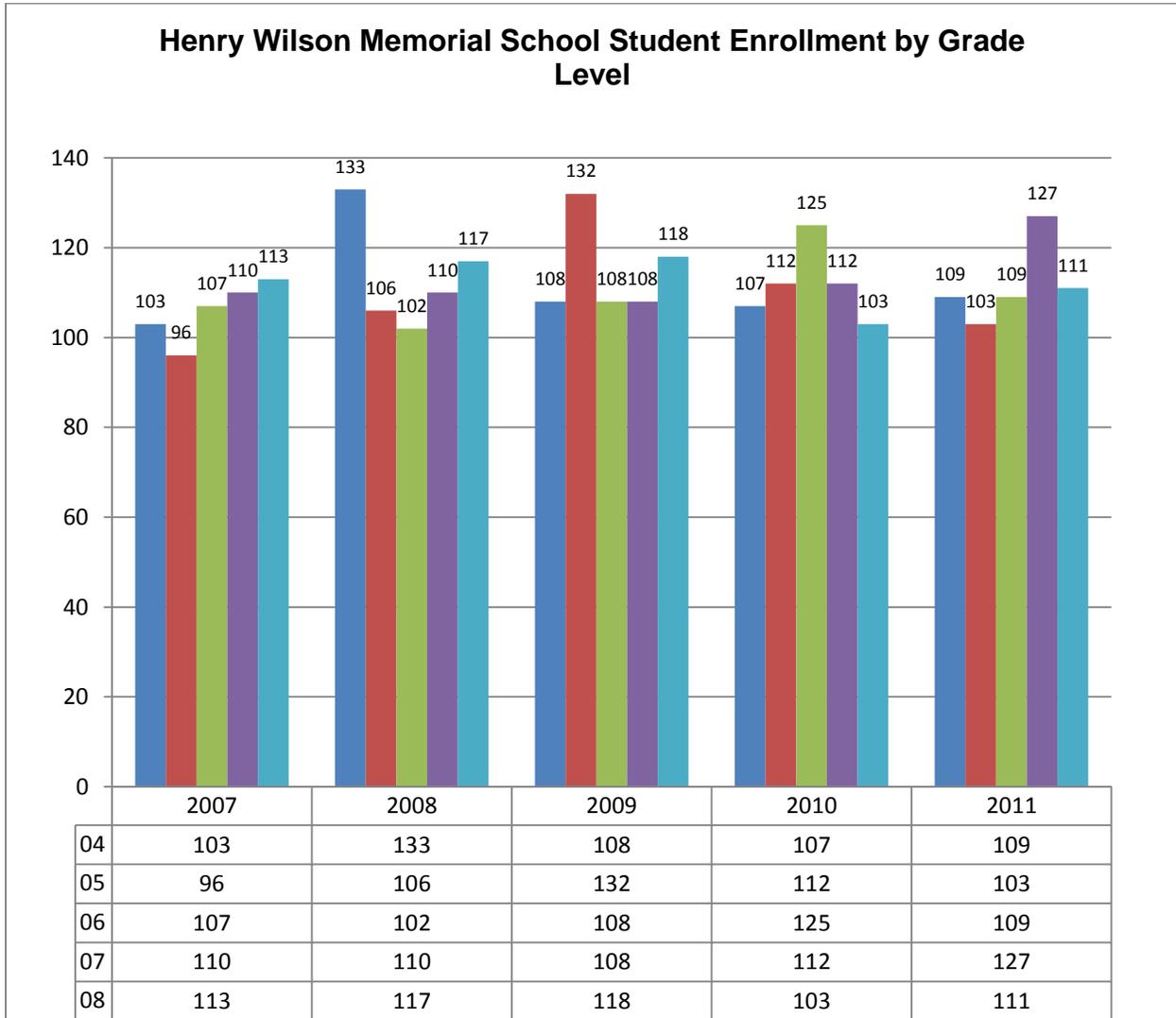
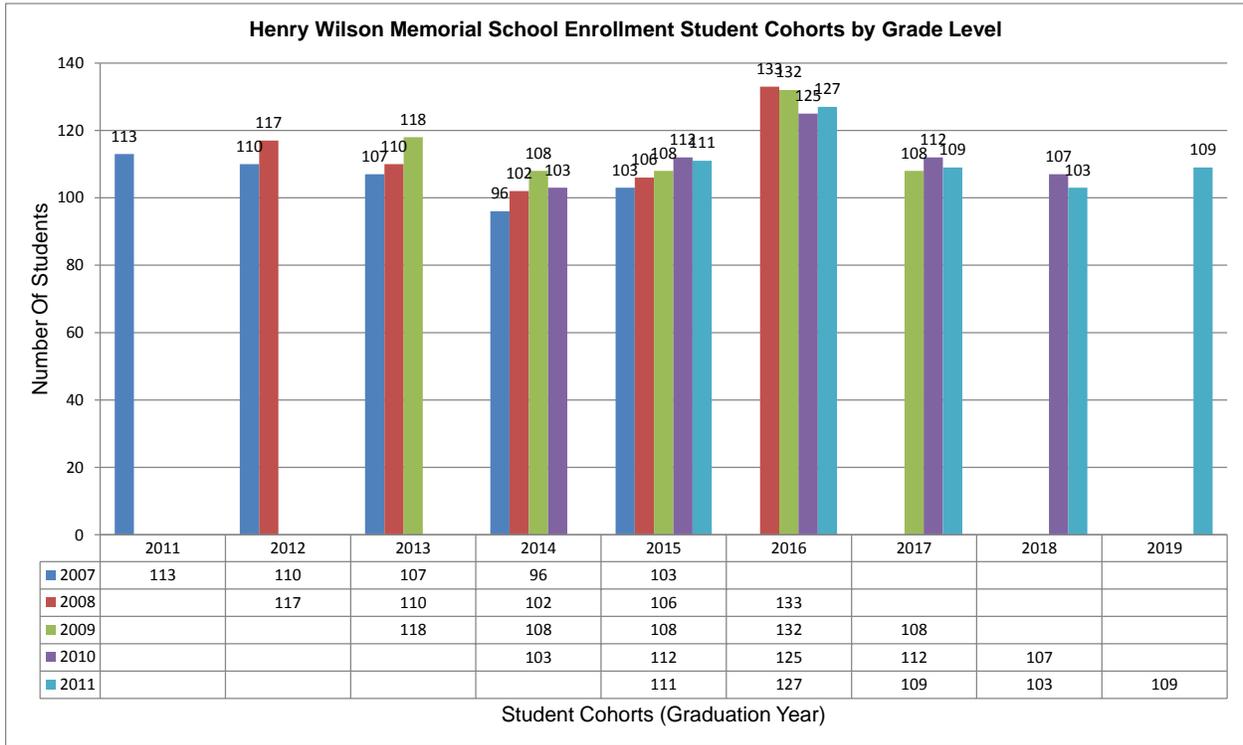
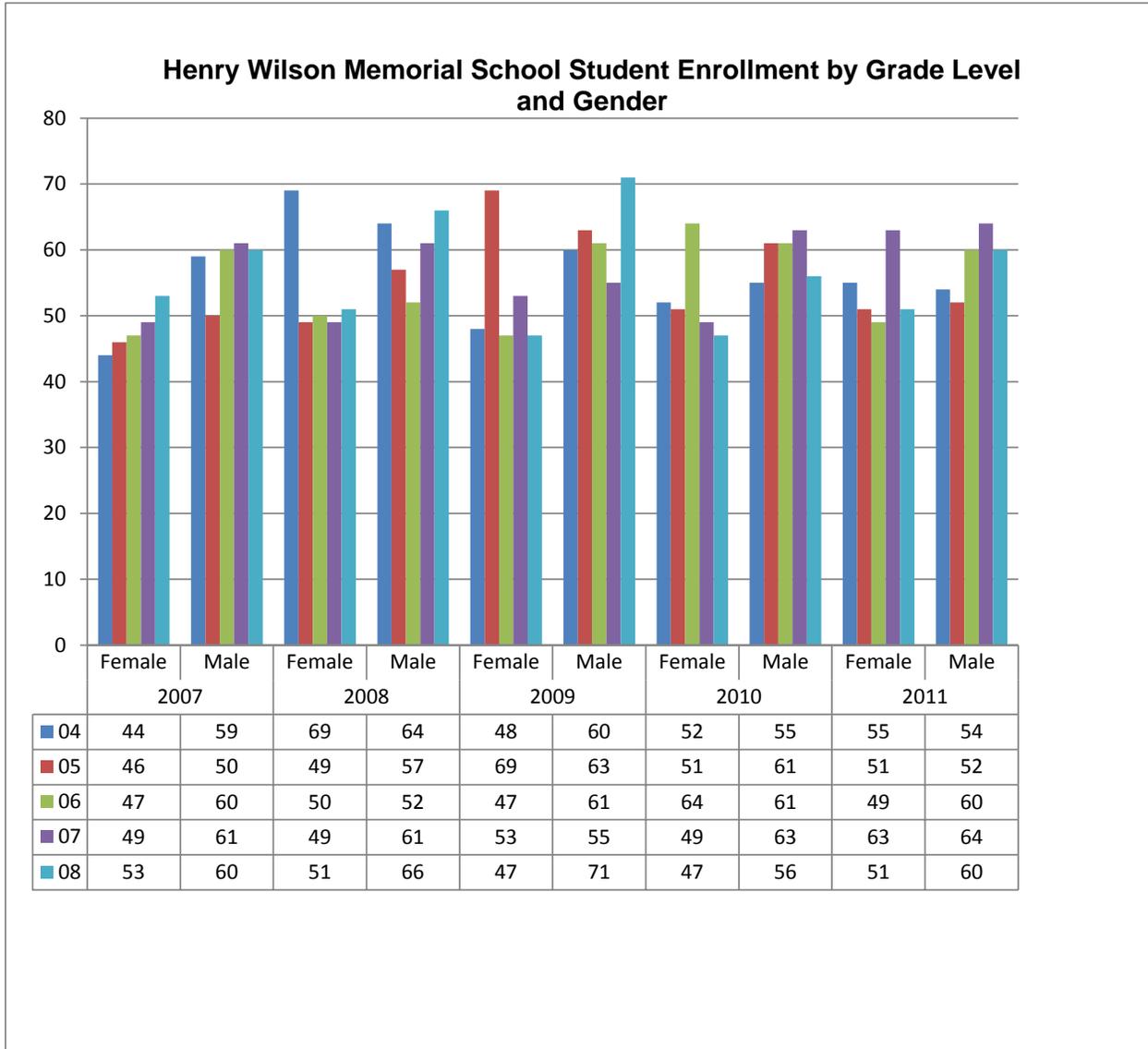


Figure 6



By analyzing grade level and gender, one can also see the fluctuations and the differences in the numbers and percentages of males and females over time, within any grade level (Figure 7).

Figure 7



Attendance

Henry Wilson Memorial School students have maintained an average of about 95% yearly attendance rate during the past year.

Figure 8

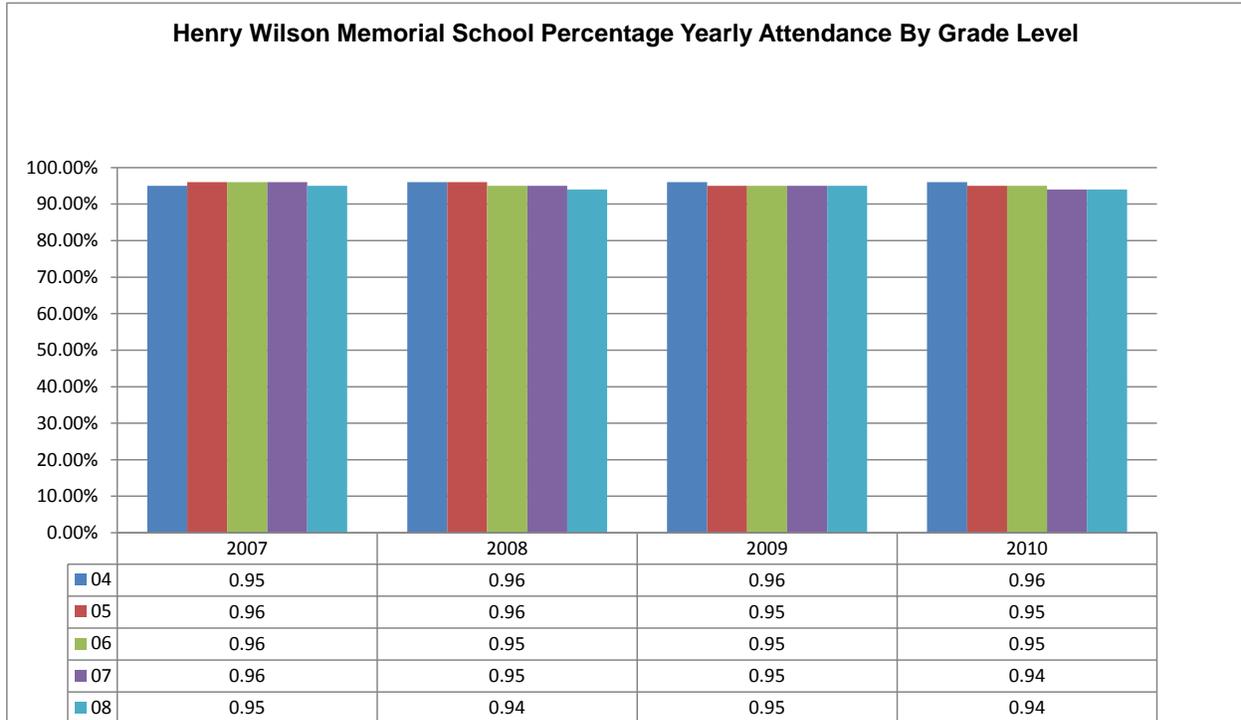
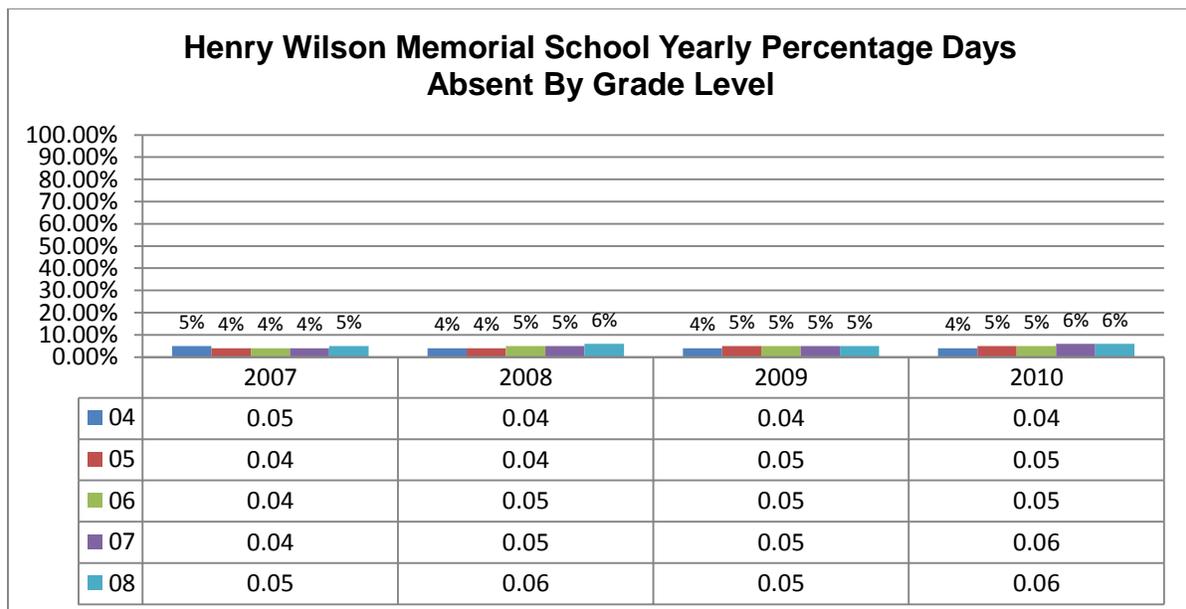


Figure 9 shows the average number of days absent by grade level for students over the past year.

Figure 9



Mobility

Figure 10 shows the number of students who moved to or from the school zero, one, or two times between August and June. Approximately 91% of student enrollment was stable in 2010, resulting in a mobility rate of less than 9%.

Figure 10

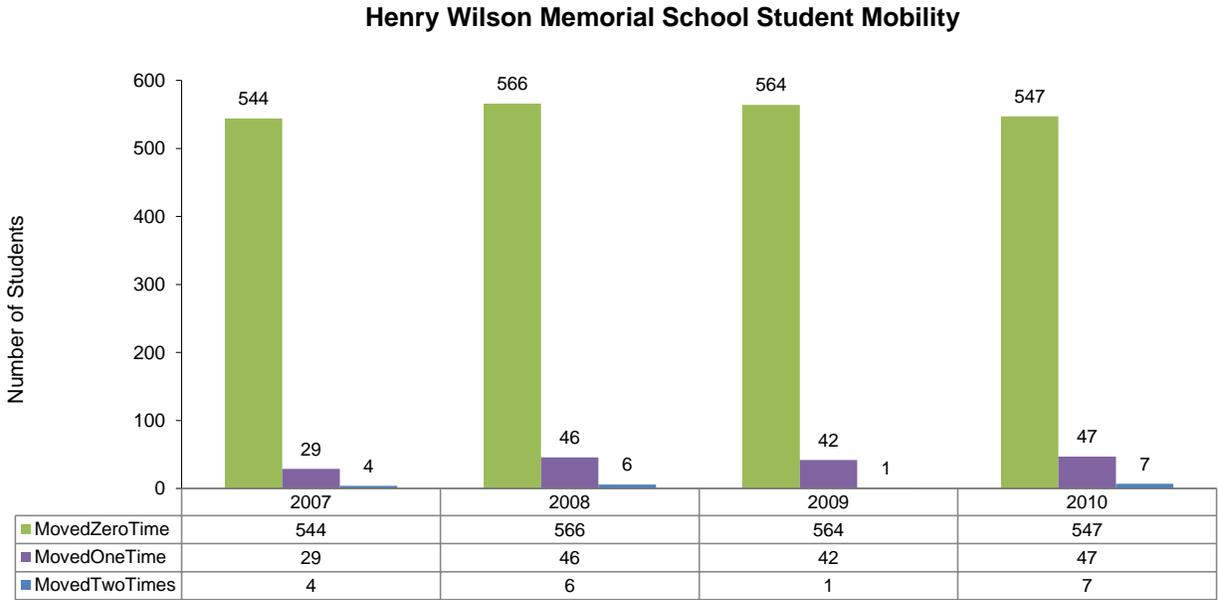
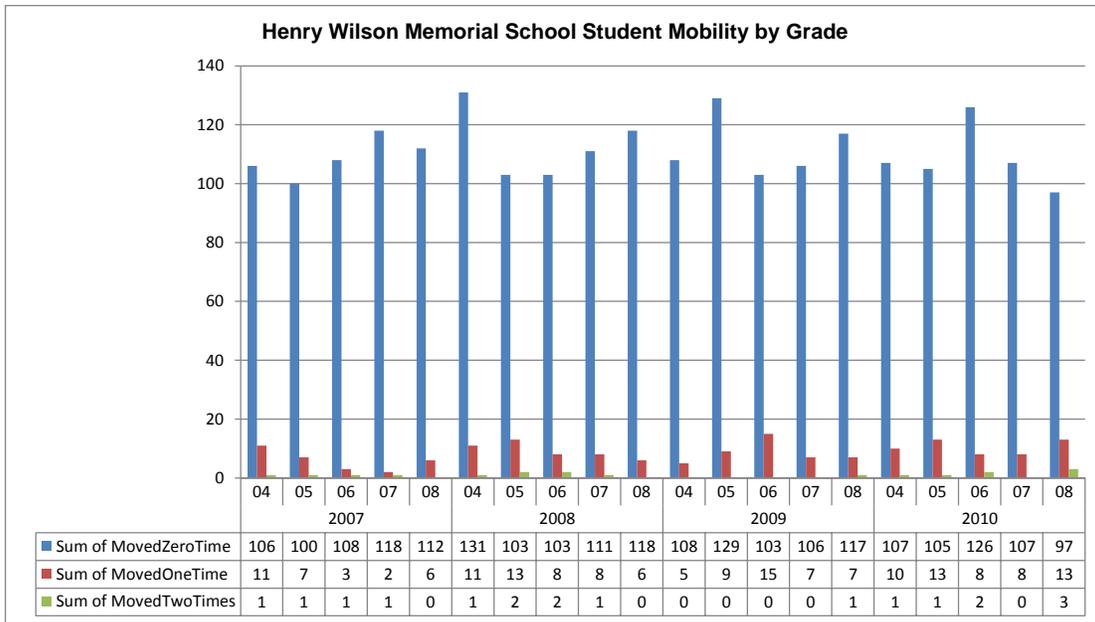


Figure 11 shows these same students by Grade Level.

Figure 11

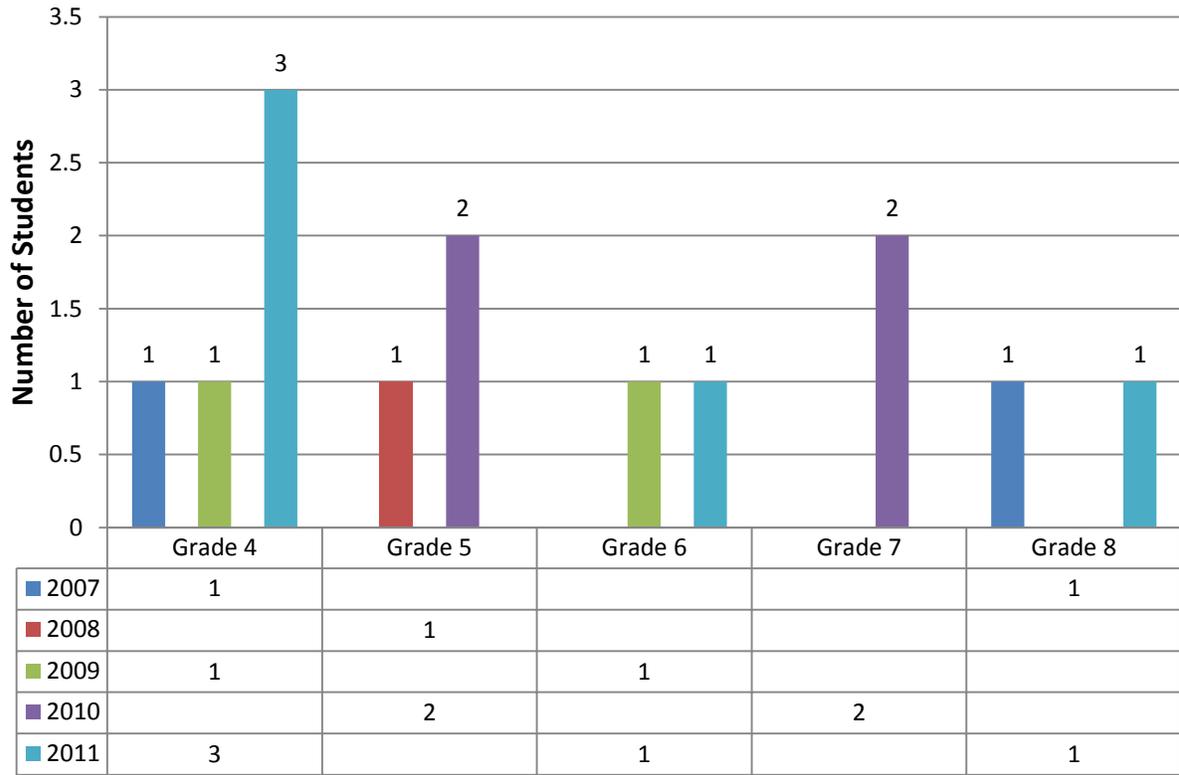


English Learners

The number of English Learners (EL) by grade level has been small and has changed very little over time, as shown in Figure 12, below. As of April 20, 2011, there were 5 EL students.

Figure 12

Henry Wilson Memorial School English Learners by Grade Level



Free/Reduced Lunch Status

Figure 13 shows that over this same five-year period, the total percentage of students qualifying for free/reduced lunch has increased from 36% of the school population to 50% an indicator of the challenging economic climate in this community.

Figure 13

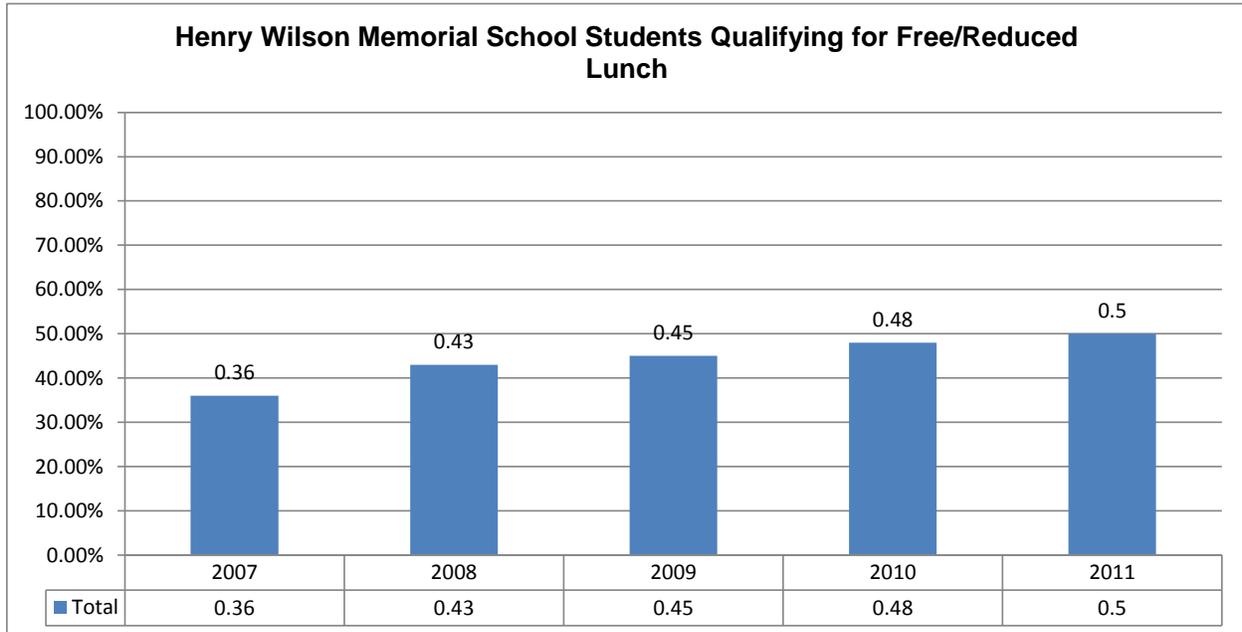


Figure 14 shows the percentages of students qualifying for free/reduced lunch have changed within grade levels over time.

Figure 14

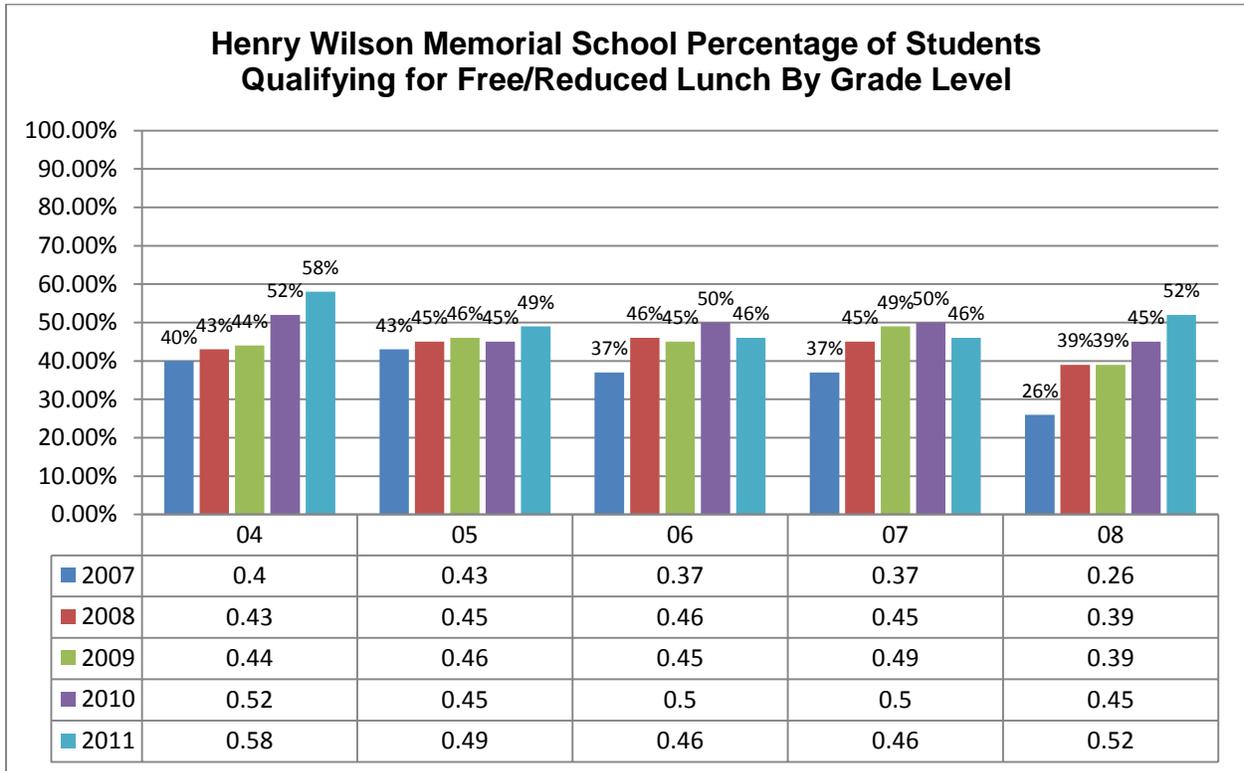
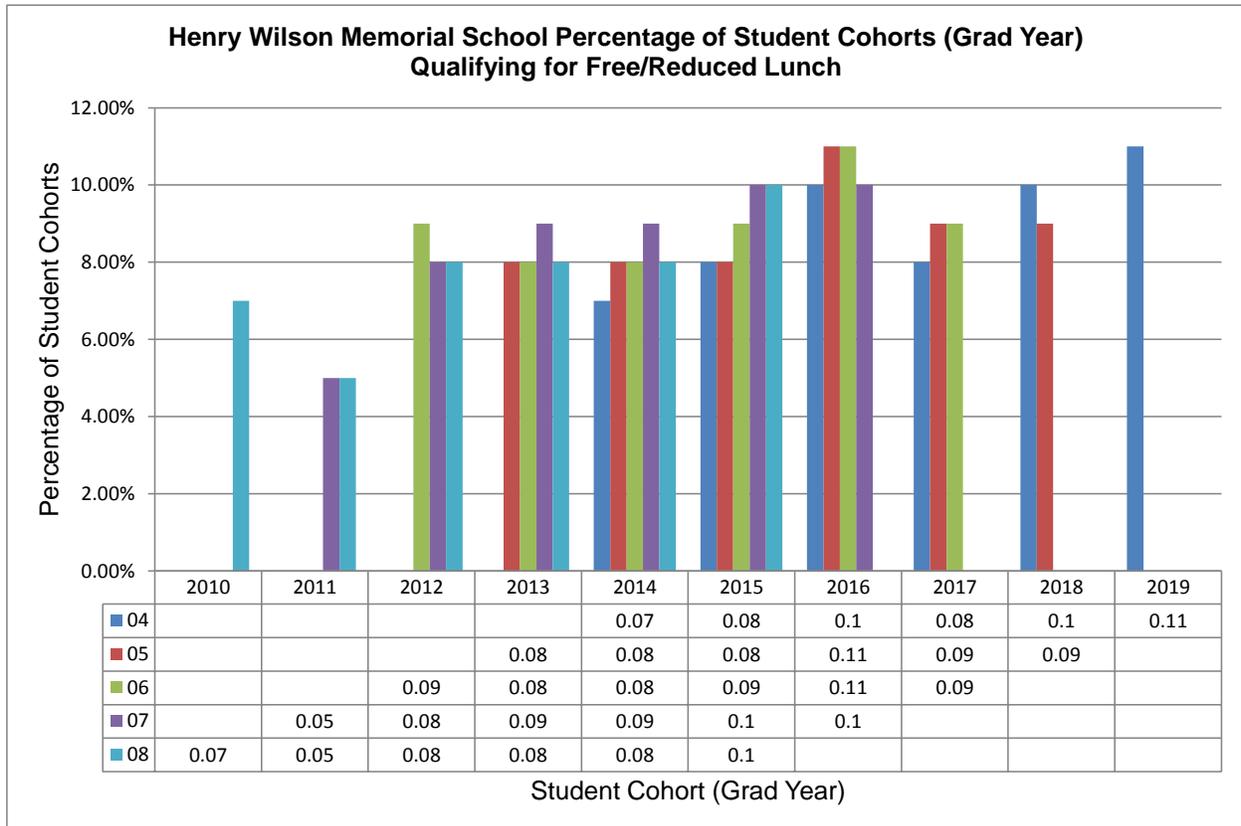


Figure 15 shows the percentage of student cohorts qualifying for Free/Reduced Lunch.

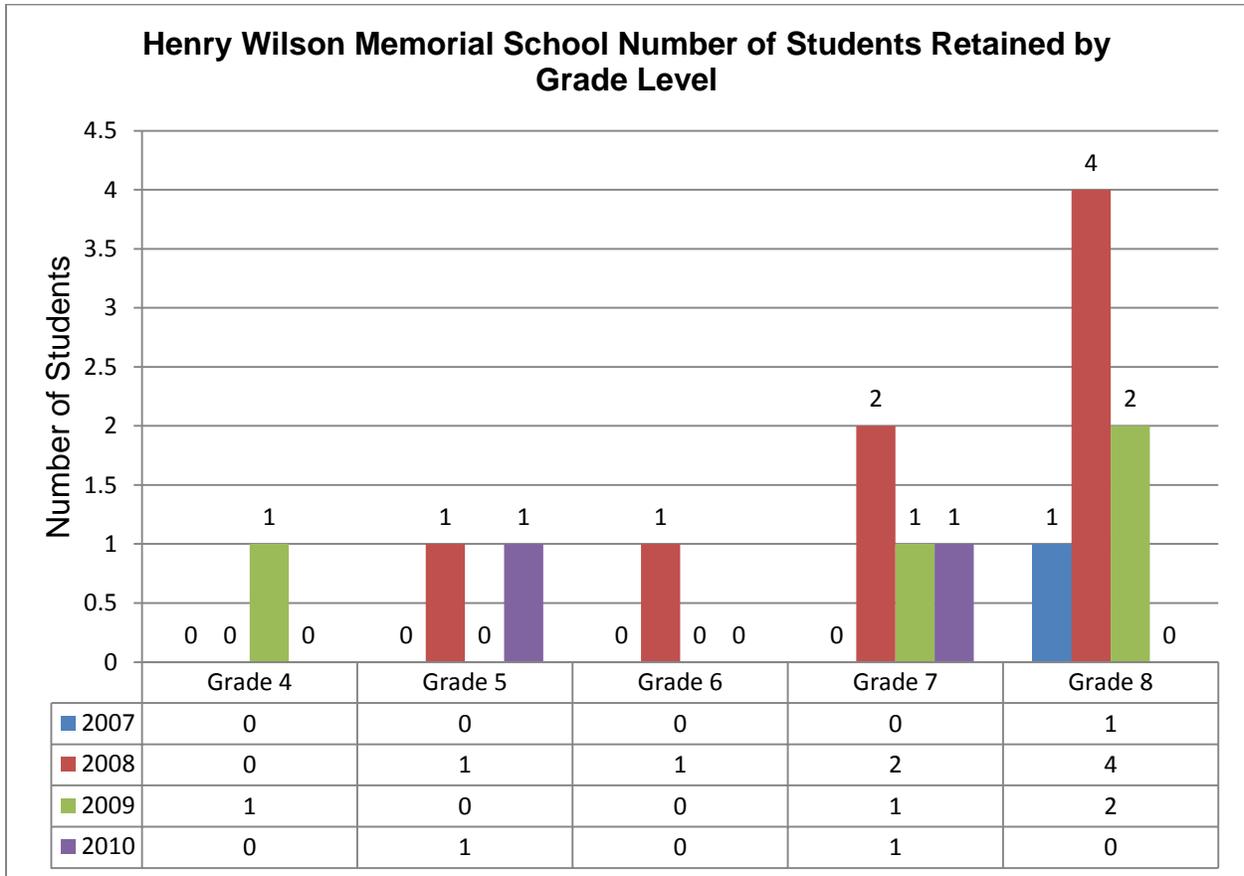
Figure 15



Retentions

The number of Henry Wilson Memorial School students retained in a grade level has varied in the past five years. In 2007, 1 student in the school was retained. In 2008, 7 students were retained. In 2009, 4 students were retained and last year (2010) 2 students were retained.

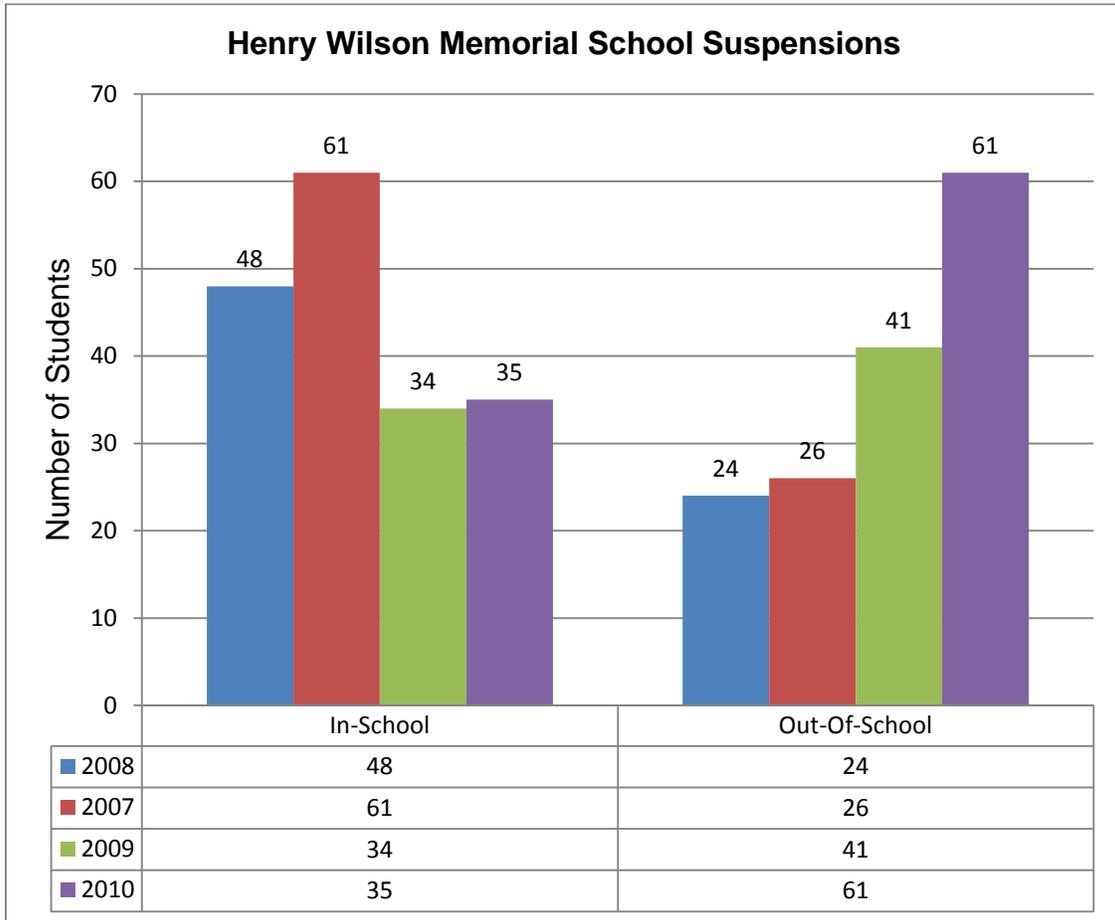
Figure 16



Discipline

Figure 17 shows the number of suspensions between August and June for each school year: 2007, 2008, 2009 and 2010.

Figure 17



Special Education

Over the past four years, Henry Wilson Memorial School has been serving a significantly increased number of students classified as needing special education. The majority of students receiving special education assistance were “Specific Learning Disability” and “Other Health Impairments,” followed by “Speech-Language Impairments” and “Emotional Disturbance” this year. Over 97 students—almost 17% of the school enrollment—were classified as special education in 2010-2011, as shown in Figure 18. Percentages could not be calculated because it is not known how many students had multiple descriptors.

Figure 18

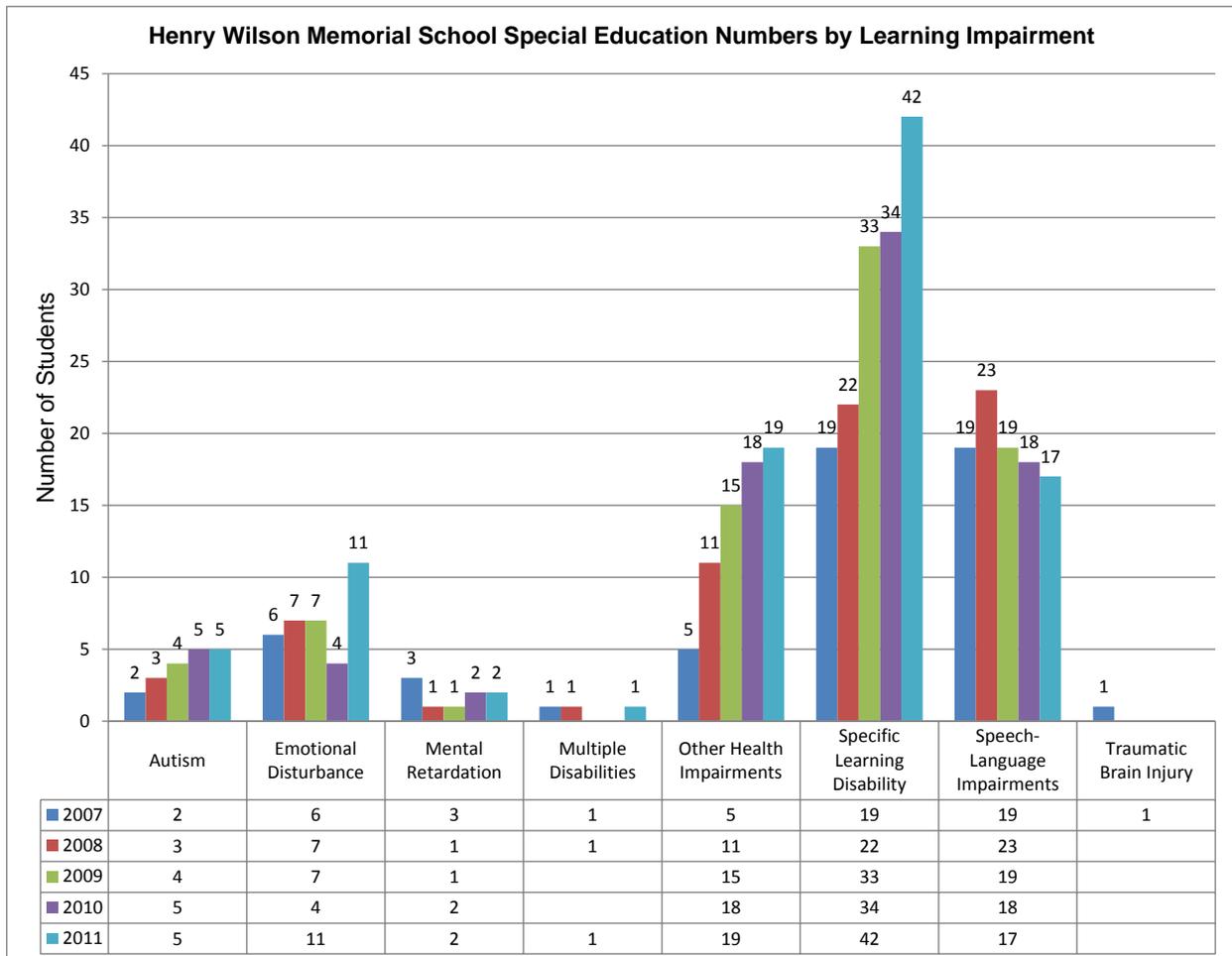


Figure 19 shows the number of students by special education learning impairment by grade level.

Figure 19

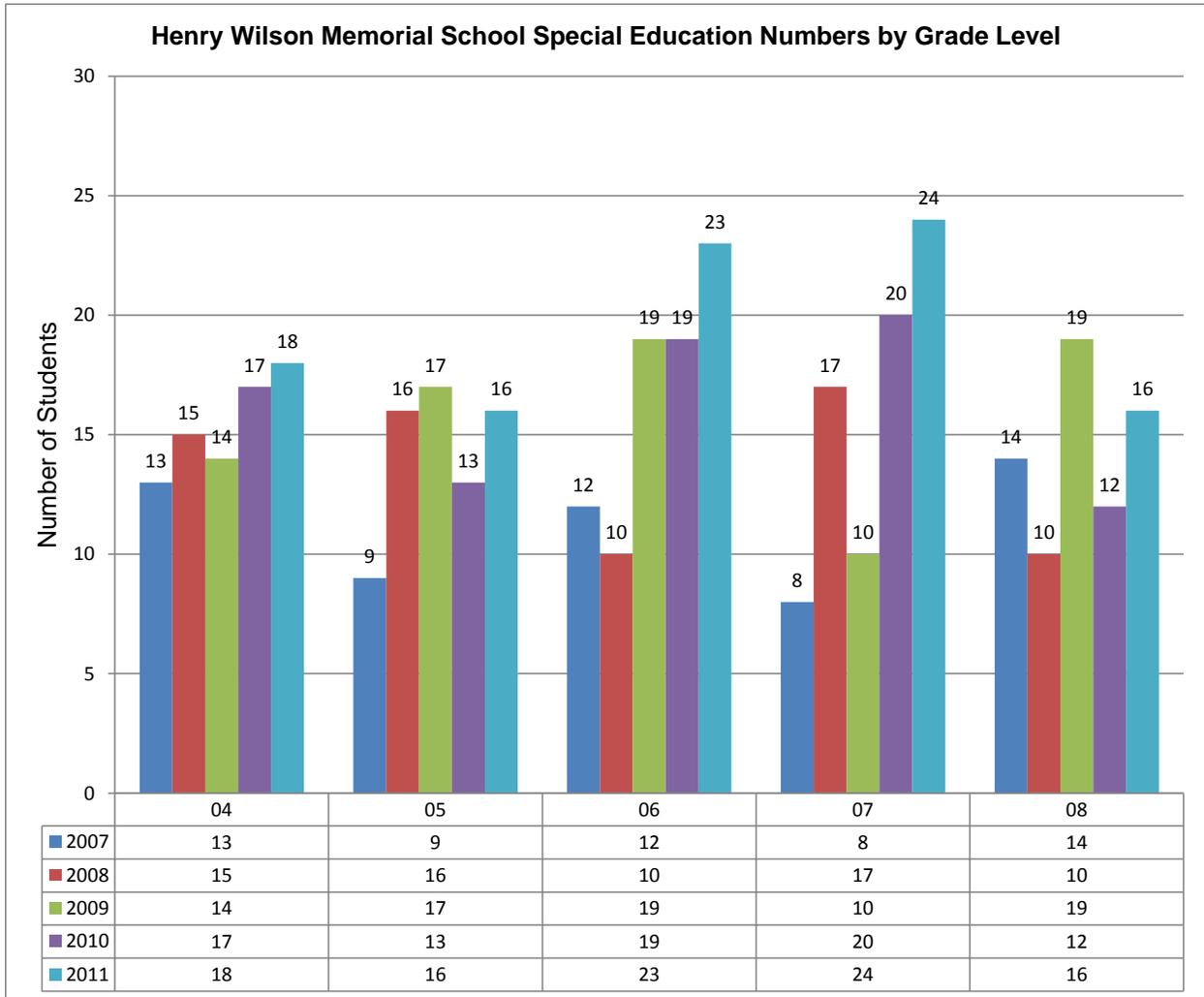


Figure 20 shows the spread of learning impairments by gender. One can see that almost twice as many males than females were identified as learning impaired over the years.

Figure 20

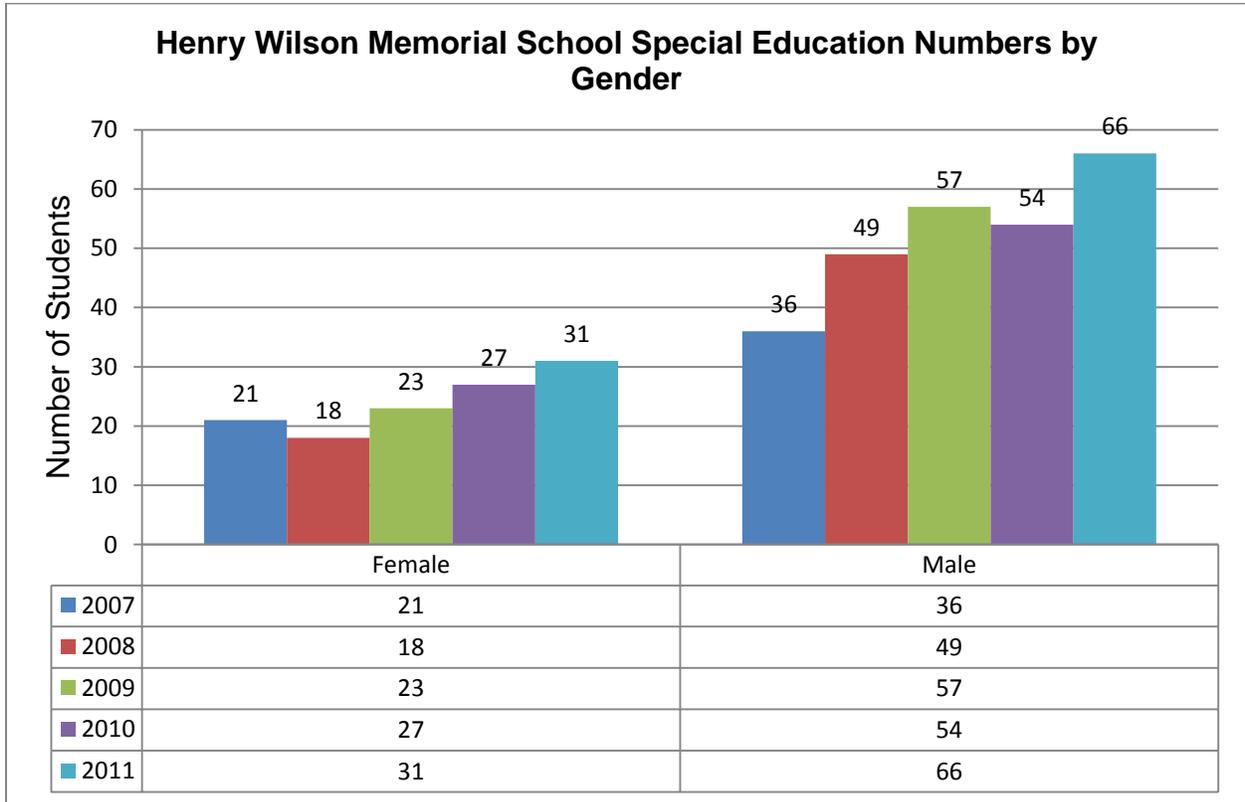
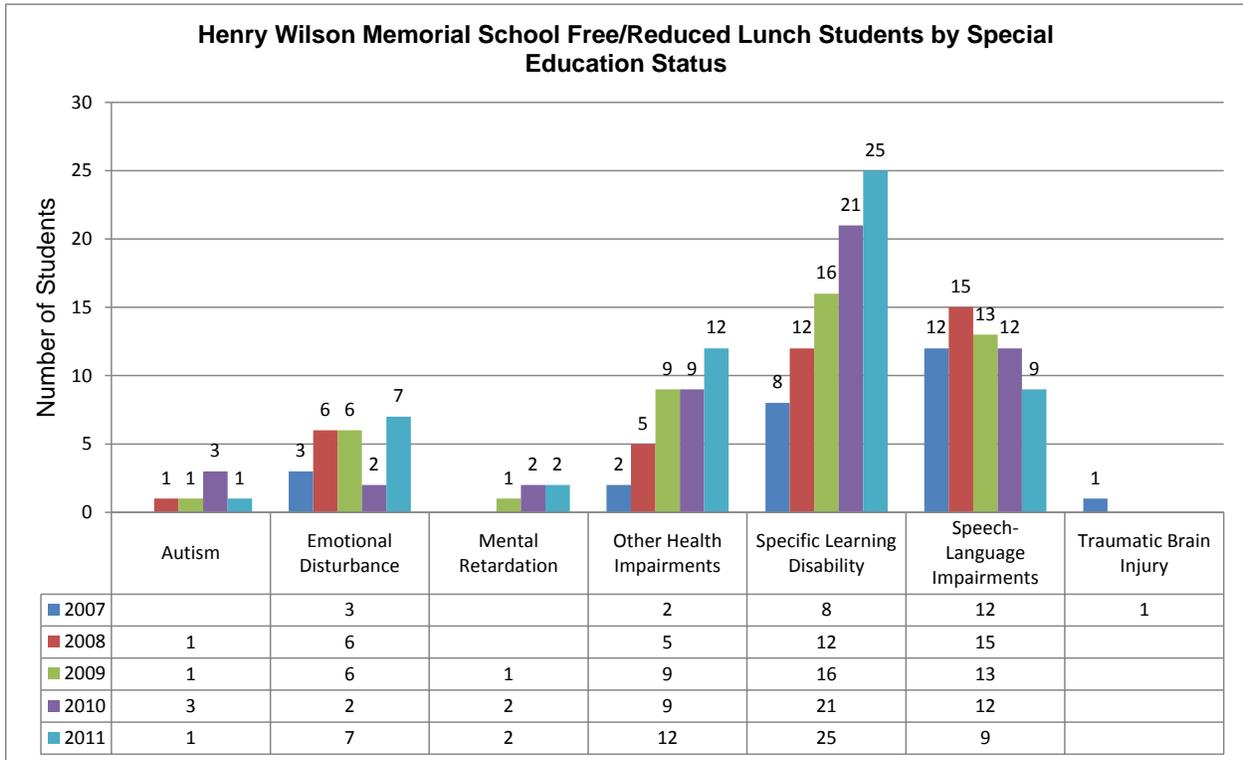


Figure 21 shows the number of students in special education who qualify for free/reduced lunch.

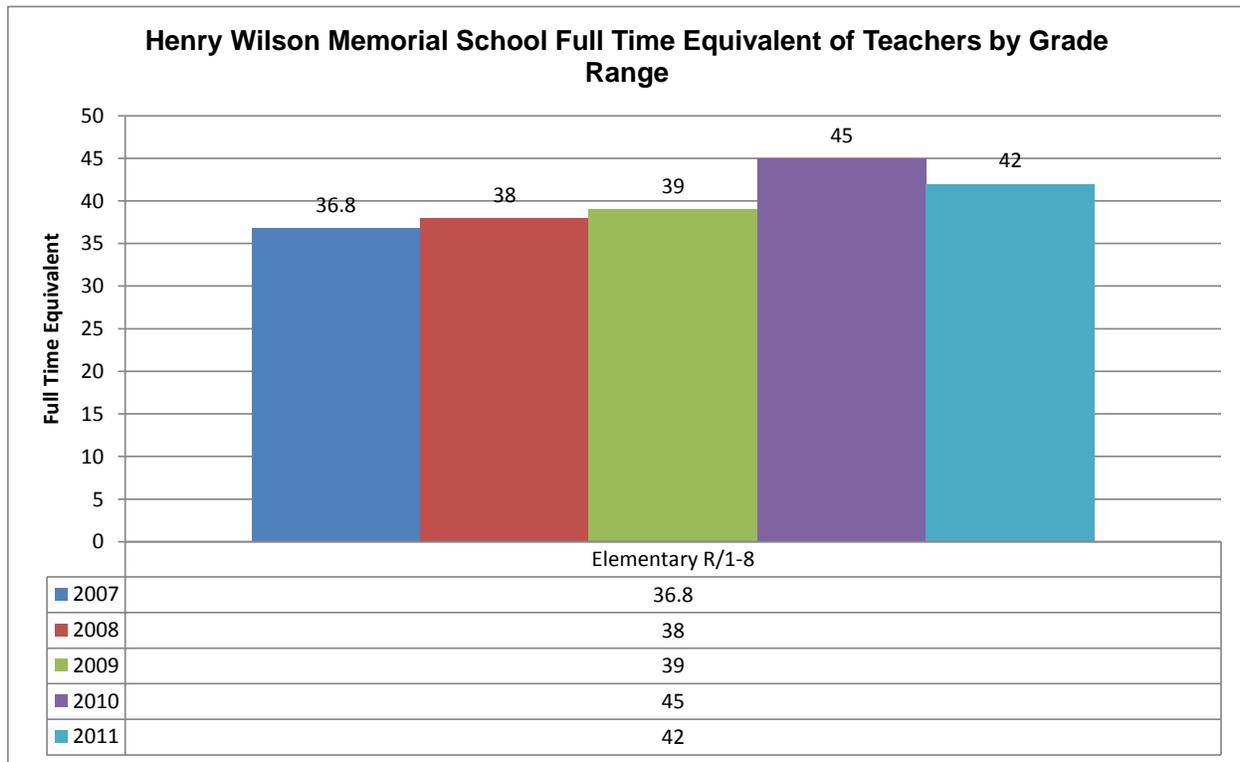
Figure 21



The Staff

42 certified teachers currently work at Henry Wilson Memorial School, up from 36.8 in 2007, 38 in 2008 and 39 in 2009. Last year (2010) saw a significant increase in teaching staff. The average class size is 19 students. The number of certified teachers is shown below, over time (Figure 22).

Figure 22



Henry Wilson Memorial School staff for 2011 is made up of:

- 25 Classroom Teachers
- 1 Title 1 Teacher
- 1 Reading Specialist
- 1 Art Instructor
- 1 Physical Education Teacher
- 1 Family & Consumer Science Teacher
- 7 Special Education Case Managers
- .2 Band Teacher
- 1 Music Teacher
- 1 Computer Teacher
- 1 Shared ESOL Teacher
- 2 Shared Speech/Language Specialists
- 1 Library Media Specialist
- 2 Shared School Psychologists
- 3 Counselors
- 1 Nurse
- 31 Paraprofessionals
- 4 Custodians
- 3 Shared Maintenance Staff
- 6 Kitchen staff
- 3 Secretaries

LEA Appendix C.3: Baseline School Data Profile – Farmington Senior High School

School Name:			
	2008-2009	2009-2010	2010-2011
Number of minutes within the school year that all students were required to be at school and any additional learning time (e.g. before or after school, weekend school, summer school) for which all students had the opportunity to participate.	1,498	1,498	1,498
Does the school provide any of the following in order to offer increased learning time: <ul style="list-style-type: none"> • longer school day • before or after school • summer school • weekend school • Other 	After school support, summer school	After school support, summer school	After school support, summer school
The number of school days during the school year (plus summer, if applicable, if part of implementing the restart, transformation or turnaround model) students attended school divided by the maximum number of days students could have attended school during the regular school year;	See Data Profile	See Data Profile	See Data Profile
Student dropout rate	3.1	3.36	Not Available
Student attendance rate	See Data Profile	See Data Profile	See Data Profile
The number of students who completed advanced coursework (such as Advanced Placement	18	31	32

International Baccalaureate classes, or advanced mathematics);			
The number of high school students who complete at least one class in a postsecondary institution;	0	0	0
The number of students who complete advance coursework AND complete at least one class in a postsecondary institution;	0	1	1
Number of discipline incidents	See Data Profile	See Data Profile	See Data Profile
Number of truant students	Data Unavailable	Data Unavailable	Data Unavailable
The number of FTE days teachers worked divided by the maximum number of FTE-teacher working days;	All teachers are full time	All teachers are full time	All teachers are full time
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;	See Data Profile	See Data Profile	See Data Profile
Distribution of teachers by performance level on an LEA's teacher evaluation system	Data Unavailable	Data Unavailable	Data Unavailable
Teacher attendance rate	Data Unavailable	Data Unavailable	Data Unavailable

FARMINGTON SENIOR HIGH SCHOOL PROFILE

FARMINGTON

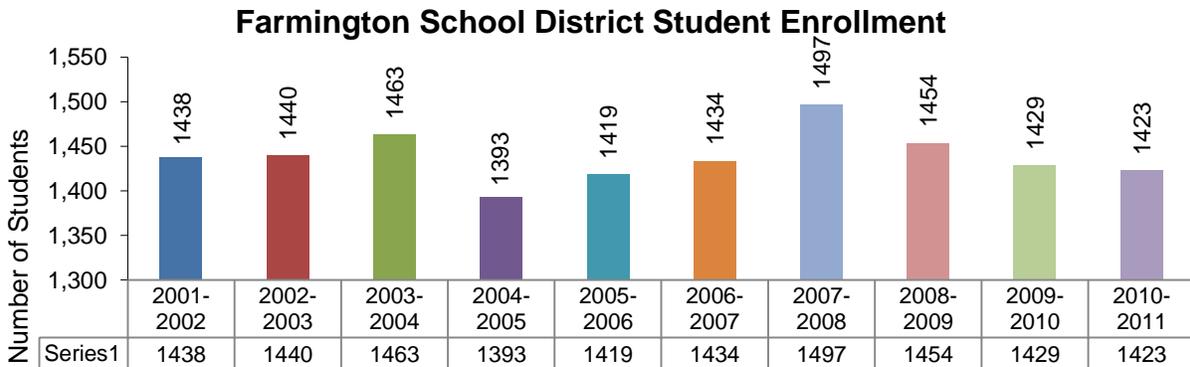
Who are we?

DEMOGRAPHICS

Farmington Senior High School is a grade 9 through grade 12 school located in Farmington, NH. According to the preliminary 2010 census, the town in which Farmington High School is located had a population of approximately 6,786 (<http://www.census.gov>). The school district is the major stable employer in Farmington.

Farmington Senior High School is part of SAU #61 - the Farmington and Middleton School Districts, which currently serves 1,446 students in three schools: Valley View Community School (Pre-K-3), Henry Wilson Memorial School (4-8) and Farmington High School (9-12). Ten years ago, 1,438 students were served by the district. The increases and decreases in overall student enrollment during the last ten years are shown below in Figure 1.

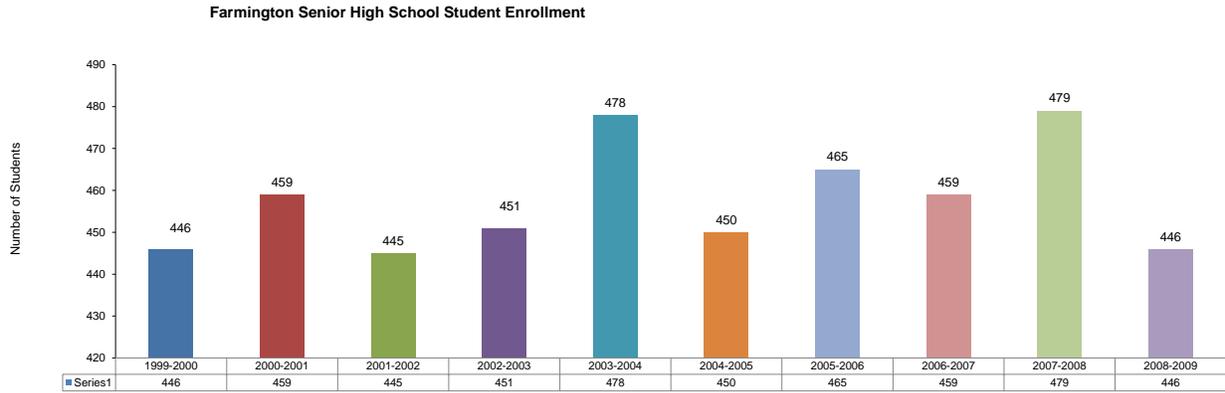
Figure 1



The Students

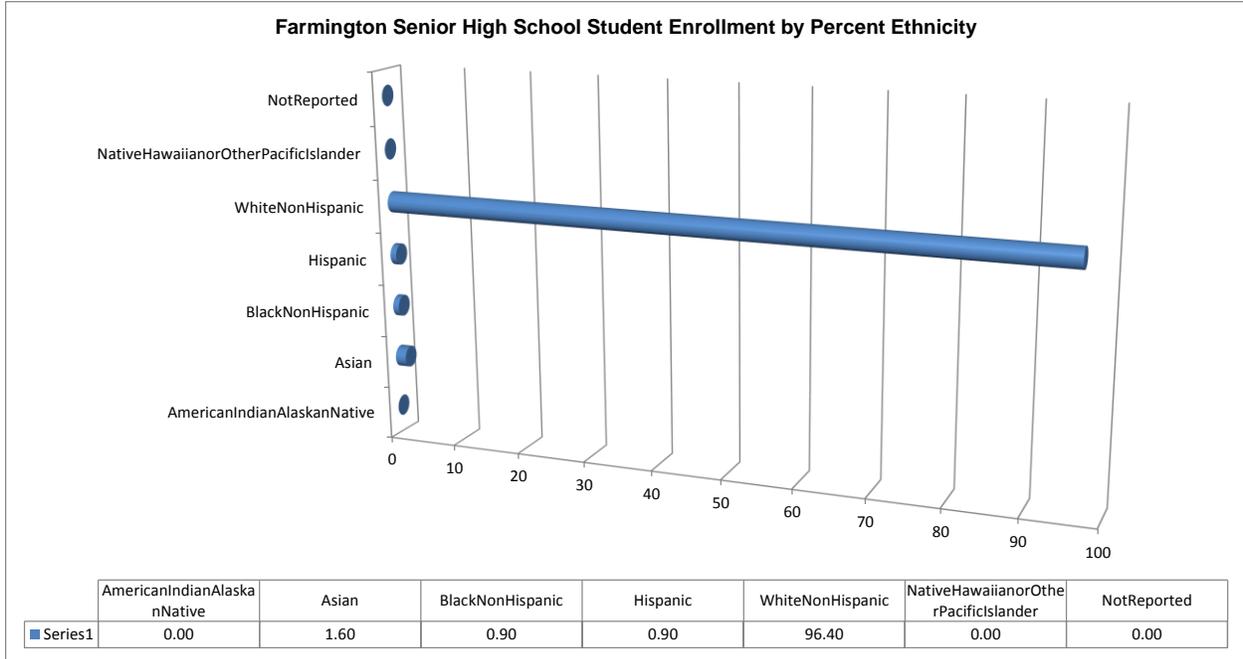
Farmington Senior High School currently serves 444 students, down 15 students from five years earlier.

Figure 2



The current student population consists of the following ethnic groups depicted in Figure 3.

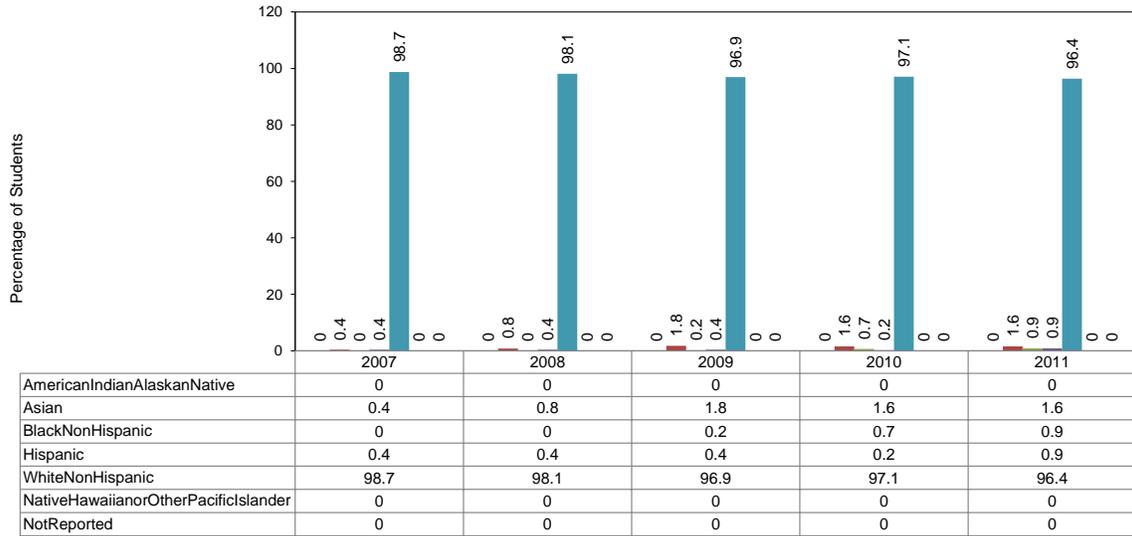
Figure 3



Over the past five years, as shown below in Figure 4, the number of students in each ethnic group has remained relatively stable.

Figure 4

Farmington Senior High School Percentage of Students Enrolled by Ethnicity



One can see the fluctuating population of this school attendance area reflected in the school enrollment by grade level over the last five years (Figure 5). Looking at the same grade level over time is called *grade level analysis*. Reorganizing the data (Figure 6) to look at the groups of students progressing through the grades together over time is called a *cohort analysis*. If we were looking at the same students (as opposed to the groups of students), the analysis would be called *matched cohort analysis*.

Figure 5

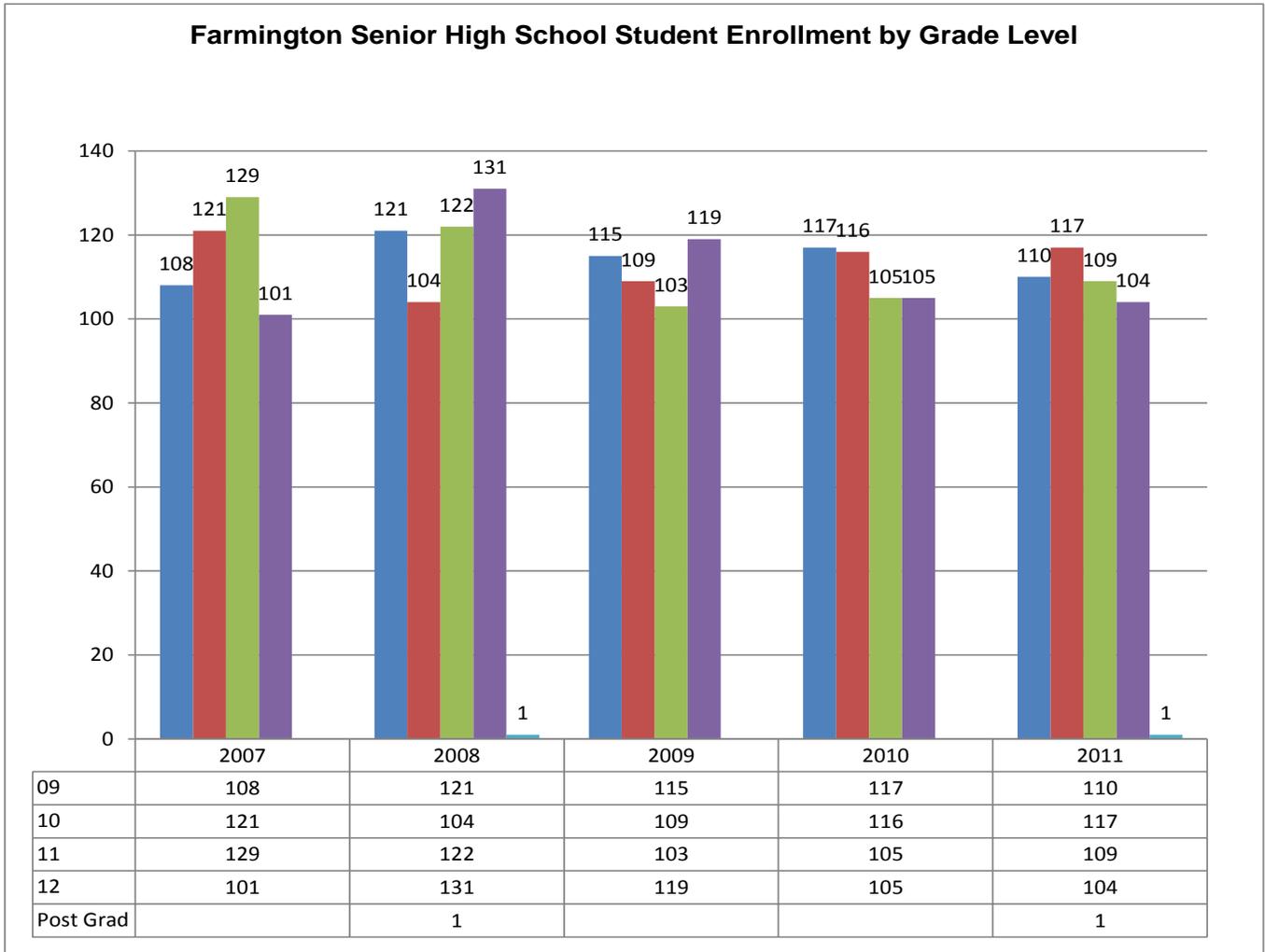
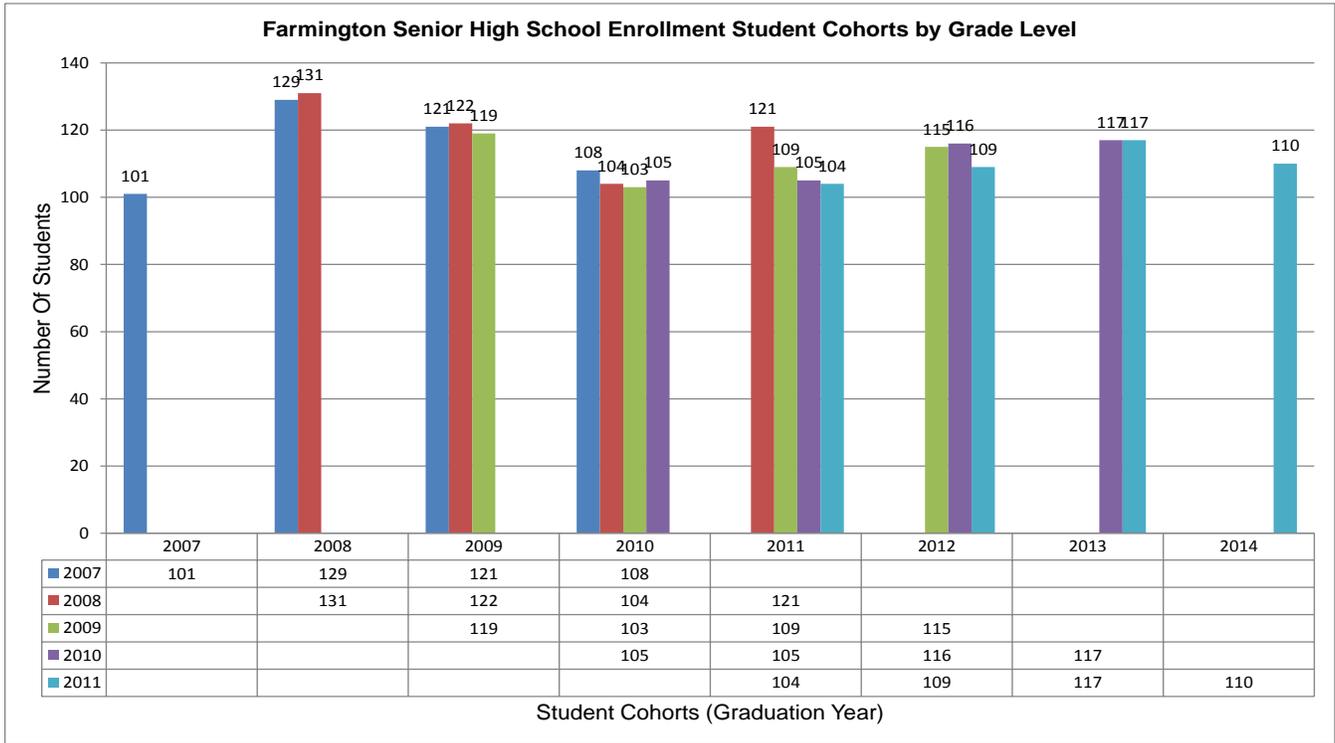
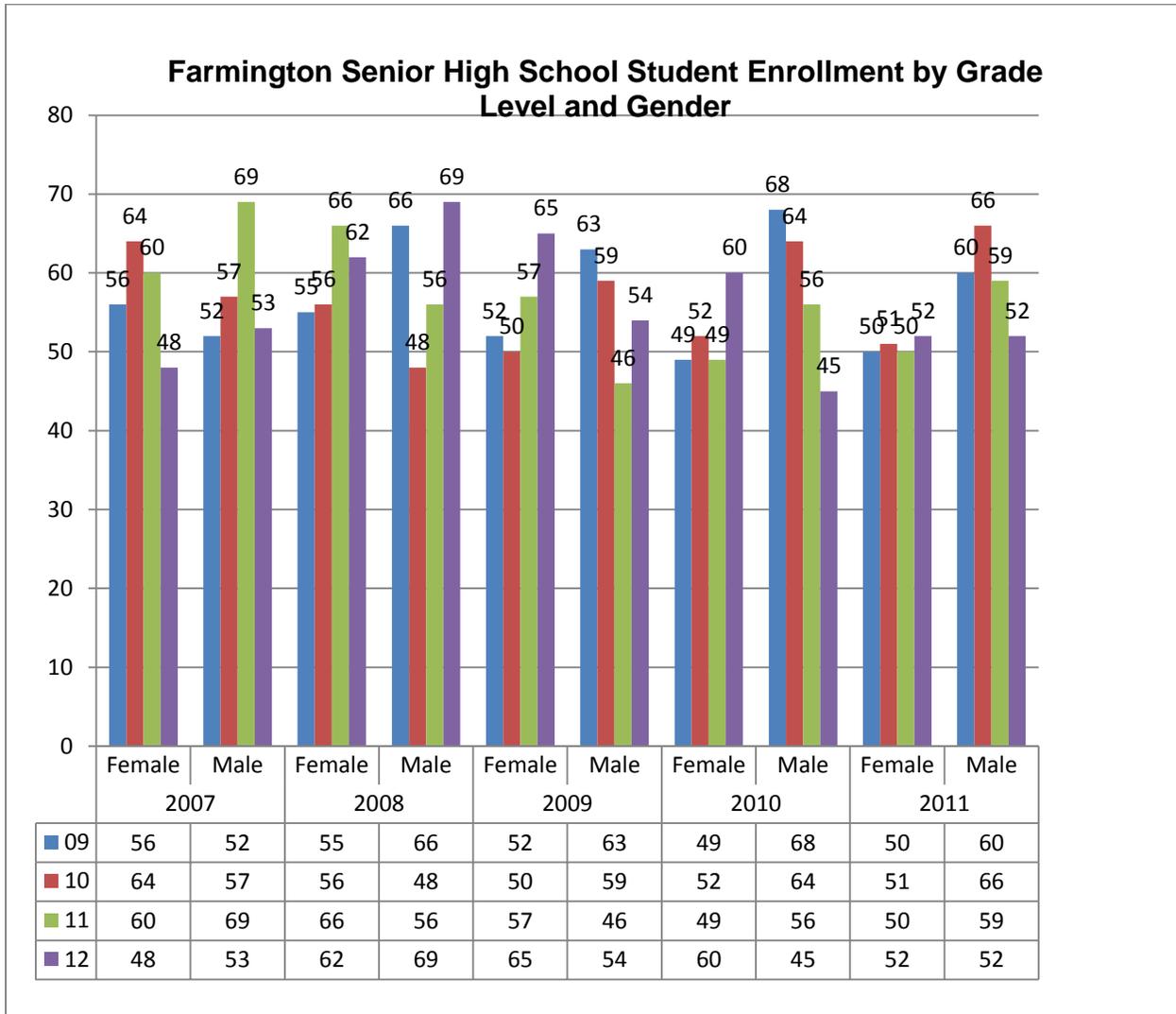


Figure 6



By analyzing grade level and gender, one can also see the fluctuations and the differences in the numbers and percentages of males and females over time, within any grade level (Figure 7).

Figure 7



Attendance

Farmington Senior High School students have maintained an average of about 92% yearly attendance rate during the past year.

Figure 8

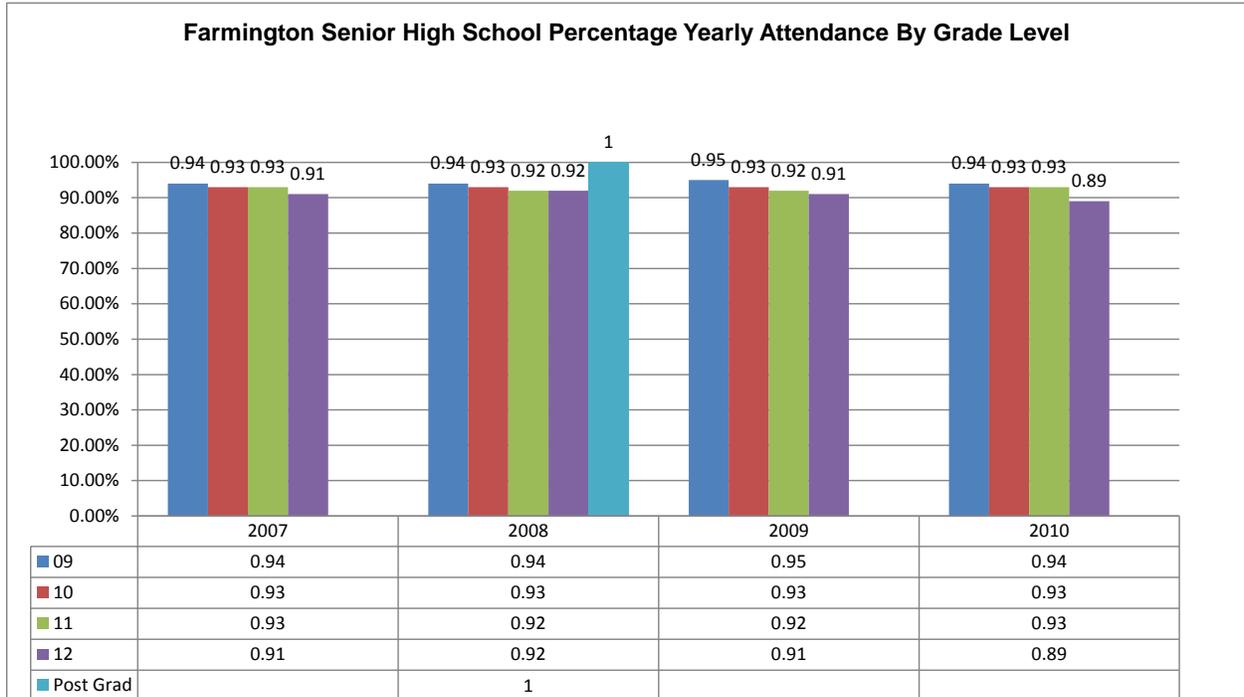
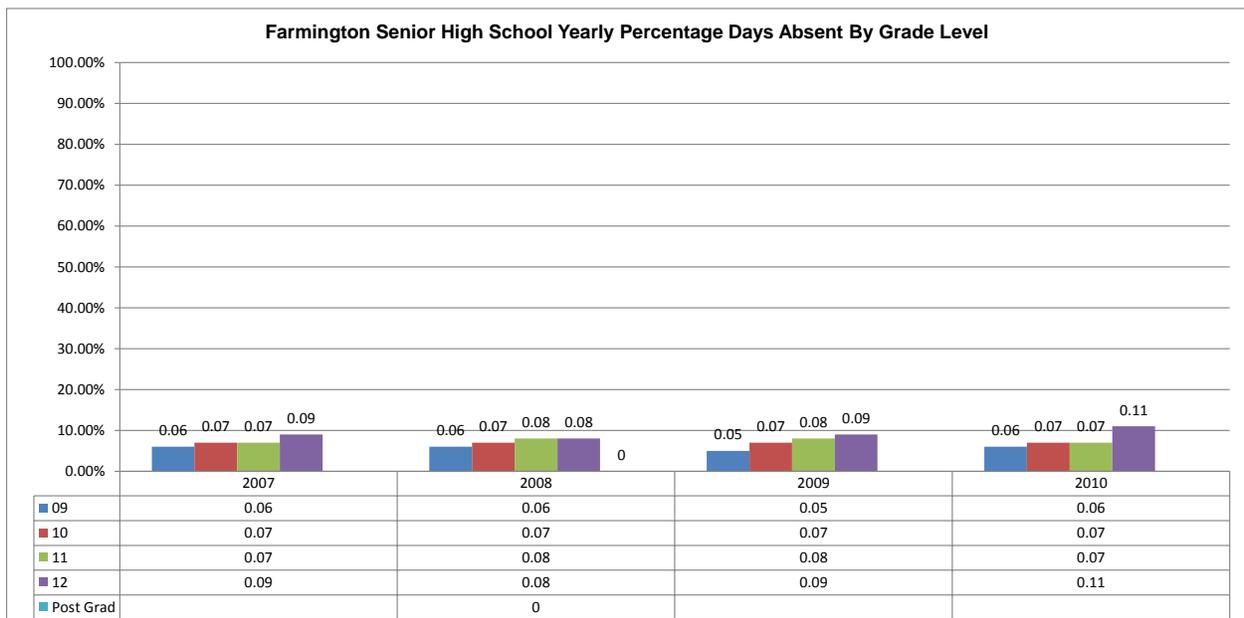


Figure 9 shows the average number of days absent by grade level for students over the past year.

Figure 9



Mobility

Figure 10 shows the number of students who moved to or from the school zero, one, or two times between August and June. Approximately 92% of student enrollment was stable in 2010, resulting in a mobility rate of less than 8%.

Figure 10

Farmington Senior High School Student Mobility

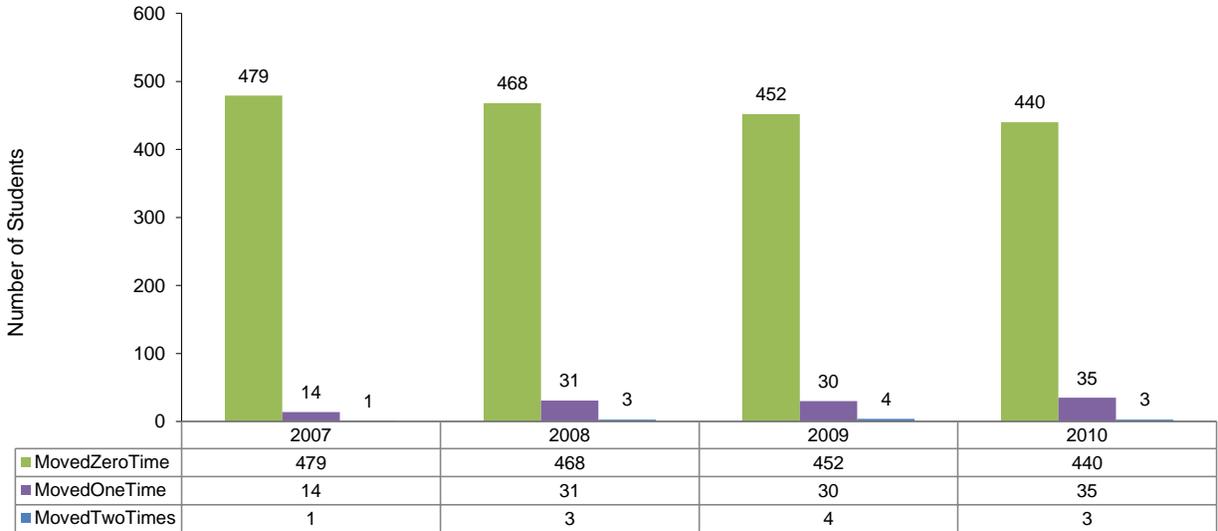
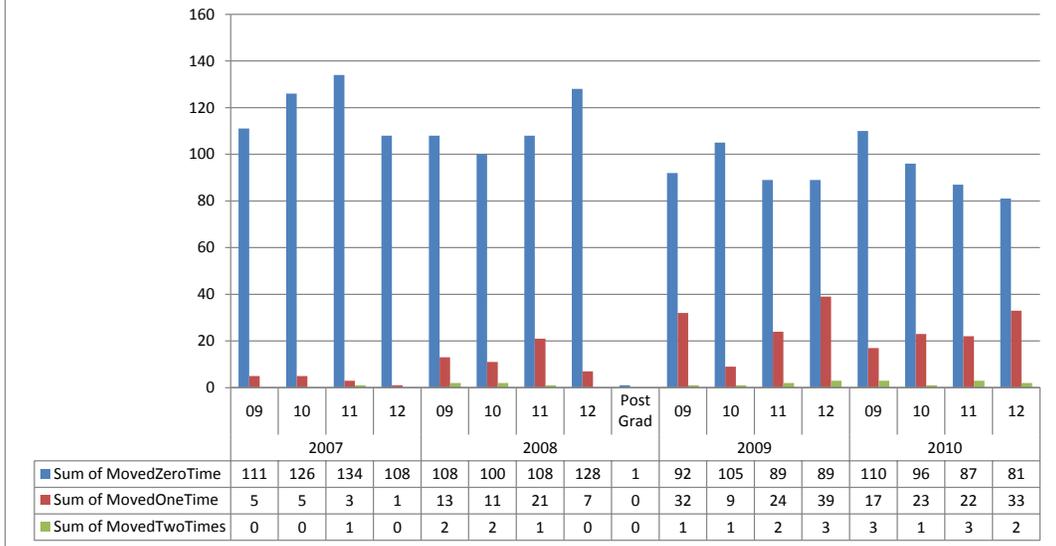


Figure 11 shows these same students by Grade Level.

Figure 11

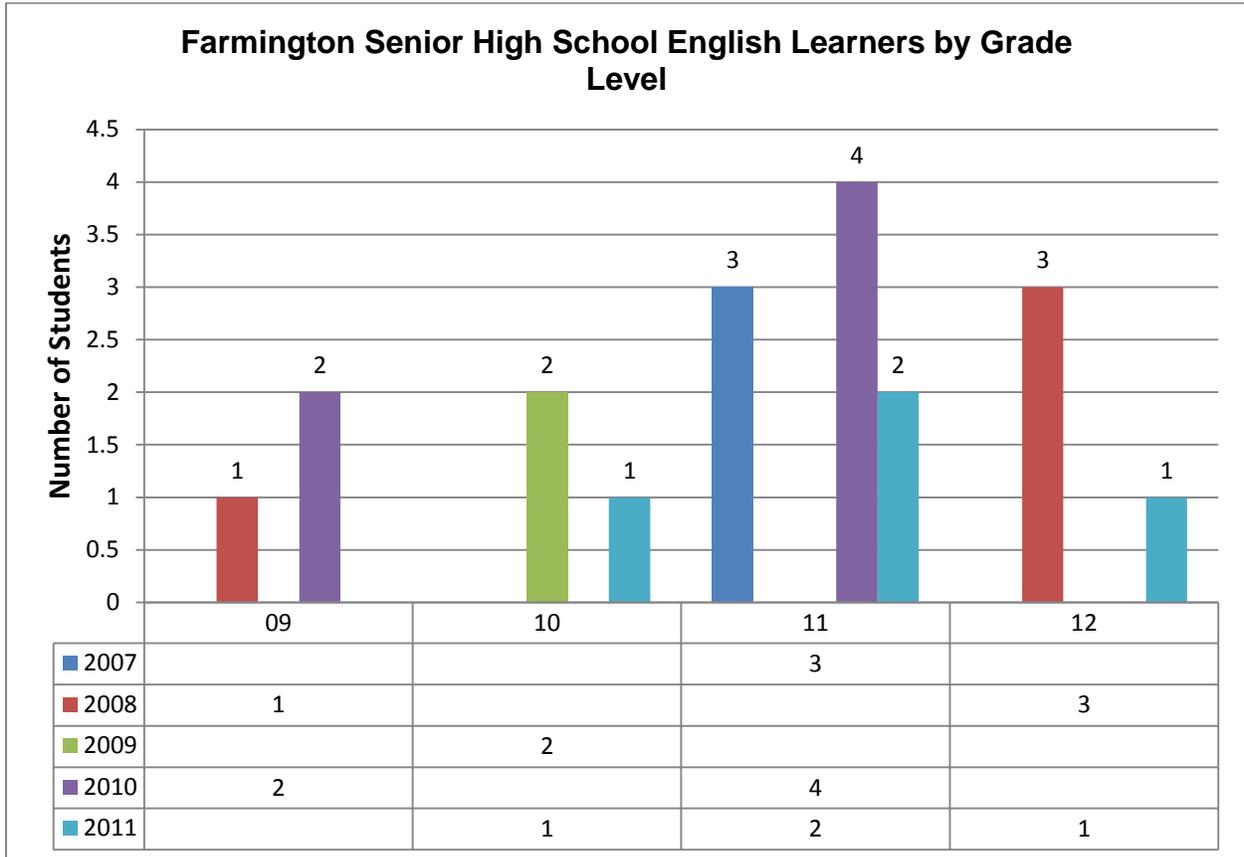
Farmington Senior High School Student Mobility by Grade



English Learners

The number of English Learners (EL) by grade level has been small and has changed very little over time, as shown in Figure 12, below. As of April 20, 2011, there were 4 EL students enrolled at the high school.

Figure 12



Free/Reduced Lunch Status

Figure 13 shows that over this same five-year period, the total percentage of students qualifying for free/reduced lunch has increased from 20% of the school population to 38% an indicator of the challenging economic climate in this community.

Figure 13

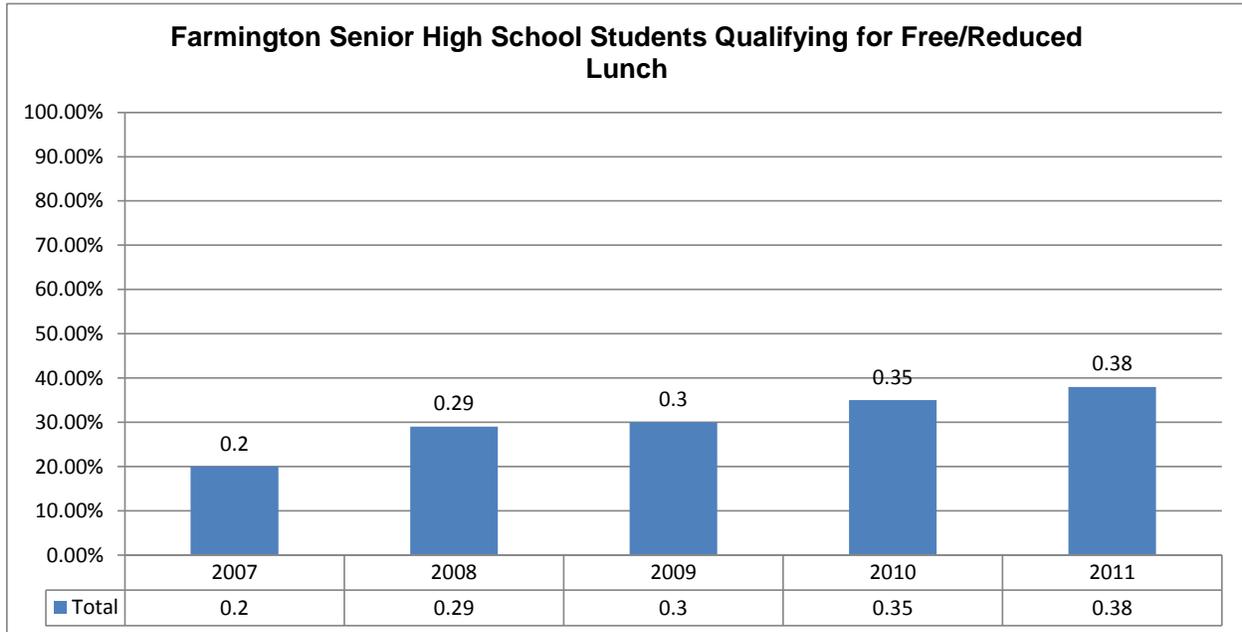


Figure 14 shows how the percentages of students qualifying for free/reduced lunch have changed within grade levels over time.

Figure 14

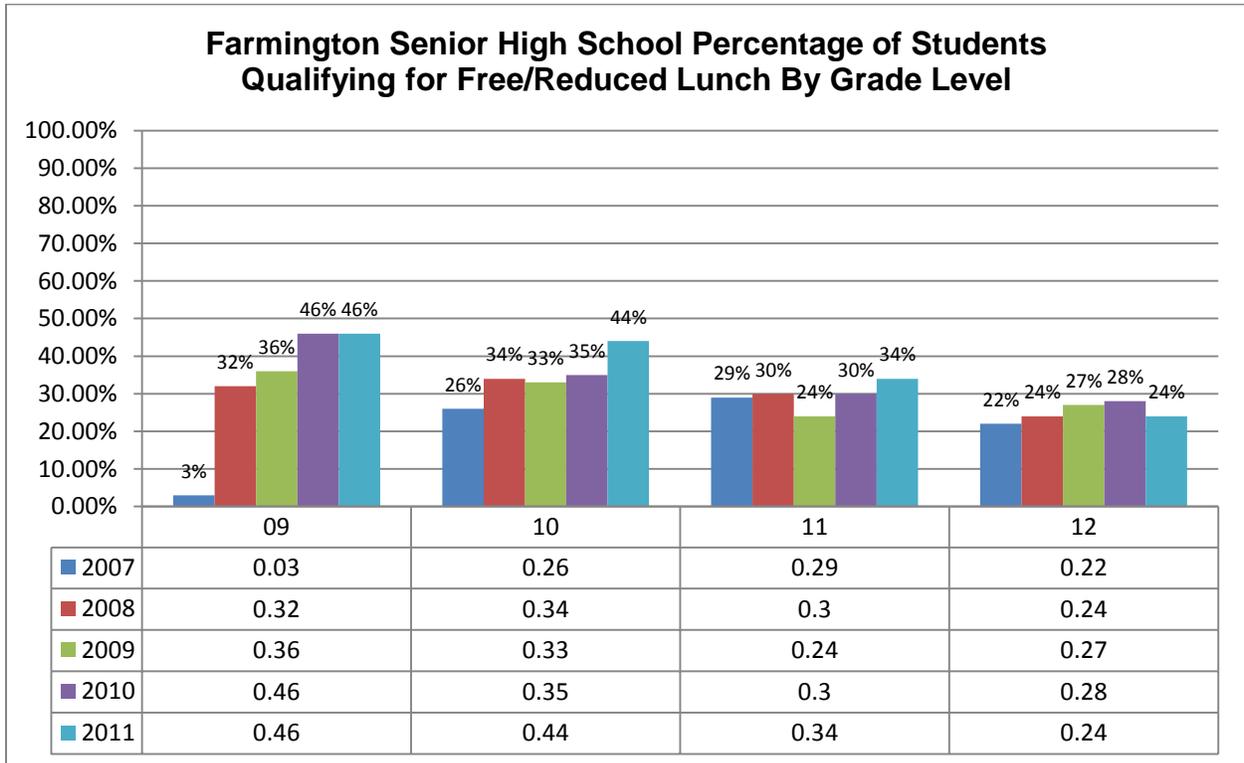
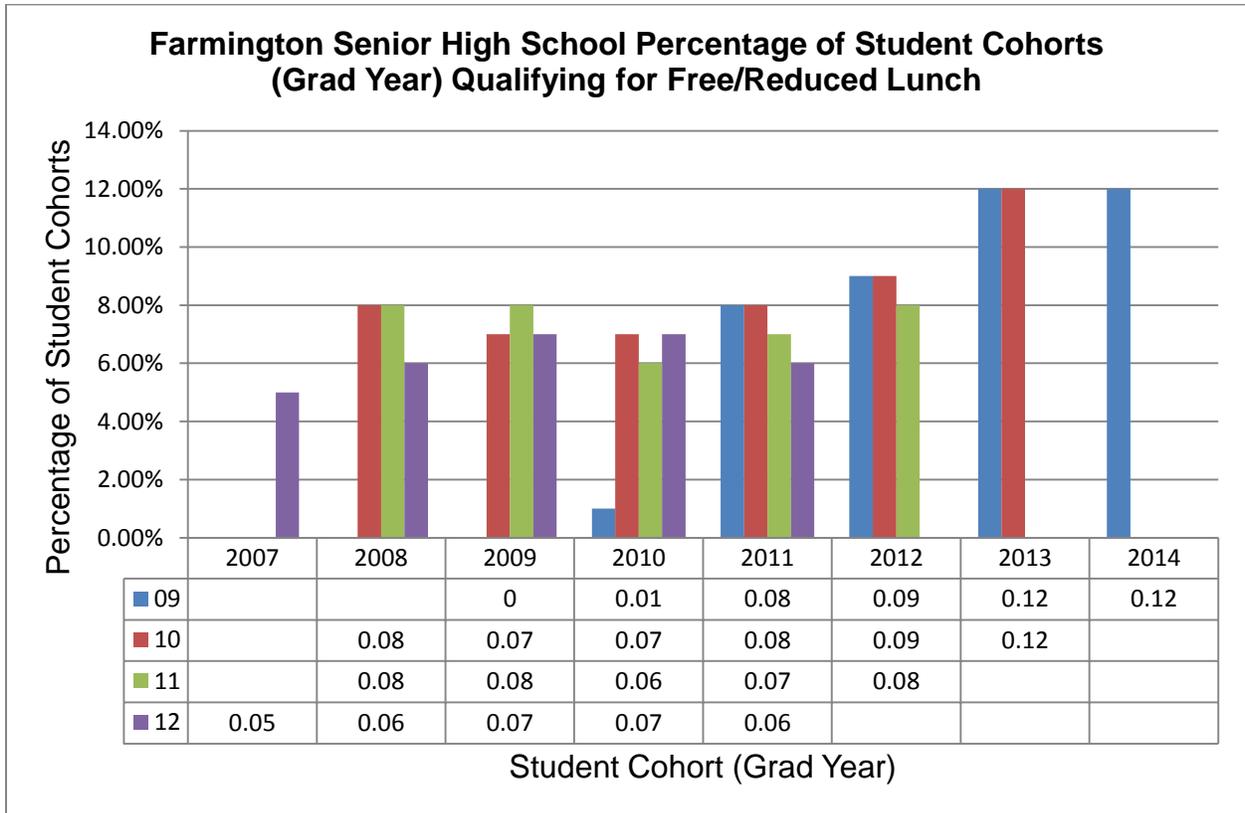


Figure 15 shows the percentage of student cohorts qualifying for Free/Reduced Lunch.

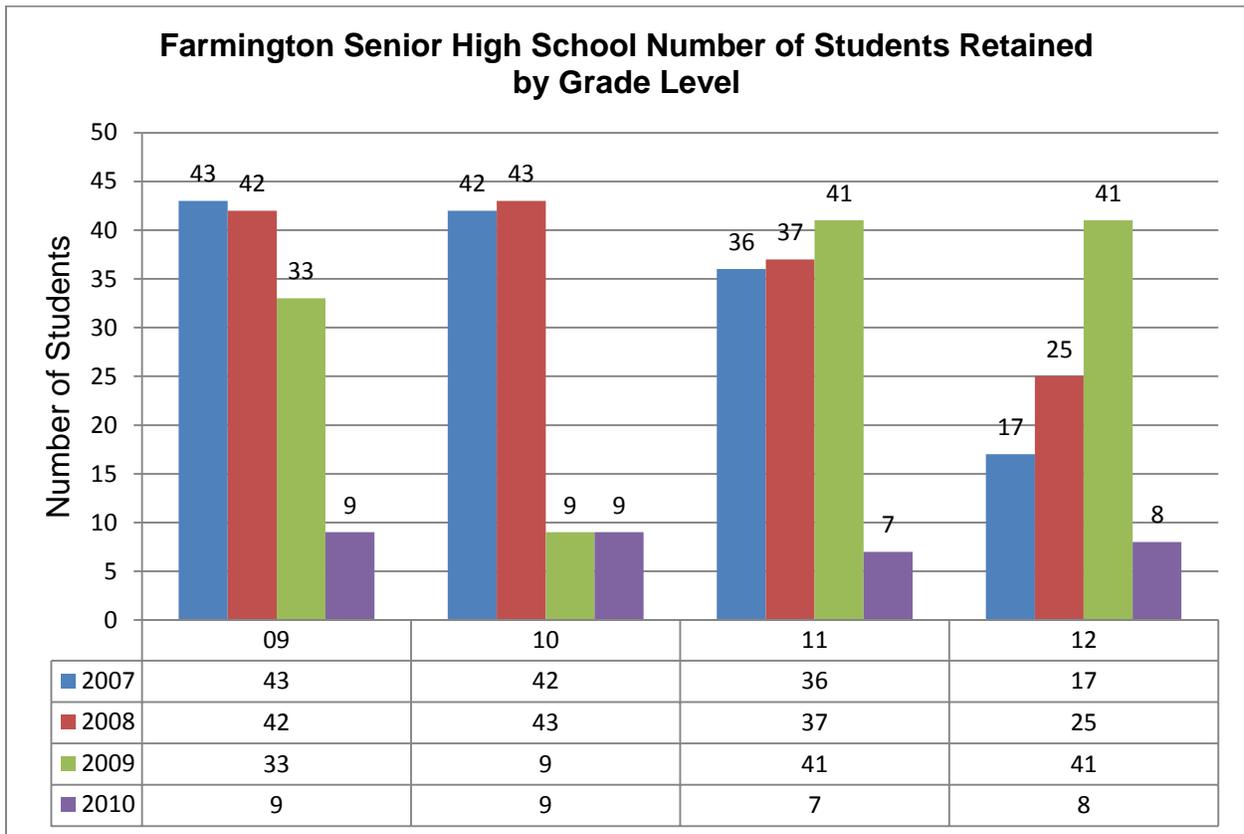
Figure 15



Retentions

The number of Farmington Senior High School students retained in a grade level has fluctuated over the past five years, with a significant decrease in 2010. In 2007, 138 students did not have enough credits to move on to the next grade level. In 2008, 147 students did not have enough credits to move on to the next grade level. In 2009, 124 students did not have enough credits to move on to the next grade level. In 2010, only 33 students did not have enough credits to move on to the next grade level.

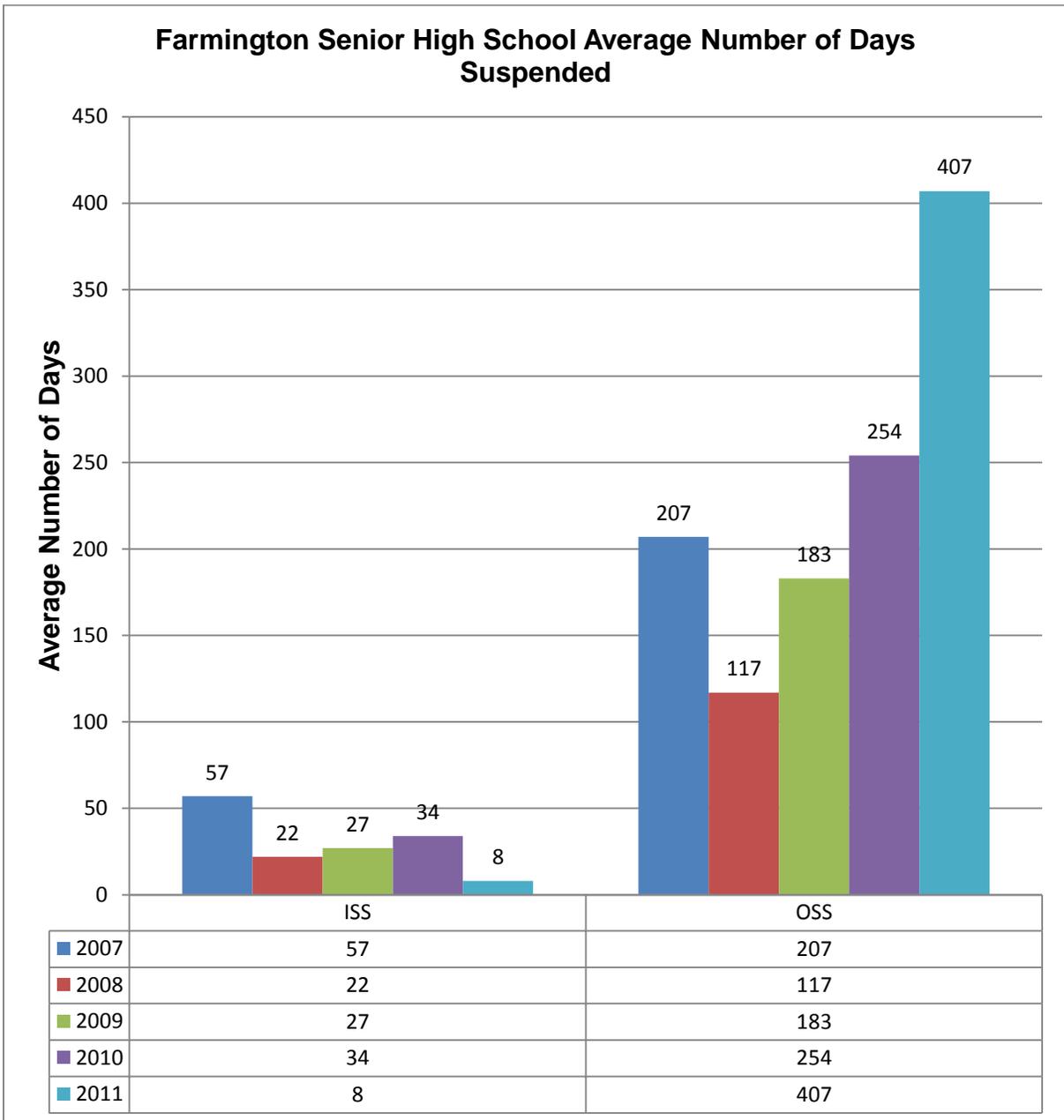
Figure 16



Discipline

Figure 17 shows the number of days of in school and out of school suspensions between August and June for each school year: 2007, 2008, 2009 and 2010. For 2011, data is reported up until April 20, 2011.

Figure 17



Special Education

Over the past four years, Farmington Senior High School has been serving a decreasing number of students classified as needing special education. The majority of students receiving special education assistance were “Specific Learning Disability” and “Other Health Impairment” followed by “Speech and Language” and “Emotional Disturbance.” Over 69 students—almost 16% of the school enrollment—were classified as special education in 2010-11, as shown in Figure 18. Percentages could not be calculated because it is not known how many students had multiple descriptors.

Figure 18

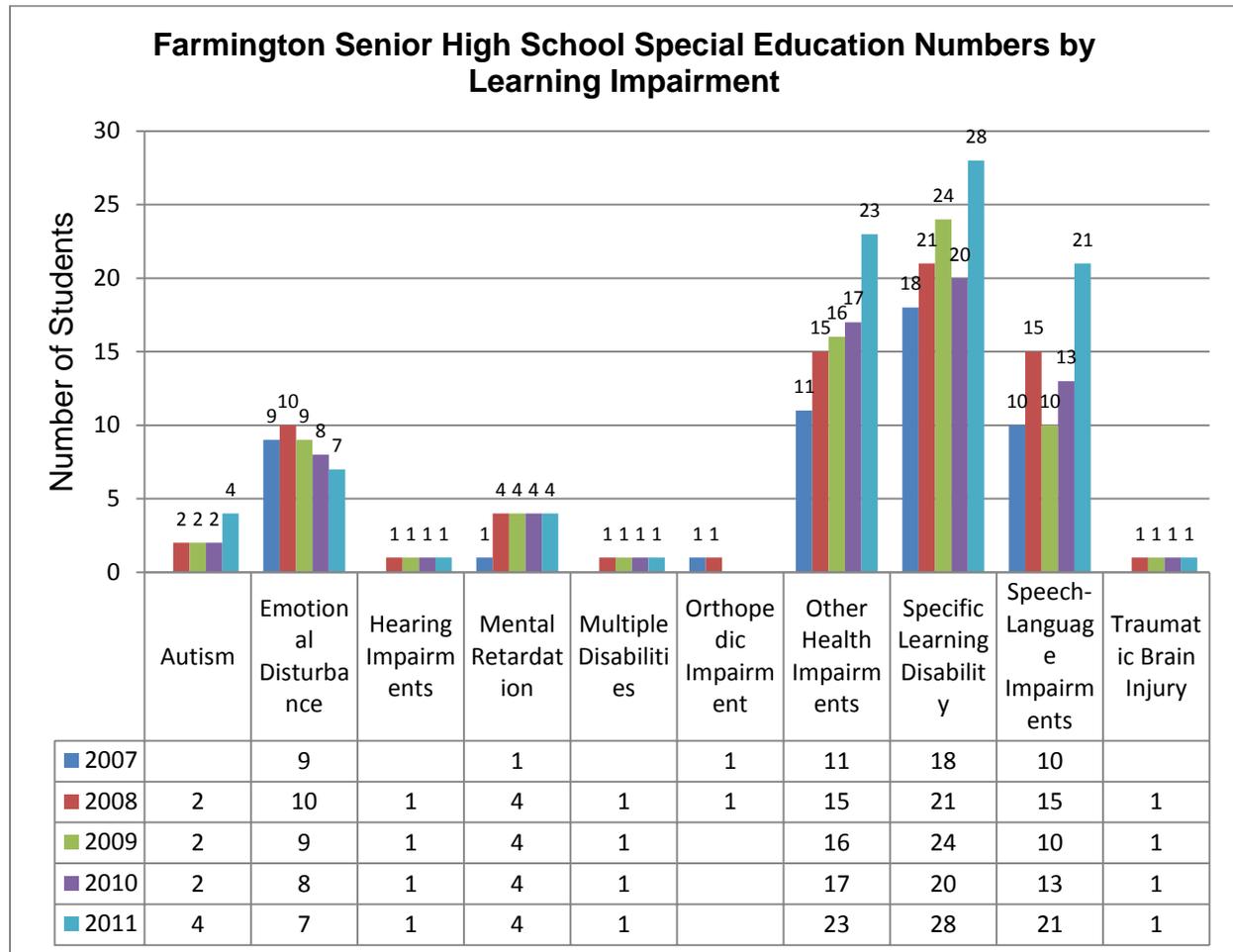


Figure 19 shows the number of students by special education learning impairment by grade level. Since 2008, the number of students identified as needing special education services has remained fairly consistent.

Figure 19

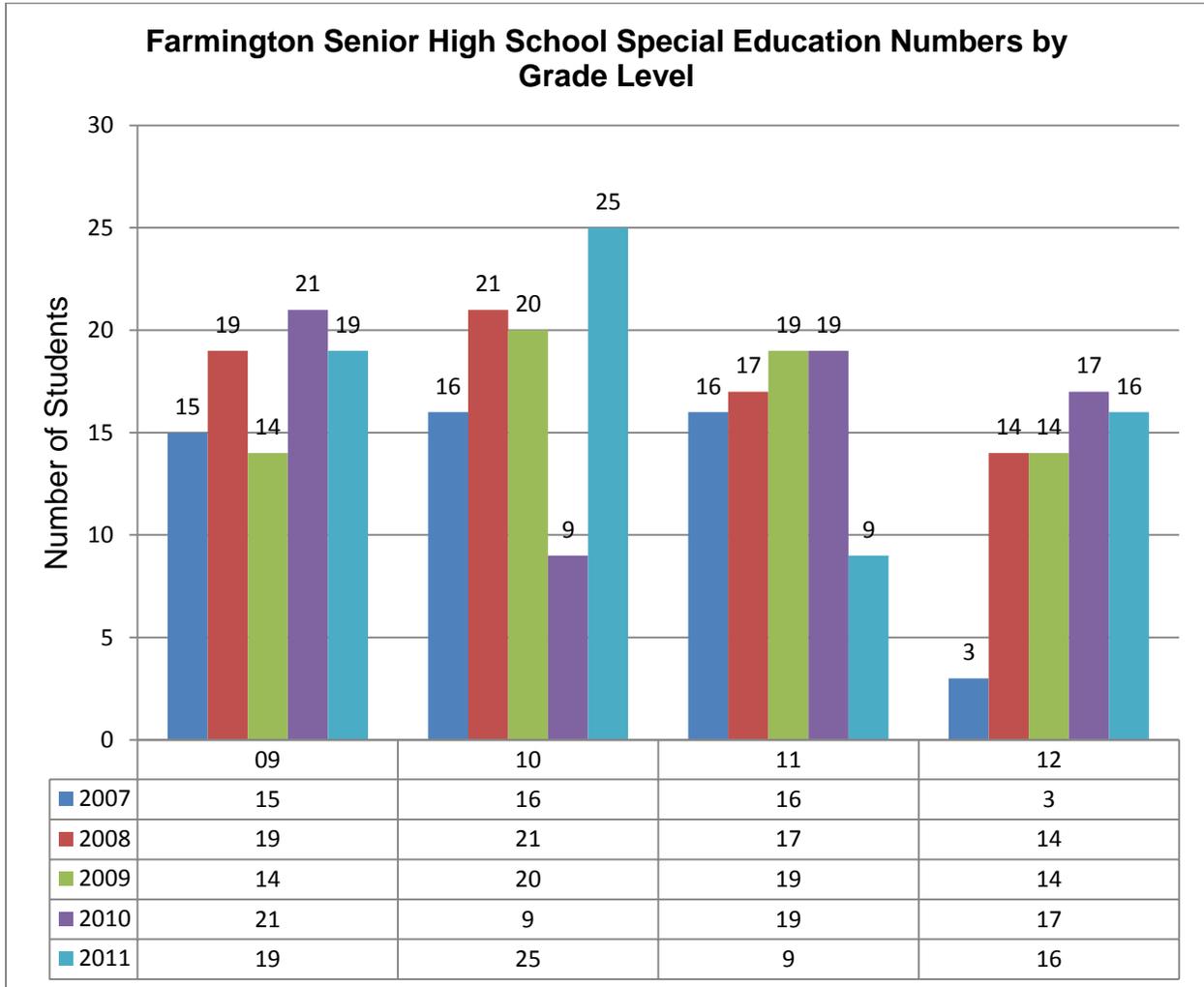


Figure 20 shows the spread of learning impairments by gender. One can see that more male than female students were identified as learning impaired over the years.

Figure 20

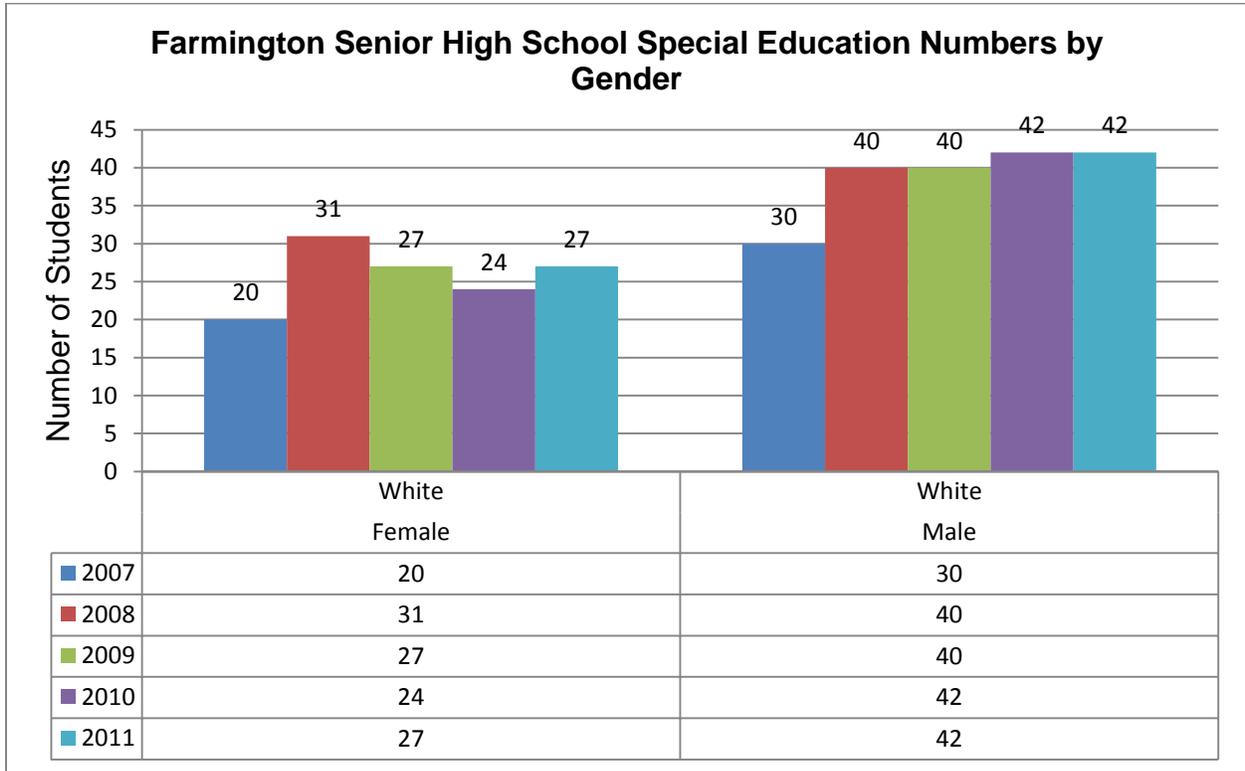
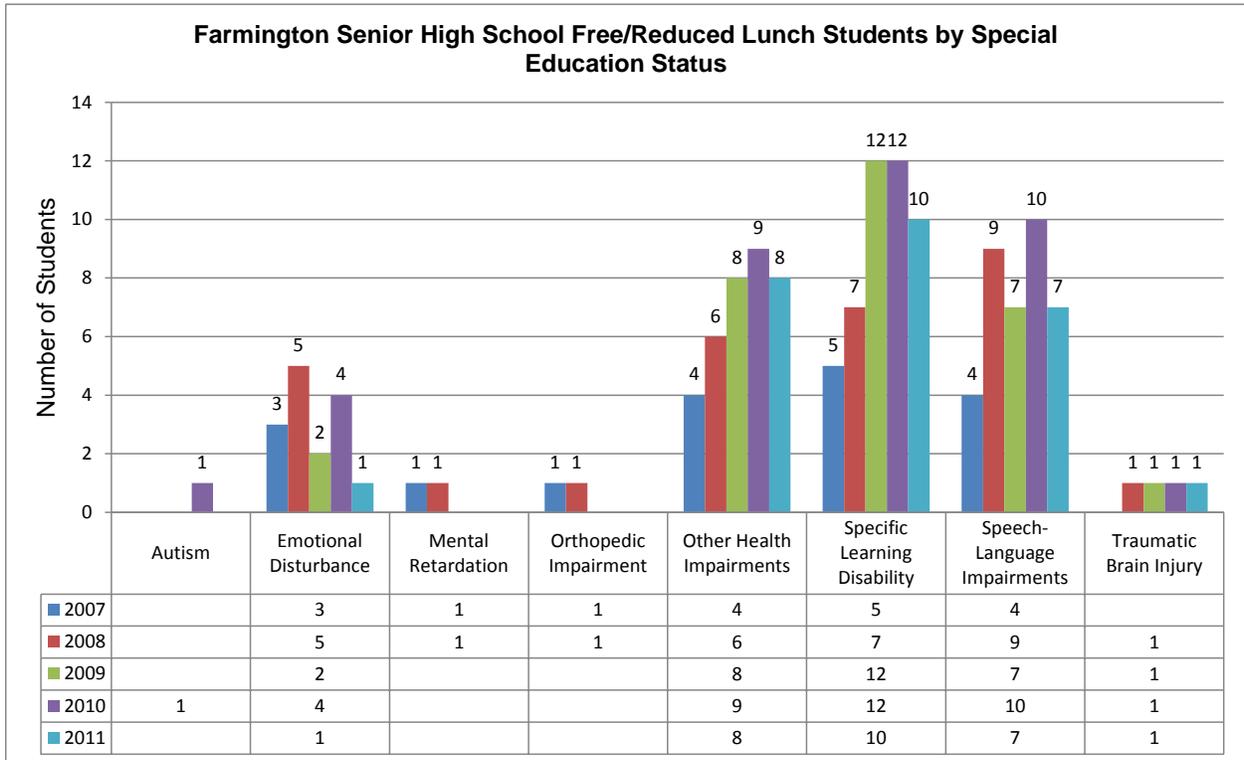


Figure 21 shows the number of students in special education who qualify for free/reduced lunch.

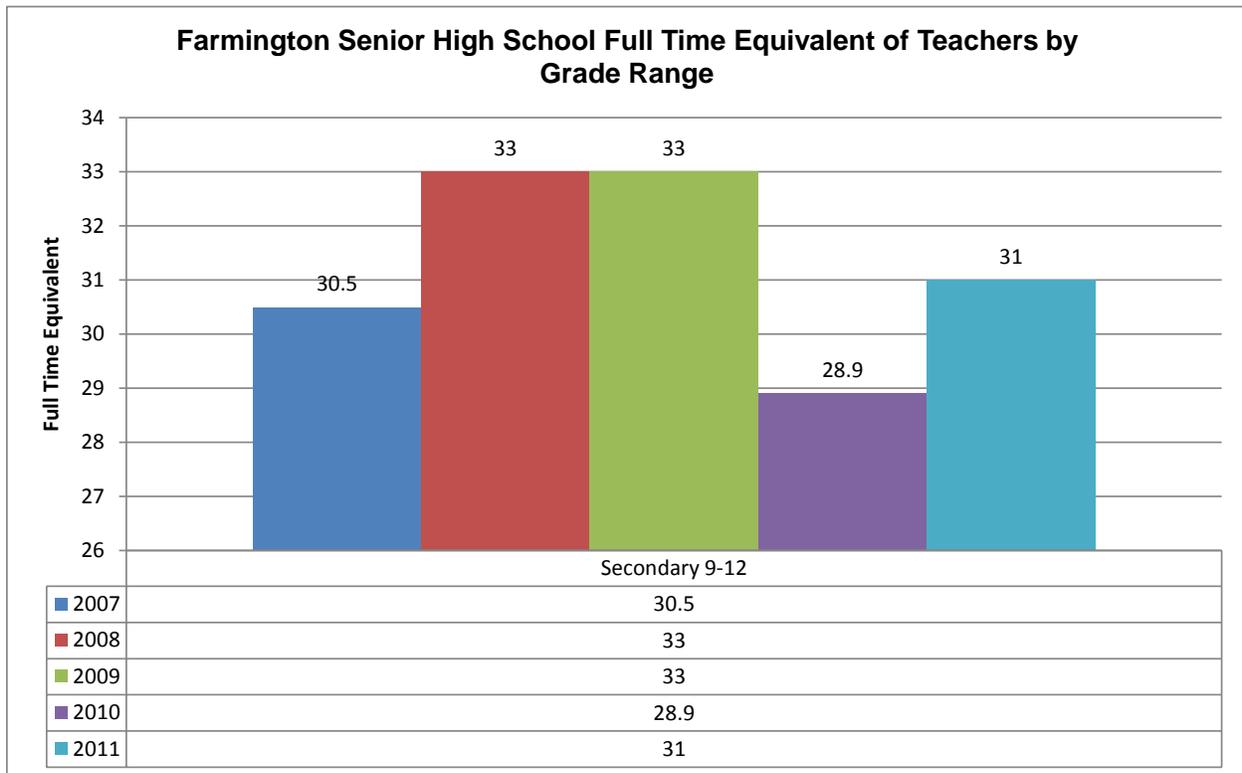
Figure 21



The Staff

31 classroom teachers currently work at Farmington Senior High School, up from 30.5 in 2007. The average class size is 16 students. The number of classroom teachers is shown below, over time (Figure 22).

Figure 22



Farmington Senior High School staff for 2010-11 is made up of:

- 4 English Teachers
- 4.5 Math Teachers
- 4.5 Science Teachers
- 4 Social Studies Teachers
- 1 Art Teacher
- 1 Physical Education Teacher
- 2 Business & Technology Teachers
- 1 Family & Consumer Science Teacher
- 1 Band & Music Teacher
- 1 Health & Wellness Teacher
- 1 Industrial Arts Teacher
- 2 Foreign Language Teachers
- 1 Special Education Coordinator
- 4 Special Education Case Managers
- 1 Shared School Psychologists
- 1 Shared Speech/Language Specialists
- 2 Counselors
- 1 Transition Coordinator
- 1 Nurse
- 9 Paraprofessionals
- 3 Custodians
- 1 Maintenance Staff
- 5 Kitchen Staff
- 3 Secretaries

LEA Appendix D: LEA Capacity Rubric

Criteria	Poor	Satisfactory	Strong	LEA Self Assessment
LEA governance and decision making methods	LEA governance is structured in a method that allows for no district or school level decision making authority in regards to reform initiatives, with decision power held by the local school board	LEA governance is structured in a method that allows for district level decision making authority in regards to reform initiatives	LEA governance is structured in a method that allows for district and school level decision making authority in regards to reform initiatives, allowing for operational flexibility at the school level	<input type="checkbox"/> Poor <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Strong The governance of Farmington School District is structured in a manner that allows for district level decision making authority in regards to reform initiatives. There is some operational flexibility at the school level, but a conscious decision was made to utilize decision making strategies at a district level as more than one school is participating in this School Improvement process.
Title I audit reports	Findings in areas requiring a repayment of funds	Findings in areas noted- repayment of funds not required	No findings in the fiscal area	<input type="checkbox"/> Poor <input type="checkbox"/> Satisfactory <input checked="" type="checkbox"/> Strong To date there have been no fiscal findings in our Title 1 audit reports.
Approval of the district in need of improvement and/or school in need of improvement plans	Not approved by the SEA	Approved by the SEA with revisions	Approved by the SEA without revisions	<input type="checkbox"/> Poor <input type="checkbox"/> Satisfactory <input checked="" type="checkbox"/> Strong While minor revisions were required on the District In Need of Improvement Plan's Progress Report (needed a signed copy of the Memorandum of Understanding and MOU narrative from the superintendent), the DINI and SINI plans were otherwise approved by the SEA without revisions.
Development of schools as professional learning communities	The school has not yet begun to address the practice of a professional learning community or an effort has	A critical mass of staff has begun to engage in professional learning community practice.	The practice of professional learning communities is deeply embedded in the culture of the school. It is	<input checked="" type="checkbox"/> Poor <input type="checkbox"/> Satisfactory <input type="checkbox"/> Strong Because the district is taking a very focused and methodical approach to school improvement, we have not yet

	been made to address the practice of professional learning communities, but has not yet begun to impact a critical mass of staff members.	Members are being asked to modify their thinking as well as their traditional practice. Structural changes are being met to support the transition.	a driving force in the daily work of the staff. It is deeply internalized and staff would resist attempts to abandon the practice.	added the layer of Professional Learning Communities. This is a priority area and we do hold the belief that this approach to conversation, data analysis and decision making is critical and essential. The District has designed a plan to develop Professional Learning Communities at the schools and among the administrators to ensure the effective implementation of the School Improvement Grant.
Identification of district leadership team and assignment of responsibilities	No district leadership team nor identified person assigned for monitoring implementation	Lacks specific identification of personnel for the district leadership team and for monitoring implementation	A specific district leadership team is identified and one or more persons are assigned for monitoring implementation	<input type="checkbox"/> Poor <input type="checkbox"/> Satisfactory <input checked="" type="checkbox"/> Strong The district has identified a leadership team. The SAU has assigned a District leader (Assistant Superintendent) to oversee the grant development, implementation and monitoring.
School Leadership Team	School leadership team members are identified on the district and school level, but little evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been met.	School leadership team members are identified on the district and school level and evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been met.	School leadership team members are identified on the district and school level and include a wide range of stakeholders Evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been exceeded.	<input type="checkbox"/> Poor <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Strong School leadership team members have been identified and there is evidence that documents the requirements of NCLB Sections 1116 and 1117 have been met.

This LEA self-assessment will be reviewed in the application review process as a means of understanding the current state of capacity in the LEA. Needs in this area may be identified which may lead to a focus on development of this area in the application. If there are areas of concern, conversations will be held with the LEA to reach a conclusion regarding LEA capacity.

LEA Appendix E.1: Professional Development & Contracted Services Justification Form

1. Description of Activity:

Facilitator – Summer Leadership Institute

2. Describe how this request is connected to the specific goals of the Title I 1003(g) School Improvement Grant:

Provider yet to be determined given the time constraints of grant application process.

3. Name of Contractor:

4. Qualifications of Contractor: *(Attach a resume in lieu of a narrative):*

5. Budget: *(Include costs such as staff compensation, materials, contracted services and other related costs).*

6. Beginning Date:

Ending Date:

7. Services to be Provided: *(Include a description of the services to be provided. Identify any anticipated products that will be developed as a result of the services.)*

8. Participants:

9. Evaluation Process: *(Describe how you will evaluate that services have been delivered successfully.)*

LEA Appendix E.2: Professional Development & Contracted Services Justification Form

1. Description of Activity:

Facilitator – Summer Special Education Institute

2. Describe how this request is connected to the specific goals of the Title I 1003(g) School Improvement Grant:

Provider yet to be determined given the time constraints of grant application process.

3. Name of Contractor:

4. Qualifications of Contractor: *(Attach a resume in lieu of a narrative):*

5. Budget: *(Include costs such as staff compensation, materials, contracted services and other related costs).*

6. Beginning Date:

Ending Date:

7. Services to be Provided: *(Include a description of the services to be provided. Identify any anticipated products that will be developed as a result of the services.)*

8. Participants:

9. Evaluation Process: *(Describe how you will evaluate that services have been delivered successfully.)*

LEA Appendix E.3: Professional Development & Contracted Services Justification Form

1. Description of Activity:

Facilitator – Summer Teacher Institute

2. Describe how this request is connected to the specific goals of the Title I 1003(g) School Improvement Grant:

Provider yet to be determined given the time constraints of grant application process.

3. Name of Contractor:

4. Qualifications of Contractor: *(Attach a resume in lieu of a narrative):*

5. Budget: *(Include costs such as staff compensation, materials, contracted services and other related costs).*

6. Beginning Date:

Ending Date:

7. Services to be Provided: *(Include a description of the services to be provided. Identify any anticipated products that will be developed as a result of the services.)*

8. Participants:

9. Evaluation Process: *(Describe how you will evaluate that services have been delivered successfully.)*

LEA Appendix E.4: Professional Development & Contracted Services Justification Form

1. Description of Activity:

Facilitator – Summer Behavior Management Workshop

2. Describe how this request is connected to the specific goals of the Title I 1003(g) School Improvement Grant:

Provider yet to be determined given the time constraints of grant application process.

3. Name of Contractor:

4. Qualifications of Contractor: *(Attach a resume in lieu of a narrative):*

5. Budget: *(Include costs such as staff compensation, materials, contracted services and other related costs).*

6. Beginning Date:

Ending Date:

7. Services to be Provided: *(Include a description of the services to be provided. Identify any anticipated products that will be developed as a result of the services.)*

8. Participants:

9. Evaluation Process: *(Describe how you will evaluate that services have been delivered successfully.)*

LEA Appendix E.5: Professional Development & Contracted Services Justification Form

1. Description of Activity:

Facilitator – Summer Leadership Workshop on Culture & Climate

2. Describe how this request is connected to the specific goals of the Title I 1003(g) School Improvement Grant:

Provider yet to be determined given the time constraints of grant application process.

3. Name of Contractor:

4. Qualifications of Contractor: *(Attach a resume in lieu of a narrative):*

5. Budget: *(Include costs such as staff compensation, materials, contracted services and other related costs).*

6. Beginning Date:

Ending Date:

7. Services to be Provided: *(Include a description of the services to be provided. Identify any anticipated products that will be developed as a result of the services.)*

8. Participants:

9. Evaluation Process: *(Describe how you will evaluate that services have been delivered successfully.)*

LEA Appendix E.6: Professional Development & Contracted Services Justification Form

1. Description of Activity:

Facilitator – Summer Curriculum Alignment Workshop

2. Describe how this request is connected to the specific goals of the Title I 1003(g) School Improvement Grant:

Provider yet to be determined given the time constraints of grant application process.

3. Name of Contractor:

4. Qualifications of Contractor: *(Attach a resume in lieu of a narrative):*

5. Budget: *(Include costs such as staff compensation, materials, contracted services and other related costs).*

6. Beginning Date:

Ending Date:

7. Services to be Provided: *(Include a description of the services to be provided. Identify any anticipated products that will be developed as a result of the services.)*

8. Participants:

9. Evaluation Process: *(Describe how you will evaluate that services have been delivered successfully.)*

LEA Appendix E.7: Professional Development & Contracted Services Justification Form

1. Description of Activity:

Facilitator – Summer Professional Learning Communities Workshop

2. Describe how this request is connected to the specific goals of the Title I 1003(g) School Improvement Grant:

Provider yet to be determined given the time constraints of grant application process.

3. Name of Contractor:

4. Qualifications of Contractor: *(Attach a resume in lieu of a narrative):*

5. Budget: *(Include costs such as staff compensation, materials, contracted services and other related costs).*

6. Beginning Date:

Ending Date:

7. Services to be Provided: *(Include a description of the services to be provided. Identify any anticipated products that will be developed as a result of the services.)*

8. Participants:

9. Evaluation Process: *(Describe how you will evaluate that services have been delivered successfully.)*

LEA Appendix E.8: Professional Development & Contracted Services Justification Form

1. Description of Activity:

Facilitator – Summer Instruction Workshop

2. Describe how this request is connected to the specific goals of the Title I 1003(g) School Improvement Grant:

Provider yet to be determined given the time constraints of grant application process.

3. Name of Contractor:

4. Qualifications of Contractor: *(Attach a resume in lieu of a narrative):*

5. Budget: *(Include costs such as staff compensation, materials, contracted services and other related costs).*

6. Beginning Date:

Ending Date:

7. Services to be Provided: *(Include a description of the services to be provided. Identify any anticipated products that will be developed as a result of the services.)*

8. Participants:

9. Evaluation Process: *(Describe how you will evaluate that services have been delivered successfully.)*

LEA Appendix E.9: Professional Development & Contracted Services Justification Form

1. Description of Activity:

Facilitator – Summer Assessment Workshop

2. Describe how this request is connected to the specific goals of the Title I 1003(g) School Improvement Grant:

Provider yet to be determined given the time constraints of grant application process.

3. Name of Contractor:

4. Qualifications of Contractor: *(Attach a resume in lieu of a narrative):*

5. Budget: *(Include costs such as staff compensation, materials, contracted services and other related costs).*

6. Beginning Date:

Ending Date:

7. Services to be Provided: *(Include a description of the services to be provided. Identify any anticipated products that will be developed as a result of the services.)*

8. Participants:

9. Evaluation Process: *(Describe how you will evaluate that services have been delivered successfully.)*

LEA Appendix E.10: Professional Development & Contracted Services Justification Form

1. Description of Activity:

School Improvement Grant Coordinator

2. Describe how this request is connected to the specific goals of the Title I 1003(g) School Improvement Grant:

Provider yet to be determined given the time constraints of grant application process.

3. Name of Contractor:

4. Qualifications of Contractor: *(Attach a resume in lieu of a narrative):*

5. Budget: *(Include costs such as staff compensation, materials, contracted services and other related costs).*

6. Beginning Date:

Ending Date:

7. Services to be Provided: *(Include a description of the services to be provided. Identify any anticipated products that will be developed as a result of the services.)*

8. Participants:

9. Evaluation Process: *(Describe how you will evaluate that services have been delivered successfully.)*

LEA Appendix E.11: Professional Development & Contracted Services Justification Form

1. Description of Activity:

Coach – Unit and Lesson Development

2. Describe how this request is connected to the specific goals of the Title I 1003(g) School Improvement Grant:

Provider yet to be determined given the time constraints of grant application process.

3. Name of Contractor:

4. Qualifications of Contractor: *(Attach a resume in lieu of a narrative):*

5. Budget: *(Include costs such as staff compensation, materials, contracted services and other related costs).*

6. Beginning Date:

Ending Date:

7. Services to be Provided: *(Include a description of the services to be provided. Identify any anticipated products that will be developed as a result of the services.)*

8. Participants:

9. Evaluation Process: *(Describe how you will evaluate that services have been delivered successfully.)*

LEA Appendix E.12: Professional Development & Contracted Services Justification Form

1. Description of Activity:

Coach – Math

2. Describe how this request is connected to the specific goals of the Title I 1003(g) School Improvement Grant:

Provider yet to be determined given the time constraints of grant application process.

3. Name of Contractor:

4. Qualifications of Contractor: *(Attach a resume in lieu of a narrative):*

5. Budget: *(Include costs such as staff compensation, materials, contracted services and other related costs).*

6. Beginning Date:

Ending Date:

7. Services to be Provided: *(Include a description of the services to be provided. Identify any anticipated products that will be developed as a result of the services.)*

8. Participants:

9. Evaluation Process: *(Describe how you will evaluate that services have been delivered successfully.)*

LEA Appendix E.13: Professional Development & Contracted Services Justification Form

1. Description of Activity:

Coach – Reading

2. Describe how this request is connected to the specific goals of the Title I 1003(g) School Improvement Grant:

Provider yet to be determined given the time constraints of grant application process.

3. Name of Contractor:

4. Qualifications of Contractor: *(Attach a resume in lieu of a narrative):*

5. Budget: *(Include costs such as staff compensation, materials, contracted services and other related costs).*

6. Beginning Date:

Ending Date:

7. Services to be Provided: *(Include a description of the services to be provided. Identify any anticipated products that will be developed as a result of the services.)*

8. Participants:

9. Evaluation Process: *(Describe how you will evaluate that services have been delivered successfully.)*

LEA Appendix E.14: Professional Development & Contracted Services Justification Form

1. Description of Activity:

Coach – Leadership

2. Describe how this request is connected to the specific goals of the Title I 1003(g) School Improvement Grant:

Provider yet to be determined given the time constraints of grant application process.

3. Name of Contractor:

4. Qualifications of Contractor: *(Attach a resume in lieu of a narrative):*

5. Budget: *(Include costs such as staff compensation, materials, contracted services and other related costs).*

6. Beginning Date:

Ending Date:

7. Services to be Provided: *(Include a description of the services to be provided. Identify any anticipated products that will be developed as a result of the services.)*

8. Participants:

9. Evaluation Process: *(Describe how you will evaluate that services have been delivered successfully.)*

LEA Appendix E.15: Professional Development & Contracted Services Justification Form

1. Description of Activity:

Coach – Special Education Leadership

2. Describe how this request is connected to the specific goals of the Title I 1003(g) School Improvement Grant:

Provider yet to be determined given the time constraints of grant application process.

3. Name of Contractor:

4. Qualifications of Contractor: *(Attach a resume in lieu of a narrative):*

5. Budget: *(Include costs such as staff compensation, materials, contracted services and other related costs).*

6. Beginning Date:

Ending Date:

7. Services to be Provided: *(Include a description of the services to be provided. Identify any anticipated products that will be developed as a result of the services.)*

8. Participants:

9. Evaluation Process: *(Describe how you will evaluate that services have been delivered successfully.)*

LEA Appendix E.16: Professional Development & Contracted Services Justification Form

1. Description of Activity:

Coach – Instruction

2. Describe how this request is connected to the specific goals of the Title I 1003(g) School Improvement Grant:

Provider yet to be determined given the time constraints of grant application process.

3. Name of Contractor:

4. Qualifications of Contractor: *(Attach a resume in lieu of a narrative):*

5. Budget: *(Include costs such as staff compensation, materials, contracted services and other related costs).*

6. Beginning Date:

Ending Date:

7. Services to be Provided: *(Include a description of the services to be provided. Identify any anticipated products that will be developed as a result of the services.)*

8. Participants:

9. Evaluation Process: *(Describe how you will evaluate that services have been delivered successfully.)*

LEA Appendix F: Equipment Justification Form

Item Description: iPads		
Number to be purchased: 6	Approximate cost per item: \$400 include per student or per teacher information	Total Cost: \$2,400
<p>Location: Where will the equipment be used?</p> <p>This equipment will be used at Henry Wilson Memorial School and Farmington High School.</p>		
<p>Purpose: Detail the following:</p> <ul style="list-style-type: none"> • How will it support the program? iPads will provide administration with a necessary tool for efficient data collection during the Walk-Though and Instructional Practice data gathering cycles. • Who will use it? And Building principals and building special education coordinators will use the iPads. • How many students/staff will use it? At this time 3 staff members will be using the iPads. 		
<p>Reasonableness:</p> <ul style="list-style-type: none"> • Justify the need; and The efficiency, mobility and capabilities of the iPads are conducive to effective use for classroom walk-throughs. As well, a number of apps have been designed specifically for the iPad that will make data gathering and reporting quick and simple for the administrators; allowing them to focus on the important aspects of data gathering and communication rather than the managerial or technical aspects. • Explain how it is not otherwise available through the district. As this is still a newer technology, it is not readily available in our district. As well, items like the iPad have a difficult time passing in our local budget due to the many constraints and outside factors that sometimes take priority in the budgeting process. 		
<p>Storage: Where will the equipment be located/stored</p> <p>The iPads will be stored in the main office of the schools.</p>		
<p>Inventory and Tracking:</p> <p>Identify the person responsible the following:</p> <p>Entering equipment on Title I Equipment Inventory Report: Technology Director</p> <p>Tracking equipment if moved from above location: Technology Director</p> <p>Signing equipment in and out if equipment is approved for student use N/A</p> <p>Storing equipment over the summer Building Administrators</p>		

**Aligning Project Plan with Indicators- Transformation Model
Leading Indicators, Lagging Indicators, and Implementation Indicators
Completed by LEA**

LEA and School Information

LEA: Farmington School District

Address: 356 Main Street, Farmington, NH 03835

Telephone: 603-755-2627

Superintendent: Frank Mellaci

Telephone: 603-755-2627

Email: fmellaci@sau61.org

Primary contact for SIG project (if other than Superintendent): Rebecca Gagnon

Address: 356 Main Street

City: Farmington

Telephone: 603-755-2627

Email: rgagnon@sau61.org

School: Henry Wilson Memorial School

Address: 51 School Street

City: Farmington

Telephone: 603-755-9174

Aligning Needs Assessment and Project Plan - Transformation Model

Leading Indicators, Lagging Indicators, and Implementation Indicators

This Needs Assessment is first completed by the LEA on this form to support the SIG plan. The LEA and the school each has specific responsibilities for implementing a SIG transformation. The SIG Online Tool provides for one process for tracking and reporting progress. The school's transformation team is responsible for the process. This team is typically the school leadership team with one or more LEA staff added. Including LEA staff (usually called the internal partner) on the school transformation team enables the team to address implementation indicators relative to the LEA as well as the school. The LEA completes this initial Needs Assessment, then transfers responsibility for maintaining the online system to the school transformation team once the team is in place.

For each leading and lagging indicator, the LEA enters the school's most recent, yearly data (Pre), benchmarks for each project year, and the Goal to be achieved by the end of Year 3. Achieving that goal is evidence that the indicator has been met at the end of the project.

Federal Metric Requirements—Lagging Indicators	Pre	Benchmark Year 1	Benchmark Year 2	Goal
1. AYP status	No AYP			
2. Which AYP targets the school met and missed (how many met and missed?). Attach list of AYP targets missed in most recently available year.	Met: Missed: See Appendix C of grant application	Met: Missed:	Met: Missed:	Met: Missed:
3. School improvement status (Improvement Year 1, Improvement Year 2, Corrective Action, Restructuring Planning, or Restructuring)	Restructuring			
4. Percentage of students at or above each proficiency level on state assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup. Show “all students” group here. Attach spreadsheet to show subgroups.	R-B: R-P: R-A: M-B: M-P: M-A: See Appendix C of grant application	R-B: R-P: R-A: M-B: M-P: M-A:	R-B: R-P: R-A: M-B: M-P: M-A:	R-B: R-P: R-A: M-B: M-P: M-A:
5. Average scale scores on state assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup. Show “all students” group here. Attach spreadsheet to show subgroups.	R: M: See Appendix C of grant application	R: M:	R: M:	R: M:
6. Percentage of limited English proficient students who attain English language proficiency	See Appendix C of grant application			
7. Graduation rate	N/A			
8. College enrollment rates	N/A			

Implementation Indicators are from the Transformation Toolkit which provides explanations and references to resources, as does the SIG Online Tool.

After aligning the Needs Assessment and with the plan, the transformation team uses the SIG Online Tool to carefully assesses each indicator, develop detailed plans, and track progress. This “quick” assessment of Implementation Indicators by the LEA helps align the needs with the strategies and interventions in the plan and their intended outcomes.

Strand A: Establish and Orient the LEA Transformation Team	
Implementation Indicators	No / Somewhat / Yes (Check)
1. The LEA has a transformation (or turnaround) team.	<input type="checkbox"/> N <input type="checkbox"/> S <input checked="" type="checkbox"/> Y
2. The LEA has assessed team and LEA capacity to support transformation.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
3. The LEA provides team members with information on what the LEA can do to promote rapid improvement.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
4. The LEA has designated an internal lead partner for each transformation school.	<input type="checkbox"/> N <input type="checkbox"/> S <input checked="" type="checkbox"/> Y
<p>Needs Assessment: Describe your obstacles to full implementation of the indicators for this strand. Despite the fact that the school is recognized by the state and is accountable as one 4-8 grade school, the building currently operates as two individual schools - a 4-6 school and a 7-8 school. Each school has its own principal.</p>	
<p>Needs Assessment: Describe the kind of support and additional resources that would help you fully implement all the indicators for this strand. The two individual sub-schools will merge back in to one school with one principal in charge of all grades 4-8. We will need help in supporting the principal in his new role as a leader of the full school. Our focus will be on helping this principal be an Instructional Leader in the building rather than a manager.</p>	
<p>Plan: Describe the specific interventions included in the plan that address this strand and the expected outcome of each. During the first summer, the Farmington School District will support a Summer Institute for administrators that will focus on the administrative needs in our district. As a follow-up, the building principal will receive intensive support from an administrative coach who will help develop and strengthen the transformational leadership skills necessary to support change in this building.</p>	

Strand B: Move Toward School Autonomy (LEA)	
Implementation Indicators	No / Somewhat / Yes (Check)
1. The LEA has examined current state and LEA policies and structures related to central control and made modifications to fully support transformation.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
2. The LEA has reoriented its culture toward shared responsibility and accountability.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
3. The LEA has established performance objectives for each transformation school.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
4. The LEA has aligned resource allocation (money, time, human resources) with the school's instructional priorities.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
5. The LEA has established a turnaround office or zone (to also include transformations and other models).	<input checked="" type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> Y
6. The LEA negotiates union waivers if needed.	<input checked="" type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> Y
<p>Needs Assessment: Describe your obstacles to full implementation of the indicators for this strand. The LEA needs more time in which to review current policies and procedures. While some have been identified, we have not completed this audit process.</p>	
<p>Needs Assessment: Describe the kind of support and additional resources that would help you fully implement all the indicators for this strand. Much time this summer will be dedicated to the review of policies and procedures, developing performance objectives at the building level, and creating criteria for the budget development process that is focused on the needs and priorities of the school improvement process. As well, the collective bargaining agreements for teachers and for support staff will be re-negotiated next year.</p>	
<p>Plan: Describe the specific interventions included in the plan that address this strand and the expected outcome of each. During the first summer, the Farmington School District will support a Summer Institute for administrators that will focus on the administrative needs in our district.</p>	

Strand C: Select a Principal and Recruit Teachers (LEA)	
Implementation Indicators	No / Somewhat / Yes (Check)
1. The LEA has determined whether an existing principal in position for two years or less has the necessary competencies to be a transformation leader.	<input type="checkbox"/> N <input type="checkbox"/> S <input checked="" type="checkbox"/> Y
2. The LEA advertises for candidates in local newspapers, publications such as Education Week, regional education newsletters or web sites; alternatively, engage a search firm.	N/A
3. The LEA has an established policy and process/rubric for screening candidates.	N/A
4. The LEA has an established process for preparing to interview candidates.	N/A
5. The LEA has an established criteria and format for interviewing candidates.	N/A
6. The LEA selects and hires qualified principals with the necessary competencies to be change leaders.	<input type="checkbox"/> N <input type="checkbox"/> S <input checked="" type="checkbox"/> Y
7. The LEA has a plan and process in place to establish a pipeline of potential turnaround leaders.	<input checked="" type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> Y
8. The LEA has a plan and process in place to recruit and retain highly-qualified teachers to support the transformation.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
Needs Assessment: Describe your obstacles to full implementation of the indicators for this strand. Because we already had a principal that met the criteria, we do not need to interview or recruit a Transformational Principal.	
Needs Assessment: Describe the kind of support and additional resources that would help you fully implement all the indicators for this strand. N/A	
Plan: Describe the specific interventions included in the plan that address this strand and the expected outcome of each. N/A	

Strand D: Work with Stakeholders and Build Support for Transformation (LEA and School)	
Implementation Indicators	No / Somewhat / Yes (Check)
1. The LEA/School has assigned transformation team members the task of creating a plan to work and communicate with stakeholders prior to and during implementation of the transformation.	<input checked="" type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> Y
2. The LEA/School has announced changes and anticipated actions publicly; communicated urgency of rapid improvement, and signaled the need for rapid change.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
3. The LEA/School has engaged parents and community.	<input checked="" type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> Y
4. The LEA/School has support for transformation from all stakeholders.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
5. The LEA/School has established a positive organizational culture.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
6. The LEA/School helps stakeholders overcome resistance to change.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
7. The LEA/School persists and perseveres, but discontinues failing strategies.	<input checked="" type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> Y
<p>Needs Assessment: Describe your obstacles to full implementation of the indicators for this strand. Due to the time constraints of the grant application, we have begun work in this strand but still have many areas that need to be reviewed and discussed.</p>	
<p>Needs Assessment: Describe the kind of support and additional resources that would help you fully implement all the indicators for this strand.</p>	
<p>Plan: Describe the specific interventions included in the plan that address this strand and the expected outcome of each. We are dedicating much time and resources to capacity building during the upcoming summer and throughout the subsequent school years.</p>	

Strand E: Contract with External Providers (LEA and School)	
Implementation Indicators	No / Somewhat / Yes (Check)
1. The LEA has identified potential providers.	<input type="checkbox"/> N <input type="checkbox"/> S <input checked="" type="checkbox"/> Y
2. The LEA has written and issued a request for proposals from potential providers.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
3. The LEA has developed a transparent selection criteria.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
4. The LEA has reviewed proposals, conducted due diligence, and selected provider(s).	<input checked="" type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> Y
5. The LEA negotiates contracts with providers, including goals, benchmarks, and plans to manage assets.	<input checked="" type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> Y
6. The LEA has planned for and initiated an ongoing cycle of continuous progress monitoring and adjustment.	<input checked="" type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> Y
7. The LEA is prepared to proactively deal with problems and drop strategies that do not work.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
8. The LEA has a plan for evaluation and has clarified who is accountable for collecting data.	<input checked="" type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> Y
<p>Needs Assessment: Describe your obstacles to full implementation of the indicators for this strand. Due to the time constraints of the grant application, we have begun work in this strand but still have many areas that need to be reviewed and discussed.</p>	
<p>Needs Assessment: Describe the kind of support and additional resources that would help you fully implement all the indicators for this strand. We need to clearly define job descriptions for potential providers, secure bid process waivers from our school board, and develop a strong plan for evaluating success of provider support.</p>	
<p>Plan: Describe the specific interventions included in the plan that address this strand and the expected outcome of each. Many of our activities rely on the support of providers. We expect significant gains in the delivery of curriculum, classroom instruction and improved focus within our leadership team.</p>	

Strand F: Establish and Orient the School Transformation Team	
Implementation Indicators	No / Somewhat / Yes (Check)
1. The LEA has appointed a school transformation team.	<input type="checkbox"/> N <input type="checkbox"/> S <input checked="" type="checkbox"/> Y
2. The team members receive information on what the school can do to promote rapid improvement.	<input checked="" type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> Y
<p>Needs Assessment: Describe your obstacles to full implementation of the indicators for this strand. Due to the time constraints of the grant application, we have begun work in this strand but still have many areas that need to be reviewed and discussed.</p>	
<p>Needs Assessment: Describe the kind of support and additional resources that would help you fully implement all the indicators for this strand. We need to clearly detail the roles and responsibilities of teams and members.</p>	
<p>Plan: Describe the specific interventions included in the plan that address this strand and the expected outcome of each. This will strengthen our accountability and evaluation of our school improvement process.</p>	

Strand G: Lead Change (Especially for Principals)	
Implementation Indicators	No / Somewhat / Yes (Check)
1. The principal is a change leader.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
2. The principal effectively and clearly communicates the message of change.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
3. The principal collects and acts on data from a variety of sources and in a timely manner.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
4. The principal, after reviewing the data, seeks quick wins.	<input checked="" type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> Y
5. The principal provides optimum conditions for a school transformation team to make decisions and act on their decisions.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
6. The principal, with the school transformation team, persists and perseveres, but discontinues failing strategies.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
<p>Needs Assessment: Describe your obstacles to full implementation of the indicators for this strand. Due to the time constraints of the grant application, we have begun work in this strand but still have many areas that need to be reviewed and discussed.</p>	
<p>Needs Assessment: Describe the kind of support and additional resources that would help you fully implement all the indicators for this strand.</p> <p>This will be better evaluated once we begin our school improvement process.</p>	
<p>Plan: Describe the specific interventions included in the plan that address this strand and the expected outcome of each.</p> <p>We have activities that focus on leadership and helping our building administration focus their energy, time and resources on being the instructional leaders of their building.</p>	

Strand H-Part 1: Evaluate, Reward, and Remove Staff – (Evaluating Staff)	
Implementation Indicators	No / Somewhat / Yes (Check)
1. The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.	<input checked="" type="checkbox"/> N __ S __ Y
2. The principal regularly evaluates a range of teacher skills and knowledge, using a variety of valid and reliable tools.	<input checked="" type="checkbox"/> N __ S __ Y
3. The principal includes evaluation of student outcomes in teacher evaluation.	<input checked="" type="checkbox"/> N __ S __ Y
4. The principal makes the evaluation process transparent.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S __ Y
5. The principal provides training to those conducting evaluations to ensure that they are conducted with fidelity to standardized procedures.	<input checked="" type="checkbox"/> N __ S __ Y
6. There is an established procedure for documenting the evaluation process.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S __ Y
7. The principal provides timely, clear, constructive feedback to teachers.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S __ Y
8. The evaluation process is linked with the LEA's collective and individualized professional development programs.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S __ Y
9. The LEA/School assesses the evaluation process periodically to gauge its quality and utility.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S __ Y
<p>Needs Assessment: Describe your obstacles to full implementation of the indicators for this strand. Due to the time constraints of the grant application, we have begun work in this strand but still have many areas that need to be reviewed and discussed.</p>	
<p>Needs Assessment: Describe the kind of support and additional resources that would help you fully implement all the indicators for this strand. This will be better evaluated once we begin our school improvement process.</p>	
<p>Plan: Describe the specific interventions included in the plan that address this strand and the expected outcome of each. We have set up a task force for evaluation that will work to understand and reconstruct our evaluation process to be more in line with the expectations of the school improvement process (reflecting the Danielson model).</p>	

Strand H – Part 2: Evaluate, Reward, and Remove Staff – (Rewarding Staff)	
Implementation Indicators	No / Somewhat / Yes (Check)
1. The LEA/School has created a system for making awards that is transparent and fair.	<input checked="" type="checkbox"/> N __ S __ Y
2. The LEA/School has worked with teachers and teachers' union at each stage of developing and implementing the system of awards.	<input checked="" type="checkbox"/> N __ S __ Y
3. The LEA/School has implemented a communication plan for building stakeholder support.	<input checked="" type="checkbox"/> N __ S __ Y
4. The LEA/School has secured sufficient funding for long-term program sustainability.	<input checked="" type="checkbox"/> N __ S __ Y
5. The LEA/School has developed a system of providing performance-based incentives using valid data on whether performance indicators have been met.	<input checked="" type="checkbox"/> N __ S __ Y
6. The LEA/School has identified and established non-monetary incentives for performance.	__ N <input checked="" type="checkbox"/> S __ Y
Needs Assessment: Describe your obstacles to full implementation of the indicators for this strand. Due to the time constraints of the grant application, we have not begun work in this area.	
Needs Assessment: Describe the kind of support and additional resources that would help you fully implement all the indicators for this strand. This will be better evaluated once we begin our school improvement process.	
Plan: Describe the specific interventions included in the plan that address this strand and the expected outcome of each. We have set up a task force for evaluation that will work to understand and reconstruct our evaluation process to be more in line with the expectations of the school improvement process (reflecting the Danielson model).	

Strand H – Part 3: Evaluate, Reward, and Remove Staff – (Removing Staff)	
Implementation Indicators	No / Somewhat / Yes (Check)
1. The LEA/School has created several exit points for employees (e.g., voluntary departure of those unwilling, unable to meet new goals, address identified problems).	<input checked="" type="checkbox"/> N __ S __ Y
2. The LEA/School has established and communicated clear goals and measures for employees’ performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning.	<input checked="" type="checkbox"/> N __ S __ Y
3. The LEA has reformed tenure protections, seniority rights, and other job protections to enable quick performance-based dismissals.	<input checked="" type="checkbox"/> N __ S __ Y
4. The LEA has negotiated expedited processes for performance-based dismissals in transformation schools.	<input checked="" type="checkbox"/> N __ S __ Y
5. The LEA has formed teams of specialists who are familiar with the rules and regulations that govern staff dismissals.	<input checked="" type="checkbox"/> N __ S __ Y
6. The LEA has a team available to help principals as they deal with underperforming employees to minimize principal’s time spent dismissing low performers.	<input checked="" type="checkbox"/> N __ S __ Y
7. The LEA/School facilitates swift exits to minimize further damage caused by underperforming employees.	<input checked="" type="checkbox"/> N __ S __ Y
<p>Needs Assessment: Describe your obstacles to full implementation of the indicators for this strand. Due to the time constraints of the grant application, we have not begun work in this strand.</p>	
<p>Needs Assessment: Describe the kind of support and additional resources that would help you fully implement all the indicators for this strand. This will be better evaluated once we begin our school improvement process.</p>	
<p>Plan: Describe the specific interventions included in the plan that address this strand and the expected outcome of each. We have set up a task force for evaluation that will work to understand and reconstruct our evaluation process to be more in line with the expectations of the school improvement process (reflecting the Danielson model).</p>	

Strand I: Provide Rigorous Staff Development	
Implementation Indicators	No / Somewhat / Yes (Check)
1. The LEA/School provides professional development that is appropriate for individual teachers with different experience and expertise.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
2. The LEA/School offers an induction program to support new teachers in their first years of teaching.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
3. The LEA/School aligns professional development with identified needs based on staff evaluation and student performance.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
4. The LEA/School provides all-staff, high-quality, ongoing, job-embedded, and differentiated professional development.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
5. The LEA/School structures professional development to provide adequate time for collaboration and active learning.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
6. The LEA/School provides sustained and embedded professional development related to implementation of new programs and strategies.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
7. The LEA/School sets goals for professional development and monitors the extent to which it has changed practice.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
8. The LEA ensures that school leaders act as instructional leaders, providing regular feedback to teachers to help them improve their practice.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
9. The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers.	<input checked="" type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> Y
10. The LEA/School creates a professional learning community that fosters a school culture of continuous learning.	<input checked="" type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> Y
11. The LEA/School promotes a school culture in which professional collaboration is valued and emphasized.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
<p>Needs Assessment: Describe your obstacles to full implementation of the indicators for this strand. Due to the time constraints of the grant application, we have begun work in this strand but still have many areas that need to be reviewed and discussed.</p>	
<p>Needs Assessment: Describe the kind of support and additional resources that would help you fully implement all the indicators for this strand. This will be better evaluated once we begin our school improvement process.</p>	
<p>Plan: Describe the specific interventions included in the plan that address this strand and the expected outcome of each. Many of our activities in our grant are focused on professional development and strengthening the staff we have.</p>	

Strand J: Increase Learning Time	
Implementation Indicators	No / Somewhat / Yes (Check)
1. The principal is familiar with research and best practices associated with efforts to increase learning time.	<input type="checkbox"/> N <input type="checkbox"/> S <input checked="" type="checkbox"/> Y
2. The principal has assessed areas of need, selected programs/strategies to be implemented and identified potential community partners.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
3. The principal creates enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders, and faith-based organizations through information sharing, collaborative planning, and regular communication.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
4. The LEA/School has allocated funds to support extended learning time, including innovative partnerships.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
5. The LEA assists school leaders in networking with potential partners and in developing partnerships.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
6. The LEA/School creates and sustains partnerships to support extended learning.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
7. The LEA/School ensures that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
8. The LEA/School monitors the progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
<p>Needs Assessment: Describe your obstacles to full implementation of the indicators for this strand. Due to the time constraints of the grant application, we have begun work in this strand but still have many areas that need to be reviewed and discussed.</p>	
<p>Needs Assessment: Describe the kind of support and additional resources that would help you fully implement all the indicators for this strand. This will be better evaluated once we begin our school improvement process.</p>	
<p>Plan: Describe the specific interventions included in the plan that address this strand and the expected outcome of each. As part of our grant, we are looking to extend the school day for staff as a means of addressing many of the indicators listed above.</p>	

Strand K: Reform Instruction	
Implementation Indicators	No / Somewhat / Yes (Check)
1. The school has established a team structure among teachers with specific duties and time for instructional planning.	<input checked="" type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> Y
2. The principal focuses on building leadership capacity, achieving learning goals, and improving instruction.	<input type="checkbox"/> N <input type="checkbox"/> S <input checked="" type="checkbox"/> Y
3. The principal aligns professional development with classroom observations and teacher evaluation criteria.	<input checked="" type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> Y
4. The principal ensures that teachers align instruction with standards and benchmarks.	<input type="checkbox"/> N <input type="checkbox"/> S <input checked="" type="checkbox"/> Y
5. All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
6. All teachers, working in teams, differentiate and align learning activities with state standards.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
7. All teachers assess student learning frequently using standards-based classroom assessments.	<input checked="" type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> Y
8. All teachers, working in teams, prepare standards-aligned lessons.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
9. All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
10. All teachers demonstrate sound homework practices and communication with parents.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
11. All teachers employ effective classroom management.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
<p>Needs Assessment: Describe your obstacles to full implementation of the indicators for this strand. Due to the time constraints of the grant application, we have begun work in this strand but still have many areas that need to be reviewed and discussed.</p>	
<p>Needs Assessment: Describe the kind of support and additional resources that would help you fully implement all the indicators for this strand. This will be better evaluated once we begin our school improvement process.</p>	
<p>Plan: Describe the specific interventions included in the plan that address this strand and the expected outcome of each. Many of our activities in our grant are focused on reforming instruction. We anticipate large gains in achievement and a decrease in negative student behaviors.</p>	

Aligning Project Plan with Indicators- Transformation Model
Leading Indicators, Lagging Indicators, and Implementation Indicators
Completed by LEA

LEA and School Information

LEA: Farmington School District

Address: 356 Main Street, Farmington, NH 03835

Telephone: 603-755-2627

Superintendent: Frank Mellaci

Telephone: 603-755-2627

Email: fmellaci@sau61.org

Primary contact for SIG project (if other than Superintendent): Rebecca Gagnon

Address: 356 Main Street

City: Farmington

Telephone: 603-755-2627

Email: rgagnon@sau61.org

School: Farmington High School

Address: 40 Thayer Drive

City: Farmington

Telephone: 603-755-9174

Aligning Needs Assessment and Project Plan - Transformation Model

Leading Indicators, Lagging Indicators, and Implementation Indicators

This Needs Assessment is first completed by the LEA on this form to support the SIG plan. The LEA and the school each has specific responsibilities for implementing a SIG transformation. The SIG Online Tool provides for one process for tracking and reporting progress. The school's transformation team is responsible for the process. This team is typically the school leadership team with one or more LEA staff added. Including LEA staff (usually called the internal partner) on the school transformation team enables the team to address implementation indicators relative to the LEA as well as the school. The LEA completes this initial Needs Assessment, then transfers responsibility for maintaining the online system to the school transformation team once the team is in place.

For each leading and lagging indicator, the LEA enters the school's most recent, yearly data (Pre), benchmarks for each project year, and the Goal to be achieved by the end of Year 3. Achieving that goal is evidence that the indicator has been met at the end of the project.

Federal Metric Requirements—Lagging Indicators	Pre	Benchmark Year 1	Benchmark Year 2	Goal
9. AYP status	No AYP			
10. Which AYP targets the school met and missed (how many met and missed?). Attach list of AYP targets missed in most recently available year.	Met: Missed: See Appendix C of grant application	Met: Missed:	Met: Missed:	Met: Missed:
11. School improvement status (Improvement Year 1, Improvement Year 2, Corrective Action, Restructuring Planning, or Restructuring)	Restructuring			
12. Percentage of students at or above each proficiency level on state assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup. Show “all students” group here. Attach spreadsheet to show subgroups.	R-B: R-P: R-A: M-B: M-P: M-A: See Appendix C of grant application	R-B: R-P: R-A: M-B: M-P: M-A:	R-B: R-P: R-A: M-B: M-P: M-A:	R-B: R-P: R-A: M-B: M-P: M-A:
13. Average scale scores on state assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup. Show “all students” group here. Attach spreadsheet to show subgroups.	R: M: See Appendix C of grant application	R: M:	R: M:	R: M:
14. Percentage of limited English proficient students who attain English language proficiency	See Appendix C of grant application			
15. Graduation rate	See Appendix C of grant application			
16. College enrollment rates	Data not available			

Implementation Indicators are from the Transformation Toolkit which provides explanations and references to resources, as does the SIG Online Tool.

After aligning the Needs Assessment and with the plan, the transformation team uses the SIG Online Tool to carefully assesses each indicator, develop detailed plans, and track progress. This “quick” assessment of Implementation Indicators by the LEA helps align the needs with the strategies and interventions in the plan and their intended outcomes.

Strand A: Establish and Orient the LEA Transformation Team	
Implementation Indicators	No / Somewhat / Yes (Check)
1. The LEA has a transformation (or turnaround) team.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
2. The LEA has assessed team and LEA capacity to support transformation.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
3. The LEA provides team members with information on what the LEA can do to promote rapid improvement.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
4. The LEA has designated an internal lead partner for each transformation school.	<input checked="" type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> Y
Needs Assessment: Describe your obstacles to full implementation of the indicators for this strand. We are in the beginning stages of getting this solidified.	
Needs Assessment: Describe the kind of support and additional resources that would help you fully implement all the indicators for this strand. We need to hire a building principal.	
Plan: Describe the specific interventions included in the plan that address this strand and the expected outcome of each. We are in the process of hiring a new principal.	

Strand B: Move Toward School Autonomy (LEA)	
Implementation Indicators	No / Somewhat / Yes (Check)
1. The LEA has examined current state and LEA policies and structures related to central control and made modifications to fully support transformation.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
2. The LEA has reoriented its culture toward shared responsibility and accountability.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
3. The LEA has established performance objectives for each transformation school.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
4. The LEA has aligned resource allocation (money, time, human resources) with the school's instructional priorities.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
5. The LEA has established a turnaround office or zone (to also include transformations and other models).	<input checked="" type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> Y
6. The LEA negotiates union waivers if needed.	<input checked="" type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> Y
<p>Needs Assessment: Describe your obstacles to full implementation of the indicators for this strand. The LEA needs more time in which to review current policies and procedures. While some have been identified, we have not completed this audit process.</p>	
<p>Needs Assessment: Describe the kind of support and additional resources that would help you fully implement all the indicators for this strand. Much time this summer will be dedicated to the review of policies and procedures, developing performance objectives at the building level, and creating criteria for the budget development process that is focused on the needs and priorities of the school improvement process. As well, the collective bargaining agreements for teachers and for support staff will be re-negotiated next year.</p>	
<p>Plan: Describe the specific interventions included in the plan that address this strand and the expected outcome of each. During the first summer, the Farmington School District will support a Summer Institute for administrators that will focus on the administrative needs in our district.</p>	

Strand C: Select a Principal and Recruit Teachers (LEA)	
Implementation Indicators	No / Somewhat / Yes (Check)
1. The LEA has determined whether an existing principal in position for two years or less has the necessary competencies to be a transformation leader.	<input type="checkbox"/> N <input type="checkbox"/> S <input checked="" type="checkbox"/> Y
2. The LEA advertises for candidates in local newspapers, publications such as Education Week, regional education newsletters or web sites; alternatively, engage a search firm.	<input type="checkbox"/> N <input type="checkbox"/> S <input checked="" type="checkbox"/> Y
3. The LEA has an established policy and process/rubric for screening candidates.	<input type="checkbox"/> N <input type="checkbox"/> S <input checked="" type="checkbox"/> Y
4. The LEA has an established process for preparing to interview candidates.	<input type="checkbox"/> N <input type="checkbox"/> S <input checked="" type="checkbox"/> Y
5. The LEA has an established criteria and format for interviewing candidates.	<input type="checkbox"/> N <input type="checkbox"/> S <input checked="" type="checkbox"/> Y
6. The LEA selects and hires qualified principals with the necessary competencies to be change leaders.	<input type="checkbox"/> N <input type="checkbox"/> S <input checked="" type="checkbox"/> Y
7. The LEA has a plan and process in place to establish a pipeline of potential turnaround leaders.	<input checked="" type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> Y
8. The LEA has a plan and process in place to recruit and retain highly-qualified teachers to support the transformation.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
Needs Assessment: Describe your obstacles to full implementation of the indicators for this strand. Salary is not as competitive as other schools in the state currently seeking principal candidates.	
Needs Assessment: Describe the kind of support and additional resources that would help you fully implement all the indicators for this strand.	
Plan: Describe the specific interventions included in the plan that address this strand and the expected outcome of each. We hope to have a Transformational Principal on board by the summer – 2011.	

Strand D: Work with Stakeholders and Build Support for Transformation (LEA and School)	
Implementation Indicators	No / Somewhat / Yes (Check)
1. The LEA/School has assigned transformation team members the task of creating a plan to work and communicate with stakeholders prior to and during implementation of the transformation.	<input checked="" type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> Y
2. The LEA/School has announced changes and anticipated actions publicly; communicated urgency of rapid improvement, and signaled the need for rapid change.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
3. The LEA/School has engaged parents and community.	<input checked="" type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> Y
4. The LEA/School has support for transformation from all stakeholders.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
5. The LEA/School has established a positive organizational culture.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
6. The LEA/School helps stakeholders overcome resistance to change.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
7. The LEA/School persists and perseveres, but discontinues failing strategies.	<input checked="" type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> Y
<p>Needs Assessment: Describe your obstacles to full implementation of the indicators for this strand. Due to the time constraints of the grant application, we have begun work in this strand but still have many areas that need to be reviewed and discussed.</p>	
<p>Needs Assessment: Describe the kind of support and additional resources that would help you fully implement all the indicators for this strand.</p>	
<p>Plan: Describe the specific interventions included in the plan that address this strand and the expected outcome of each. We are dedicating much time and resources to capacity building during the upcoming summer and throughout the subsequent school years.</p>	

Strand E: Contract with External Providers (LEA and School)	
Implementation Indicators	No / Somewhat / Yes (Check)
1. The LEA has identified potential providers.	<input type="checkbox"/> N <input type="checkbox"/> S <input checked="" type="checkbox"/> Y
2. The LEA has written and issued a request for proposals from potential providers.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
3. The LEA has developed a transparent selection criteria.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
4. The LEA has reviewed proposals, conducted due diligence, and selected provider(s).	<input checked="" type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> Y
5. The LEA negotiates contracts with providers, including goals, benchmarks, and plans to manage assets.	<input checked="" type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> Y
6. The LEA has planned for and initiated an ongoing cycle of continuous progress monitoring and adjustment.	<input checked="" type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> Y
7. The LEA is prepared to proactively deal with problems and drop strategies that do not work.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
8. The LEA has a plan for evaluation and has clarified who is accountable for collecting data.	<input checked="" type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> Y
<p>Needs Assessment: Describe your obstacles to full implementation of the indicators for this strand. Due to the time constraints of the grant application, we have begun work in this strand but still have many areas that need to be reviewed and discussed.</p>	
<p>Needs Assessment: Describe the kind of support and additional resources that would help you fully implement all the indicators for this strand. We need to clearly define job descriptions for potential providers, secure bid process waivers from our school board, and develop a strong plan for evaluating success of provider support.</p>	
<p>Plan: Describe the specific interventions included in the plan that address this strand and the expected outcome of each. Many of our activities rely on the support of providers. We expect significant gains in the delivery of curriculum, classroom instruction and improved focus within our leadership team.</p>	

Strand F: Establish and Orient the School Transformation Team	
Implementation Indicators	No / Somewhat / Yes (Check)
1. The LEA has appointed a school transformation team.	<input type="checkbox"/> N <input type="checkbox"/> S <input checked="" type="checkbox"/> Y
2. The team members receive information on what the school can do to promote rapid improvement.	<input checked="" type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> Y
<p>Needs Assessment: Describe your obstacles to full implementation of the indicators for this strand. Due to the time constraints of the grant application, we have begun work in this strand but still have many areas that need to be reviewed and discussed.</p>	
<p>Needs Assessment: Describe the kind of support and additional resources that would help you fully implement all the indicators for this strand. We need to clearly detail the roles and responsibilities of teams and members.</p>	
<p>Plan: Describe the specific interventions included in the plan that address this strand and the expected outcome of each. This will strengthen our accountability and evaluation of our school improvement process.</p>	

Strand G: Lead Change (Especially for Principals)	
Implementation Indicators	No / Somewhat / Yes (Check)
1. The principal is a change leader.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
2. The principal effectively and clearly communicates the message of change.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
3. The principal collects and acts on data from a variety of sources and in a timely manner.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
4. The principal, after reviewing the data, seeks quick wins.	<input checked="" type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> Y
5. The principal provides optimum conditions for a school transformation team to make decisions and act on their decisions.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
6. The principal, with the school transformation team, persists and perseveres, but discontinues failing strategies.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
<p>Needs Assessment: Describe your obstacles to full implementation of the indicators for this strand. Due to the time constraints of the grant application, we have begun work in this strand but still have many areas that need to be reviewed and discussed.</p>	
<p>Needs Assessment: Describe the kind of support and additional resources that would help you fully implement all the indicators for this strand.</p> <p>This will be better evaluated once we begin our school improvement process.</p>	
<p>Plan: Describe the specific interventions included in the plan that address this strand and the expected outcome of each.</p> <p>We have activities that focus on leadership and helping our building administration focus their energy, time and resources on being the instructional leaders of their building.</p>	

Strand H-Part 1: Evaluate, Reward, and Remove Staff – (Evaluating Staff)	
Implementation Indicators	No / Somewhat / Yes (Check)
1. The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.	<input checked="" type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> Y
2. The principal regularly evaluates a range of teacher skills and knowledge, using a variety of valid and reliable tools.	<input checked="" type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> Y
3. The principal includes evaluation of student outcomes in teacher evaluation.	<input checked="" type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> Y
4. The principal makes the evaluation process transparent.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
5. The principal provides training to those conducting evaluations to ensure that they are conducted with fidelity to standardized procedures.	<input checked="" type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> Y
6. There is an established procedure for documenting the evaluation process.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
7. The principal provides timely, clear, constructive feedback to teachers.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
8. The evaluation process is linked with the LEA's collective and individualized professional development programs.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
9. The LEA/School assesses the evaluation process periodically to gauge its quality and utility.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
<p>Needs Assessment: Describe your obstacles to full implementation of the indicators for this strand. Due to the time constraints of the grant application, we have begun work in this strand but still have many areas that need to be reviewed and discussed.</p>	
<p>Needs Assessment: Describe the kind of support and additional resources that would help you fully implement all the indicators for this strand. This will be better evaluated once we begin our school improvement process.</p>	
<p>Plan: Describe the specific interventions included in the plan that address this strand and the expected outcome of each. We have set up a task force for evaluation that will work to understand and reconstruct our evaluation process to be more in line with the expectations of the school improvement process (reflecting the Danielson model).</p>	

Strand H – Part 2: Evaluate, Reward, and Remove Staff – (Rewarding Staff)	
Implementation Indicators	No / Somewhat / Yes (Check)
1. The LEA/School has created a system for making awards that is transparent and fair.	<input checked="" type="checkbox"/> N __ S __ Y
2. The LEA/School has worked with teachers and teachers' union at each stage of developing and implementing the system of awards.	<input checked="" type="checkbox"/> N __ S __ Y
3. The LEA/School has implemented a communication plan for building stakeholder support.	<input checked="" type="checkbox"/> N __ S __ Y
4. The LEA/School has secured sufficient funding for long-term program sustainability.	<input checked="" type="checkbox"/> N __ S __ Y
5. The LEA/School has developed a system of providing performance-based incentives using valid data on whether performance indicators have been met.	<input checked="" type="checkbox"/> N __ S __ Y
6. The LEA/School has identified and established non-monetary incentives for performance.	__ N <input checked="" type="checkbox"/> S __ Y
Needs Assessment: Describe your obstacles to full implementation of the indicators for this strand. Due to the time constraints of the grant application, we have not begun work in this area.	
Needs Assessment: Describe the kind of support and additional resources that would help you fully implement all the indicators for this strand. This will be better evaluated once we begin our school improvement process.	
Plan: Describe the specific interventions included in the plan that address this strand and the expected outcome of each. We have set up a task force for evaluation that will work to understand and reconstruct our evaluation process to be more in line with the expectations of the school improvement process (reflecting the Danielson model).	

Strand H – Part 3: Evaluate, Reward, and Remove Staff – (Removing Staff)	
Implementation Indicators	No / Somewhat / Yes (Check)
1. The LEA/School has created several exit points for employees (e.g., voluntary departure of those unwilling, unable to meet new goals, address identified problems).	<input checked="" type="checkbox"/> N __ S __ Y
2. The LEA/School has established and communicated clear goals and measures for employees’ performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning.	<input checked="" type="checkbox"/> N __ S __ Y
3. The LEA has reformed tenure protections, seniority rights, and other job protections to enable quick performance-based dismissals.	<input checked="" type="checkbox"/> N __ S __ Y
4. The LEA has negotiated expedited processes for performance-based dismissals in transformation schools.	<input checked="" type="checkbox"/> N __ S __ Y
5. The LEA has formed teams of specialists who are familiar with the rules and regulations that govern staff dismissals.	<input checked="" type="checkbox"/> N __ S __ Y
6. The LEA has a team available to help principals as they deal with underperforming employees to minimize principal’s time spent dismissing low performers.	<input checked="" type="checkbox"/> N __ S __ Y
7. The LEA/School facilitates swift exits to minimize further damage caused by underperforming employees.	<input checked="" type="checkbox"/> N __ S __ Y
<p>Needs Assessment: Describe your obstacles to full implementation of the indicators for this strand. Due to the time constraints of the grant application, we have not begun work in this strand.</p>	
<p>Needs Assessment: Describe the kind of support and additional resources that would help you fully implement all the indicators for this strand. This will be better evaluated once we begin our school improvement process.</p>	
<p>Plan: Describe the specific interventions included in the plan that address this strand and the expected outcome of each. We have set up a task force for evaluation that will work to understand and reconstruct our evaluation process to be more in line with the expectations of the school improvement process (reflecting the Danielson model).</p>	

Strand I: Provide Rigorous Staff Development	
Implementation Indicators	No / Somewhat / Yes (Check)
1. The LEA/School provides professional development that is appropriate for individual teachers with different experience and expertise.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
2. The LEA/School offers an induction program to support new teachers in their first years of teaching.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
3. The LEA/School aligns professional development with identified needs based on staff evaluation and student performance.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
4. The LEA/School provides all-staff, high-quality, ongoing, job-embedded, and differentiated professional development.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
5. The LEA/School structures professional development to provide adequate time for collaboration and active learning.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
6. The LEA/School provides sustained and embedded professional development related to implementation of new programs and strategies.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
7. The LEA/School sets goals for professional development and monitors the extent to which it has changed practice.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
8. The LEA ensures that school leaders act as instructional leaders, providing regular feedback to teachers to help them improve their practice.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
9. The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers.	<input checked="" type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> Y
10. The LEA/School creates a professional learning community that fosters a school culture of continuous learning.	<input checked="" type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> Y
11. The LEA/School promotes a school culture in which professional collaboration is valued and emphasized.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
<p>Needs Assessment: Describe your obstacles to full implementation of the indicators for this strand. Due to the time constraints of the grant application, we have begun work in this strand but still have many areas that need to be reviewed and discussed.</p>	
<p>Needs Assessment: Describe the kind of support and additional resources that would help you fully implement all the indicators for this strand. This will be better evaluated once we begin our school improvement process.</p>	
<p>Plan: Describe the specific interventions included in the plan that address this strand and the expected outcome of each. Many of our activities in our grant are focused on professional development and strengthening the staff we have.</p>	

Strand J: Increase Learning Time	
Implementation Indicators	No / Somewhat / Yes (Check)
1. The principal is familiar with research and best practices associated with efforts to increase learning time.	<input type="checkbox"/> N <input type="checkbox"/> S <input checked="" type="checkbox"/> Y
2. The principal has assessed areas of need, selected programs/strategies to be implemented and identified potential community partners.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
3. The principal creates enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders, and faith-based organizations through information sharing, collaborative planning, and regular communication.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
4. The LEA/School has allocated funds to support extended learning time, including innovative partnerships.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
5. The LEA assists school leaders in networking with potential partners and in developing partnerships.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
6. The LEA/School creates and sustains partnerships to support extended learning.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
7. The LEA/School ensures that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
8. The LEA/School monitors the progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
<p>Needs Assessment: Describe your obstacles to full implementation of the indicators for this strand. Due to the time constraints of the grant application, we have begun work in this strand but still have many areas that need to be reviewed and discussed.</p>	
<p>Needs Assessment: Describe the kind of support and additional resources that would help you fully implement all the indicators for this strand. This will be better evaluated once we begin our school improvement process.</p>	
<p>Plan: Describe the specific interventions included in the plan that address this strand and the expected outcome of each. As part of our grant, we are looking to extend the school day for staff as a means of addressing many of the indicators listed above.</p>	

Strand K: Reform Instruction	
Implementation Indicators	No / Somewhat / Yes (Check)
1. The school has established a team structure among teachers with specific duties and time for instructional planning.	<input checked="" type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> Y
2. The principal focuses on building leadership capacity, achieving learning goals, and improving instruction.	<input type="checkbox"/> N <input type="checkbox"/> S <input checked="" type="checkbox"/> Y
3. The principal aligns professional development with classroom observations and teacher evaluation criteria.	<input checked="" type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> Y
4. The principal ensures that teachers align instruction with standards and benchmarks.	<input type="checkbox"/> N <input type="checkbox"/> S <input checked="" type="checkbox"/> Y
5. All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
6. All teachers, working in teams, differentiate and align learning activities with state standards.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
7. All teachers assess student learning frequently using standards-based classroom assessments.	<input checked="" type="checkbox"/> N <input type="checkbox"/> S <input type="checkbox"/> Y
8. All teachers, working in teams, prepare standards-aligned lessons.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
9. All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
10. All teachers demonstrate sound homework practices and communication with parents.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
11. All teachers employ effective classroom management.	<input type="checkbox"/> N <input checked="" type="checkbox"/> S <input type="checkbox"/> Y
<p>Needs Assessment: Describe your obstacles to full implementation of the indicators for this strand. Due to the time constraints of the grant application, we have begun work in this strand but still have many areas that need to be reviewed and discussed.</p>	
<p>Needs Assessment: Describe the kind of support and additional resources that would help you fully implement all the indicators for this strand. This will be better evaluated once we begin our school improvement process.</p>	
<p>Plan: Describe the specific interventions included in the plan that address this strand and the expected outcome of each. Many of our activities in our grant are focused on reforming instruction. We anticipate large gains in achievement and a decrease in negative student behaviors.</p>	