



SINI 5+ FOCUS!

Volume 2 Number 2

November 2011

Happy Thanksgiving! Best wishes to all for a gratifying and relaxing Thanksgiving. Many of you have recently passed the first progress reporting milestone of the year – for students. Being a fervent advocate of “practicing what you preach,” this issue of FOCUS! features guidance on how to use the *Steps* tool to document *your* progress.

Last issue focused on the common sense wisdom that a plan cannot achieve results unless it is implemented. If you respect that truth, the next lesson to remember is

What gets monitored gets done.

In the restructuring action plan you created using *Steps to Success*, you listed how you will monitor the implementation of your plan’s TASKS and also how you will monitor their impact. Now is a good time to monitor the progress you and your staff have made toward the “vision of the objective when fully implemented” as you described it in the plan.

Another reminder: the only reason for monitoring the progress of your work throughout the year is because it’s good professional practice. There is no state or federal obligation to submit a progress report until the end of the year. However, imagine how much easier it will be to have documented periodic updates on your implementation of the plan’s TASKS so that your June reporting duties are simplified.

More significantly, imagine how much more successful your plan’s implementation will be if you keep track of what’s happening, what’s working and make adjustments as the evidence suggests.

SINI 5+ Focus!

Volume 2 Number 2 November 2011

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Six Steps for Using Step 6

In the September issue of **FOCUS!** I offered suggestions for using some of the *Steps* reports to help you manage the tasks in your plan. The suggestions in this issue are more detailed recommendations on ways to not only monitor what's being implemented but also to document your work in preparation for completing the required progress report at the end of the year.

*The guidance here is in shortened form. To see what the examples look like in the system for "Mt. Adams" Elementary School, log in to Indistar® (Steps to Success) using **nhsample** as the login and **nhsample** as the password. Take a look at objectives **IE06** and **IIIA01** which are examples that are described here.

STEP ONE:

1. Log on to *Steps to Success*. (www.centerii.org/ Indistar/ login/ YOUR login credentials)
2. Navigate to the School Main page.
3. Click on Step 6.

The window that opens is a list of OBJECTIVES included in your plan. On this page you can

- sort by clicking on the underlined headers (ID, Assigned To, Target Date)
- see the number of tasks planned under each objective
- print this list to share with the leadership team or your restructuring team

*What does it mean if there are 0 tasks assigned to an Objective?
Most likely this objective is integrated within another similar objective. Remember how we identified "main idea" and "supporting details" objectives?*

STEP TWO:

1. From the Step 6 window, click on the OBJECTIVE you want to monitor and document.
2. Take a minute to review what your staff wrote when asked to "Describe what it will look like when this objective is fully implemented."
3. Scroll down to the COMMENTS section and review what you said you would do to MONITOR IMPLEMENTATION and MONITOR IMPACT.
4. Set a date when the PERSON ASSIGNED should compile a PROGRESS REPORT on the task.

STEP THREE:

1. In the COMMENTS section, start a new paragraph with the DATE of your progress check. See the example below (or go to NHSAMPLE to see it in context) –

(Objective IIIA01)

Comments	<p>RESOURCES: Presenter costs = estimated \$3,000 ; instructional coach for 10 hours per month per school @\$50 per hour = \$500 per school per month</p> <p>MONITORING ACTIVITIES: PD Session feedback; instructional team meeting agendas and minutes; administrators check for additions to the curriculum binders for each grade level, subject areas</p> <p>MONITORING OF EFFECTIVENESS: District curriculum director approves "power" standards selections; instructional coaches report deepening understanding of GLEs and curriculum standards among staff members; in surveys, teachers report increasing knowledge of curriculum focal points, power standards</p>
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	11.07.11 Progress Update: Instructional coach recently hired. Began meeting with grade level teams to review curriculum standards in October. Collected feedback from pd presentation by standards consultant and also from instructional team meetings with instructional coach. THIS IS AN ONGOING TASK that will not be completed until the end of the school year.
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Remember that Steps to Success (Indistar®) is used by 15 states, each with different processes around the tool. NH users will need to REDEFINE some of the terminology to make the tool meet our expectations.

2. The PERSON ASSIGNED responsibility for this TASK should collect the evidence described under Monitoring Activities and Monitoring Effectiveness. (Consider setting a deadline for collecting the evidence across all TASKS and OBJECTIVES.)
3. Enter the PROGRESS CHECK Date in the box labeled COMPLETED date.

STEP FOUR:

1. REPEAT the sequence of entering a PROGRESS CHECK in the COMMENTS section of each TASK under each of your objectives. Remember to enter the PROGRESS CHECK date in the box labeled COMPLETED.
***Don't expect to have fully complied with all the lofty expectations you proposed in the original plan. Life happens, and life in schools can take you away from well-designed plans. BUT that isn't an excuse – it just means that NOW is the time to get back on track! ***
2. Once all tasks have been documented and the date of the progress check entered in the COMPLETED box, a new window opens:

Here's where you need to IGNORE the system terminology and MAKE IT WORK to suit your needs.

3. ** CHECK the box "The Objective has been fully met." (even though we all know it hasn't!) Once you CHECK that box and click SUBMIT, the OBJECTIVE STATUS WINDOW opens.

OBJECTIVE STATUS WINDOW—MT. ADAMS EXAMPLE

Status of Objective
<small>The tasks assigned to this Objective have been completed. If the objective has been met, complete the status report below. If the objective is still not met, go back and add tasks in step 5 as needed. When those tasks are completed, you will then be prompted to complete this status report.</small>
1. Please describe your experience in pursuing this Objective. 11/7/2011 Consultant availability was a challenge. Once our instructional coach was hired, and established working relationships with each instructional team, the work moved briskly.
Add your Experience here.
2. What continued work will be necessary to sustain your efforts and continue to meet the Objective. 11/7/2011 With the new Common Core standards coming into use, we need to revisit our selections of "power standards" in light of new priorities.
Add your Sustain information here.
3. Please provide evidence that this Objective has been fully and effectively implemented. 11/7/2011 The monitoring of effectiveness data will be attached to this progress report at the appropriate time.
Add your Evidence information here.

4. Enter a description of your EXPERIENCE to date of trying to complete this OBJECTIVE. Consider including reminders to yourself and your team of events that helped (or hindered) your progress toward this objective.
5. Enter a description of what you will continue to do to SUSTAIN attention to the work toward this objective.
6. Enter a description of the EVIDENCE you've collected, or intend to collect, that shows you've followed through with your plans for each of the TASKS leading to the objective.

STEP FIVE:

1. Extract REPORTs from the *Steps* tool to share with the team, district administrators, community and parents to explain your restructuring work.
2. Go to SCHOOL MAIN page. Locate the Resource and Reports menu in the upper right of the page. Select REPORTS.
3. Scroll down to the INDICATOR CHECKLIST REPORT.
**wander through some of the other report types when you have a chance, particularly the TASKS report!*
4. Place a CHECK in the box next to each of the objectives for which you documented your progress. Click on REPORT to produce the document.
**you can create a report for EACH objective separately, or a single report for several objectives; choose the format that will work for your purposes.*
5. Click on the down arrow next to the EXPORT icon. EXPORT as either a WORD or PDF document.
6. SAVE AS "Restructuring Progress Report DATEXX XXX" on your computer. Add it to the master documents for your team's activities.

STEP SIX:

1. REPEAT your progress monitoring activities across the course of the year, perhaps quarterly or concurrent with student reporting periods.

A sample four-page Progress Monitoring Report for Mt. Adams Elementary School is included at the end of this newsletter.

Once you've committed to documenting your progress on your improvement plan initiatives, the process becomes an expected part of the pursuit of excellence. Effective organizations, whether Amazon.com, Google, or Apple continually monitor their performance against standards of excellence and revise operations as indicated to refine their services to better serve their clients' needs. Your school can adopt a continuous improvement mindset, too, and *Steps to Success* can be one tool to help you document your performance.

Let me know if you have questions or suggestions you've designed to make use of the tool to suit your needs. I'll pass your ideas along to the others in the next issue of **FOCUS!**

Steps Logins and Technical Support

If you've misplaced your login or password for *Steps to Success*, there are three contacts you can reach to retrieve them.

Karen Laba karenlaba@comcast.net or karen.laba@doe.nh.gov
603 743-5129 or 603 969-0988

Kristine Braman kristine.braman@doe.nh.gov (603) 271-6055

Joe Trunk, NECC, RMC Research jtrunk@rmcres.com 603 422-8888

If you have technical issues – the system won't let you do something you know it should – you can contact Karen or Joe, or use the ADI link at the bottom of the *Dashboard* page and also at the bottom of the *Welcome* page.

One common issue occurs when you try to EXPORT a report or worksheet or Wise Way. These items are treated by web browsers as "pop-ups." If you click, re-click, and click again, and the document doesn't appear, check for messages from your browser saying "Pop-ups blocked" and follow the instructions for un-blocking pop-ups.

In general, you should try these strategies before calling for help when you have technical issues:

1. Log out and then back in.
2. If using Firefox as your browser, log out and try using Explorer. (If using Explorer and it's not working, log off and try Firefox.)
3. If EXPORT as WORD (last option in the dropdown) is trouble, choose PDF export format (often comes out nicer but doesn't let you modify).
4. Restart your computer.
5. Try another computer.
6. Try entering Steps to Success with NHSCHOOL (or NHSAMPLE) logins instead of your school password.

Please distribute this newsletter to your team members and others who are providing school improvement assistance to you. Send along suggestions for topics or requests for advice to help move your work forward. Also, send along corrections to the contacts on the following pages.

Enjoy the celebrations of the season! *Karen*



K. Laba, NH Consultant for School Improvement karen.laba@doe.nh.gov; karenlaba@comcast.net;
603 743-5129 603 969-0988

Restructuring Implementation (SINI 5+) Schools –Contacts

Restructuring Implementation Contacts Revised November 2011

2009 Restructuring Cohort (Began implementation 2010-11; continuing 2011-2012)		
SAU/ District	School	Principal Email
#61 Farmington	Henry Wilson Mem. Tel: 603-755-2181	Steve Woodward swoodward@sau61.com
#38 Hinsdale	Hinsdale Elementary Tel: 603 336-5332	Ann Frietag afrietag@nhnhd.org
#33 Raymond	Gove MS Tel: 603-895-3394	Ellen Small e.small@sau33.com
#82 Chester	Chester Academy Tel: 603-887-3621	Leslie Leahy lesliel@chesteracademy.org
#11 Dover	Dover MS Tel: 603-516-7204	Christine Boston c.boston@dover.k12.nh.us
#18 Franklin	Bessie Rowell Tel: 603-934-5116	Mike Hoyt mhoyt@franklin.k12.nh.us
#27 Litchfield	Griffin Memorial School Tel: 603-424-5931	Bo Schlichter bschlichter@litchfieldsd.org Ronda Gregg rgregg@litchfieldsd.org
#37 Manchester	Beech Street ES Tel: 603-624-6314	Ellie Murphy emurphy@mansd.org
#37 Manchester	Henry Wilson Elementary Tel: 603-624-6350	Linda Durand ldurand@mansd.org Christine Brennan cbrennan@mansd.org Stephanie Wheeler swheeler@mansd.org
#42 Nashua	Fairgrounds ES Tel: 603-594-4318	Chuck Healey healeyc@nashua.edu
#42 Nashua	Ledge Street ES Tel: 603-594-4337	Janet Valeri valerij@nashua.edu
#42 Nashua	Mt. Pleasant ES Tel: 603-594-4331	Mary Frances Tintle tintlem@nashua.edu
#43 Newport	Newport MS Tel: 603-863-2414	Mark Christensen mchristensen@newport.k12.nh.us
#64 Wakefield	Paul School Tel: 603 522-8891	Traci Lynn Moser tmoser@wakefield.k12.nh.us
#59 Winnisquam Regional	Winnisquam MS Tel: 603-286-7143	Pamela A. Miller pmiller@wrsdsau59.org Suzan Gannett sgannett@wrsdsau59.org
#34 Hillsboro Deering	Hillsboro Deering ES Tel: 603-464-1110	Noreen McAloon, Ed.D. nmcaloon@hdsd.k12.nh.us
#37 Manchester	Northwest Elementary Tel: 603-624-6321	Shelly Larochelle slarochelle@mansd.org

2010 Restructuring Cohort moving to Restructuring Implementation for 2011-12 Rev 10.2011		
SAU/ District	School/ Phone	Principal/Contact , Email,
#6 Claremont	Disnard Elementary 603 543- 4260	Melissa Lewis mlewis@claremont.k12.nh.us
# 7 Colebrook	Colebrook Elementary 603-237-4801	Mary M. Jolles mjolles@colebrook.k12.nh.us
# 53 Deerfield	Deerfield Elementary 603-463-7422	Paul Yergeau pyergeau@sau53.org
#49 Governor Wentworth	Kingswood MS 603-569-3689	Kirkland (Rusty) O. Ross rross@govwentworth.k12.nh.us
#27 Litchfield	Litchfield Middle school 603-424-2133	Thomas Lecklider tlecklider@litchfieldsd.org
#37 Manchester	Bakersville 603-624-6312	Judith Adams juadams@mansd.org
#37 Manchester	Hallsville 603-624-6332	Rachelle Otero rotero@mansd.org
#37 Manchester	McDonough 603-624-6373	Kenneth V. Dibenedetto kdibenedetto@mansd.org
#43 Newport	Towle Elementary 603-863-2050	Patti Warren pwarren@newport.k12.nh.us M McKenney & K Niboli mcnib@newport.k12.nh.us
#33 Raymond	Lamprey River ES 603-895-3117	Daniel LeGallo d.legallo@sau33.com
#33 Raymond	Raymond HS 603-895-6616	Kirk Beitler k.beitler@sau33.com
#54 Rochester	Chamberlain St. ES 603-332-5258	Stephen M. Leclair leclair.s@rochesterschools.com
#56 Somersworth	Idlehurst (Hilltop) 603-692-2435	Michael Quiqley, Principal mquigley@sau56.org
#56 Somersworth	Somersworth MS 603 692 4450	Dana Hilliard dhilliard@sau56.org ; Kate Segal ksegal@sau56.org
#16 Exeter	Cooperative MS 603 775-8700	Bill Furbush bfurbush@sau16.org March Dovholuk mdovholuk@sau16.org

2010 SINI 4 "Hold" (made AYP 2010-11)

#56 Somersworth	Maple Wood ES 603-692-3331	Caroline F. Butler cbutler@sau56.org
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Mt. Adams Elementary School

Indicator Checklist Report

Key Indicators are shown in **RED**.

School Leadership Team RI

SAMPLE PROGRESS MONITORING REPORT

Classroom Instruction			
Expecting and monitoring sound instruction in a variety of modes			
Indicator IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (110)			
Level of Development:		Limited Development	
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Describe current level of development:		As a result of previous work with Reading First, a guiding document aligning standards, curriculum, instruction and assessment exists for the early primary grades (K, 1, 2, 3) but not for upper grades and not for subjects other than reading/ English language arts. Teachers rely on their textbook in mathematics and on the ways they've always taught in reading -- some whole language, some phonics focused, some readers-writers workshop. Some grade level instructional teams work to align what they teach when, but not all grades do. There is no opportunity for vertical alignment, between grades for example.	
Plan	Assigned to:	Debora Lynda	
	How it will look when fully met:	(This objective incorporates Objectives IIA02; IIB01) Teachers at each grade level will have a binder for each subject area (or an electronic database) that is sorted by the priority ("power") content standards for their grade level (at least 5 but no more than 10). In each section will be the GLEs for that subject, grade, samples of released items for those GLEs, links to curriculum resources in the text book or other resource materials, and short pre- and post-tests for the set of GLEs addressed in the unit of instruction.	

		Teacher teams at each grade level will continually add, revise, refine the contents of the binders (either hard copies or electronic) at least at the conclusion of each unit of instruction. Teachers at the same grade level in other schools in the district will meet yearly to share their new material and discuss the strengths and gaps in the curriculum.
	Target Date:	06/30/2012
	Tasks:	
	1. Instructional (grade level) teams will meet weekly to plan their process/ method for collecting and organizing binders for this process following District guidance on the expected timeline.	
	Assigned to:	Grade Level Team Leaders
	Target Completion Date:	09/30/2011
	Comments:	<p>RESOURCES: stipends for half day team meetings (3.5 hours @ \$25 per hour, 4 teachers per grade, 6 grades = \$12,250)</p> <p>MONITORING OF ACTIVITIES: instructional team meeting agendas and minutes</p> <p>MONITORING OF EFFECTIVENESS: teacher surveys (informal, formal) reveal confidence in knowledge of what is to be taught and how it can be assessed</p> <p>Progress Check 11.19.11 Most teams have been faithful in keeping minutes on the shared server and following the common agenda -- what's been done, what needs to be done, who will do it, how will we know it's happened. Team leaders report to the restructuring team that work has slowed waiting for the district to complete the crosswalk between the common core and curriculum materials.</p>
	Task Completed:	11/19/2011
	2. District (or school) wide professional development on selecting "power" standards. Instructional coach assigned to each school for 10 hours per month to assist in selection of power standards and develop the binders.	
	Assigned to:	District PD Director
	Target Completion Date:	09/30/2011
	Comments:	RESOURCES: Presenter costs = estimated \$3,000 ; instructional coach for 10 hours per month per school @\$50 per hour = \$500 per school per month

			<p>MONITORING ACTIVITIES: PD Session feedback; instructional team meeting agendas and minutes; administrators check for additions to the curriculum binders for each grade level, subject areas</p> <p>MONITORING OF EFFECTIVENESS: District curriculum director approves "power" standards selections; instructional coaches report deepening understanding of GLEs and curriculum standards among staff members; in surveys, teachers report increasing knowledge of curriculum focal points, power standards</p> <p>11.07.11 Progress Update: Instructional coach recently hired. Began meeting with grade level teams to review curriculum standards in October. Collected feedback from pd presentation by standards consultant and also from instructional team meetings with instructional coach. THIS IS AN ONGOING TASK that will not be completed until the end of the school year.</p>
		Task Completed:	11/07/2011
		3. District assessment director (or external consultant) provides each instructional team with a collection of released items from the state assessment linked to GLEs for math and English language arts. Assessment items for science, social studies will be provided from other sources, such as national assessment data bases.	
		Assigned to:	District Assessment Director
		Target Completion Date:	12/30/2011
		Comments:	<p>RESOURCES: cost of consultant (TBD); duplication or website update costs</p> <p>MONITORING OF ACTIVITIES: instructional team leaders report receipt of assessment item packets from District; teacher binders growing</p> <p>MONITORING OF EFFECTIVENESS: in surveys and informally, teachers report less stress in developing unit plans; teachers use assessment items as pretests at the start of each unit of instruction; administrators report closer alignment among grade level lesson plans; on surveys, students indicate classes are "harder" and less repetitive;</p> <p>Progress Check 11.19.11 Released items from NECAP have been collected into an electronic folder. Grade level teams are reviewing each item and sorting into the appropriate gle (common core standard for those</p>

			available). Several teachers have agreed to create "pilot" pre-tests for instructional units using the released items. First use of the pretests are expected in early January.
		Task Completed:	11/19/2011
Implement	Percent Task Complete:		100%
	Objective Met:		11/7/2011 11/20/2011
	Experience:		<p>11/7/2011 Consultant availability was a challenge. Once our instructional coach was hired, and established working relationships with each instructional team, the work moved briskly.</p> <p>11/20/2011 Most teams are meeting and are making use of the released items to design simple pre-tests. Some have begun mapping instructional materials to each unit.</p>
	Sustain:		<p>11/7/2011 With the new Common Core standards coming into use, we need to revisit our selections of "power standards" in light of new priorities.</p> <p>11/20/2011 The district has finalized the crosswalk between common core and gles in mathematics; instructional teams are asked to double check that the assessment items are linked to the correct common standard; we expect to have the curriculum units outline for the next topic by January.</p>
	Evidence:		<p>11/7/2011 The monitoring of effectiveness data will be attached to this progress report at the appropriate time.</p> <p>11/20/2011 The leadership team shares the reports from instructional teams at monthly meetings. We will plan to conduct the survey and collect that data in January at the end of the second quarter.</p>

November 20, 2011