

**Milton School District-
Nute High School and Library- Tier II
Nute Middle School- Tier I
School Improvement Grant
August 19, 2010**

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MILTON SCHOOL IMPROVEMENT GRANT

BELIEVE

ACHIEVE

SUCCEED

History and context of Milton schools and community: Milton is a rural community of 4,604 that has a history of declining industry, high poverty, low levels of educational attainment and limited community support for schools. In the 2000 U.S. census, per capita income in Milton was \$18,092, 24% less than average per capita income in New Hampshire. Similarly, median income in Milton was \$44,194, 30% less than the statewide average of \$63,235. While 6.1% of Milton residents fall below the poverty threshold, over 25% of Milton households with children under 5 live in poverty and have a single female head of household. In the past year the town unemployment rate doubled to 9.9%. Only 5.9% of the population has a bachelor's degree, compared to 29% statewide. 42% of students in Milton are on free and reduced lunch.

The town is challenged to provide necessary financial support to maintain the schools. Milton's equalized value per student of \$717,889 is well below the state average. School buildings, built as far back as 1890, are in disrepair and need major renovations to meet current ADA, fire codes, and air quality regulations. Prior to this year, the last formal curriculum review and textbook adoption process took place in the mid-1990's, leading to a severe shortage of educational materials as well as limited use of state standards to guide instruction. Annual starting salaries for Milton teachers are \$3000 below state average starting salaries, and average annual teacher salaries are \$7175 lower than state average teaching salaries (NHDOE 2009 statistics). This lack of financial support and resources has led to high teacher turnover rates, particularly for beginning teachers, who can easily earn as much as \$5,000 more per year in neighboring districts.

Milton School District, identified as a District in Need of Improvement, has three schools, each with the following identified areas of need:

- **Tier III SIG-**Milton Elementary: 262 enrollment in grades K-5, SINI in math and reading
- **Tier I SIG-**Nute Middle School: 153 students enrolled, grades 6-8, 8 core teachers, 21 teachers and specialists shared with both Milton Elementary and Nute High School, SINI in math
- **Tier II SIG-** Nute High School and Library: 210 students enrolled, 8 core teachers, SINI in math, drop-out rate 29.7% last year which was the highest in the state, index score in math lowest in the state past 2 years

Current improvement planning and implementation:

In July 2009 the district hired a new Superintendent of Schools and a new Special Education Director. The previous year, the district had established a new Curriculum Coordinator position to develop a district curriculum aligned to state standards. The new administrative team began work immediately to develop an improvement plan. Through the School and District improvement processes a district team analyzed root causes for poor performance and developed strategies for improvement. Improvement focused on district K-12 mathematics curriculum and instruction, elementary reading instruction and assessment, and high school reform. Milton School District has used one-time funding from ARRA, SINI and Title IID Technology funds to support the following improvement activities, which took place during the 2009-2010 school year:

- Initiated K-12 Math Task Force
- Math Task Force developed district math curriculum aligned to state academic standards, mapped curriculum, developed pacing guides, began development of benchmark assessments

- Math Task Force established criteria, designed rubrics for selection of standards-based mathematics program and piloted K-12 standards-based math materials
- Math Task Force submitted a K-12 mathematics curriculum for review by the Milton Budget Committee
- Mahesh Sharma, Mathematics Professor/Consultant provided intensive professional development
- Mathematics coaches hired to support classroom implementation of new math instructional practices
- Purchased and implemented computer-based math intervention program for individualized student support
- Teachers, students and parents have participated in middle/high school redesign visioning activities
- Finalized and implemented Competency-Based Assessments pilot in grades 9-12
- Developed and implemented over 70 Extended Learning Opportunities (ELOs) aligned with Nute High School competencies
- Implementing full-day Kindergarten 2010/11
- Hired an elementary literacy coach to support instructional goals in K-5 literacy (SINI) plan
- Purchased and trained teachers in use of K-12 reading intervention materials
- Hired a Title I/ Parent Coordinator to support underachieving students at Nute Middle School and Milton Elementary School.
- Implemented PBIS (Positive Behavioral Interventions and Supports) in Nute Middle School
- Purchased Promethean Boards, and provided teacher technology integration training for classroom use

Our identification as a District in Need of Improvement has been a wake-up call that has led the district and the community to openly discuss school performance and the need for change. It has allowed us the opportunity to examine the data and share the results with the School Board, Budget Committee and the community at large. It has been a catalyst for the realization that the current conditions are unacceptable. The first step in any recovery or restructuring program is admitting there is a problem and then making a collective, moral commitment to addressing the issues. Due to this increased awareness, community members are coming forward to support school improvement initiatives. We have brought in Nute alumni to witness the declining condition of the high school. They have written letters to the editor in the local paper and have formed a non-profit group, "The Friends of Nute" to support solutions. We have developed a group called the "High School Options Committee" that has been exploring a variety of possible solutions to address the needs of our high school population. While this past year has been a successful first year of implementation, there is significant work yet to be done. It is in this spirit of school and community readiness that we submit this application for the 2010 NH School Improvement Grant to address the ongoing improvement needs of our Tier I and Tier II schools in Milton. Below is an outline of major next steps in the Milton SIG plan, details of which are articulated in the application narrative:

Area of focus	Improvement Goals	Key Strategies
Leadership and Capacity for Reform	Establish and support practices that support instructional leadership (for principals, teachers and students) focused on student learning	<ul style="list-style-type: none"> • Revised leadership model at Nute • Implementation of Site Council using shared leadership model • Principal mentor for new HS Principal • Leadership development and training
Aligned Standards, Instruction and Assessment	Identify a set of essential learnings in which students must demonstrate achievement in order to graduate.	<ul style="list-style-type: none"> • Implementation of HS competency model • Implementation of K-12 math curriculum • Development and implementation of K-12 Language Arts curriculum

	Teachers increase content knowledge, and align assessments to essential outcomes and competencies.	<ul style="list-style-type: none"> ▪ Advanced coursework and personalized education for all students ▪ Student data base monitors student growth and clarifies appropriate supports
Cultural Conditions	Students display a sense of belonging and the feeling that someone cares if they are doing well. Teachers have a positive impact on the culture and climate of the school.	<ul style="list-style-type: none"> ▪ Develop equitable protocols for discipline through PBIS and APEX III ▪ Deepen use of High School Advisory ▪ Students develop personal learning plans and share results of their learning
Community Connections	Students' families are engaged as partners in the students' education, and leaders in the community are actively engaged in supporting the school and its students	<ul style="list-style-type: none"> ▪ Establish mechanisms (for example, Friends of Nute) for community leaders to learn about and contribute to the school ▪ Engage students' families through student-led conferences/demonstrations

Title I 1003(g) School Improvement Grant 2010

LEA Application

SAU#:64 District Name: Milton

Superintendent: Gail Kushner

Address: 18 Commerce Way

City: Milton, New Hampshire Zip:03851 Tel: 603-652-0262

E-mail: gkushner@sau64.k12.nh.us Fax: 603-652-0250

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

Name:

Address:

City: Zip: Tel:

E-mail: Fax:

LEA Improvement Planning Committee Members	
Name	Group representing (School staff, district staff, parents, or outside expert/facilitator)
Gail Kushner	Superintendent
Linda Stimson	Curriculum Coordinator
Scott Reuning	Special Education Director
Polly Golden	Milton Elementary School Principal
Kevin Michaud	Milton Elementary Assistant Principal/Title I Coordinator
Aaron Bronson	Nute Middle/High School and Library Principal
Stephanie Hillis	Assistant Principal Nute Middle/High School and Library
Nancy Gerzon	West Ed Consultant
Ann Walsh	School Board Chair and Parent
Michael Drolet	Social Studies Teacher Nute Middle School
Travis McKellar	High School Special Education Resource Teacher
Jocelie Estevao	High School Student and Student Board Representative
Jim Buzzell	High School Math Teacher
Jessie Estevao	High School/ Middle School Parent
Dennis Lauze	Chair "Friends of Nute" Nonprofit Organization
Maryanne Doane	President of Milton Teacher's Association/Middle School
Jim Knowles	Parent
	SAU 64 Technology Director

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
Nute Middle	330061600296	X						X
Nute HS and Library	330061600544		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. 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*

During April 2010 a detailed needs assessment for Milton School District’s SIG application was completed by Learning Innovations at WestEd. This needs assessment process included a document review (including the teacher evaluation model, budgets, school and district improvement plans, Title I plan, etc.); a review of student achievement data; analysis of teacher, student and parent survey data; implementation and analysis of teacher and student survey groups; and an interview with the district leadership team. Data from each source was examined to determine patterns and trends, with particular focus on educational practices reported for Nute Middle School and Nute High School and Library. Note that the needs assessment data was collected for both schools, and as there was strong similarity in findings across sites, they are reported together.

A Needs Assessment Summary is detailed in **Appendix A**, showing the specific relationship of Needs Assessment data to elements of the Transformation Model. To simplify the Needs Assessment reporting, the Milton District Leadership Team clarified that the Transformation Model, as outlined in federal legislation, engages schools in four dimensions of educational reform:

1. Implementing comprehensive curriculum and instructional reform strategies,
2. Reforming leadership practices through evaluation system reform, rewards, and embedded professional learning, including structural capacities for reform and operational flexibility,
3. Improving culture/climate, and
4. Increasing learning time for students, developing external supports, community engagement in schools, and extended learning opportunities

Milton's needs assessment process analyzed data focused in each of the four dimensions of the Transformation Model, and determined key findings aligned with the both the federal legislation and the NH School Improvement rubrics used in the NH SINI process (the *Schoolwide Continuum* rubrics). It was important to align to the NH School Improvement rubrics since baseline data from SINI plan implementation and the district's Root Cause Analysis is included in the needs assessment data review. The following highlight key findings from the needs assessment, by focus area:

Focus area 1: Aligned, standards-based curriculum, instruction and assessment:

Milton School District has recently hired a new Superintendent of Schools, a new Special Education Director and a new Curriculum Coordinator. Prior to this new administrative team coming on board little had been done for many years related to a sustained focus on curriculum, instruction and assessment. The following related data points tell some of this story:

- the last curriculum review and textbook adoption process was in the mid-1990's,
- teachers report that they do not use state standards to plan instruction,
- teachers and students report a severe shortage of instructional materials,
- there is no district-run student data base system,
- there are no standards-based assessments (other than NECAP) in grades 6-12, and
- teachers report that they do not use instructional data to guide instruction.

Through the work of the new leadership team and the School Improvement (SINI) planning process, Milton schools have developed an effective curriculum review model and are in introductory phases of aligning curriculum, instruction and assessment in mathematics. In addition, there has been focused work this year on a number of innovative practices including high school reform work focused on developing competencies, advanced course options and personalizing learning experiences for high school students; integrating technology through the use of Promethean Boards; and developing strategies for student intervention in reading and math. These improvements have laid the groundwork for the SIG application, and recommended next steps align with key elements of the transformation model:

- establish a comprehensive curriculum review process to align curriculum to state standards and purchase standards-based instructional and assessment materials,
- provide sustained classroom-based professional development in instructional practices,
- increase rigor and opportunities for advanced coursework
- continue to provide training and support for effective use of educational technology,
- develop a student data base system, and
- develop benchmark and other standards-based assessments that can provide guidance towards instructional planning and student interventions.

Focus area 2: Reforming leadership practices through evaluation system reform, rewards, and embedded professional learning, including structural capacities for reform:

As required in the NH SIG transformation model the Nute Middle and High School Principal has been let go and the district is in process of hiring a new transformation model principal. With regards to the development and use of a shared leadership model, use of incentives and rewards, and establishing long-term structural reform practices, Nute Middle and High Schools are in the awareness stage of reform, where they recognize and value the need for change but do not yet have systemic practices in this area.

Needs assessment data in this area shows that at Nute Middle and High Schools there is currently no framework for shared, collaborative leadership as described in the Transformation model. Teachers, students and parents consistently report frustration that they have little input into decision-making. Focus group participants reported a general lack of visionary leadership, disjointed professional activities, and lack of clarity around issues related to reform. There are no existing teacher leadership pathways, no established pay for performance models and no current teacher leadership incentives. Professional development is seen as temporary and not aligned to a vision of change. Systems in place to support long-term systemic reform mostly do not yet exist – there is no student data base system, no formal data-driven early-warning system for drop-outs, a very limited intervention model and currently the middle and high school schedules do not easily support systemic student intervention practices. The current teacher evaluation model was developed approximately 10 years ago and is based on principal observation of classroom practice.

However, needs assessment data from focus groups and interviews show a strong desire to change in this area. Teachers report readiness to develop a new teacher evaluation system and they report that this would have to be aligned to the development of a robust district data system. The district leadership team also shows a great desire to implement key elements of the transformation model, including recruiting and hiring a new principal who has the skills and disposition to focus on instructional change, establishing a collaboratively-designed and data-driven teacher evaluation system, and providing pay for performance for teacher leadership tasks related to school and district improvement. In addition, the new leadership team members bring with them a successful history of reform at this level through their work in other districts. Members of the current district leadership team each bring experiences in creating sustained professional development that is aligned to school and district improvement goals, as well as providing operational flexibility to ensure improvement outcomes.

Focus area 3: Improving culture and climate:

The needs assessment shows that issues related to culture and climate are extremely problematic at Nute Middle School and Nute High School. This issue was raised by all stakeholder groups as a high priority need. Culture and climate issues raised in surveys, focus groups and interviews included:

- worries about bullying by students, teachers and parents,
- a feeling of lack of safety by students,
- apathy and disengagement on the part of both students and teachers,
- a lack of respect amongst faculty,
- a feeling of teachers being overwhelmed by their work,
- lack of collaboration among staff,
- lack of trust by teachers of their administration, and
- inconsistent and inequitable discipline processes.

Regarding next steps, Nute Middle School is in early implementation of PBIS and will work toward increased training and use of a universal team to support overall improvement in climate. Nute High School has received an APEX III grant and will use that to train teachers on implementation of an equitable high school discipline system. Related to this work are topics focused on addressing student apathy and parent lack of engagement through revising instructional practices, using data to guide instruction, developing a plan for student-led conferencing and involving parents in student demonstrations. In addition, needs assessment

data points to the fact that lack of respect among staff must be addressed, and that there needs to be ongoing work related to developing routes for teacher dialogue, collaboration and leadership. The development of an effective Site Council, with shared leadership across teachers, students, and administrators, will be an important task for the new High School principal.

Focus area 4: Increasing learning time for students, developing external supports, community engagement in schools, and extended learning opportunities:

In this focus area there are several important issues to resolve as well as some emergent best practices. In particular, the needs assessment data indicate that, particularly at the middle school, parents feel disconnected from their students' learning, report a lack of support from teachers, and a lack of awareness of their child's academic progress. This issue is beyond the scope of parent involvement, and during the needs assessment process several key issues came to light regarding the lack of community wide support of the schools, ongoing issues related to community financial support of the schools, and a lack of commitment to school change. For example, 74% of middle school parents who responded to a recent survey disagreed with the statement "Overall, the school performs well academically". The strategies to address this issue will be multi-faceted and relate to engaging parents in their students' academic progress, training teachers to work more effectively with parents, and engaging parents in leadership through more active Site Council and parent engagement.

While there is much more work to be done for these efforts to become part of the culture at Nute Middle and High Schools, the needs assessment process showed evidence that significant work has been done this past year to address increased learning time, use of external supports, and increasing community engagement in schools. For example, the Nute High School Extended Learning Opportunities program took off this year, with 70 ELO placements (to date) this school year. This has energized the community and students, and provided a foundation to engage local organizations to support the schools. Similarly, work has been done with the new Superintendent to bring alumni and community members into the schools. Through this and other outreach work a community group is now in process of development, called "Friends of Nute", and the plan is for this group to bring together a variety of community leaders to develop strategies in support of school facilities, student learning, and extended learning opportunities.

2. 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. Complete the LEA Capacity Rubric located in *LEA Appendix D*.

Milton School District is a district where the demand for improvement is far greater than current capacity for improvement. This is a district with an extremely limited history of successful, sustained educational change. The needs assessment prepared for the SIG application reports what leaders and teachers already know, that there are many conditions that must be overcome to impact change in this district, including a lack of perceived community support for schools, disengaged parents and students, a context of a poor learning climate for students and teachers, and persistently low student expectations. Evidence of these issues are plentiful and alarming. Data points include having the highest high school drop-out rate in NH (30%) in the 2008-2009 school year and the lowest performance on high

school mathematics (NECAP) assessment where in 2009 only 2% of Nute High School students scored at the proficient level in mathematics.

The NH SIG application affords Milton a one-time opportunity to apply research to practice and to break the cycle of low expectations. To do this, the district leadership team is poised to work closely with leading consultants to guide the change process in a way that is fully aligned with the implementation and change research. This research will guide district practice and is fundamental to creating sustained, ongoing, systemic change in Milton schools. Much of the Milton SIG plan will not be fully implemented by the time funding has ended, as the change research reminds us that full implementation takes from 2-4 years, but the framework and leadership changes that will establish the drivers for system change will be established through the guidance, coaching, and leadership support that is available through the School Improvement Grant process.

Milton's leadership team will be trained and supported to use evidence-based change practices as outlined in the Fixsen implementation and diffusion research (Fixsen, 2005 and 2008). This research clarifies implementation stages, drivers of change, the role of the purveyor, and effective intervention practices. More importantly, it clarifies the role of an effective leadership team to support complex change efforts and describes key aspects of how leaders ensure program fidelity and measure program outcomes.

In their 2005 analysis of implementation research Fixsen and his colleagues describe the use of implementation teams to drive the change process. Implementation teams develop effective, adaptive and flexible approaches to initiate and manage the continual change process. The role of implementation teams is a new idea, and according to Fixsen, the skill sets and understanding of this role does not yet exist. In other words, leadership teams have to work together to become a group that can a) understand the innovation very well through training, reflection, and practice, b) learn strategies and come to know how to implement the innovation with fidelity and good effect, and c) begin to accumulate data and experiential knowledge over time. These three main ideas will guide the development and practices of the new Nute Middle School and Nute High School SIG implementation leadership team.

The implementation leadership team will be responsible for preparing faculty and staff for the change process, assuring there is clarity about what will change for students, guiding ongoing implementation, working with lead consultants, and working with the district and the community/parents to support the change process. To do this, the leadership team will have to meet regularly in facilitated sessions to learn, reflect on practice, and analyze outcomes. This will be a more intensive process in the early years of the SIG grant, while administrators are learning the skills required for instructional and climate reform.

The current district leadership team recognizes the need for any new administrator joining in the midst of the SIG process to receive additional mentoring, training and support as these new roles are defined and skill sets are added to meet the needs of the transformational model. The Milton SIG application addressed this need in the following ways:

- hiring a former principal (part time) through the Center for Secondary School Redesign, to mentor the incoming transformational principal,
- use of a trained educational facilitator familiar with the transformational model and implementation research to facilitate learning and run implementation meetings,
- leadership team participation in key training for instructional leadership, such as the *Skillful Leader* training and Bruce Wellman/Laura Lipton's *Leadership Academy*,

- continued facilitation and support of district and school improvement teams focused on aligning curriculum, instruction and assessment in mathematics and Language Arts, and
- external consulting support to provide research, guidance, and facilitation to establish a new teacher and administrator evaluation model aligned with SIG requirements.

In addition to the development of leadership to establish capacity to implement Milton's SIG plan, the second key driver of capacity described in the Fixsen research is the need to build teacher-level capacity to implement change. In this framework the main idea is that systems don't change, people change. To change the activities of faculty and staff, they must be supported to acquire the knowledge, skills and abilities to effectively intervene with students. Information alone does not lead to teacher change. Training alone does not lead to teacher change. In order for teachers to change they need new information, professional learning aligned to the improvement goals, and time to work with coaches in their classrooms to implement and refine new practices. Teachers must be supported and also have a safe environment in which to try new instructional practices, receive guidance from experts in their content area, and have opportunities to reflect and deepen new practices. The Milton SIG plan calls for the following supports to build teacher capacity:

- continue support of mathematics classroom coaches, Rob Lukasiak and Betty Erickson,
- provide additional coaching support for humanities and science teachers,
- develop teacher leadership pathways,
- establish a system of pay for performance for teachers engaged in leading improvement practices,
- actively engage all teachers in the development and piloting of the new teacher evaluation model,
- develop protocols for, schedule time for and train teachers in the use of collaborative dialogue to reflect on and improve instructional practice,
- offer on-site college credit courses aligned with improvement initiatives, and
- establish new guidelines for the teacher mentor program aligned with Milton SIG goals

Finally, building capacity to manage grant funding will be aided by the new district position of Federal and State Grant Accountant. The 2009-2010 school year is the first year in many years that Milton has had access to external funds for professional development. To assure accurate use and reporting of new ARRA and SINI funds, the district hired a grant accountant. This role will be essential to effective management and reporting of SIG funds.

3. 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).

All schools are included.

4 For each school the LEA is committed to serve, provide a brief (no more than one page) 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 quality;**

- **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.**

Additional information that describes key elements of the Milton plan can be found in the following three areas: 1) *Needs Assessment Matrix*, located in **Appendix A**, 2) *Milton SIG Three-Year timeline* in **Appendix B** and 3) *Needs Assessment Summary, application question 1*, **pages 1-4**. Although Nute Middle School and Nute High School and Library are two distinct schools, they share a building, a principal, programs and staff. Since the vast majority of the SIG plan will be done by the same individuals in both schools, we have elected to present the information from both sites in one plan.

Focus area 1: Aligned standards based curriculum, instruction and assessment:

The main idea behind aligned standards-based instruction and assessment is that a) there is agreement amongst faculty, students and parents, about what is most important for students to learn, and b) there is increasing clarity about what students must do to demonstrate their learning, and increasing agreement about what constitutes rigor and high quality learning. This work entails changing educational beliefs and long-held instructional practices, and as such it is intensive, challenging, and requires sustained teacher support and strong instructional leadership. As shown below, numerous researchers and educational theorists suggest that schools that have successfully addressed this shift in practice have done so through teacher professional learning and collaborative structures which promote a set of targeted, focused improvement practices consistent with Milton's SIG plan:

- ongoing analysis of effective use of standards and, in particular, developing targeted essential learnings for each content area, grade level and course (Marzano, 2003)
- develop and implement short and medium cycle assessment practices to guide daily instruction and target interventions (Shepard, 2000)
- implement collaborative teacher teams that determine agreed upon essential learning (Wilaim 2008) and analyze student data to determine next steps in instruction (Leahy, Lyon, Thompson and Wiliam, 2005)
- establish structure for students to set personal learning goals and to self-monitor their progress in meeting those goals (Sadler, 1989)

Focus area 2: Leadership and governance:

The over-arching goal of this section is to build sustained instructional leadership practices at the administrative, teacher and student level. To meet this goal there needs to be significant changes in current leadership structure and practices to ensure instructional leadership focus, aligned accountability systems such as the development and use of a new teacher evaluation system, support for the development and implementation of teacher leadership pathways and rewards, and the implementation of new approaches to student leadership. A new principal will be recruited in spring 2010, which is a time to further engage community members and teacher leaders on important characteristics of a transformational principal. Once the new principal is hired, the implementation leadership team will work to implement key strategies through the three years of the Milton SIG plan, including implementation of a Site Council with newly defined leadership roles for teachers, students and administrators; establishing a team that will determine guidelines and potential data sources for the new teacher evaluation system, and establishing a building-wide accountability model. The new principal, in particular, will be provided additional support during the first and second year with a principal mentor, who has been hired through the Center for Secondary School Redesign. The leadership team will be facilitated by WestEd.

Focus area 3: Cultural conditions:

The main focus of work in this area is to create a climate where learning is encouraged and high expectations exist for administrators, teachers, and students. The vision of the District Leadership Team is that students feel a sense of belonging and know that someone cares about their success, while teachers take responsibility to positively impact the culture and climate of Nute through their daily interactions with students and colleagues. Meeting this goal will require strong instructional leadership, new approaches to personal accountability, and the full and effective implementation of under-utilized systems such as PBIS and High School Advisory. Other approaches in this area are to ensure equitable application of discipline systems (through implementation and training of APEX III), the use of personal learning plans for all students (implemented through high school advisory), the development and implementation of more flexible school structures, and developing a plan for student-led conferencing to showcase student attainment of key learning goals. In particular, needs assessment data points to the need for leadership to employ systems and structures that will ensure training and implementation for effective teacher dialogue.

Focus area 4: Community connections:

The district leadership team will work to expand and deepen work already underway with parents and community in order to meet our program goal of expanding the role of parents and the greater community to support students' academic progress. The grant calls for extending initiatives already underway such as the Extended Learning Opportunity (ELO) initiative, where students participate in off-site learning experiences to meet targeted learning goals. Similarly, work will continue to develop and clarify a new role for the community support group, "Friends of Nute", through facilitated meetings to ensure a sustainable community partnership. New initiatives in this area include planning and implementation of elements of the high school reform work such as use of student learning plans, student-led conferences, the implementation of Running Start and other college-level extended learning opportunities for students and also to train local policy-makers in the effective conditions and requirements of standards-based reform. Finally, to promote parental support of education, the grant provides funding for books and other educational materials to be purchased for the area day care centers to encourage reading.

5. 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.

Please see [Appendix B](#)

6. 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.

	Nute Middle-2009	Nute Middle - Goal	Nute HS	Nute HS-Goal
Math Percent Proficient	52%	55%-2010 58%-2011 61%-2012	2%	5%-2010 10%-2011 15%-2012
Math Index	76.9 –Whole 71.3 SES 43.5 SPED	80-Whole 75-SES 47-SPED	46.2-Whole 48.3-SES doesn't show	50-Whole 51-SES
Reading % Proficient	69%	72%-2010 75%-2011 78%-2012	59%	63%-2010 66%-2011 69%-2012
Reading Index	88.5- Whole 86.9-SES 69.4-SPED	91.5%-Whole 90-SES 72.4-SPED	87.1-Whole 87-SES doesn't show	90.1-Whole 90-SES

7. Describe the intervention model proposed 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).

This section does not apply to Milton's SIG plan.

8. 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.

This section does not apply to Milton's SIG plan.

9. Describe how the LEA consulted with relevant stakeholders regarding the LEA's Application and implementation of SIG intervention models.

The SAU Administrative Team shared District NECAP performance data with the administration, schools, School Board, Budget Committee and press on numerous occasions through out the last year. In December, we were identified as a "struggling school" and applied for the "Race to the Top" grant. The Memorandum of Understanding was signed by the Superintendent, the Teacher's Union and the School Board. The conditions outlined in that grant are very similar to the conditions in the School Improvement Grant. At the time of the RTTT application we had Fred Bramante, State Board of Education visit Nute students, faculty, and community members to discuss changes in the reform process. We also had a visit from Commissioner Barry.

The Superintendent has written several letters to the staff to outline the intention to move forward with this application. It has been discussed at public School Board meetings and in many informal conversations. All through the 2009/10 school-year we have been working with Joe DiMartino to support school reform. In April, Joe conducted sessions with student,

parent and community groups to ask for their input on school reform and the upcoming grant. The LEA also coordinated meetings with Joe DiMartino, Pittsfield Superintendent Freeman, and Nancy Gerzon, West Ed to coordinate efforts and plan our approach to this application. Nancy conducted student and faculty focus groups and surveys for students, staff and parents to prepare for this application in early April.

The Superintendent presented a power-point on the School Improvement Grant to the School Board on April 14, 2010 and then posted it on the website. She also met with a local reporter for an interview that was published in the newspaper Foster's Daily Democrat on April 22, 2010. A public forum on April 28, 2010 to expand the conversation, teachers, administrators and students presented the changes that have taken place over the last year.

10. Describe the process the LEA will use to (a) recruit a new principal 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.

Our principal resigned in March due to the conditions outlined in the SIG grant applications. We started by identifying the characteristics we were looking for in our next leader. A questionnaire was sent out to faculty members and the Board for comments. We advertised in the usual places for a transformational principal (EdJobs and the newspaper) but we also put adds on Craig's list. SAU administrators attended the NH Leadership Conference for emerging leaders to network and announce our vacancy. The interview committee was formed to include ten members representing teachers, parents, community, and administration.

We used Skype to conduct initial interviews for long distance candidates. The two finalists participated in daylong interviews with a variety of constituency groups in the buildings. Ratings forms were collected.

Our top candidate, Aaron Bronson accepted the position. One of our finalists was from New Jersey where he was currently making \$125,000. We could not offer additional funding because our grant was not approved.

Attachments:

- ❖ March 25, 2010- letter to staff
- ❖ Staff Comments to Focus Questions
- ❖ Principal Candidate Questions- Search Committee
- ❖ Tour Schedule
- ❖ Rating Form for feedback from groups for finalists

Pam Clark, leader of Co-Creations, is an educational consultant who specializes in leadership. She is currently consulting with the Superintendent and Search Committee

and has been instrumental in helping inform search criteria within the context of entering a school undergoing complex, fast-paced, and very public educational reform. The principal's position has been advertised in the traditional places i.e. EdJobs, the Manchester Union Leader and Foster's Daily Democrat. The district has also listed the job as a "Transformational Principal" on Craig's List. We have begun the interview process and have used skype to interview long distance applicants.

11. Describe 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.

The School Board has been well-informed about the change process through the District Improvement work that has taken place this past year, through their involvement and signing off on the state's Race to the Top application, and now through the NHSIG application process. They have expressed ongoing concern about being identified as a District in Need of Improvement and are committed to learning more about educational change and to making necessary policy changes to support improvement. While many individuals still have questions about what this process will entail, they are collectively willing to move this work forward to improve options and outcomes for students. As described earlier, in Milton the support of policies and practices does not involve committees or others working to choose for you – in a community as small as Milton people individually are accountable for making policy and practice changes. This is a significant benefit of the Milton SIG plan.

This past year a community member worked with the Superintendent to establish a group, called Friends of Nute, which will work to provide financial and in-kind support to Milton schools. This group has established by-laws, meets regularly, and has already secured in-kind donations of office furniture, file cabinets, and instructional materials. There is discussion that Friends of Nute may merge with the High School Options Committee to focus more deeply on establishing community support for facilities and extended learning opportunities. Through the SIG process we hope to broaden the membership and support for this type of community engagement, and provide guidance and consultation to ensure their sustainability and ongoing focus on improving student learning outcomes.

The New Hampshire DOE met with the Leadership group to review the original document. They asked for responses to additional questions.

1. How will curriculum and Instruction change with the School Improvement Plan?

Last year the Milton School District was identified as a School and a District in Need of Improvement. For the first time in many years, the Milton School District participated in a comprehensive review of the curriculum area of math. Prior to last year there was never any system in place for a comprehensive curriculum cycle review. Teachers were teaching from the textbook and not from the standards. They learned a new way of conducting this review and will replicate the process for the next three years with Language Arts, Science, and Social Studies under the support of the School Improvement Grant.

Last year the staff worked to align the curriculum with the State standards and competencies in the area of math. Teachers mapped curriculum to determine content and pace of math instruction.

A district-wide Title I math tutor was hired to give struggling students extra support. Math coaches worked with teachers and students in all schools. Teachers participated in a K-12 Math Task Force to examine and select new instructional materials. The DINI team continued to meet on a monthly basis with Pam Clark facilitating to monitor progress on the plan. Data teams meet at the elementary, middle and high schools to review and analyze assessment data and NECAP released items.

This year, teachers will be required to implement several new systems to improve math instruction, and teachers have reported that they are both excited about these new tools and also worried about the time it might take to learn each. Teachers will be required to implement a new math series, which will involve extensive professional development to support changes in pedagogy. Also, teachers are being asked to implement technology-based instructional tools to support math instruction, for example, through the use of Promethean Boards. Finally, teachers will learn how to select and engage struggling students for math support, through a "transitional" math class, and the use of Accelerated Math and Fast Math programs.

The SIG grant will allow us the resources to guarantee comprehensive reform in each subject area that includes a review of current practices, researched based best practices, appropriate materials and technology integration. We will be working very closely with academic coaches that provide support and direction in differentiated instruction and "best practices". Our external consultants will support us in the "big picture" thinking in reform and moving toward a more individualized instruction.

The High School and Middle School have begun work with the Center for Secondary School Redesign with Joe DiMartino. The schools will continue to support the use of advisories, Site Councils, Extended Learning Opportunities, and student led conferences. Our goal in the area of curriculum and instructional change is to have students take more responsibility for their learning and have teachers serve as guides to supporting individuals learning to achieve the standards. Students will be able to meet the standards and be assessed in a variety of ways.

2. How do you plan to monitor professional development?

Our SAU 64 professional development model provides teachers with the opportunity to learn something new (ex. math strategies) and then have curriculum coaches to support them in the classroom as they practice the new methods. Teachers meet in data teams to review student performance data to evaluate success, but also to readjust their instruction. Intervention periods have been established for re-teaching, intervention, and enrichment. The Math coaches are also working with administrators to identify "Best Practices" they should be looking for in the classroom. They discuss what to look for during "walk-throughs", supporting appropriate instruction, and how to have the difficult conversations when it is not working.

The SAU Administrative team works with The Professional Development Committee to develop year-long goals and a specific calendar of events to support our objectives. The PD Committee meets monthly to look at feedback and make appropriate adjustments. The Curriculum Coordinator serves as the PD Chairperson, grant manager and coordinates the Curriculum Coaches. The Curriculum Coordinator is in constant contact with administrators, teachers, and

coaches to monitor the informal feedback. Formal feedback is conducted right after a workshop and then through surveys at the end of the year.

As part of the new Professional Development Plan, teachers must complete a self-reflection as they develop their goals and complete a reflection after each activity. Teacher's individual learning goals will be based on building goals, which are fully aligned with overall SIG goals. The Administrative Leadership Team will work together throughout the course of the year to review professional development implementation data, and will work with professional development providers to ensure coherence in various PD approaches. Administrators will meet with teachers as part of their evaluation process to review data from "walk-throughs" classroom observations, student data, and data to review progress toward teacher learning goals.

Our district currently uses the Charlotte Danielson model to evaluate teacher performance. This is congruent with the new State review of the evaluation process. Teachers are required to complete a portfolio that includes artifacts of ways they meet their goals. Teachers are familiar with the model and will be more willing to look at the next stage of development.

SAU leadership, administrators, and teacher data teams review aggregate, disaggregate, and trend data to see if our professional development plan is resulting in improvement for student learning.

3. What are the positive, strengths, and levers for change that you have seen over the last year?

Our identification as a DINI, Struggling School, and Race to the Top bottom 5% was a wake-up call for the entire educational community. It was a catalyst for change. We know we have to do things differently and in the past year we have laid important ground work for successful SIG implementation.

We first performed a "root cause" analysis to guide our planning process. The Root Cause analysis led to the formation of K-12 DINI team and a Math Task Force helped guide the review and selection of a new district-wide mathematics series for school year 2010-2011. In mathematics, extensive professional development was provided by Prof Mahesh Sharma and the math coaches, Betty Erickson and Rob Lukasiak. These training opportunities have been well-received by Milton teachers.

This year the Milton School District hired a full time teacher to serve as the Extended Learning Coordinator. She participated in extensive professional development through the Department of Education and Plus Time Grant. The number of students participating in ELO's expanded from 2-3 students participating to over sixty students by the end of the year. The ELO Coordinator hosted an evening event where students held presentations or exhibitions on their extended learning opportunities for parents and community members.

We recognize the need for improving communication with the public. Several effective strategies were implemented last year regarding communication. Minutes of the DINI team meetings are shared with the school board. The DINI plan and all updates are posted on the district's Web site.

Some members of the DINI team represent the school board, teachers and parents while playing a dual role during team discussions. All three schools in the district send out weekly parent newsletters which contain updates on the progress of the DINI team's activities. Parent nights focus on the district's math scores on NECAP (and we believe that this helped generate community support for the purchase of the new math curriculum materials.) The Fall Open House is planned to offer parents the opportunity to become better acquainted with the new math series. The materials purchased also include a license for home access to materials and lessons for students and parents to share.

Last year, Title IID technology grant funds were used to purchase Promethean Boards to integrate technology in the math classes. Several teachers are excited about this technology and have quickly developed applications for their content/classroom, and all teachers will receive additional training to use these tools through SIG funds.

Teaming and data use processes have improved throughout the district this past year. The DINI team continues to meet on a monthly basis with Pam Clark facilitating to monitor progress on the district plan. Data teams have been introduced at the elementary, middle and high schools to review and analyze assessment data and NECAP Released items. Training in the use of Performance Pathways was made available to all three schools. Assessment results were reviewed by the DINI team members. NECAP results and released items were reviewed with the Curriculum Coordinator and math coaches.

We have an entirely new administrative team that have already been participating in planning the school year and participating in extensive professional development with the staff. Teachers have been participating in summer workshops on Comprehensive School Redesign, Skillful Leader, Wellman Data Training, RTI, APEX III, PBIS, Math /Science Foundation training, and Extended Learning Opportunities.

4. Benchmarks- How will we know that the project is progressing towards its long term goals?

Once funding and a start date have been determined, project activities can be scheduled. At this time, the project manager and her administrative team will prepare a calendar of benchmarks for each of the four focus areas: Standards-based Curriculum, instruction and assessment, Leadership, Cultural Conditions, and Community Connections. Each benchmark will be assessed as determined by the team. Assessments may include: observation, survey data, academic test results, case studies of individual students, meeting minutes, interviews with teachers, parents, and students, reviews of student work, and SWIS data. Once this calendar of benchmarks is complete, it will be submitted to the state DOE so that they can be assured that the project is being monitored and is on track to meet its long-term goals.

5. How is the Technology Title IID Grant Connected to the SIG Grant?

Milton was very fortunate to receive an ARRA Title D grant in the spring of 2010. The focus of this grant was to support Mathematics/Science instruction across the District. With the use of ARRA funds Nute Middle High School was able to purchase 1:1 ratio of netbooks in math/science rooms for grade 5,7,8, and a laptop for the High School math teacher, a laser

printer, and an interactive whiteboard. The sixth grade received a whiteboard through additional grant funds.

One of our major goals is to make all of the grants, improvement plans, and initiatives all focus in one direction. We want to make sure all educators and students have access to high quality instruction using technology to enhance student learning. Through SIG funds we will support professional development to implement effective use of technology as an instructional tool, primarily using current district technology. The goal of classroom-based technology use is to encourage students to think and to operate in ways that are consistent with what they will experience beyond school as they enter college and the work force. Technology-support classroom instruction will be inquiry driven, where students have the opportunity to create, research, collaborate, present, network and publish. Technology will assist students to be critical, reflective thinkers.

The key to the plan's success is collaboration at many levels. It will be important for the administrative team to coordinate funding sources through SIG, ARRA, and other grants to make sure we are moving toward a comprehensive technology plan that meets that needs of the entire educational community. Staff and students will use technology to support inquiry-based projects with real-time, real-life meaning.

ARRA funds have supported getting some laptops, Redcat II sound enhancement systems, several Promethean Boards. Title IID funds have supported a 1-1 lab for 5,7,8 for math and science and several Promethean Boards, the local budget supported an I-pad lab for the Elementary School and 7 more Promethean Boards. The equipment may be arriving from several sources but it is going to be used to support student learning.

The SIG plan would support a technology integration specialist to be a coach for professional development and be a team member for planning at each grade level and content area. We want to establish a larger space for students to use the Virtual Classrooms and VLACS program. We hope to establish Running Start or similar college level course offerings. We need additional technology to guarantee that each teacher has access to their own laptop so they can connect with the new Promethean Boards. Students could use I pads to download books, use assistive technology, have access to the internet and the world beyond Milton. Technology is the great equalizer and it can support our students in having access to resources that they haven't had in the past.

Attachment-Chart on SIG/Title IID

6. How do you plan to use the coaches? Please describe their role.

The curriculum coaches serve multiple roles in supporting adult learning in SAU 64. They are experts in their specific content area, as well as in supporting differentiated instruction. They run workshops for large groups of teachers in the content and then follow up in classroom visits where they model instruction, give feedback, make suggestions, and help teachers reflect on their practice. They can support teachers in selecting resources for many different types of learners. In these ways, coaches are integral to our district professional development approach to provide ongoing "job-embedded" learning for classroom teachers,

Coaches also work with the administrative team to provide a K-12 perspective through their participation in the DINI planning process, Math Task Force, administrative meetings and individual conferences. They provide information from the State and National perspective and can expand our thinking about our entire system.

In the past, the math coaches helped develop the rubric for evaluating programs. They bring resources from other schools and accompany teams of teachers on school visits to help guide their questions and expand their perspective. They also have extensive experience in school outside of Milton and can offer a broad perspective on appropriate implementation strategies.

SIG funds will support a “Principal Coach” for our new High School Principal. Our “Principal Coach” is a retired high school principal hired by SIG funds through the Center for Secondary School Redesign (CSSR). In his previous position he successfully implemented many of the turn-around strategies we have described as part of our High School Reform model. For example, he will support the new Nute Middle High School principal to implement a Site Council, lead teachers to successfully support student-led conferences, and provide guidance around the use of the Advisory Model. In addition, he will be on hand several days a month to provide daily coaching for the new principal to manage a turn-around school.

7. What is your approach to building teacher and leader capacity?

A central tenet of Milton’s SIG work is that SIG funds must be used to significantly change educational practice, and that to do that a wide range of related supports and strategies will be used to bring this about. The goal is that Milton teachers and leaders will need to change practices, and within the defined three-year time frame, will have internal capacity to lead, manage, and hold each other accountable for implementing new educational and instructional practices. The approach to meet this goal focuses on **capacity-building**.

This capacity-building approach draws on literature from several sources, including guidance from Fullan, Hord, Ellmore, Heifitz, Hargreaves, Fixsen, Stacey, Killion and others. This research comes from a variety of topical areas such as leadership, change models, implementation drivers, and sustaining instructional change. Major elements of Milton’s capacity-building approach are:

- A compelling vision/concept of reform by school leaders that is clearly focused on closing the learning gap for students
- Professional development and support for all school faculty and leaders, with primary focus of professional development focused on supporting teachers and leaders to effectively provide new learning practices with students.
- Ongoing learning and frequent opportunities for reflection so that learning is institutionalized and differences of opinion are explored effectively
- Use of student data to drive dialogue about improved practices, determine key areas for improvement and related strategies, and monitor/track student progress and the impact of planned strategies
- Frequent coordination with external partners to ensure internal capacity building and consistent communication

- Continued internal leadership development to promote effective, flexible, adaptable capacity to initiate and manage continual change
- Accountability measures to monitor change over time in the area of leadership, student well-being/climate, professional learning, and student learning.

The SIG grant will allow the district to hire a part time School Improvement Grant coordinator and secretary to work with the Administrative team in implementing and monitoring the plan. This team will also help in creating and duplicating public relations documents.

8. What are changes to move start date?

The Milton School Improvement Team has been able to work with dedicated consultants that have been willing to shift some of their time. The Leadership Team met for three days in early July to get to know one another and establish our plan for the year. We had planned extensive Professional Development in Skillful Leader, Data Training, Joe DiMartino's Institute for Comprehensive Reform, Extended Learning Opportunities, RTI, PBIS, APEX III, and developing our strategic plan. We were able to shift our resources to have things paid for in other grants. Teachers were also able to attend these sessions.

We are unable to purchase any equipment or make commitments to hire additional personnel or consultants until the money is approved. However, these new hires are scheduled to begin at the start of school, so if funds are approved by that time, there will be no significant impact to the budget given the late start date of the grant application.

9. Parent-community involvement.

We have spoken with and plan to hire the Parent Information Resource Center (PIRC) to assist us in developing and implementing a comprehensive parent involvement plan to focus on parent involvement and implementing successful and effective parental involvement policies, programs, and activities that lead to improvements in student academic achievement. We anticipate our work with PIRC will strengthen partnerships among parents, teachers, principals, administrators, and other school personnel in meeting the education needs of children. This will be a three-year project with PIRC that will lead to new policies, strategies, and approaches towards staff and parent/community communication.

We plan to address our communication system. Using our websites, grade portals and automated notification systems we plan to disseminate information to parents in a more deliberate and timely manner with the intention of better engaging them in the educational process and partnering with them more effectively.

We plan to develop a site-council consisting of employees, parents, students, and other community stakeholders to provide input to the administration as to the direction of the school.

10. What was the process for recruiting and hiring a transformational principal?

The School community identified the characteristics we were looking for in our next leader. A questionnaire was sent out to faculty members and the Board for comments. We advertised in the usual places for a transformational principal (EdJobs and the newspaper) but we also put adds on Craig's list. SAU administrators attended the NH Leadership Conference for emerging leaders to network and announce our vacancy. The interview committee was formed to include ten members representing teachers, parents, community, and administration.

We used Skype to conduct initial interviews for long distance candidates. The two finalists participated in daylong interviews with a variety of constituency groups in the buildings. Ratings forms were collected.

Our top candidate, Aaron Bronson accepted the position. He was selected for his many positive attributes as a consensus builder, progressive thinking, energy and passion. Aaron has had experience in K-12 settings in different parts of the country. His most recent assignment was as an Assistant Principal in a rural community with a similar 6-12 configuration. Aaron is open and honest "Big Picture" thinker. He is willing to work with a mentor from the Center for Secondary School Redesign to bring innovative changes to Nute Middle High School and Library.

Attachments:

- ❖ March 25, 2010- letter to staff
- ❖ Staff Comments to Focus Questions
- ❖ Principal Candidate Questions- Search Committee
- ❖ Tour Schedule
- ❖ Rating Form for feedback from groups for finalists

School wide Plan - Attached

Needs Assessment Matrix for Milton School District NH School Improvement Grant application
District and School level needs aligned with Transformation Model elements- **APPENDIX A**

Improvement Focus Area (from NH SINI Needs Assessment Rubrics)	Needs Assessment Findings – Milton Document review and SINI /DINI baseline data review – current conditions	Needs Assessment Findings – Perceptual and Readiness Data – current needs	Needs Assessment Data Summary by focus area	Priority areas of focus and next steps for Milton Schools from needs assessment	Crosswalk to Transformation Model elements and SIG assurances
<p>Standards Based Curriculum, Instruction and Assessment</p> <p>Key elements from research:</p> <ul style="list-style-type: none"> • District curriculum aligned with state standards • High-quality, relevant, engaging instruction aligned to standards • Differentiated instruction strategies in place • Frequent use of multiple types of student data to guide instruction for all students • Teachers have high expectations for student learning and support students to meet learning goals 	<p><u>Emergent and current practices:</u></p> <ul style="list-style-type: none"> ✓ SINI plan focused on alignment of mathematics curriculum, instruction and assessment K-12. ✓ In process of purchase of standards-based mathematics program for SY 2010-2011. ✓ High school reform initiative, begun 2008-2009 school year, includes development of competencies aligned to state standards. ✓ High school faculty have begun development of performance-based assessments to measure competencies. ✓ High school introduced Extended Learning Opportunities initiative. ✓ 22 credits required for HS graduation ✓ Intervention materials purchased for literacy and math support. <p><u>Priority Needs:</u></p> <ul style="list-style-type: none"> ✓ Alignment of district curriculum to state standards has been completed only in mathematics K-12. ✓ Limited and sporadic professional development in instructional practices. ✓ The newest textbook series was purchased in 1990's, most middle and high school textbooks are outdated and not aligned to state standards. ✓ Severe shortage of instructional materials. ✓ No standards-based assessment system in place grades 6-12. Some literacy assessments in place K-5. ✓ Teachers report limited use of state content standards to guide instruction. ✓ 2% students scored proficient 2009 math NECAP 	<ul style="list-style-type: none"> ▪ At HS, competency-based assessments (CBAs) still not accurately defined, different definitions and applications exist. ▪ Teachers consistently report that they need more opportunities to work together on CBAs to “get them right.” ▪ Students report that teachers assign significant busy work that does not extend, enrich, or deepen their learning. This includes extensive worksheets and projects that do not have clear goals other than completion of the task. ▪ Students report that the majority of teachers have relatively low expectations of them, and that they could be academically challenged far more than they are. ▪ While 87% of middle and high school faculty reported that it is important for the school to offer a challenging curriculum that engages all students, only 29% of faculty report that this is true at Nute. ▪ While 97% of surveyed middle and high school faculty report that the delivery of high quality instruction is important, only 25% of middle and high school faculty report that all teachers consistently plan and deliver high quality instruction. 	<ol style="list-style-type: none"> 1. Historically, there has been a significant lack of attention to district processes to revise and update district curriculum. 2. District curriculum and available instruction materials are not aligned with state academic standards. 3. Curriculum and instruction materials are of poor quality and outdated. Teachers are primarily left to their own devices to supplement and update materials. 4. Instructional practices (including differentiation) are, primarily, left up to the teacher to determine. While some professional development has taken place on instructional topics, until this year no training had been sustained or supported at the classroom level. 5. There have been mixed messages about the specific role of various student assessments, how to access data, and how to use data to establish instructional goals. 6. There is extreme variation of practice regarding student learning expectations. 7. No process or system is in place to effectively use data to monitor progress in student learning 	<ul style="list-style-type: none"> • Standards-based curriculum developed for all content areas, beginning with math and Language Arts during SIG implementation • Implementation of HS competency model • Professional development for middle level educators to align essential outcomes, instruction and assessments • Advanced coursework and personalized education for all students • Sustained professional development and coaching to support school-wide use of research-based instructional strategies • Student data base implemented to access student data and monitor student interventions • Sustained professional development and training to implement effective and coherent assessments including classroom formative assessments, competency-based assessments, and performance assessments. • Ongoing technology integration training 	<ul style="list-style-type: none"> • <i>Comprehensive instructional reform strategies</i> • <i>Continuous use of student data</i> • <i>Response to Intervention model implementation</i> • <i>Technology integration</i> • <i>Secondary school rigor and advanced coursework</i> • <i>Competency-based instruction and performance-based assessments</i>
<p>Leadership and Governance, Structural Capacities for Reform</p>	<p><u>Emergent and current practices:</u></p> <ul style="list-style-type: none"> ✓ High School Principal has been released and new Principal is being hired as per 	<ul style="list-style-type: none"> ▪ In 2008 My Voice, 6% of teachers agree with the statement “we communicate effectively in our 	<ol style="list-style-type: none"> 1. There is a lack of shared leadership, teachers feel mostly uninvolved in decision-making and 	<ul style="list-style-type: none"> • Ongoing, sustained leadership training must take place to promote a shared 	<ul style="list-style-type: none"> • <i>Recruit and hire new principal</i> • <i>Establish new teacher</i>

Improvement Focus Area (from NH SINI Needs Assessment Rubrics)	Needs Assessment Findings – Milton Document review and SINI /DINI baseline data review – current conditions	Needs Assessment Findings – Perceptual and Readiness Data – current needs	Needs Assessment Data Summary by focus area	Priority areas of focus and next steps for Milton Schools from needs assessment	Crosswalk to Transformation Model elements and SIG assurances
<p>Key elements from research:</p> <ul style="list-style-type: none"> • Shared leadership structure • Functioning school improvement team with internal and community/parent involvement • Use of student learning data to establish instructional focus and set learning goals • Fully implemented accountability system using student performance data • Teacher leadership pathways • Mentoring support for new teachers and leaders • School structures its schedule, organization, support mechanisms and resources to provide adequate support for all students • Research-based reform strategies are included in school improvement planning and include increased amount of time for learning, resources for teacher/staff collaboration, and inclusive instruction • Professional Development plan in place that aligns improvement goals with teacher learning goals, and provides classroom-level supports 	<p>requirements of Transformational Model</p> <ul style="list-style-type: none"> ✓ School Improvement teams in place through SINI/DINI process with internal and community involvement ✓ High school teachers currently working on scheduling to provide additional opportunities for focused student learning in math and extended learning opportunities ✓ Math and literacy coaches employed in 2009-2010 school year to support instructional change <p><u>Priority Needs:</u></p> <ul style="list-style-type: none"> ✓ Teacher evaluation system developed over 10 years ago, uses single observation of teacher lesson every 3 years for tenured teachers, once a year for new teachers ✓ Student data is not regularly used to establish interventions or set learning goals ✓ Very limited intervention model in place, no RtI model, interventions not fully aligned to standards ✓ Given limited number of staff, resources available to change schedule or to provide additional support to students are extremely limited ✓ No student data base in place ✓ No teacher leadership pathways ✓ No system in place to align student performance gains with teacher instruction ✓ No system in place to track student drop outs in an early warning system ✓ No system in place to monitor impact of professional development 	<p>building”.</p> <ul style="list-style-type: none"> ▪ In 2008 My Voice, 36% of teachers report that “building administration knows my professional goals”. ▪ Focus group teachers report a lack of leadership vision that plays out in disjointed initiatives and lack of clarity regarding next steps in reform. ▪ MS focus group teachers report a readiness for coherent change that is focused on middle school needs ▪ Teachers in focus groups and at high school visioning session report an eagerness to change and continue implementing current strategies around personalization and competencies. ▪ Faculty focus group and survey data report that professional development is not organized to meet the needs of all teachers and is often disjointed and unplanned. ▪ 29% of teachers responded positively to the statement “meaningful PD exists in my district”. ▪ 33% of teachers responded that our school is a dynamic and creative learning environment. ▪ Opportunities for teacher dialogue are not present, or, when present, are not oriented towards specific goals. 	<p>planning for improvement.</p> <ol style="list-style-type: none"> 2. The small number of teachers in each the middle and high school have made schedule changes and intervention approaches quite difficult to apply. 3. There is a lack of sustained, planned, long-term professional development, and professional learning is not typically aligned to teachers’ learning needs or goals. 4. There is basically no internal system of monitoring multiple types of student learning data (no data base) and limited knowledge or capacity in data driven decision making or instructional planning. 5. The district lacks a formal predictive data system for monitoring potential drop-outs and determining advanced family or community supports to meet the needs of these students. 6. The work of the current school improvement (SINI) team in math serves as a model for sustained change through key structural change, aligned professional development, analysis of assessment practices, and sustained teacher learning opportunities. 7. Transition programs between middle and high school are lacking. 	<p>instructional leadership model that supports teacher, student and parent input.</p> <ul style="list-style-type: none"> • Establish Site Council leadership model to ensure input from all stakeholders. • Assure strong leadership mentor is in place to build instructional leadership capacity • Establish data based accountability model • Establish committee to review teacher evaluation model and align evaluation to improvement data • Professional development through the SIG grant must be planned, sustained, aligned to teacher learning goals, and must occur in the classroom through coaching, modeling, and other direct instructional supports. • Provide multiple opportunities for student leadership • Continue to review school structure and schedule to provide alternative learning and interventions for all students • Teacher leadership roles established 	<p><i>evaluation system that supports integration of student data</i></p> <ul style="list-style-type: none"> • <i>Establish data based system to monitor student learning goals</i> • <i>Rewards to teachers who increase student achievement</i> • <i>Transition, summer, and freshman academies</i> • <i>Restructure or extend school day to expand advisory or opportunity to build relationships</i> • <i>Change schedules to increase learning time</i> • <i>Develop systems of credit recovery, early warning systems for HS graduation</i> • <i>Ensure sufficient TA/Support/operational flexibility to sustain change over time</i> • <i>Job-embedded professional development aligned with comprehensive instructional program</i> • <i>Establish system for measuring the impact of professional development on teacher change in practice</i>
<p>Cultural conditions</p> <p>Key elements from research:</p> <ul style="list-style-type: none"> • School philosophy, norms, values and beliefs support 	<p><u>Emergent and current practices:</u></p> <ul style="list-style-type: none"> ✓ Middle school has recently implemented PBIS and is now tracking student data ✓ High school received APEX III grant and will begin development of system in summer, 	<p><i>Highlights from various teacher surveys (administered 2008 -2010):</i></p> <ul style="list-style-type: none"> ▪ I think bullying is a problem at my school -58% agree ▪ I feel comfortable in the staff room – 46% agree 	<ol style="list-style-type: none"> 1. There is a lack of equitable discipline practices as perceived by numerous stakeholder groups. 2. Students report that the lack of and inconsistent discipline has created unsafe conditions and has 	<ul style="list-style-type: none"> • Developing a consistent and equitable discipline system, using PBIS, APEX III and student input on Site Council. • Each student has a personal 	<ul style="list-style-type: none"> • <i>Implement approaches to school climate and discipline</i>

Improvement Focus Area (from NH SINI Needs Assessment Rubrics)	Needs Assessment Findings – Milton Document review and SINI /DINI baseline data review – current conditions	Needs Assessment Findings – Perceptual and Readiness Data – current needs	Needs Assessment Data Summary by focus area	Priority areas of focus and next steps for Milton Schools from needs assessment	Crosswalk to Transformation Model elements and SIG assurances
<p>high achievement for all students</p> <ul style="list-style-type: none"> • The environment is safe, conducive to learning, and free from violence or abuse • The school is a welcoming place for students and their families • Discipline processes are well-known and implemented equitably • Adults show mutual respect and trust 	<p>2010.</p> <ul style="list-style-type: none"> ✓ Avenues towards personalized learning and student leadership are in the early planning stages at Nute High School. <p><u>Priority Needs:</u></p> <ul style="list-style-type: none"> ✓ Nute High School and Library reported 30% dropout rate in 2008, the highest in the state. ✓ Culture and climate issues were universally raised by teachers, students, parents and school leaders as the primary area of need in Milton schools. ✓ Students in focus group reported that lack of respect is a significant problem at Nute and that it impacts their learning. ✓ Students and teachers report that discipline is not fairly implemented. ✓ Teachers report a lack of respect amongst some faculty, and there are reports of teachers who dislike each other to such an extent that they will not work together. ✓ Teachers report a lack of trust of administration at the building and district level. 	<ul style="list-style-type: none"> ▪ Staff respect each other – 45% agree ▪ I feel confident voicing my honest opinions and concerns – 58% agree ▪ Staff are supportive of each other – 51% agree ▪ I feel overwhelmed by my workload – 63% agree ▪ The school has established a welcoming, caring and hopeful atmosphere – 45% disagree ▪ The school structure requires that teachers interact and collaborate with each other – 6% agree <p><i>Highlights from various student surveys (administered 2008-2010):</i></p> <ul style="list-style-type: none"> ▪ Students are treated fairly by teachers – 41% disagree ▪ I feel I have choices in what I learn – 77% disagree ▪ My teacher lets me be in charge of things – 12% agree ▪ I like this school – 37% disagree ▪ I think bullying is a problem at my schools – 56.4% yes, 19.5% sometimes ▪ I feel important in my classroom – 46% ▪ I feel I have choices in what I learn – 77% disagree 	<p>impacted their opportunities for engagement and learning</p> <ol style="list-style-type: none"> 3. Teachers do not feel mutual respect. 4. Teachers do not feel that the school is an environment that encourages adults to learn, or specifically, that encourages adults to learn from each other. 5. These cultural conditions are severe and must be addressed in order for improvement plans to move forward. 	<p>plan for progress reflective of their individual learning styles and interests.</p> <ul style="list-style-type: none"> • Deepen use of high school advisory model to prepare students for demonstration activities and student-led conferencing • Engage students' families as partners in the students' education, especially as participants in the student led conference and other student demonstrations of performance. • Work with teachers to take personal responsibility to address culture/climate issues amongst faculty. 	

Improvement Focus Area (from NH SINI Needs Assessment Rubrics)	Needs Assessment Findings – Milton Document review and SINI /DINI baseline data review – current conditions	Needs Assessment Findings – Perceptual and Readiness Data – current needs	Needs Assessment Data Summary by focus area	Priority areas of focus and next steps for Milton Schools from needs assessment	Crosswalk to Transformation Model elements and SIG assurances
<p>External Supports, parental involvement, and extended learning opportunities</p> <p>Key elements from research:</p> <ul style="list-style-type: none"> • School accesses external resources and supports from a variety of sources to implement, supplement and extend learning opportunities • Use of external resources is aligned to school improvement goals • Active partnerships with parents • Linkages to community organizations to support governance, educational programs, health and wellness and academic achievement • School is used beyond school hours to support student learning beyond the school day • School provides extracurricular activities such as sports, music, drama, arts, and clubs that appeal to diverse students. • Transportation and financial assistance are available to families to ensure equitable participation 	<p><u>Emergent and current practices:</u></p> <ul style="list-style-type: none"> ✓ Parents are involved in high school visioning activities through Center for Secondary School Reform (CSSR) and report an eagerness to be more directly involved in their students' learning. ✓ Extended Learning Opportunities initiative is stronger than was anticipated providing 70 ELO experiences (to date) this school year. ✓ External support group, Friends of Nute, is in process of being developed through key community partner. ✓ School Board and community groups knowledgeable about and supportive of reform initiatives. ✓ A limited number of after school activities and clubs are in place at middle and high school. ✓ In 2009-2010 school year, all external/grant resources have been applied to school and district improvement efforts and aligned with SINI plans. ✓ There is readiness from teachers, students, parents and community members to be more engaged in the life of the school and the students. <p><u>Priority Needs:</u></p> <ul style="list-style-type: none"> ✓ Middle and high school parents report limited understanding of their students learning, limited ability to help their students at home, and worry about school safety. ✓ There was an inability for focus group participants to identify formal activities at middle and high school that actively engage parents in their students learning ✓ Transportation has been a hindrance to earlier off-site learning initiatives. 	<ul style="list-style-type: none"> ▪ Strong interest from students in focus group to include parents more directly, to engage in new strategies to include parents in middle and high school work through student-led conferences and demonstrations. ▪ Strong interest from teacher focus group to more actively engage parents. ▪ Student focus groups report limited options in clubs and extracurricular activities. <p><i>Highlights from middle school parent surveys (administered 2010):</i></p> <ul style="list-style-type: none"> ▪ I am informed about my child's progress – 27% agree, 47% disagree. ▪ I know what my child's teacher expects of my child - 27% agree. ▪ There is adequate supervision before and after school – 53% disagree. ▪ Students show respect for other students – 60% disagree. ▪ The school meets the social needs of students – 60% agree. ▪ Overall, the school performs well academically – 74% disagree. ▪ The school succeeds at preparing children for future work – 0% agree. ▪ My child's teacher helps me to help my child learn at home – 54% disagree. 	<ol style="list-style-type: none"> 1. External stakeholder groups, parents, and teachers shared an eagerness to build consistent programming that will support sustained engagement in the schools. 2. Middle and high school parents currently report that they are disengaged from the schools and report that they are angry and disappointed that they have been unable to find ways to be involved. This is notable in the high number of parents who stated strong concerns with key questions on the parent survey. 3. The Extended Learning Opportunities project appears to be a way to engage local businesses, organizations and community members in the lives of students and their learning. 4. There is limited energy or focus to expand after school programming or clubs beyond the current level of use - this is perhaps due to small number of staff members who keep current after school activities and clubs going. 	<ul style="list-style-type: none"> • Engage parents in their students learning through the implementation of student-led conferences and demonstrations of their learning. • Expand the Extended Learning Opportunities initiative to continue to build effective community partnerships centered on student learning • Further develop "Friends of Nute" to become a community coalition to support Nute programs and facilities. • Introduce community and college partnerships to the school community, such as Running Start and Service Learning. • Expand teacher and para-professional course offerings through partnerships with Plymouth State University and Granite State College • Train School Board on standards based model and educational reform and related policy changes required for full implementation and success 	<ul style="list-style-type: none"> • <i>Partner with community and faith based organizations to create safe environment</i> • <i>Partner with educational and community groups to provide academic opportunities for students</i> • <i>Establish mechanisms for family and community engagement</i> • <i>Restructure school day to provide additional learning time/opportunities</i>

The Needs Assessment for the Milton SIG application was completed in April 2010 by WestEd consultants. To complete this needs document, WestEd completed the following tasks:

- 1) Student achievement and district data analysis
 - a. Three years NECAP data
 - b. Two years NWEA data
 - c. Middle School SWIS data
 - d. District enrollment data

- 2) District document review of the following school and district plans:
 - a. Milton Elementary School Improvement Plan, meeting notes and updates
 - b. Nute High School Improvement plan, meeting notes and updates
 - c. Milton School District Title I grant application
 - d. Milton School District Teacher Evaluation model
 - e. Milton School District Professional Development Plan
 - f. District budget documents
 - g. Master Agreement between Milton Education Association and Milton School Board
 - h. Milton School District Vision and Philosophy
 - i. Milton School District Race to the Top proposal

- 3) Teacher, student and parent survey administration and review of previously administered survey data
 - a. My Voice
 - b. Student Aspirations Survey
 - c. Schoolwide Continuum baseline data survey (administered April 2010)
 - d. Breaking Ranks Teacher Survey (administered April 2010)
 - e. Education for the Future student and parent surveys (administered April 2010)

- 4) Student and teacher focus group administration and analysis of focus group results
 - a. Focus group protocols developed for the purpose of SIG process.

- 5) Meeting with district leadership team to complete and analyze baseline data from the NH SINI Schoolwide Continuum rubrics

APPENDIX B

Focus area	Goal	Strategies	Year 1	Benchmarks
Standards-based curriculum, instruction, assessment	The school identifies a set of essential learnings in which students must demonstrate achievement in order to graduate, to include student outcome expectations in academic, civic, and social realms.	Teachers implement course competencies.	<ul style="list-style-type: none"> Teachers work in small groups to review and revise year 1 implementation of course competencies. 	<ul style="list-style-type: none"> Published course competencies reviewed by leadership team Teacher survey questions related to competency completion
		Develop a cycle of curriculum review and implementation.	<ul style="list-style-type: none"> Continue work on mathematics curriculum review to establish pacing guide for mathematics. Review Language Arts and Humanities curriculum. 	<ul style="list-style-type: none"> Curriculum work reviewed by district improvement team Language Arts materials purchased to align with new curriculum
		Establish multiple ways to provide real-world application of curriculum.	<ul style="list-style-type: none"> Expand ELO opportunities to increase numbers of students involved in ELOs to 50% of students in grades 11-12. 	<ul style="list-style-type: none"> 50% of students in grades 11 & 12 participate in ELOs
		<i>Explore scheduling options to ensure flexible options for student learning time</i>	<ul style="list-style-type: none"> <i>Continue middle and high school scheduling committee to explore all possibly options for flexible student learning time</i> 	<ul style="list-style-type: none"> Schedule developed with options for intervention and remediation for students, cross-departmental meeting options for teachers
		Students have access to challenging curriculum content and advanced course work.	<ul style="list-style-type: none"> Each course offers an honors-challenge that is inquiry based including AP, Virtual Academy. Students are encouraged to explore alternative options to advanced course work through Virtual Academy, Extended Learning Opportunities, participation in college courses, and other options. 	<ul style="list-style-type: none"> Technology infrastructure created that allows for online and virtual academic experiences Student survey questions related to increased student options for higher level courses Analysis of rigor in "Challenge" and ELO opportunities
		Teachers use technology integral to the curriculum that accommodates different learning styles.	<ul style="list-style-type: none"> Hire educational technology specialist to run Virtual Lab and support teacher integration of technology into lesson planning. Provide teacher training to use technology effectively. 	<ul style="list-style-type: none"> Technology specialist hired Technology specialist provides coaching to 30% of teachers in year 1 to integrate technology into their instruction

	Staff increase content knowledge and implement research-based instructional practices.	Teachers learn and implement core, research-based instructional practices.	<ul style="list-style-type: none"> • Skillful teacher training course offered to staff for graduate credit (PSU). • Content coaching provided to all middle and high school teachers. • Guidelines and protocols established for teacher content-focused meetings. 	<ul style="list-style-type: none"> • 6 staff members participate in Skillful Teacher training • Participating staff members share information with faculty • Content coaches complete analysis regarding teacher pedagogical change and number of coaching sessions • Teacher survey questions related to changes in instructional practice • Teacher survey questions related to effectiveness of team protocols
		Teachers implement assessments aligned to competencies/standards.	<ul style="list-style-type: none"> • Professional development practices on basic principles of assessment literacy. • Opportunities for teachers to meet to establish guidelines for competency-based assessment. 	<ul style="list-style-type: none"> • All content teachers participate in professional development related to assessing competencies • All teachers participate in session to develop school-wide expectations related to assessing high school competencies
	Multiple measures of student growth are used to determine success and define intervention needs for students.	A student data base system will be researched.	<ul style="list-style-type: none"> • A team of teachers evaluate district data needs, review data based management systems, and establish recommendations for system purchase and training. 	<ul style="list-style-type: none"> • Team will make recommendations to superintendent regarding data base system options
		Students are grouped for supplemental instruction when they do not meet achievement targets in reading and math.	<ul style="list-style-type: none"> • Hire math intervention specialist for High School. • Establish new schedule for high school mathematics and reading intervention blocks. • Establish tutoring program to take place during before and after school time to ensure options for students who cannot schedule intervention during the school day 	<ul style="list-style-type: none"> • Math intervention specialist hired • Schedule changes established that allow for intervention block • Tutoring program established • All students not meeting proficiency on Necap receive intervention or tutoring in math
		District Committee formed to establish agreed-upon early warning system for on-time graduation	<ul style="list-style-type: none"> • APEX III grant will help develop an early warning system and procedures to work with "at risk" students • Guidance will work with students and teachers to identify students "at risk" of failure 	<ul style="list-style-type: none"> • Clear set of guidelines are developed to identify students at risk of dropping out

Focus area	Goal	Strategies	Year 1	Benchmarks
Building level leadership	Build leadership practices that provide instructional leadership and ongoing support to meet student learning goals.	Site Council developed and implemented	<ul style="list-style-type: none"> Initial training and development of rules, responsibilities and expectations for Site Council 	<ul style="list-style-type: none"> Site Council established Site Council develops operational guidelines Site Council members are voted in
		Recruit, hire and train new principals	<ul style="list-style-type: none"> Recruitment process includes analysis of transformational leader roles Principal Mentor hired 1/2 time Skillful leader training 	<ul style="list-style-type: none"> New principal hired by start of school Principal mentor identified and contracted New principal participates in Skillful Leader training
		Establish new administrative leadership team structure	<ul style="list-style-type: none"> Restructure leadership model to include middle/high school principal, and assistant principal and K-12 Special Education Coordinator Administrative leadership retreat in Year 1 to establish working guidelines for Transformational Model leadership Weekly administrative leadership meetings to address school improvement goals Establish baseline data to measure improvement gains 	<ul style="list-style-type: none"> Minutes from collaborative administrative team meetings will reflect frequent analysis of school data and measurement of School Improvement goals Year 1 retreat minutes reflect development of common vision and strategies for improvement
		Merit Pay structure established and implemented aligned with student performance and other data	<ul style="list-style-type: none"> Leadership team develops merit pay model with Superintendent and School Board. Milton SIG team works with NHDOE on Merit Pay criteria. 	<ul style="list-style-type: none"> Merit pay plan is presented to the school board Merit pay plan receives all necessary approvals for 2011/2012 school year
		Establish an internal teacher evaluation model that incorporates student growth measures	<ul style="list-style-type: none"> The Leadership will participate in the DOE model for measuring effective leaders and teachers using a variety of data including growth in student learning 	<ul style="list-style-type: none"> Milton representative participates in all state meetings related to evaluating teacher using student data Committee established in Spring 2011 to begin development of teacher evaluation system
Teacher Leadership	Establish instructional and teacher leadership practices that offer personalized learning opportunities for each student.	Advisory time is used effectively to guide personalized learning goal setting and demonstrations of learning.	<ul style="list-style-type: none"> A committee is established to review research and plan for the role of teachers as advisors, and establish procedures for Advisory time that promote personalized learning. 	<ul style="list-style-type: none"> Advisory committee established Advisory committee receives turnkey training Advisory committee trains staff to run student advisory model and student led conferences All students participate in weekly advisory by October 2010 An end of year analysis of advisory using focus groups, survey data, and evidence of quality from student demonstrations is completed

		Teacher stipends for leading transformational practices (i.e., Advisory Model development, APEX III implementation, teacher evaluation model).	<ul style="list-style-type: none"> Establish roles and expectations for key teacher leader positions eligible for stipends and implement plan by October 2010. 	<ul style="list-style-type: none"> Plan developed for teacher stipends by October 2010 Plan submitted to superintendent for review
		Establish and implement an approach for collaborative teacher dialogue sessions.	<ul style="list-style-type: none"> Teachers receive professional development and coaching to lead effective team dialogue sessions 	<ul style="list-style-type: none"> Teacher survey questions related to the use and effectiveness of teacher team time Record of professional development and coaching
Student Leadership	Each student has a personal plan for progress reflective of the individual learning styles, histories, interests and aspirations.	Students participate in Site Council.	<ul style="list-style-type: none"> Establish student roles for participation in School Site Council. 	<ul style="list-style-type: none"> A minimum of 30% of Site Councils leaders are students Site Council develops operational guidelines
		Students participate in advisories in which the curriculum supports personalization.	<ul style="list-style-type: none"> Students are involved in planning Advisory model. 	<ul style="list-style-type: none"> Students engaged in Site Council have opportunities to refine advisory practices Student surveys collect data to address student engagement levels in advisory model
		Each student has a personal plan for progress reflective of their individual learning styles and interests.	<ul style="list-style-type: none"> See below 	<ul style="list-style-type: none"> See below
Focus area	Goal	Strategies	Year 1	Benchmarks
Cultural Conditions	Students display a sense of belonging and the feeling that someone cares if they are doing well in academic, civic and social realms. To promote a culture of high	Developing a consistent, and equitable discipline system, using PBIS, APEX III and student input on Site Council.	<ul style="list-style-type: none"> PBIS team establishes renewed focus on addressing middle school data. Universal team is established for HS through PBIS. APEX III protocols established to support targeted at-risk high school students. 	<ul style="list-style-type: none"> Monitoring Universal team minutes Analysis of My Voice data trends Documentation of at-risk behavior

	<p>Each student has a personal plan for progress reflective of their individual learning styles and interests.</p>		<ul style="list-style-type: none"> • Advisory development committee includes protocols and teacher training on student individual learning plans. • Teachers participate in advisory training and learn how to support students in developing a personal learning plan. 	<ul style="list-style-type: none"> • Every student participates in the revised advisory model • A sub-group of teachers pilot more in-depth personalization strategies including developing individual student learning plans and running student led conferences
	<p>The students' families are engaged as partners in the students' education, especially as participants in the student led conference.</p>		<ul style="list-style-type: none"> • A pilot is implemented to establish procedures for student-led conferences. • Students involved in Year 1 pilot will run a student led conference • Students share 8th grade virtual portfolio with parents. 	<ul style="list-style-type: none"> • 60% of parents of students participating in student led conference pilot will attend their child's conference
<p>Teachers have a positive impact on the culture and climate of the school, through daily support of peers and students.</p>			<ul style="list-style-type: none"> • Teachers will be given opportunities to discuss historical data regarding culture and climate in order to surface issues related to the impact of climate on student learning. • Peer evaluations and professional relationships will be considered as aspects of the teacher evaluation system. • Professional development will take place on topics related to teacher role in culture/climate. 	<ul style="list-style-type: none"> • Analysis of meeting minutes • Analysis of My Voice and climate data • PBIS data • Teacher and student survey data related to culture and climate

Focus area	Goal	Strategies	Year 1	Benchmarks
Community Connections	To expand the role of parents and the greater community to support students academic progress through parenting, communication, volunteering, learning at home, decision-making and collaborating with the community	Develop a Site Council comprised of principal, parents, students, and staff	<ul style="list-style-type: none"> • Initial training and development of rules, responsibilities and expectations for parent and community participation on Site Council 	<ul style="list-style-type: none"> • Site Council established • Site Council develops operational guidelines • Site Council members are voted in
		Incorporate the community and the curriculum as resources for learning	<ul style="list-style-type: none"> • Expansion of Extended Learning Opportunities • Running start program introduced at Nute HS • Expand teacher and para-professional course offerings through partnerships with Plymouth State University and Granite State College • Friends of Nute supported through active facilitation of meetings and includes key community groups such as Milton Head Start, Milton Learning Center, local churches and governmental agencies • Parent communication model (PIRC) implemented 	<ul style="list-style-type: none"> • PIRC survey • Records of ELO participation • Running Start program implemented with 10% of 11th and 12th graders participating • Records of teacher and paraeducator professional development • Meeting minutes from school community meetings
		Implement student led conferences and exit demonstrations	<ul style="list-style-type: none"> • Teachers and students plan and establish a mechanism for support so that students can lead parent conferences • 60% of Parents participate in student led conferences at least once at year 	<ul style="list-style-type: none"> • 60% of parents of students participating in student led conference pilot will attend their child's conference

Focus area	Goal	Strategies	Year 1	Year 2 and 3
Standards-based curriculum, instruction, assessment	The school identifies a set of essential learnings in which students must demonstrate achievement in order to graduate, to include student outcome expectations in academic, civic, and social realms.	Teachers implement course competencies.	<ul style="list-style-type: none"> Teachers work in small groups to review and revise year 1 implementation of course competencies. 	<ul style="list-style-type: none"> Teachers revise and finalize course competencies.
		Develop a cycle of curriculum review and implementation.	<ul style="list-style-type: none"> Continue work on mathematics curriculum review to establish pacing guide for mathematics. Review Language Arts and Humanities curriculum. 	<ul style="list-style-type: none"> Implement new Language Arts and Humanities program K-12.
		Establish multiple ways to provide real-world application of curriculum.	<ul style="list-style-type: none"> Expand ELO opportunities to increase numbers of students involved in ELOs to 50% of students in grades 11-12. 	<ul style="list-style-type: none"> 100% of students have ELOs during their high school experience.
			<ul style="list-style-type: none"> Implement service-learning plan. 	<ul style="list-style-type: none"> Ongoing
		<i>Explore scheduling options to ensure flexible options for student learning time</i>	<ul style="list-style-type: none"> <i>Continue middle and high school scheduling committee to explore all possible options for flexible student learning time</i> 	<ul style="list-style-type: none"> <i>In Year 2, implement new schedule</i>
		Students have access to challenging curriculum content and advanced course work.	<ul style="list-style-type: none"> Each course offers an honors-challenge that is inquiry based including AP, Virtual Academy. Students are encouraged to explore alternative options to advanced course work through Virtual Academy, Extended Learning Opportunities, participation in college courses, and other options. 	<ul style="list-style-type: none"> Continue focus on challenge course delivery. Implement Running Start model for College Credit.
		Teachers use technology integral to the curriculum that accommodates different learning styles.	<ul style="list-style-type: none"> Hire educational technology specialist to run Virtual Lab and support teacher integration of technology into lesson planning. Provide teacher training to use technology effectively. 	<ul style="list-style-type: none"> Teachers will showcase lessons that integrate technology in all content areas. Teachers will show evidence of how technology has shifted pedagogy towards more practical, real-world application and problem-solving skills.
Staff increase content knowledge and implement research-based instructional practices.	Teachers learn and implement core, research-based instructional practices.	<ul style="list-style-type: none"> Skillful teacher training course offered to staff for graduate credit (PSU). Content coaching provided to all middle and high school teachers. Guidelines and protocols established for teacher content-focused meetings. 	<ul style="list-style-type: none"> Expand Skillful Teacher training to any teachers who have not yet participated. Teachers participate in dialogue groups related to school-wide instructional practices. 	

		Teachers implement assessments aligned to competencies/standards.	<ul style="list-style-type: none"> Professional development practices on basic principles of assessment literacy. Opportunities for teachers to meet to establish guidelines for competency-based assessment. 	<ul style="list-style-type: none"> Develop school-wide assessment and grading practices aligned to personalized instruction and competency-based education. Middle school teacher training in unit design with aligned standards, instruction and assessment in each unit (Assessment Centered Teaching model).
Multiple measures of student growth are used to determine success and define intervention needs for students.	A student data base system will be researched and purchased.	<ul style="list-style-type: none"> A team of teachers evaluate district data needs, review data based management systems, and establish recommendations for system purchase and training. Professional development provided on the use of data to make educational decisions. 	<ul style="list-style-type: none"> Teachers are trained in data base implementation and use. Data teams use student data base as a vehicle to monitor student. progress and define intervention and enrichment needs. 	
	Students are grouped for supplemental instruction when they do not meet achievement targets in reading and math.	<ul style="list-style-type: none"> Hire math intervention specialist for High School. Establish new schedule for high school mathematics and reading intervention blocks. Establish tutoring program to take place during before and after school time to ensure options for students who cannot schedule intervention during the school day 	<ul style="list-style-type: none"> Schedule changed to accommodate intervention blocks in reading and math. 	
		<i>District Committee formed to establish agreed-upon early warning system for on-time graduation</i>	<ul style="list-style-type: none"> APEX III grant will help develop an early warning system and procedures to work with "at risk" students Guidance will work with students and teachers to identify students "at risk" of failure 	<ul style="list-style-type: none"> Early warning system will be established and fully implemented

Focus area	Goal	Strategies	Year 1	Year 2 and 3
Building level leadership	Build leadership practices that provide instructional leadership and ongoing support to meet student learning goals.	Site Council developed and implemented	<ul style="list-style-type: none"> • Initial training and development of rules, responsibilities and expectations for Site Council 	<ul style="list-style-type: none"> • Implementation of Site Council
		Recruit, hire and train new principals	<ul style="list-style-type: none"> • Recruitment process includes analysis of transformational leader roles • Principal Mentor hired 1/2 time • Skillful leader training 	<ul style="list-style-type: none"> • Principal mentor 1/4 time • Continued leadership training through Skillful Leader and other national leadership training
		Establish new administrative leadership team structure	<ul style="list-style-type: none"> • Restructure leadership model to include high school principal, middle school principal and K-12 Special Education Coordinator • Administrative leadership retreat in Year 1 to establish working guidelines for Transformational Model leadership • Weekly administrative leadership meetings to address school improvement goals • Establish baseline data to measure improvement gains 	<ul style="list-style-type: none"> • Continued reflection and analysis of leadership role through regular meetings and annual retreats.
		Merit Pay structure established and implemented aligned with student performance and other data	<ul style="list-style-type: none"> • Leadership team develops merit pay model with Superintendent and School Board. • Milton SIG team works with NHDOE on Merit Pay criteria. 	<ul style="list-style-type: none"> • Implement Merit Pay structure for building and teacher leaders
		<i>Establish an internal model that measures the effectiveness of teacher professional development</i>	<ul style="list-style-type: none"> • The Leadership will participate in the DOE model for measuring effective leaders and teachers and professional development models that support growth in student learning. 	<ul style="list-style-type: none"> • <i>Dialogue in Year 1, development in Year 2, should be aligned with teacher evaluation system</i>

Teacher Leadership	Establish instructional and teacher leadership practices that offer personalized learning opportunities for each student.	Advisory time is used effectively to guide personalized learning goal setting and demonstrations of learning.	<ul style="list-style-type: none"> A committee is established to review research and plan for the role of teachers as advisors, and establish procedures for Advisory time that promote personalized learning. 	<ul style="list-style-type: none"> All teachers will employ best practices in advisory to ensure student engagement in key aspects of personalized learning (goal setting, community explorations, demonstrations and student-led conferencing).
		Teacher stipends for leading transformational practices (i.e., Advisory Model development, APEX III implementation, teacher evaluation model).	<ul style="list-style-type: none"> Establish roles and expectations for key teacher leader positions eligible for stipends and implement plan by October 2010. 	<ul style="list-style-type: none"> Develop and implement revised stipend plan based on progress in key initiatives.
		Establish and implement an approach for collaborative teacher dialogue sessions.	<ul style="list-style-type: none"> Convene a group to study and establish recommendations for teacher dialogue to include recommendations for teacher training and support. 	<ul style="list-style-type: none"> Implement teacher professional dialogue teams, establish goals that focus on student learning and address needs of rural context.
Student Leadership	Each student has a personal plan for progress reflective of the individual learning styles, histories, interests and aspirations.	Students participate in Site Council.	<ul style="list-style-type: none"> Establish student roles for participation in School Site Council. 	<ul style="list-style-type: none"> Students actively participating in Site Council.
		Students participate in advisories and learn skills required to set personal goals and manage demonstrations/conferences.	<ul style="list-style-type: none"> Students are involved in planning Advisory model. 	<ul style="list-style-type: none"> Students participate in Advisory meetings and learn to set and refine goal, run demonstrations of learning, and lead student-conferences.

		Each student has a personal plan for progress reflective of their individual learning styles and interests.	• See below	• See below
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Focus area	Goal	Strategies	Year 1	Year 2 and 3
Cultural Conditions	Students display a sense of belonging and the feeling that someone cares if they are doing well in academic, civic and social realms. To promote a culture of high expectations for all.	Developing a consistent, and equitable discipline system, using PBIS, APEX III and student input on Site Council.	<ul style="list-style-type: none"> ▪ PBIS team establishes renewed focus on addressing middle school data. ▪ Universal team is established for HS through PBIS. ▪ APEX III protocols established to support targeted at-risk high school students. 	<ul style="list-style-type: none"> ▪ PBIS established and operational in middle and high school. ▪ At-risk students are identified and provided support in an ongoing basis.
		Each student has a personal plan for progress reflective of their individual learning styles and interests.	<ul style="list-style-type: none"> ▪ Advisory development committee includes protocols and teacher training on student individual learning plans. ▪ Teachers participate in advisory training and learn how to support students in developing a personal learning plan. 	<ul style="list-style-type: none"> ▪ Each student has a personal learning plan and a personal adult advocate (advisor) with whom they meet for planning.
		The students' families are engaged as partners in the students' education, especially as participants in the student led conference.	<ul style="list-style-type: none"> ▪ A pilot is implemented to establish procedures for student-led conferences. ▪ Students participate in required exhibitions at grades 10. ▪ Students share 8th grade virtual portfolio with parents. 	<ul style="list-style-type: none"> ▪ All students will participate in one student-led conference. ▪ Students participate in required exhibitions in grades 10 and 12. ▪ Students share 8th grade virtual portfolio with parents.
	Teachers have a positive impact on the culture and climate of the school, through daily support of peers and students.		<ul style="list-style-type: none"> ▪ Teachers will be given opportunities to discuss historical data regarding culture and climate in order to surface issues related to the impact of climate on student learning. ▪ Peer evaluations and professional relationships will be considered as aspects of the teacher evaluation system. ▪ Professional development will take place on topics related to teacher role in culture/climate. 	<ul style="list-style-type: none"> ▪ Climate data will continue to be collected and evaluated by teachers. Teachers will work together to address key issues in climate data. ▪ Data will be collected and reviewed by administration to determine changes in incidents of teacher and student bullying and discipline behaviors.

Focus area	Goal	Strategies	Year 1	Year 2 and 3
Community Connections	To expand the role of parents and the greater community to support students academic progress through parenting, communication, volunteering, learning at home, decision-making and collaborating with the community	Develop a Site Council comprised of principal, parents, students, and staff	<ul style="list-style-type: none"> ▪ Initial training and development of rules, responsibilities and expectations for parent and community participation on Site Council 	<ul style="list-style-type: none"> ▪ Implementation of Site Council
		Incorporate the community and the curriculum as resources for learning	<ul style="list-style-type: none"> ▪ Expansion of Extended Learning Opportunities ▪ Running start program introduced at Nute HS ▪ Student service learning plan implemented ▪ Expand teacher and para-professional course offerings through partnerships with Plymouth State University and Granite State College ▪ Friends of Nute supported through active facilitation of meetings and includes key community groups such as Milton Head Start, Milton Learning Center, local churches and governmental agencies 	<ul style="list-style-type: none"> ▪ Ongoing
		Implement student led conferences and exit demonstrations	<ul style="list-style-type: none"> ▪ Teachers and students plan and establish a mechanism for support so that students can lead parent conferences ▪ 60% of Parents participate in student led conferences at least once at year 	<ul style="list-style-type: none"> ▪ 80% of parents participate in student led conferences twice a year

Milton School District NH SIG application-APPENDIX C
Key components for professional development and support for Years 1-3 – Roles for consultants

Area of focus	Improvement Goals	Key Strategies	Co-Creations Primary Roles	WestEd Primary Roles	CSSR Primary Roles
Aligned Standards, Instruction and Assessment	<p>Identify a set of essential learnings in which students must demonstrate achievement in order to graduate.</p> <p>Teachers increase content knowledge, and align assessments to essential outcomes and competencies.</p>	<ul style="list-style-type: none"> ▪ Implementation of HS competency model ▪ Implementation of K-12 math curriculum ▪ Development and implementation of K-12 Language Arts curriculum ▪ Advanced coursework and personalized education for all students ▪ Teacher training in assessment design and use for competency-based, performance assessments, and classroom formative assessment ▪ Student data base monitors student growth and clarifies appropriate support ▪ Expand ELO opportunities 	<ul style="list-style-type: none"> ▪ Facilitate SINI/DINI team and continue to build knowledge and capacity for the implementation of an effective curriculum review cycle. ▪ Implementation of math program ▪ Support DINI team to complete Language Arts Curriculum Review and select Language Arts program 	<ul style="list-style-type: none"> ▪ Provide professional development and support to teacher teams to select assured learning experiences, develop and use data from benchmark and common formative assessments, and using data to inform instruction ▪ Lead Professional Development with Middle School teachers to implement new unit design model that integrates standards, instruction and common assessments. ▪ Provide professional development on data use and assessment literacy. ▪ Provide leadership and guidance to support effective data base selection process. 	<ul style="list-style-type: none"> ▪ Support Professional development in examining structures, schedules, and policies to support personalized learning in High School. ▪ Provide training in Student-led conferences and student exhibitions ▪ Continue support to expand extended learning opportunities for all students through NHDOE ELO initiative. ▪ Support refinement and implementation of the High School Competency model at Nute HS
Leadership and Capacity for Reform	<p>Establish and support practices that support instructional leadership (for principals, teachers and students) focused on student learning</p>	<ul style="list-style-type: none"> ▪ Revised leadership model at Nute ▪ Implementation of Site Council using shared leadership model ▪ Leadership training and support ▪ Progress monitoring meetings ▪ Principal mentor for new HS Principal ▪ Leadership development and training ▪ Revise teacher evaluation model 	<ul style="list-style-type: none"> ▪ Support LEA to recruit new principal at Nute ▪ Facilitate Milton teacher evaluation revision team ▪ Serve as a liaison to the NHDOE teacher evaluation group, Developing Great Teachers and Leaders 	<ul style="list-style-type: none"> ▪ Provide ongoing consultation to leaders on school and district change research and turnaround practices. ▪ Facilitate Nute Leadership Team at annual summer leadership retreats and monthly progress monitoring sessions ▪ Providing guidance to review project implementation data and establish protocols and practices for ongoing data analysis and monitoring ▪ Convene project consultants to ensure consistent practices and messages from consultants to teachers and leadership team ▪ Facilitate weekly check in meetings with 	<ul style="list-style-type: none"> ▪ Mentor a Transformational Principal (1-2 days per week for the first year-declining over 2nd and 3rd year) Total 45 Days ▪ Developing and Sustaining a Site Council including defining roles and responsibilities for each constituency group

Cultural Conditions	Students display a sense of belonging and the feeling that someone cares if they are doing well. Teachers have a positive impact on the culture and climate of the school.	<ul style="list-style-type: none"> ▪ Teacher leadership options employed (merit pay, pay for performance) ▪ Teacher PLC/Data Team, collaborative dialogue approaches modeled ▪ Develop equitable protocols for discipline through PBIS and APEX III ▪ Deepen use of High School Advisory ▪ Students develop personal learning plans and share results of their learning through student led conferences and student exhibitions ▪ Teacher dialogue about culture and climate 	district leaders	<ul style="list-style-type: none"> ▪ Provide coaching and support to implement data use practices in collaborative team ▪ Coordinate regular check ins with faculty to monitor culture/climate issues 	<ul style="list-style-type: none"> ▪ Deepen the practices of Advisories to support students in developing Individualized Learning Plans
Community Connections	Students' families are engaged as partners in the students' education, and leaders in the community are actively engaged in supporting the school and its students	<ul style="list-style-type: none"> ▪ Establish mechanisms (for example, Friends of Nute) for community leaders to learn about and contribute to the school ▪ Engage students' families through student-led conferences/demonstrations 	<ul style="list-style-type: none"> ▪ Training for school board around policy change related to standards-based reform 		

Title I 1003(g) School Improvement Grant Action Plan- APPENDIX D

(Please complete one per school) Nute Middle School

Goal	<p>1. Standards-based curriculum, instruction, and assessment:</p> <ul style="list-style-type: none"> The School identifies a set of essential learnings in which students must demonstrate achievement in order to graduate, to include student outcome expectations in academic, civic and social realms Staff will increase content knowledge and implement research based instructional practices. Multiple measures of student growth are used to determine success and define intervention needs for students. 					
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><input type="checkbox"/> Turnaround model</p> <p><input type="checkbox"/> Restart model</p> <p><input type="checkbox"/> School closure model</p> <p><input checked="" type="checkbox"/> Transformation model</p> <p><input type="checkbox"/> Tier III proposed model (if not choosing one of the four US ED models)</p>					
<p>Proposed Activities for 2010-2011</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>Supplement Language Arts and Humanities curriculum.</p>	<p>SIG grant</p>	<p>September 2010-April 2011</p>	<p>Superintendent</p> <p>Curriculum Coordinator</p>	<p>Materials for review</p>	<p>Implementation schedule for next school year</p> <p>Comparison of NECAP and NWEA scores, fall and spring</p>	<p>Supplemental Classroom Libraries \$14,000</p>

Establish multiple ways to provide real-world application of curriculum	SIG grant	September 2010-June 2011	Superintendent Building administrator Guidance counselor	Student schedules Assignments, projects	Grade reports Feedback from staff, students, parents	Technology Integration Specialist portion \$39,360 Computer Lab \$21,000
Explore flexible scheduling options	SIG grant	September 2010-June 2011	Superintendent Building administrator Guidance counselor	Students' schedules Teachers' schedules Program of Studies	Grade reports Feedback from staff, students, parents	Teacher stipends for extended instructional time \$7,500
Staff increase content knowledge and implement research-based practices	SIG grant Title II funds	September 2010-June 2011	Superintendent Curriculum Coordinator	Instructional coaches' schedules Classroom Observations and Evaluations by administrators Inclusion of best practices in lesson plans	Comparison of NECAP and NWEA scores, fall and spring and Benchmark assessments	Math coach \$12,750 Literacy coach \$12,750
Multiple measure of student growth are used to determine success and define interventions	SIG grant	September 2010-June 2011	Superintendent Building administrator Technology coordinator	Data collection re: attendance, assessment, incidence reports	Data mtgs decisions Students placements in interventions Notes from Student-led conferences	Student Data System \$15,000 On-line Benchmark Assessments \$1,680

Title I 1003(g) School Improvement Grant Action Plan
(Please complete one per school) Nute Middle School

Goal	2. Leadership ❖ (Building Leadership) Build leadership practices that provide instructional leadership and ongoing support to meet student-learning goals. ❖ (Teacher Leadership) Establish instructional and teacher leadership practices that offer personalized learning opportunities for each student ❖ (Student Leadership) Develop a personal plan for progress for each student reflective of the individual learning styles, histories, interests and aspirations.					
Strategy	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: <input type="checkbox"/> Turnaround model <input type="checkbox"/> Restart model <input type="checkbox"/> School closure model <input checked="" type="checkbox"/> Transformation model <input type="checkbox"/> Tier III proposed model <p align="right">(if not choosing one of the four US ED models)</p>					
Proposed Activities for 2010-2011 <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>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will this activity begin and end?</i>	Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	Monitoring (Implementation) <i>What evidence will be collected to document implementation? How often and by whom?</i>	Monitoring (Effectiveness) <i>What evidence will be collected to assess effectiveness? How often and by whom?</i>	Title I School Improvement Funds <i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form.</i>
West Ed- Leadership Retreat designed to develop the administrative group into a working team, in order to create a strategic plan to address all 4 goal areas plus West Ed- Leadership Consultation- once a week	Part of the West Ed expenses for consulting fee/supplies and food Funded by the SIG grant	July 5,6,7	Superintendent Nancy Gerzon, West Ed consultant School administrators SPED Director Curriculum Coordinator	Strategic plan developed and reviewed at weekly mtgs.	Monitored by West Ed at weekly mtgs. Evidence of Revisions (as necessary)	Part of \$37,500 allocated for West Ed plus portion of supplies \$6,000

<p>Skillful Leader and Data Coach training designed to give administrators and teacher leaders specific skills in data review and evaluation</p>	<p>Supported with local funds</p> <p>SIG grant</p>	<p>July 12,13,14</p>	<p>Superintendent</p> <p>School administrators</p> <p>SPED Director</p> <p>Curriculum Coordinator</p> <p>Teacher Leaders</p>	<p>Data collected and reviewed</p> <p>Follow-up dates:</p> <p>August, 2010</p> <p>October, 2010</p>	<p>Revised teacher evaluations using criteria based on student data; merit pay reviewed</p> <p>Increase student achievement scores by 3%</p>	<p>Local funds</p> <p>Merit Pay for Successful Teacher Leaders</p> <p>\$10,000.39</p>
<p>Wellman Training to help administrators have conversations with staff around data</p>	<p>Rochester School District</p>	<p>July19,20, 21, 2010</p>	<p>Superintendent</p> <p>School Administrators</p> <p>SPED Director</p> <p>Curriculum Coordinator</p>	<p>Student data collected and reviewed:</p> <p>Fall: NECAP, NWEA,</p> <p>Spring: NWEA</p> <p>Benchmark assessments</p>	<p>Revisions in curriculum and pedagogy as evidenced by administrative observation</p>	<p>Local funds</p>
<p>CSSR- Mentor for Principal 45 days</p> <p>Recruit, hire and train new principal</p> <p>Hire Technology Integration Specialist</p> <p>Bus driver .5 FTE</p>	<p>SIG grant funds</p> <p>SIG Grant</p> <p>SIG Grant</p>	<p>September -June ongoing</p> <p>September -June ongoing</p> <p>September -June ongoing</p>	<p>Superintendent</p> <p>Principal</p> <p>Superintendent</p> <p>Transportation director</p>	<p>Notes taken during of consultation sessions</p> <p>Lesson plans schedules of teacher trainings</p> <p>Student projects</p> <p>Bus routes and schedule</p>	<p>Feedback from new administrator and staff</p> <p>Feedback from administrator, staff, students, parents</p> <p>Feedback from</p>	<p>portion of \$26,825</p> <p>portion of \$10,000 performance bonus in 3rd year</p> <p>\$39,360</p> <p>\$12,544.45</p>

					parents, students	
Teacher Workshop <ul style="list-style-type: none"> ○ Bullying ○ Staff retreat ○ Leadership Plan Explained 	Local/Title II funds SIG grant West Ed Consulting fee	August 26,2010	Superintendent Curriculum Coordinator	Agenda for staff mtg. Hand-outs	Feedback from staff, students, parents APEX III, PBIS behavior data	Local funds Title II funds Portion of \$37,500 for West Ed plus portion of supplies \$6,000
Teacher Workshop re: HS Redesign and Professional Book Talks	SIG grant Local funds	October 8, 2010	Superintendent Curriculum Coordinator	Development of Site Council membership and roles; Student Advisories created	Feedback from staff, students, parents, administrators	portion of \$26,825 for CSSR \$3,000
Student –led Parent Conferences	SIG grant	Nov 10 and Nov 12, 2010 Jan 29,2011 April 13, 2011	School administrators Guidance counselors Student Advisors	Notes from conferences	Feedback from students, parents, teachers	Stipends for transformational teacher leaders stipend portion, \$10,000.39
Early Release day Explain Site Council function	Local funds plus SIG grant funding portion for West Ed consultant	May 18, 2010	West Ed consultant Superintendent School administrators Council members	List of Site Council members and role of each Site Council function document	Feedback from administrators, staff, students, parents	Portion of West Ed expense, \$37,500 plus portion of supplies \$6,000

Teacher Workshop re: HS Redesign, Professional Book Talks Rob Lukasiak, math coach Literacy coach	SIG grant Title II funds SIG grant SIG Grant SIG Grant	June 14, 2011 Ongoing Sept- August Ongoing Sept- August	CSSR consultant School administrators Curriculum Coordinator Curriculum Coordinator Curriculum Coordinator	Feedback review and recommendations re: Course Competencies, Site Council Schedules Schedules	Revision of Site Council membership and roles, school schedule (as needed) Improved test scores, student understanding Improved test scores, student understanding	Portion of CSSR expense \$26,825 plus portion of supplies \$6,000 Book portion of SIG grant \$3,000 \$12,750 \$12,750
PD activities and Travel: Conferences/Workshops	SIG grant	June, August- April	CSSR, NHSAA, ASCD, DOE sponsored conferences	Agendas, notes, handouts	info will be shared at West Ed weekly update mtgs. and at monthly staff mtgs	
Courses	SIG grant	September -June	Colleges/Universit y	Course syllabi	Grade reports, final projects	\$5,000
Establish Internal Model that measures the effectiveness of teacher professional development Merit Pay structure	SIG Grant DOE Task Force on Teacher	Ongoing	Pam Clark Superintendent West Ed	Plan completed Criteria established for merit pay	Documented plan completed by June 2011	Co-Creations-Pam Clark part of \$6,000 \$10,000.39

established implemented and aligned with teacher, leader and student performance	Effectiveness		Superintendent			
Attorney consultation Fees	SIG Grant	Ongoing	Superintendent	Invoice of meetings/consultations		\$4,000
Stipends for teacher curriculum work	SIG Grant	Ongoing	Superintendent Curriculum Coordinator	Curriculum aligned to State standards		\$10,000.39
Teacher stipends for additional instructional time	SIG Grant	Ongoing	Principal	Schedules	Feedback for parents, students, improved test scores	\$7,500.05
Substitutes for teacher PD	SIG Grant	Ongoing	Principal	Schedules of extra instructional time		\$1259.50
Secretarial support	SIG Grant	Ongoing	Superintendent	Time sheets	Feedback from staff	\$3,006.66
PIRC Parent Information Center	SIG Grant	Ongoing	Superintendent	Info about plan disseminated through brochures		\$2,500
Student Data System,	SIG Grant	September -June	Superintendent	Recorded student data		\$15,000
					Improved test scores	

i.e., Infinite Campus						
On-line benchmark assessments	SIG Grant	September -June	Superintendent	Students Assessment data	and student understanding	\$,1680
SIG Grant manager	SIG Grant	Ongoing	Superintendent	On-line grant reports		\$9,000
Classroom libraries of supplemental reading materials	SIG Grant		Curriculum Coordinator	Books and periodicals of high interest and low vocabulary		\$14,000
Computer lab: 24 computers	SIG Grant		Principal/Superintendent			\$21,000
Tables and Chairs	SIG Grant		Principal/Superintendent			\$4,000
Humanities lab:laptops, ipads, Kindles, netbooks				High need for research-based materials	Teacher feedback	\$22,846
Travel	SIG Grant	September -August	Curriculum Coordinator	Schedules of conferences: NELMS,NHASS,ASCD	Administrator observations	\$2,200
Bus and fuel to transport students	SIG Grant	September -August	Superintendent	Schedule		\$28,241.50

Title I 1003(g) School Improvement Grant Action Plan
(Please complete one per school) Nute Middle School

Goal	3. Cultural Conditions <ul style="list-style-type: none"> ▪ Students display a sense of belonging and the feeling that someone cares if they are doing well in academic, civic, and social realms. To promote a culture of high expectations for all. ▪ Teachers have a positive impact on the school, through daily support of peers and students. 					
Strategy	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: <ul style="list-style-type: none"> <input type="checkbox"/> Turnaround model <input type="checkbox"/> Restart model <input type="checkbox"/> School closure model <input checked="" type="checkbox"/> Transformation model <input type="checkbox"/> Tier III proposed model <p align="right">(if not choosing one of the four US ED models)</p>					
Proposed Activities for 2010-2011 <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>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will this activity begin and end?</i>	Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	Monitoring (Implementation) <i>What evidence will be collected to document implementation? How often and by whom?</i>	Monitoring (Effectiveness) <i>What evidence will be collected to assess effectiveness? How often and by whom?</i>	Title I School Improvement Funds <i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form.</i>
West Ed- Leadership Retreat designed to develop the administrative group into a working team, in order to create a strategic plan to address all 4 goal areas plus West Ed- Leadership Consultation- once a week	Part of the West Ed expenses for consulting fee/supplies and food Funded by the SIG grant	July 5,6,7	Superintendent Nancy Gerzon, West Ed consultant School administrators SPED Director Curriculum Coordinator	Strategic plan developed and reviewed at weekly mtgs	Monitored by West Ed at weekly mtgs Evidence of Revisions (as necessary)	Part of \$37,500 allocated for West Ed plus portion of supplies \$6,000

PBIS team establishes new focus on addressing middle school data Universal team is established	Stipend \$ for summer work-SIG and Title II	Summer 2010 and through out the year at weekly mtgs.	Middle School PBIS team Principal Assistant Principal	SWISS data reviewed and monitored by PBIS team	Evidence of decrease in behavior through SWISS data	Portion of Stipend funds \$10,000.39
Professional development will take place on topics related to teacher role in culture/climate. Teachers will have opportunities to discuss historical data regarding culture and climate in order to surface issues related to the impact of climate on student learning	Title II Local Funds SIG funds	Aug 26 + 27 teacher Workshop Monthly staff mtgs.	Principal Assistant Principal PBIS team West Ed Principal Coach-CSSR	Culture Climate Survey/My Voice Survey	Feedback from administrators, staff, students, parents Review of SWISS DATA	Portion of West Ed Consultation \$37,500 Portion of CSSR \$26,825
Student –led Parent Conferences- establish procedures for student-led conferences Watch videos on Student-led conferences/discuss in faculty mtgs.Teachers will try 2-5 student-led conferences to increase community engagement, during the first year.	SIG grant	Nov 10 and Nov 12, 2010 Jan 29,2011 April 13, 2011	School administrators Guidance counselors Student Advisors	Notes from conferences	Feedback from students, parents, teachers	Stipends for transformational teacher leaders stipend portion, \$10,000 Part of CSSR consultation fee \$26,825

Title I 1003(g) School Improvement Grant Action Plan
(Please complete one per school) Nute Middle School

Goal	4. Community Connections <ul style="list-style-type: none"> ▪ Develop a Site Council comprised of principal, parents, students and staff ▪ Incorporate the community and the curriculum as resources for learning ▪ Implement student led conferences and exit demonstrations. 					
Strategy	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: <input type="checkbox"/> Turnaround model <input type="checkbox"/> Restart model <input type="checkbox"/> School closure model <input checked="" type="checkbox"/> Transformation model <input type="checkbox"/> Tier III proposed model					
(if not choosing one of the four US ED models)						
Proposed Activities for 2010-2011	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>
West Ed- Leadership Retreat July 5,6,7-Designed to develop the administrative group into a working team, create a strategic plan to address all 4 goal areas. West Ed- Leadership Consultation- once a week	Part of West Ed expenses for consulting supplies/food Funded by SIG grant	July 5,6,7-	Superintendent/ Nancy Gerzon, West Ed consultant	Strategic Plan will be developed. It will include strategies for community engagement. It will be reviewed at weekly meetings.	West Ed will develop monitoring/measurement system. We have baseline data regarding attendance at school events to measure an increase.	Part of \$37,500 allocated for West Ed
CSSR- - on Advisories/Site Council	Pittsfield will sponsor the event and we will	June 22 +23 August	Joe DiMartino, CSSR consultant	Teachers will learn about developing a Site Council and appropriate use of	Evidence of Site Council by June 2010 Advisories will have a	\$6000 in tuition- \$600 per person 10 people

	send teachers	23/24		advisories	set of guidelines	CSSR consultation fees
Teacher Workshop <ul style="list-style-type: none"> ○ Bullying ○ Staff retreat ○ Leadership Plan Explained 	Local/Title II funds SIG grant West Ed Consulting fee	August 26,2010	Superintendent Curriculum Coordinator	Agenda for staff mtg. Hand-outs	Feedback from staff, students, parents APEX III, PBIS behavior data	Local funds Title II funds plus portion of supplies \$6,000
Student –led Parent Conferences- Watch video’s on Student led conferences/discuss in faculty mtgs. Teachers will try 2-5 student led conferences to increase community engagement, during the first year.	SIG grant	Nov 10 and Nov 12, 2010 Jan 29,2011 April 13, 2011	School administrators Guidance counselors Student Advisors	Notes from conferences	Feedback from students, parents, teachers	Stipends for transformational teacher leaders stipend portion, \$10,000.39 Part of CSSR consultation fee \$26,825
Early Release day Explain Site Council function	Local funds plus SIG grant funding portion for West Ed consultant	May 18, 2010	West Ed consultant Superintendent School administrators Council members	List of Site Council members and role of each Site Council function document	Feedback from administrators, staff, students, parents	Portion of West Ed expense, \$37,500 plus portion of supplies \$6,000
Teacher Workshop re: HS Redesign, Professional	SIG grant Title II	June 14, 2011	CSSR consultant School	Feedback review and recommendations re:	Revision of Site Council membership and roles, school	Portion of CSSR expense \$26,825 plus portion of

Book Talks	funds		administrators Curriculum Coordinator	Course Competencies, Site Council	schedule (as needed)	supplies \$6,000 Book portion of SIG grant \$3,000
Continue and Expand Extended Learning Opportunities	SIG grant Local funds ELO grant	Ongoing through out year	Fern Downing, Extended Learning Opportunity Teacher	West Ed Fern Downing	Evidence- Student Exhibitions/Credits Earned	Part of Transportation costs \$28,241.50

Title I 1003(g) School Improvement Grant Action Plan- APPENDIX D
(Please complete one per school) Nute High School

Goal	<p>1. Standards-based curriculum, instruction, and assessment:</p> <ul style="list-style-type: none"> The School identifies a set of essential learnings in which students must demonstrate achievement in order to graduate, to include student outcome expectations in academic, civic and social realms Staff will increase content knowledge and implement research based instructional practices. Multiple measures of student growth are used to determine success and define intervention needs for students. 					
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><input type="checkbox"/> Turnaround model</p> <p><input type="checkbox"/> Restart model</p> <p><input type="checkbox"/> School closure model</p> <p><input checked="" type="checkbox"/> Transformation model</p> <p><input type="checkbox"/> Tier III proposed model</p> <p align="right">(if not choosing one of the four US ED models)</p>					
<p>Proposed Activities for 2010-2011</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>Supplement Language Arts and Humanities curriculum.</p>	<p>SIG grant</p>	<p>September 2010-April 2011</p>	<p>Superintendent</p> <p>Curriculum Coordinator</p>	<p>Materials for review</p>	<p>Comparison of NECAP and NWEA scores, fall and spring</p>	<p>Supplemental Classroom Libraries \$14,000</p>
<p>Establish multiple ways to provide real-world application of curriculum</p>	<p>SIG grant</p>	<p>September 2010-June 2011</p>	<p>Superintendent</p> <p>Building administrator</p> <p>Guidance counselor</p>	<p>Student schedules</p> <p>Assignments, projects</p>	<p>Grade reports</p> <p>Feedback from staff, students, parents</p>	<p>Technology Integration Specialist portion \$39,360</p> <p>Computer Lab \$21,000</p>

<p>Explore flexible scheduling options</p> <p>Hire certified HS math teachers</p>	<p>SIG grant</p> <p>SIG grant</p>	<p>September 2010-June 2011</p> <p>September 2010-June 2011</p>	<p>Superintendent</p> <p>Building administrator</p> <p>Guidance counselor</p> <p>Building administrator</p>	<p>Students' schedules</p> <p>Teachers' schedules</p> <p>Program of Studies</p> <p>Program of Studies</p> <p>Students' schedules</p>	<p>Grade reports</p> <p>Feedback from staff, students, parents</p> <p>Feedback from staff, students, parents</p>	<p>Teacher stipends for extended instructional time \$7,500.05</p> <p>\$78,720 (includes benefits \$26,365)</p>
<p>Staff increase content knowledge and implement research-based practices</p>	<p>SIG grant</p> <p>Title II funds</p>	<p>September 2010-June 2011</p>	<p>Superintendent</p> <p>Curriculum Coordinator</p>	<p>Instructional coaches' schedules</p> <p>Classroom Observations and Evaluations by administrators</p> <p>Inclusion of best practices in lesson plans</p>	<p>Comparison of NECAP and NWEA scores, fall and spring and Benchmark assessments</p>	<p>Math coach \$12,750</p> <p>Literacy coach \$12,750</p>
<p>Multiple measure of student growth are used to determine success and define interventions</p>	<p>SIG grant</p>	<p>September 2010-June 2011</p>	<p>Superintendent</p> <p>Building administrator</p> <p>Technology coordinator</p>	<p>Data collection re: attendance, assessment, incidence reports</p>	<p>Data mtgs decisions</p> <p>Students placements in interventions</p> <p>Notes from Student-led conferences</p>	<p>Student Data System \$15,000</p> <p>On-line Benchmark Assessments \$1,680</p>

Title I 1003(g) School Improvement Grant Action Plan
(Please complete one per school) Nute High School

Goal	2. Leadership ❖ (Building Leadership) Build leadership practices that provide instructional leadership and ongoing support to meet student-learning goals. ❖ (Teacher Leadership) Establish instructional and teacher leadership practices that offer personalized learning opportunities for each student ❖ (Student Leadership) Develop a personal plan for progress for each student reflective of the individual learning styles, histories, interests and aspirations.					
Strategy	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: <input type="checkbox"/> Turnaround model <input type="checkbox"/> Restart model <input type="checkbox"/> School closure model <input checked="" type="checkbox"/> Transformation model <input type="checkbox"/> Tier III proposed model <p align="right">(if not choosing one of the four US ED models)</p>					
Proposed Activities for 2010-2011 <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>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will this activity begin and end?</i>	Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	Monitoring (Implementation) <i>What evidence will be collected to document implementation? How often and by whom?</i>	Monitoring (Effectiveness) <i>What evidence will be collected to assess effectiveness? How often and by whom?</i>	Title I School Improvement Funds <i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form.</i>
West Ed- Leadership Retreat designed to develop the administrative group into a working team, in order to create a strategic plan to address all 4 goal areas plus West Ed- Leadership Consultation- once a week	Part of the West Ed expenses for consulting fee/supplies and food Funded by the SIG grant	July 5,6,7	Superintendent Nancy Gerzon, West Ed consultant School administrators SPED Director Curriculum Coordinator	Strategic plan developed and reviewed at weekly mtgs.	Monitored by West Ed at weekly mtgs. Evidence of Revisions (as necessary)	Part of \$37,500 allocated for West Ed plus portion of supplies \$6,000

Skillful Leader and Data Coach training designed to give administrators and teacher leaders specific skills in data review and evaluation	Supported with local funds SIG grant	July 12,13,14	Superintendent School administrators SPED Director Curriculum Coordinator Teacher Leaders	Data collected and reviewed Follow-up dates: August, 2010 October, 2010	Revised teacher evaluations using criteria based on student data; merit pay reviewed Increase student achievement scores by 3%	Local funds Merit Pay for Successful Teacher Leaders \$10,000.39
Wellman Training to help administrators have conversations with staff around data	Rochester School District	July19,20, 21, 2010	Superintendent School Administrators SPED Director Curriculum Coordinator	Student data collected and reviewed: Fall: NECAP, NWEA, Spring: NWEA Benchmark assessments	Revisions in curriculum and pedagogy as evidenced by administrative observations	Local funds
CSSR- Mentor for Principal 45 days Recruit, hire and train new principal	SIG grant funds	September -June ongoing	Superintendent	Notes taken during of consultation sessions	Feedback from new administrator and staff	portion of \$26,825 for CSSR \$10,000 performance bonus in 3rd year
Teacher Workshop <ul style="list-style-type: none"> ○ Bullying ○ Staff retreat ○ Leadership Plan 	Local/Title II funds IG grant West Ed	August 26,2010	Superintendent Curriculum Coordinator	Agenda for staff mtg. Hand-outs	Feedback from staff, students, parents APEX III, PBIS behavior data	Local funds Title II funds plus portion of

Explained	Consulting fee					supplies \$6,000
Teacher Workshop re: HS Redesign and Professional Book Talks	SIG grant Local funds	October 8, 2010	Superintendent Curriculum Coordinator	Development of Site Council membership and roles; Student Advisories created	Feedback from staff, students, parents, administrators	portion of \$26,825 for CSSR plus portion of supplies \$6,000
Student –led Parent Conferences	SIG grant	Nov 10 and Nov 12, 2010 Jan 29,2011 April 13, 2011	School administrators Guidance counselors Student Advisors	Notes from conferences	Feedback from students, parents, teachers	Stipends for transformational teacher leaders stipend portion, \$10,000.39
Early Release day Explain Site Council function	Local funds plus SIG grant funding portion for West Ed consultant	May 18, 2010	West Ed consultant Superintendent School administrators Council members	List of Site Council members and role of each Site Council function document	Feedback from administrators, staff, students, parents	Portion of West Ed expense, \$37,500 plus portion of supplies \$6,000
Teacher Workshop re: HS Redesign, Professional Book Talks	SIG grant Title II funds	June 14, 2011	CSSR consultant School administrators Curriculum Coordinator	Feedback review and recommendations re: Course Competencies, Site Council	Revision of Site Council membership and roles, school schedule (as needed)	Portion of CSSR expense \$26,825 plus portion of supplies \$6,000 Book portion of SIG grant \$3,000

PD activities and Travel: Conferences/Workshops	SIG grant	June, August-April	CSSR, NHSAA, ASCD, DOE sponsored conferences	Agendas, notes, handouts	info will be shared at West Ed weekly update mtgs. and at monthly staff mtgs	
Courses	SIG grant	September-June	Colleges/University	Course syllabi	Grade reports, final projects	\$5,000
Establish Internal Model that measures the effectiveness of teacher professional development Merit Pay structure established implemented and aligned with teacher, leader and student performance	SIG Grant DOE Task Force on Teacher Effectiveness	Ongoing	Pam Clark Superintendent West Ed	Plan completed	Documented plan completed by June 2011	Co-Creations-Pam Clark part of \$6,000 Attorney consultation Fees \$4,000

Title I 1003(g) School Improvement Grant Action Plan
(Please complete one per school) Nute High School

Goal	3. Cultural Conditions <ul style="list-style-type: none"> ▪ Students display a sense of belonging and the feeling that someone cares if they are doing well in academic, civic, and social realms. To promote a culture of high expectations for all. ▪ Teachers have a positive impact on the school, through daily support of peers and students. 					
Strategy	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: <input type="checkbox"/> Turnaround model <input type="checkbox"/> Restart model <input type="checkbox"/> School closure model <input checked="" type="checkbox"/> Transformation model <input type="checkbox"/> Tier III proposed model					
(if not choosing one of the four US ED models)						
Proposed Activities for 2010-2011 <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>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will this activity begin and end?</i>	Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	Monitoring (Implementation) <i>What evidence will be collected to document implementation? How often and by whom?</i>	Monitoring (Effectiveness) <i>What evidence will be collected to assess effectiveness? How often and by whom?</i>	Title I School Improvement Funds <i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form.</i>
West Ed- Leadership Retreat designed to develop the administrative group into a working team, in order to create a strategic plan to address all 4 goal areas plus West Ed- Leadership Consultation- once a week	Part of the West Ed expenses for consulting fee/supplies and food Funded by the SIG grant	July 5,6,7	Superintendent Nancy Gerzon, West Ed consultant School administrators SPED Director Curriculum Coordinator	Strategic plan developed and reviewed at weekly mtgs	Monitored by West Ed at weekly mtgs Evidence of Revisions (as necessary)	Part of \$37,500 allocated for West Ed plus portion of supplies \$6,000

<p>PBIS team establishes new focus on addressing middle school data Universal team is established</p>	<p>Stipend \$ for summer work-SIG and Title II</p>	<p>Summer 2010 and through out the year at weekly mtgs.</p>	<p>Middle School PBIS team Principal Assistant Principal</p>	<p>SWISS data reviewed and monitored by PBIS team</p>	<p>Evidence of decrease in behavior through SWISS data</p>	<p>Portion of Stipend funds \$10,000.39</p>
<p>Professional development will take place on topics related to teacher role in culture/climate Teachers will have opportunities to discuss historical data regarding culture and climate in order to surface issues related to the impact of climate on student learning</p>	<p>Title II Local Funds SIG funds</p>	<p>Aug 26 + 27 teacher Workshop Monthly staff mtgs.</p>	<p>Principal Assistant Principal PBIS team West Ed Principal Coach-CSSR</p>	<p>Culture Climate Survey/My Voice Survey</p>	<p>Feedback from administrators, staff, students, parents Review of SWISS DATA</p>	<p>Portion of West Ed Consultation \$37,500 Portion of CSSR \$26,825</p>
<p>Student-led Parent Conferences- establish procedures for student led conferences Watch videos on Student-led conferences/discuss in faculty mtgs. Teachers will try 2-5 student-led conferences to</p>	<p>SIG grant</p>	<p>Nov 10 and Nov 12, 2010 Jan 29,2011 April 13, 2011</p>	<p>School administrators Guidance counselors Student Advisors</p>	<p>Notes from conferences</p>	<p>Feedback from students, parents, teachers</p>	<p>Stipends for transformational teacher leaders stipend portion, \$10,000.39 Part of CSSR consultation fee</p>

increase community engagement, during the first year.						\$26,825.
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Title I 1003(g) School Improvement Grant Action Plan
(Please complete one per school) Nute High School

Goal	4. Community Connections <ul style="list-style-type: none"> ▪ Develop a Site Council comprised of principal, parents, students and staff ▪ Incorporate the community and the curriculum as resources for learning ▪ Implement student led conferences and exit demonstrations. 					
Strategy	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: <input type="checkbox"/> Turnaround model <input type="checkbox"/> Restart model <input type="checkbox"/> School closure model <input checked="" type="checkbox"/> Transformation model <input type="checkbox"/> Tier III proposed model					
(if not choosing one of the four US ED models)						
Proposed Activities for 2010-2011 <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>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will this activity begin and end?</i>	Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	Monitoring (Implementation) <i>What evidence will be collected to document implementation? How often and by whom?</i>	Monitoring (Effectiveness) <i>What evidence will be collected to assess effectiveness? How often and by whom?</i>	Title I School Improvement Funds <i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form.</i>
West Ed- Leadership Retreat July 5,6,7-Designed to develop the administrative group into a working team, create a strategic plan to address all 4 goal areas. West Ed- Leadership Consultation- once a week	Part of West Ed expenses for consulting supplies/food Funded by SIG grant	July 5,6,7-	Superintendent/ Nancy Gerzon, West Ed consultant	Strategic Plan will be developed. It will include strategies for community engagement. It will be reviewed at weekly meetings.	West Ed will develop monitoring/measurement system. We have baseline data regarding attendance at school events to measure an increase.	Part of \$37,500 allocated for West Ed
CSSR- on Advisories/Site Council	Pittsfield will sponsor the event	June 22 +23	Joe DiMartino, CSSR consultant	Teachers will learn about developing a Site Council and	Evidence of Site Council by June 2010	\$6000 in tuition- \$600 per person 10

	and we will send teachers	August 23/24		appropriate use of advisories	Advisories will have a set of guidelines	people CSSR consultation fees
Teacher Workshop <ul style="list-style-type: none"> ○ Bullying ○ Staff retreat ○ Leadership Plan Explained 	Local/Title II funds SIG grant West Ed Consulting fee	August 26,2010	Superintendent Curriculum Coordinator	Agenda for staff mtg. Hand-outs	Feedback from staff, students, parents APEX III, PBIS behavior data	Local funds Title II funds plus portion of supplies \$6,000
Student –led Parent Conferences- Watch video’s on Student led conferences/discuss in faculty mtgs. Teachers will try 2-5 student led conferences to increase community engagement, during the first year.	SIG grant	Nov 10 and Nov 12, 2010 Jan 29,2011 April 13, 2011	School administrators Guidance counselors Student Advisors	Notes from conferences	Feedback from students, parents, teachers	Stipends for transformational teacher leaders stipend portion, \$10,000.39 Part of CSSR consultation fee \$26,825
Early Release day Explain Site Council function	Local funds plus SIG grant funding portion for West Ed	May 18, 2010	West Ed consultant Superintendent School administrators	List of Site Council members and role of each Site Council function document	Feedback from administrators, staff, students, parents	Portion of West Ed expense, \$37,500 plus portion of supplies \$6,000

	consultant		Council members			
Teacher Workshop re: HS Redesign, Professional Book Talks	SIG grant Title II funds	June 14, 2011	CSSR consultant School administrators Curriculum Coordinator	Feedback review and recommendations re: Course Competencies, Site Council	Revision of Site Council membership and roles, school schedule (as needed)	Portion of CSSR expense \$26,825 plus portion of supplies \$6,000 Book portion of SIG grant \$3,000
Continue and Expand Extended Learning Opportunities	SIG grant Local funds ELO grant Bus Driver	Ongoing through out year	Fern Downing, Extended Learning Opportunity Teacher	West Ed Fern Downing	Evidence- Student Exhibitions/Credits Earned	Part of Transportation costs \$28,241.50 \$12,544.45

Budget Implications Chart- APPENDIX E

		Nute Middle School	Nute High School	Combined- Year 1
Project Partner to Oversee all improvement and develop evaluation system for monitoring progress	LEA Resources Grant Funded Resources			West Ed-
Standards Based Curriculum, Instruction and Assessment	<ul style="list-style-type: none"> ▪ 2010/11 Local Budget includes \$71,000 to purchase standards based math textbooks ▪ ARRA funds- supported purchase of Reading Intervention materials ▪ ARRA funds supported purchase of Fast Math and Accelerated Math ▪ ARRA funds supported “Red Cats” amplification systems for classrooms ▪ ARRA Title I- Math Intervention/parent involvement teacher for Middle School ▪ Title II D -\$130,000 grant funded Promethean Boards, laptops, professional development ▪ APEX III grant- supports services to implement PBIS at the high school ▪ SINI/DINI grant supported facilitation of math selection process ▪ DOE sponsored workshops on RTI 	<ul style="list-style-type: none"> ▪ LA/SS Humanities - Materials ▪ Classroom Libraries ▪ Student Data system ▪ .5 Integration Specialist ▪ 50% -Computer Lab with 24 computers for intervention and enrichment, new server, tables, chairs, electrical installation etc ▪ Student Management System ▪ Benchmark Assessments- Galileo ▪ Math Coach- 1-2 days a week ▪ Literacy Coach- 1-2 days a week ▪ Professional Development <ul style="list-style-type: none"> ○ Skillful Teacher ○ Content Knowledge ○ West Ed- Unit Development Model ○ Using Data Effectively ○ Improving Culture and Climate ○ Middle School Instruction/Assessment ○ Technology Integration Training ○ Grading Practices ○ College Courses for 	<ul style="list-style-type: none"> ❖ LA/SS Humanities - Materials ❖ Classroom Libraries ❖ Student Data System ❖ .5 Integration Specialist ❖ 50% -Computer Lab with 24 computers for intervention and enrichment, new server, tables, chairs, electrical installation etc Promethean Board ▪ Student Management System ▪ Benchmark Assessments- Galileo ❖ Math Coach 1-2 days a week ❖ Literacy Coach- 1-2 days a week ❖ 1 Certified HS Math teacher to provide interventions full time (+ benefits) ❖ Fees for SAT/ college course for students ❖ Fees for start up Running Start ▪ Professional Development <ul style="list-style-type: none"> ○ Skillful Teacher ○ Content Knowledge ○ Technology Integration Training ○ Using Data Effectively ○ Improving Culture and 	<p>Salaries and Benefits</p> <ul style="list-style-type: none"> ● 1 Certified HS Math teacher to provide interventions full time Salary \$52,355(+ benefits-\$26,365) \$78,720 ● 1- Integration Specialist + benefits- Salary \$52,355(+ benefits-\$26,365.) \$78,720 ● Teacher Stipends-864.5 hours at \$20 per hour-\$20,000.78 Stipends 17290.00 FICA 1322.68 Retirement 1388.10 ● Additional Teacher instructional time \$20 per hour x 648.4 hours =\$15,000.10 Stipends 12968.00 FICA 992.06 Retirement 1040.04 ● Merit Pay teacher \$20,000.78 Stipends 17290.00 FICA 1322.68

		<ul style="list-style-type: none"> Teachers <ul style="list-style-type: none"> ○ Professional Books ○ Supplies for Workshops ○ RTI- Student Interventions ▪ Increase student time for learning before/after school ▪ Transportation for Before School/ELO's/Summer/Extended Day- Lease/driver/fuel 	<ul style="list-style-type: none"> Climate <ul style="list-style-type: none"> ○ Developing CBA's ○ CBA Instruction ○ Grading Practices ○ College Courses ○ Professional Books ○ Supplies for Workshops ❖ Increase student time for learning before/after school ❖ Transportation for Before School/ELO's/Summer/Extended Day- Lease/driver/fuel 	<ul style="list-style-type: none"> Retirement 1388.10 • Bus driver pay/benefits \$25,088.90 Salary 23306.00 FICA 1782.90 • Substitutes for PD \$2519.00 Salary \$65 per day x 36 days = 2340.00 FICA 179.00 • Secretarial Support \$6013.32 Salary 11.40 per hour x 490 hours = 5586.00 FICA 427.32 Contracted Services • West Ed-\$75,000. • CSSR-\$53,650 • CoCreations-\$12,000. • Math Coach-30 days at \$850 per day =\$25,500. • Literacy Coach- 30 days a \$ 850 per day =\$25,500. • Attorneys Fees-\$8,000. • PIRC \$5,000 • License for Data Management System (Power-school or Infinite Campus)\$30,000 1st year \$3500- 2nd and 3rd year • License for ATI/Galileo 420 x \$8 = \$3360 per year
Leadership and Governance, Structural Capacities for Reform	<p>DOE- plans to sponsor National Institute for School Leadership training for 2010/11.</p> <p>DOE- will be creating a Research Group to identify instructional practices, programs and policies that are effective. They are working on a model based on Charlotte Danielson that includes Domain E- Student Performance.</p> <p>Title II-2010/11- supports PD</p> <p>ELO- State supported meeting and consultation with Joe DiMartino</p>	<p>Teacher Evaluation Subgroup- working with Pam Clark, Co-Creations and the DOE,</p> <p>Attorney consultation fees- Teacher Evaluation process</p> <p>Stipends for Teacher Leaders</p> <p>Merit Pay Model Development</p> <p>Stipends for Curriculum Work</p> <p>PD Substitutes</p> <p>CSSR- Principal Coach 1-2 days a week- 45 days a year</p> <p>Parent Information resource Center (PIRC)</p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Administrative Retreat to set Priorities ▪ Training in appropriate use of Advisories ▪ Training on developing a Site Counsel ▪ Working as a Middle School Team 	<p>Teacher Evaluation Subgroup- working with Pam Clark, Co-Creations and the DOE,</p> <p>Attorney consultation fees- Teacher Evaluation process</p> <p>Stipends for Teacher Leaders</p> <p>Merit Pay Model Development</p> <p>Stipends for Curriculum Work</p> <p>PD Substitutes</p> <p>CSSR- Principal Coach 1-2 days a week- 45 days a year</p> <p>Parent Information resource Center (PIRC)</p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Administrative Retreat to set Priorities ▪ Training in appropriate use of Advisories ▪ Training on developing a Site Counsel ▪ CSSR- Coach for Principal 1-2 days an week- Total 45 days 	

		<ul style="list-style-type: none"> ▪ Skillful Leader Conference ▪ West Ed- Leadership Retreat ▪ DATA Coach Training ▪ Instructional Coaching 	<ul style="list-style-type: none"> ▪ Skillful Leader Conference ▪ West Ed- Leadership Retreat ▪ DATA Coach Training ▪ Instructional Coaching 	<ul style="list-style-type: none"> • Consultant – SIG grant \$600 a day x 30 days \$18,000. <p>Supplies</p> <ul style="list-style-type: none"> • Supplies and Materials Binders, charts, paper, food for meetings etc \$12,000. <p>Books</p> <ul style="list-style-type: none"> • Classroom Libraries \$28,000. • Professional Books \$6,000 <p>Equipment</p> <ul style="list-style-type: none"> • 1-Computer Lab with 24 computers for intervention and enrichment, new server, 4 printers ,video camera, digital cameras, Computer Tables and chairs ,PC/Switches \$42,000. • Tables and chairs for LAB \$8,000. • 9-12 LA/SS Humanities – I pad lab/netbooks/kindles for Materials for Instruction, High need for researched based materials that are aligned to the standards-\$45,692. • Bus/ fuel-\$56,483. <p>Professional Development</p> <ul style="list-style-type: none"> • College course fees-\$10,000 <p>Travel</p> <ul style="list-style-type: none"> • Conference Attendance
Cultural conditions	APEX III Grant- consultation	Aspirations-My Voice Surveys Professional Development <ul style="list-style-type: none"> ▪ Improving Culture and Climate ▪ Appropriate use of Advisories (also in leadership) ▪ Developing and supervising students to develop a personal Learning Plan ▪ Bullying ▪ Sexual Harassment ▪ PBIS ▪ Safe and Drug Free Schools 	Aspirations-My Voice Surveys Professional Development <ul style="list-style-type: none"> ▪ Improving Culture and Climate ▪ Training in appropriate use of Advisories (also in leadership) ▪ Developing and supervising students to develop a personal Learning Plan ▪ Bullying ▪ Sexual Harassment ▪ PBIS ▪ Safe and Drug Free Schools 	
External Supports, parental involvement, and extended learning opportunities	Parent Resource Center- Survey DOE- ELO monthly meetings and support	Professional Development <ul style="list-style-type: none"> ▪ Student Led Conferences ▪ Supplies/Portfolios Supplies- Parent Nights and events Video Camera-1/digital cameras-3 Public Relations publications Stipend for Increased PR/Website Design/ Video Production/Increased Communication-	Professional Development <ul style="list-style-type: none"> ▪ Student Led Conferences ▪ Supplies/Portfolios Supplies- Parent Nights and events Video Camera-1/digital cameras-3 Public Relations publications Stipend for Increased PR/Website Design/ Video Production/Increased Communication- Facilitator for community group – friends of Nute – to get up to speed and establish working protocols and processes Training for school board on standards-based instruction and related policy changes (this might be in Year 2)	

				<ul style="list-style-type: none">• Visits to Schools• Total \$4,400. Indirect Costs- <ul style="list-style-type: none">• \$44,308.09
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**ONE YEAR DETAILED SCHOOL BUDGET NARRATIVE
2010-2011**

(Nute High School)

Use this form to provide sufficient detail regarding proposed expenditure for the 2010-2011 project period. Complete all appropriate justification forms (Appendix C and D, pages 33-34).

School Name: Nute High School

Account Category	Budget Detail	
	Narrative	Total Costs
<p>Salaries and Benefits <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i></p>	<p>TBA- 1 FTE Certified HS Math Teacher \$78,720. (Includes benefits \$26,365) Salary: \$52,355.00 Benefits: FICA - \$4,005.16 Retirement - \$4,198.87 Health Ins - \$17,660.97 Dental Ins - \$500</p> <p>TBA- .5 FTE Technology Integration Specialist-\$39,360. Salary: \$26,177.50 Benefits: FICA - \$2,002.58 Retirement - \$2,397.86 Health Ins - \$8,282.06 Dental Ins - \$500</p> <p>TBA- .5 FTE Bus Driver-\$12,544.45. (Includes partial benefits) Salary: \$11,653.00 FICA: \$891.45</p> <p>Teacher Stipends- \$10,000.39 \$20 per hour curriculum work- x 432.25 hours = Stipends: \$8,645.00 FICA: \$661.34 Retirement: \$694.05</p> <p>Teacher Stipends for Additional Instruction Time-\$7,500.05 \$20 per hour- x 324.2 hours =</p>	<p>162,391.44</p>

	<p>Stipends: \$6484.00 FICA: \$496.03 Retirement: \$520.02 Teacher/Leader Merit Pay- \$10,000.39 \$20 per hour curriculum work- x 432.25 hours = Stipends: \$8,645.00 FICA: \$661.34 Retirement: \$694.05 Substitutes for PD \$65 per day x 18 days \$1,259.50 Substitutes: \$1,170.00 FICA: \$89.50 Secretarial Support- \$3,006.66 Salary: \$11.40 per hour x 245 hours = \$2,793.00 FICA: \$213.66</p>	
<p>Contracted Services <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered.</i> <i>A Professional Development & Contracted Services Justification Form (LEA Appendix E) must be completed</i></p>	<p>West Ed-\$37,500 CSSR-\$26,825 Pam Clark-Co Creations- 4 days-\$6,000 Rob Lukasiak-Math Coach- 15 days at \$850 per day =\$12,750. TBA Literacy Coach-15 days at \$850 per day =\$12,750. Attorneys Fees- \$4,000 PIRC-\$2,500 Student Data System (example Power-school/Infinite Campus) \$15,000. Galileo or Aimsweb On line Benchmark Assessment System-\$8 per student x 210= \$1,680. Consultant- SIG grant management/PR- \$600 per day X 15 days=\$9,000</p>	<p>128,005.00</p>
<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>	<p>Supplies for PD workshops-markers, chart paper, binders, paper, food for parent and teacher workshops, Leadership 3 days, =\$6,000</p>	<p>6,000.00</p>

<p>Books <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>	<p>Classroom Libraries- Classrooms do not have up to date reading resources in their classrooms/ 7 classrooms \$2,000 each =\$14,000. Professional Books/Video series for Staff- \$3,000. Examples: Sets for professional reading Wong’s- Marzano’s Handbook on Instruction that Works Tomlinson The Differentiated School / Differentiated Curriculum Garner-Getting to Got It</p>	<p>17,000.00</p>
<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>50% of -Computer Lab with 24 computers for intervention and enrichment, new server, electrical set up/2 video cameras/6 digital cameras, switches etc. \$21,000. Tables/Chairs for lab-\$4,000 9-12 LA/SS Humanities – I pad lab/netbooks/kindles for Materials for Instruction, High need for researched based materials that are aligned to the standards- \$22,846. 50 %-Bus lease/ fuel-Total \$56,483. Or \$28,241.50</p>	<p>76,087.50</p>
<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>	<p>See Appendix C,E,H,I,J PD Activities are included Support through our consultants College Course Fees \$5000</p>	<p>5,000.00</p>
<p>Travel <i>Summarize your activities including the number of days, people involved and associated costs.</i></p>	<p>Teams of teachers/leaders will attend conferences including NELMS, NHSAA conf. DOE conferences, ASCD- Travel Total \$2,200.</p>	<p>2,200.00</p>
<p>Administration <i>Include other costs associated with supporting plan implementation.</i></p>	<p>Indirect costs will pay for additional accounting services</p>	
<p>Indirect Costs</p>	<p>Rate 6.2%</p>	<p>24,594.36</p>
<p>Total</p>		<p>421,278.30</p>

**ONE YEAR DETAILED SCHOOL BUDGET NARRATIVE
2010-2011**

(Nute Middle School)

Use this form to provide sufficient detail regarding proposed expenditure for the 2010-2011 project period. Complete all appropriate justification forms (Appendix C and D, pages 33-34).

School Name: Nute Middle School

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>	TBA- .5 FTE Technology Integration Specialist-\$39,360. Salary: \$26,177.50 Benefits: FICA - \$2,002.58 Retirement - \$2,397.86 Health Ins - \$8,282.06 Dental Ins - \$500 TBA- .5 FTE Bus Driver-\$12,544.45. (Includes partial benefits) Salary: \$11,653.00 FICA: \$891.45 Teacher Stipends- \$10,000.39 \$20 per hour curriculum work- x 432.25 hours = Stipends: \$8,645.00 FICA: \$661.34 Retirement: \$694.05 Teacher Stipends for Additional Instruction Time \$7,500.05 \$20 per hour-Total- x 324.2 hours = Stipends: \$6484.00 FICA: \$496.03 Retirement: \$520.02 Teacher/Leader Merit Pay- \$10,000.39 \$20 per hour curriculum work- x 432.25 hours = Stipends: \$8,645.00	83,671.44

	<p>FICA: \$661.34 Retirement: \$694.05 Substitutes for PD \$65 per day x 18 days \$1,259.50 Substitutes: \$1,170.00 FICA: \$89.50 Secretarial Support- \$3,006.66 Salary: \$11.40 per hour x 245 hours = \$2,793.00 FICA: \$213.66</p>	
<p>Contracted Services <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered.</i> A Professional Development & Contracted Services Justification Form (LEA Appendix E) must be completed</p>	<p>West Ed-\$37,500 CSSR-\$26,825 Pam Clark-Co Creations- 4 days-\$6,000 Rob Lukasiak-Math Coach- 15 days at \$850 per day =\$12,750. TBA Literacy Coach-15 days at \$850 per day =\$12,750. Attorneys Fees- \$4,000 PIRC-\$2,500 Student Data System (example Power-school/Infinite Campus) \$15,000. Galileo On line Benchmark Assessment System-\$8 per student x 210= \$1,680. Consultant- SIG grant management/PR- \$600 per day X 15 days=\$9,000</p>	128,005.00
<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>	<p>Supplies for PD workshops-markers, chart paper, binders, paper, food for parent and teacher workshops, Leadership 3 days, =\$6,000</p>	6,000.00
<p>Books <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>	<p>Classroom Libraries- Classrooms do not have up to date reading resources in their classrooms/ 7 classrooms \$2,000 each =\$14,000. Professional Books/Video series for Staff- \$3,000. Examples: Sets for professional reading Wong's- Marzano's Handbook on Instruction that Works Tomlinson The Differentiated School / Differentiated Curriculum</p>	17,000.00

<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>50% of -Computer Lab with 24 computers for intervention and enrichment, new server, electrical set up/2 video cameras/6 digital cameras, switches etc. \$21,000. Tables/Chairs for lab-\$4,000</p> <p>9-12 LA/SS Humanities – I pad lab/netbooks/kindles for Materials for Instruction, High need for researched based materials that are aligned to the standards- \$22,846. 50 %-Bus lease/ fuel-Total \$56,483. Or \$28,241.50</p>	<p>76,087.50</p>
<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>	<p>See Appendix C,E,H,I,J PD Activities are included Support through our consultants College Course Fees \$5,000</p>	<p>5,000.00</p>
<p>Travel <i>Summarize your activities including the number of days, people involved and associated costs.</i></p>	<p>Teams of teachers/leaders will attend conferences including NELMS, NHSAA conf. DOE conferences, ASCD- Travel Total \$2,200.</p>	<p>2,200.00</p>
<p>Administration <i>Include other costs associated with supporting plan implementation.</i></p>	<p>Indirect costs will pay for additional accounting services</p>	
<p>Indirect Costs</p>	<p>Rate 6.2%</p>	<p>19,713.73</p>
<p>Total</p>		<p>337,677.67</p>

Three Year School Budget Plan
(Nute 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>	TBA- 1 FTE Certified HS Math Teacher \$78,720. (Includes benefits \$26,365) Salary: \$52,355.00 Benefits: \$26,365.00 TBA- .5 FTE Technology Integration Specialist-\$39,360. Salary: \$26,177.50 Benefits: \$13,182.50 TBA- .5 FTE Bus Driver-\$12,544.45. (Includes partial benefits) Salary: \$11,653.00 FICA: \$891.45 Teacher Stipends-\$20 per hour curriculum work- x 432.25 hours = \$10,000.39 Stipends: \$8,645.00	TBA- 1 FTE Certified HS Math Teacher \$83,720. (Includes benefits \$27,500) Salary: 56,220 Benefits: 27,500 TBA- .5 FTE Technology Integration Specialist TBA- .5 FTE Technology Integration Specialist/Grant-\$42,360. Salary: \$28,380.00 Benefits: \$13,980.00 TBA- .5 FTE Bus Driver-\$14,554.28. Salary: \$13520. FICA: \$1,034.28 (Includes partial benefits) Teacher Stipends-\$20 per hour curriculum work- x 432.25 hours =	TBA- 1 FTE Certified HS Math Teacher \$88,720. (Includes benefits \$28,340.50) Salary: 60,379.50 Benefits: 28,340.50 TBA- .5 FTE Technology Integration Specialist-\$45,360. Salary: \$30,500 Benefits: \$14,860.00 TBA- .5 FTE Bus Driver-\$16,554.42. Salary: \$15,378.00 FICA: \$1,176.42 (Includes partial benefits) Teacher Stipends- \$20 per hour curriculum work- x 432.25 hours = \$10,000.39 Stipends: \$8,645.00 FICA: \$661.34 Retirement: \$694.05 Teacher Stipends for Additional Instruction Time \$20 per hour-Total- x	162,391.44	173,660.77	193,660.91

	<p>FICA: \$661.34 Retirement: \$694.05 Teacher Stipends for Additional Instruction Time \$20 per hour-- x 324.2 hours = \$7,500.05 Stipends: \$6484.00 FICA: \$496.03 Retirement: \$520.02 Teacher/Leader Merit Pay- \$10,000.39 Stipends: \$8,645.00 FICA: \$661.34 Retirement: \$694.05 Substitutes for PD \$65 per day x 18 days \$1,259.50 Substitutes: \$1,170.00 FICA: \$89.50 Secretarial Support- \$3,006.66 Salary: \$11.40 per hour x 245 hours = \$2,793.00 FICA: \$213.66</p>	<p>\$10,000.39 Stipends: \$8,645.00 FICA: \$661.34 Retirement: \$694.05 Teacher Stipends for Additional Instruction Time \$20 per hour-Total- x 324.2 hours = \$7,500.05 Stipends: \$6484.00 FICA: \$496.03 Retirement: \$520.02 Teacher/Leader Merit Pay- \$10,000.39 Stipends: \$8,645.00 FICA: \$661.34 Retirement: \$694.05 Substitutes for PD \$65 per day x 36 days \$2,519.00 Stipends: \$2,340.00 FICA: \$179.00 Secretarial Support- \$3,006.66 Salary: \$11.40 per hour x 245 hours = \$2,793.00 FICA: \$213.66</p>	<p>324.2 hours = \$7,500.05 Stipends: \$6484.00 FICA: \$496.03 Retirement: \$520.02 Teacher/Leader Merit Pay- \$10,000.39 Stipends: \$8,645.00 FICA: \$661.34 Retirement: \$694.05 Substitutes for PD \$65 per day x 36 days \$2,519.00 Stipends: \$2,340.00 FICA: \$179.00 Secretarial Support- \$3,006.66 Salary: \$11.40 per hour x 245 hours = \$2,793.00 FICA: \$213.66</p> <p>Administrators' Bonus for exceeding 3 year- \$10,000</p>			
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		\$2,793.00 FICA: \$213.66				
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>	West Ed-\$37,500 CSSR-\$26,825 Pam Clark-Co Creations- 4 days-\$6,000 Rob Lukasiak-Math Coach- 15 days at \$850 per day =\$12,750. TBA Literacy Coach- 15 days at \$850 per day =\$12,750. Attorneys Fees-\$4,000 Student Data System (example Power-school/Infinite Campus) \$15,000. Galileo On line Benchmark Assessment System-\$8 per student x 210= \$1,680. Consultant- SIG grant management/PR-\$600 per day X 15 days=\$9,000	West Ed-\$33,750 CSSR-\$23,575 Pam Clark-Co Creations- 4 days-\$6,000 Rob Lukasiak-Math Coach- 15 days at \$850 per day =\$12,750. TBA Literacy Coach- 15 days at \$850 per day =\$12,750. Attorneys Fees-\$4,000 Student Data System (example Power-school/Infinite Campus) \$15,000. Galileo On line Benchmark Assessment System-\$8 per student x 210= \$1,680. Consultant- SIG grant management/PR-\$600 per day X 15 days=\$9,000	West Ed-\$22,500 CSSR-\$14,850 Pam Clark-Co Creations- 4 days-\$6,000 Rob Lukasiak-Math Coach- 10 days at \$850 per day =\$8,500. TBA Literacy Coach-10 days at \$850 per day =\$8,500. Student Data System (example Power-school/Infinite Campus) \$15,000. Galileo On line Benchmark Assessment System-\$8 per student x 210= \$1,680. Consultant- SIG grant management/PR- \$600 per day X 30 days=\$9,000	128,005.00	118,505.00	86,030.00

<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>	<p>Supplies for PD workshops-markers, chart paper, binders, paper, food for parent and teacher workshops, Leadership 3 days, =\$6,000</p>	<p>Supplies for PD workshops-markers, chart paper, binders, paper, food for parent and teacher workshops, Summer Institute Leadership 3 days, =\$8,000</p> <p>Materials to expand ELO's and Alternative Program-\$4,000</p>	<p>Supplies for PD workshops-markers, chart paper, binders, paper, food for parent and teacher workshops, Summer Institute Leadership 3 days, =\$8,000</p> <p>Materials to expand ELO's and Alternative Program-\$4,000</p>	<p>\$6,000</p>	<p>\$12,000</p>	<p>\$12,000</p>
<p>Books <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>	<p>Classroom Libraries- Classrooms do not have up to date reading resources in their classrooms/ 7 classrooms \$2,000 each =\$14,000. Professional Books/Video series for Staff- \$3,000. Examples: Sets for professional reading Wong's- Marzano's Handbook on Instruction that Works Tomlinson The Differentiated School /</p>	<p>Professional Books/Video series for Staff- \$5,000.</p>	<p>Professional Books/Video series for Staff- \$4,550.17</p>	<p>17,000.00</p>	<p>5,000.00</p>	<p>4,550.17</p>

	Differentiated Curriculum					
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>	50% of -Computer Lab with 24 computers for intervention and enrichment, new server, electrical set up/2 video cameras/6 digital cameras, switches etc. \$21,000. Tables/Chairs for lab-\$4,000 9-12 LA/SS Humanities – I pad lab/netbooks/kindles for Materials for Instruction, High need for researched based materials that are aligned to the standards- \$22,846. 50 % -Bus lease/ fuel-Total \$56,483. Or \$28,241.50	Laptop/i-Pad expansion for teachers and Students to expand integration of technology- pads/palms, video/cart, \$44,126.49 .5 copier/printer \$2,500.	Expand integration Technology- for teachers and students, laptops/I pads/palms \$46,626.49	76,087.50	46,626.49	46,626.49
Professional Development Activities <i>Summarize your activities including the number of days, people involved and</i>	See Appendix C,E,H,I,J PD Activities are included Support through our	PD Activities are included Support through our consultants College Course Fees	PD Activities are included Support through our consultants College Course Fees	5,000.00	5,000.00	5,000.00

<i>associated costs. A Professional Development & Contracted Services Justification Form LEA (Appendix E) must be completed</i>	consultants College Course Fees \$5000	\$5000	\$5000			
Travel <i>Summarize your activities including the number of days, people involved and associated costs.</i>	Teams of teachers/leaders will attend conferences including NELMS, NHSAA conf. DOE conferences, ASCD-Travel Total \$2,200.	Teams of teachers/leaders will attend conferences including NELMS, NHSAA conf. DOE conferences, ASCD-Travel Total \$3,200.	Teams of teachers/leaders will attend conferences including NELMS, NHSAA conf. DOE conferences, ASCD-Travel Total \$3,200.	2,200.00	3,200.00	3,200.00
Administration <i>Include other costs associated with supporting plan implementation.</i>	Indirect costs will pay for additional accounting services	Indirect costs will pay for additional accounting services	Indirect costs will pay for additional accounting services			
Indirect Costs	24,594.36 6.2%	22,567.52 6.2%	21,766.19 6.2%	24,594.36	22,567.52	21,766.19
Total				421,278.30	386,559.78	372,833.76

Three Year School Budget Plan

(Nute Middle 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>	TBA- .5 FTE Technology Integration Specialist-\$39,360. Salary: \$26,177.50 Benefits: \$13,182.50 TBA- .5 FTE Bus Driver-\$12,544.45. (Includes partial benefits) Salary: \$11,653.00 FICA: \$891.45 Teacher Stipends- \$20 per hour curriculum work- x 432.25 hours = \$10,000.39 Stipends: \$8,645.00 FICA: \$661.34 Retirement: \$694.05 Teacher Stipends for Additional Instruction Time \$20 per hour-Total- x 324.2 hours = \$7,500.05 Stipends: \$6484.00 FICA: \$496.03 Retirement: \$520.02 Teacher/Leader Merit Pay-\$10,000.39 Stipends: \$8,645.00 FICA: \$661.34 Retirement: \$694.05	TBA- .5 FTE Technology Integration Specialist/Grant-\$42,360. Salary: \$28,380.00 Benefits: \$13,980.00 TBA- .5 FTE Bus Driver-\$14,554.28. Salary: \$13,520. FICA: \$1,034.28 (Includes partial benefits) Teacher Stipends- \$20 per hour curriculum work- x 432.25 hours = \$10,000.39 Stipends: \$8,645.00 FICA: \$661.34 Retirement: \$694.05 Teacher Stipends for Additional Instruction Time \$20 per hour-Total- x 324.2 hours = \$7,500.05 Stipends: \$6484.00 FICA: \$496.03 Retirement: \$520.02 Teacher/Leader Merit Pay-\$10,000.39 Stipends: \$8,645.00 FICA: \$661.34 Retirement: \$694.05	TBA- .5 FTE Technology Integration Specialist-\$45,360. Salary: \$30,500 Benefits: \$14,860.00 TBA- .5 FTE Bus Driver-\$16,554.42. Salary: \$15,378.00 FICA: \$1,176.42 (Includes partial benefits) Teacher Stipends- \$20 per hour curriculum work- x 432.25 hours = \$10,000.39 Stipends: \$8,645.00 FICA: \$661.34 Retirement: \$694.05 Teacher Stipends for Additional Instruction Time \$20 per hour-Total- x 324.2 hours = \$7,500.05 Stipends: \$6484.00 FICA: \$496.03 Retirement: \$520.02 Teacher/Leader Merit Pay-\$10,000.39 Stipends: \$8,645.00 FICA: \$661.34 Retirement: \$694.05 Substitutes for PD \$65 per day	83,671.44	89,940.77	104,940.91

	<p>Substitutes for PD \$65 per day x 18 days \$1,259.50 Substitutes: \$1,170.00 FICA: \$89.50 Secretarial Support- \$3,006.66 Salary: \$11.40 per hour x 245 hours = \$2,793.00 FICA: \$213.66</p>	<p>Substitutes for PD \$65 per day x 36 days \$2,519.00 Substitutes: \$2,340.00 FICA: \$179.00 Secretarial Support- \$3,006.66 Salary: \$11.40 per hour x 245 hours = \$2,793.00 FICA: \$213.66</p>	<p>x 36 days \$2,519.00 Substitutes: \$2,340.00 FICA: \$179.00 Secretarial Support- \$3,006.66 Salary: \$11.40 per hour x 245 hours = \$2,793.00 FICA: \$213.66 Administrators' Bonus for exceeding 3 year- \$10,000</p>			
<p>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></p>	<p>West Ed-\$37,500 CSSR-\$26,825 Pam Clark-Co Creations-\$6,000 Rob Lukasiak-Math Coach- 15 days at \$850 per day = \$12,750. TBA Literacy Coach-15 days at \$850 per day = \$12,750. Attorney Fees \$4,000 PIRC\$2,500 Student Data System (example Power-school/Infinite Campus) \$15,000. Galileo On line Benchmark Assessment System-\$8 per student x 210 = \$1,680 Consultant- SIG grant management/PR- \$600 per day X 15 days=\$9,000</p>	<p>West Ed-\$33,750 CSSR-\$23,575 Pam Clark-Co Creations-\$6000 Rob Lukasiak-Math Coach- 15 days at \$850 per day = \$12,750. TBA Literacy Coach-15 days at \$850 per day \$12,750. Attorney Fees \$4,000 PIRC\$2,500 Student Data System (example Power-school/Infinite Campus) \$3,500. Galileo On line Benchmark Assessment System-\$8 per student x 160 = \$1,280. Consultant- SIG grant management/PR- \$600 per day X 15 days=\$9,000</p>	<p>West Ed-\$22,500 CSSR-\$14,850 Pam Clark-Co Creations\$6,000 Rob Lukasiak-Math Coach- 10 days at \$850 per day = \$8,500 TBA Literacy Coach-10 days at \$850 per day = \$8,500 PIRC\$2,500 Student Data System (example Power-school/Infinite Campus) \$3,500. Galileo On line Benchmark Assessment System-\$8 per student x 160 = \$1,280. Consultant- SIG grant management/PR- \$600 per day X 15 days=\$9,000</p>	128,005.00	109,105.00	76,630.00

Supplies and Materials <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>	Supplies for PD workshops-markers, chart paper, binders, paper, food for parent and teacher workshops, Leadership 3 days, =\$6,000	Supplies for PD workshops-markers, chart paper, binders, paper, food for parent and teacher workshops, Leadership 3 days, =\$8,000	Supplies for PD workshops-markers, chart paper, binders, paper, food for parent and teacher workshops, Leadership 3 days, =\$8,000	6,000.00	8,000.00	8,000.00
Books <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>	Classroom Libraries-Classrooms do not have up to date reading resources in their classrooms/ 7 classrooms \$2,000 each =\$14,000. Professional Books/Video series for Staff- \$3,000. Examples: Sets for professional reading Wong's- Marzano's Handbook on Instruction that Works Tomlinson The Differentiated School / Differentiated Curriculum	Professional Books/Video series for Staff- \$4,998.72	Professional Books/Video series for Staff- \$4,550.16	17,000.00	4,998.72	4,550.16
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>	50% of -Computer Lab with 24 computers for intervention and enrichment, new server, electrical set up/2 video cameras/6 digital cameras, switches etc. \$21,000. Tables/Chairs-\$4,000	Expand Technology- for teachers and students, laptops/I pads/palms, video/cart, \$44,127.06 .5 copier/printer \$2,500.	Expand Technology- for teachers and students, laptops/I pads/palms-\$46,627.06	76,087.50	46,627.06	46,627.06

	LA/SS Humanities – I pad lab/netbooks/kindles for Materials for Instruction, High need for researched based materials that are aligned to the standards- \$22,846. 50 %-Bus purchase/ fuel- Total \$56,483. Or \$28,241.50					
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>	PD Activities are included Support through our consultants College Course Fees \$5,000	PD Activities are included Support through our consultants College Course Fees \$5,000	PD Activities are included Support through our consultants College Course Fees \$5,000	5,000.00	5,000.00	5,000.00
Travel <i>Summarize your activities including the number of days, people involved and associated costs.</i>	Teams of teachers/leaders will attend conferences including NELMS, NHSAA conf. DOE conferences, ASCD- Travel Total \$2,200.	Teams of teachers/leaders will attend conferences including NELMS, NHSAA conf. DOE conferences, ASCD- Travel Total \$3,200.	Teams of teachers/leaders will attend conferences including NELMS, NHSAA conf. DOE conferences, ASCD- Travel Total \$3,200.	2,200.00	3,200.00	3,200.00
Administration <i>Include other costs associated with supporting plan implementation.</i>	Indirect costs will pay for additional accounting services	Indirect costs will pay for additional accounting services	Indirect costs will pay for additional accounting services			
Indirect Costs	19,713.73 6.2%	16,546.03 6.2%	15,434.78 6.2%	19,713.73	16,546.03	15,434.78
Total				337,677.67	283,417.58	264,382.91

Equipment Justification Form - Technology

Item Description: Creating a Technology Support Center and Learning Lab to meet the needs of students for remediation and enrichment. The Center would have the capacity for students to take Virtual Learning classes, college level courses, remedial courses or skill reinforcement.

Number to be purchased:	Approximate cost per item:	Total Cost:
60 ipads 1 server	\$500. Per computer = \$30,000 \$2000. Server	\$ 45,692.00
2 locking laptop cart	\$4500. Software license \$1900 Software spyware/antivirus	
Software/spyware/antivirus	\$2600. Locking Ipad cart \$2092- headphones and cables	
Headphones and cables	\$2600-Sleeves for ipads	
Sleeves for ipads		

Location:
Where will the equipment be used?
Our goal is to have a room staffed by a technology integration specialist to support students taking on line courses and using intervention software i.e.; Virtual High School, Running Start, Fast Math, Accelerated Math and other programs. We will need to convert a former classroom that will be located between the High School and Middle School wing.

Purpose:
Detail the following:

- How will it support the program? The Technology Support Center will use technology to provide students with credit recovery, advanced courses, college level courses and remediation. There will be a Technology Integration Specialist to support student learning and help teachers to integrate technology into the curriculum.
- Who will use it? The Center will be available to all students in grades 6-12. High School Students will have the opportunity to take advanced courses.
- How many students/staff will use it? There is a possibility for all 353 students to use the lab sometime during the year. All teachers may have access to the Technology Integration Specialist for consultation and lesson planning.

Reasonableness:

- Justify the need; and
- Explain how it is not otherwise available through the district.

- Nute is a very small school with limited faculty and course offerings. Currently the district has 8 old computers housed in a tiny room in the guidance area for Virtual Classroom. The computers do not work consistently. Students have to ask the guidance secretary to help when they are working on virtual classes and the equipment doesn't work. Students are frustrated and often give up. The district has a very limited budget for technology.

Storage:

Where will the equipment be located/stored: One of the Classrooms will be converted into a Technology Resource Center for teachers and students grades 6-12.

Inventory and Tracking: Identify the person responsible the following:

Entering equipment on Title I Equipment Inventory Report: The Technology Integration Specialist

Tracking equipment if moved from above location The Technology Integration Specialist

Signing equipment in and out if equipment is approved for student use The Technology Integration Specialist

Storing equipment over the summer The Technology Integration Specialist

Equipment Justification Form- Transportation

Item Description: Milton is a rural community with no public transportation.		
Number to be purchased: 1 Bus and fuel	Approximate cost per item: \$56,483 for bus \$ for fuel	Total Cost: \$56,483.00 Does not include fuel: \$2700
Location: Where will the equipment be used? The bus will be used to provide an early run and a late run to pick up students for extended day programming. It will also be used to transport students to extended day learning opportunities around the community.		
Purpose: Detail the following: <ul style="list-style-type: none"> • How will it support the program? • The additional bus will be able to provide extended programming for students that need intervention or enrichment. 		
Reasonableness: <ul style="list-style-type: none"> • Justify the need; and • Explain how it is not otherwise available through the district. • The district has a very limited capacity to provide additional transportation. We live in a very rural community that requires students to travel up to 45 minutes on the bus. There is no public transportation and students are unable to attend before and after school learning opportunities if they do not have transportation provided by the school. 		
Storage: The bus will be stored in the bus parking lot.		
Inventory and Tracking: Identify the person responsible the following: Tim Eldridge, Transportation Director Entering equipment on Title I Equipment Inventory Report: The Transportation Director Tracking equipment if moved from above location: The Transportation Director		

Signing equipment in and out if equipment is approved for student use: The Transportation Director

Storing equipment over the summer: The Transportation Director



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In the Spotlight

Read the **Galileo Instructional Data System Pilot Project Evaluation** by an independent research and evaluation company covering a pilot project

using Galileo in Massachusetts.

See the featured [ATI Town Hall Blog entry](#) *Galileo K-12: Not to be taken for granted - registering benchmark assessments to subsets of students or to students from multiple grade levels*

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Overview

Galileo technology from ATI is built on the principles of science, supported by a commitment to research and guided by a vision that everyone should benefit from the opportunities and transformations of technology. ATI products and services offer schools effective ways to integrate research-based assessment, school information management systems, and curriculum. Galileo links assignments, web-based gradebook, and online testing with district goals and state standards for learning. Galileo provides meaningful data for decision-making and facilitates communication between school and family — all with rapid access and flexible reporting formats.

Galileo K-12 Online is the best Instructional Improvement System (IIS) providing:

- Cutting edge capabilities and solutions to help school districts meet the goals of the No Child Left Behind Act.
- A scientific approach supporting data-driven decision making.
- Features designed to help teachers be more efficient and resourceful.
- Maximization of local control - giving schools flexibility on assessment design, customized assessment scales, choice of curriculum and teaching methods, relation to local standards,

form content and design, report filters and aggregation options, and much more.

- Utility in aligning internal and external assessments with curricular performance standards and validating their congruence.
- Reliable and valid assessment created through continuous research and updating of psychometric properties.
- Technology to Promote Learning - not just Assessment of Learning, but Assessment for Learning.
- A comprehensive system reporting accountability data and research findings in an understandable and useful way to educators, parents, students, and community members.
- The ability to track progress within and across grades, determine growth trajectories, and adjust learning opportunities appropriately.
- Parent/ School communication tools including postings of grades, assignments and reports that link assessment results to standards.
- Proven technology supported by experienced Field Service Coordinators, free technical support, and professional development opportunities.

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Galileo Online Testing

Galileo Online Testing is a powerful tool for school systems looking for a way to develop, administer, and use customized standards-based tests as part of an effective district achievement plan. Galileo K-12 Online with Online Testing encourages data driven instruction aligned with requirements of the No Child Left Behind legislation. Galileo Online Testing features include:

- Online Test Builder to easily develop customized tests in a variety of item formats including essay, short answer, multiple choice, and true-false questions.
- Choice of using items classified by the performance objectives and standards from Galileo's large and growing item bank or using your own items.
- Item matching to performance objectives to reflect state and/or local educational standards of choice.
- Customized content including items using sound, animation, and/or video.
- Reliable and valid assessment administered, scored, and reported online or administered offline and scanned for rapid access to data.
- Online automated and manual scoring with rapid access to aggregated results for individual students, classes, schools, and districts.
- Immediate feedback for administrators, teachers, parents, and students on students' achievements with online postings of test results detailing mastery of performance objectives reflecting educational standards.
- Sophisticated reporting with customized filters to disaggregate data for groups of students.
- Informative reports projecting student progress prior to state standardized testing.
- Ongoing progress measured within and across years on a common scale based on IRT.

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School Information Management

Galileo's school information management tools provide your district with an adaptable system for managing student, staff, and volunteer information. The system's adaptability makes it an ideal resource not only for addressing unique local needs, but also for meeting the changing reporting requirements of government agencies. Features of the school information management tools include:

- Adaptable system for managing student, staff, and volunteer information including enrollment, demographics, assignments, scheduling, and much more.
- Customizable reporting system using Form Builder technology supports changing government reporting requirements and is able to combine student information and achievement data for informed decision making.
- Galileo's web-based gradebook facilitates quick response to student inquiries, reports for parent-conferences, or easy submission of midterm or end-of period grades with up-to-date grade information.
- Versatile report cards can be subject-based or standards-based, include custom grading periods and grading scales, citizenship grades and teacher comments.
- Automatic posting of assignment detail to the Internet indicating due dates, instructions, supplemental material and standards the assignment covers.
- The ability to eliminate double-data entry and keep all student information in one place by importing administrative information from approved third-party software.

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Galileo Curriculum

Curriculum is an integral aspect in the Galileo K-12 Online Instructional Improvement Cycle. The cycle's three phases are *goal setting and planning*, *implementation*, and *evaluation*. The cycle is a goal-driven process in which each cycle includes adjustments intended to further the goal of standards mastery. Galileo K-12 Online's curriculum component empowers districts in many ways, including the following four key functions.

1. Accommodate existing curriculum and changing standards

Planning and management are made easy through Galileo K-12 Online.

- Link a district's pacing calendar directly to the Galileo system.
- Use the *Assessment Planner* within Galileo K-12 Online to represent the district pacing calendar, thus making it possible to construct benchmark assessments that are customized to reflect a district's curriculum.
- Enter curriculum materials such as lesson plans into the system or import existing documents. Incorporation of existing materials into the system makes it possible to integrate the implementation of the curriculum with the assessment information used to guide instruction. For example, formative assessments may be directly linked to the implementation of specific lesson plans.
- Link assignments to formative assessments and grades; making it easy for a teacher to track what has been learned after a lesson plan is implemented.
- Adapt to future changes in state standards by utilizing the items in the Galileo K-12 Online item banks that are remapped to the new standards.

2. Implement instructional resources to promote

learning

ATI's interactive, online *Instructional Dialogs* implement a full range of multimedia technology inspiring learning, and can:

- be constructed using new content and/or existing lesson plans.
- be copied or edited.
- be implemented as class lessons.
- contain imported multimedia resources.
- provide web links to instructional resources available on the Internet.
- be implemented as assignments involving independent learning activities linked to formative assessments.
- contain an optional quiz following instruction that does not contain feedback, and thus measures the degree of mastery for the materials presented.
- be linked together in *Dialog Books*, series of lessons and/or assignments aligned to a district's curriculum.
- accommodate response-pad technology supporting active student participation in the instructional process.

ATI has constructed hundreds of Dialogs aligned to state standards and more Dialogs are added to ATI Dialog banks on a regular basis.

3. Promote the sharing of curriculum resources in a learning community

Sharing is supported in a variety of ways within Galileo K-12 Online, including:

- the ATI library system, which makes it possible to construct and share resources among selected groups.
- the ATI Professional Development Forum, which provides an opportunity for teachers to share ideas and plan for resource sharing.
- user-friendly technology. For example, a teacher may share a Dialog with others by clicking the share button at the time the Dialog is published.

4. Integrate assessment and curriculum in one instructional improvement system

The essential ingredient supporting the use of

actionable information to promote learning is the integration of assessment and curriculum within Galileo K-12 Online and occurs in the system through:

- online planning, monitoring and reporting tools that help evaluate student learning and providing actionable information to administrators, teachers, parents and students to guide decisions designed to increase learning.
- risk assessment information being provided following a benchmark assessment that is linked directly to recommendations as to what should be taught in order to bring at-risk students on course to meet standards.
- teachers clicking on a recommended student expectation and the system displaying Dialogs that can be used to promote learning related to that expectation.

The close link that the Galileo K-12 Online Instructional Improvement System provides between what has been taught and what has been learned is not possible to attain when curriculum and assessment are not integrated components in one system.

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Secure Data

Security Designed to Protect Against Non-User Access to Data

Extensive external security is in place to ensure the protection of all client data. Student information including test information is protected by encryption during transmission and stored in a database system that is not directly accessible from the Internet. All client traffic to and from the database system must pass through multiple firewalls.

Multi-Level Passwords

Both Galileo K-12 Online and Galileo Pre-K Online are comprised of a variety of built-in, integrated security measures that are designed to ensure data confidentiality, integrity, and viability of online data. Galileo users, for example, are authenticated with the standard username and password construct. All usernames are entered and passwords set by the individual clients. This can only be done once an identified district administrator has been entered into the system by ATI. This ensures greater control and accuracy for our clients.

When the agency administrator sets up access for a user, they will determine the level of access allowed that user. This user will then only be allowed access to their individual school, class, or student level information. For instance, each online assessment scheduled for a particular timeframe is always assigned its own password.

Secure Backup

Galileo Data is backed up offsite hourly, using an encrypted tunnel. All remote data access requires two factor authentication; storage architecture has been designed with security as a major focus.

User Authentication Utilizing GUIDS

All user accounts in the Galileo Online system are assigned

a Globally Unique Identifier (GUID), as are all transactions placed in the system. This ensures the highest level of accuracy when performing data entry/retrieval within the Galileo Online system. When users access Galileo Online, their password is authenticated against their record in the system using the GUID, and entry is granted only in the event of a perfect match. No 'fuzzy logic' is used in authenticating passwords.

Secure Socket Layers and Data Encryption

Another security measure is the implementation of Secure Sockets Layers (SSL). When a user clicks on the link to Login at <http://www.ati-online.com>, the entire session from this point forward (including entry of the username and password) is conducted using SSL. Every time data is transmitted to Galileo Online, the entire transaction is performed with 128-bit encryption. Only the Galileo Online web servers hold the private key to decode the encrypted data sent by users. All traffic for Galileo Online is transferred using SSL. Galileo Online utilizes the highest level of encryption possible while still maintaining a focus on performance. Our security is verified with a top-level site certificate hosted by VeriSign, an industry leader in computer security certification.

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Instructional Improvement Systems

ATI's Galileo K-12 Online is a standards-based instructional improvement system aligned to state standards using benchmark (interim) and formative assessments to help elevate student learning. Teachers, principals and administrators can use "real-time" data to inform and improve instructional practices and make data-driven decisions for overall effectiveness on an ongoing basis.

The federal government, as part of its Race to the Top (RTTT) Initiative, now has an official definition of an Instructional Improvement System. See the table below for how the Galileo K-12 Online Instructional Improvement System meets all of the federal requirements. Articulation to both RTTT and local district needs can be accomplished by using Galileo K-12 Online as part of a continuous Instructional Improvement Cycle comprised of goal setting, planning, implementation, management and evaluation throughout the school year.

What is the Federal Definition of an Instructional Improvement System?	
A technology-based system that:	Galileo K-12 Online Instructional Improvement System
provides stakeholders with meaningful support and actionable data to systematically manage	✓

continuous instructional improvement	
offers instructional planning	✓
gathers information through: formative assessments interim assessments summative assessments student work other student data	✓
analyzes information with support of rapid-time reporting	✓
uses information to inform decision making on instructional next steps	✓
evaluates the effectiveness of actions taken	✓
promotes: collaborative problem-solving action planning	✓
integrates instructional data with student level data	✓
provides early warning indicators of a student's risk of educational failure	✓

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Appendix G: Professional Development & Contracted Services Justification Form

1. Description of Activity: Please see proposal for Milton for more detailed information.

West Ed will be our outside service provider that will support the LEA in transformational reform efforts in the following ways:

- **Develop an effective school leadership team that learns to drive and sustain dramatic improvement**
- **Manage the design and implementation of Milton SIG Progress Monitoring**
- **Support the district to develop standards-based curriculum, instruction and assessment practices**
- **Improve quality of instruction in classrooms through on-going, embedded professional development**
- **Provide professional development and coaching on data use and assessment literacy**
- **Establish effective cultural conditions to create a safe and trusting school environment**
- **Disseminate school improvement practices to community and School Board**

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

Area of focus	Improvement Goals	Key Strategies
Leadership and Capacity for Reform	Establish and support practices that support instructional leadership (for principals, teachers and students) focused on student learning	<ul style="list-style-type: none"> ▪ Revised leadership model at Nute ▪ Implementation of Site Council using shared leadership model ▪ Principal mentor for new HS Principal ▪ Leadership development and training
Aligned Standards, Instruction and Assessment	Identify a set of essential learnings in which students must demonstrate achievement in order to graduate. Teachers increase content knowledge, and align assessments to essential outcomes and competencies.	<ul style="list-style-type: none"> ▪ Implementation of HS competency model ▪ Implementation of K-12 math curriculum ▪ Development and implementation of K-12 Language Arts curriculum ▪ Advanced coursework and personalized education for all students ▪ Student data base monitors student growth and clarifies appropriate supports
Cultural Conditions	Students display a sense of belonging and the feeling that someone cares if they are doing well. Teachers have a positive impact on the culture and climate of the school.	<ul style="list-style-type: none"> ▪ Develop equitable protocols for discipline through PBIS and APEX III ▪ Deepen use of High School Advisory ▪ Students develop personal learning plans and share results of their learning
Community Connections	Students' families are engaged as partners in the students' education, and leaders in the community are actively engaged in supporting the school and its students	<ul style="list-style-type: none"> ▪ Establish mechanisms (for example, Friends of Nute) for community leaders to learn about and contribute to the school ▪ Engage students' families through student-led conferences/demonstrations

3. **Name of Contractor:**
West Ed- Nancy Gerzon
4. **Qualifications of Contractor:** *(Attach a resume in lieu of a narrative):*
Attached
5. **Budget:** *(Include costs such as staff compensation, materials, contracted services and other related costs).* Year 1- \$75,000 (50 days) Year 2- \$67,500 (45 days), Year 3-\$45,000 (30 days)
See attached
6. **Beginning Date:**7/1/10 **Ending Date:** 7/1/13
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.)*
See attached
8. **Participants:** All leaders, teachers, educators, paraprofessionals and School Board members will participate in the professional development opportunities offered through West Ed. Parents and students will also have opportunities to participate when it is appropriate.

Evaluation Process: *Through the assessment process and documentation review West Ed has identified some of the baseline data to measure growth and change. One of their tasks will be to develop and monitor the evaluation system to measure multiple factors considered in improving performance.*

WestEd logo and background text including: Increase Academic Achievement, Boost Academic Growth, Teach for Success, Lead Effectively, Enhance Student Outcomes, Improve Instruction, Achieve Equity, and WestEd.org.

DistrictsMovingUp®

» WestEd.org/districtsmovingup

Build your capacity to increase academic achievement and improve learning for all students with WestEd's data-driven and results-driven strategies.

Who Should Participate

- » Elementary, secondary, and K–12 districts in program improvement or corrective action
- » Districts with a firm commitment to improving student achievement and learning

What Is WestEd's DistrictsMovingUp?

DistrictsMovingUp is a comprehensive, coherent, and intensive team-based process that ensures improved student achievement.

- » We build district capacity to increase student achievement.
- » We help district personnel create sustainable accountability systems.
- » We use data-driven and results-driven strategies to help districts improve learning for all students.

WestEd knows from research and decades of experience that a one-size-fits-all approach does not work. That's why the DistrictsMovingUp team develops a customized proposal based on individual district strengths and needs. Each DistrictsMovingUp action plan is customized by a leader who is familiar with your district's culture and goals — and most importantly,

your student achievement data. While an implementation will differ based on each district's unique characteristics and needs, the DistrictsMovingUp process remains the same.



Ten evidence-based principles guide our work:

1. Focus unwaveringly on good instruction that reflects sound research and best practices.
2. Align standards, curriculum, assessment, and instruction.
3. Analyze and use data effectively to make decisions at all levels.
4. Develop and use effective common formative assessments at regular intervals throughout the school year to monitor progress and make adjustments accordingly.
5. Use fiscal and human resources effectively to support student achievement.
6. Build capacity by providing high-quality, ongoing, job-embedded professional development that helps all personnel acquire the knowledge and skills they need to perform their jobs effectively.
7. Hold all people in the system appropriately accountable for improved student achievement.
8. Develop effective leaders at all levels of the district who can implement and manage ongoing improvement.
9. Gain active engagement from family, community, and all stakeholders at all levels of the educational system.
10. Create safe and supportive school climates that enhance school connectedness and engage students in learning.

How Do We Measure Success?

Our goal is to improve teaching, learning, administration, and leadership so that your district attains — and exceeds — these student achievement targets:

- » Your district performance results will increase at a rate higher than the state average.
- » Your district will exceed the expected performance for similar districts in the state.
- » Achievement gaps among ethnic groups and between low-income and non-low-income students will be reduced at a rate greater than the state average.
- » Your graduation rates will increase (high school only).

Format and Cost

The DistrictsMovingUp proposal is structured into phases. The foundation for all proposals is the number of consultants required to complete the services described in each customized plan (we only charge for the days on site). WestEd's fixed-price daily consultation rate is \$2,550, including consulting services, travel, materials, and program evaluation. WestEd products and tools will be provided as needed.

Approved DAIT (District Assistance and Intervention Team) Provider in California

WestEd is a State Board of Education approved DAIT provider in California. In addition to supporting Program Improvement districts as they implement state guidelines under NCLB, we focus on building district capacity to increase achievement for all students. To learn more, please e-mail dait@WestEd.org.

CONTACT INFORMATION » *West of Mississippi*

Ruth McKenna » 360.472.1876 » rmckenn@WestEd.org » WestEd.org/districtsmovingup

East of Mississippi

Stephen Hamilton » 781.481.1104 » shamilt@WestEd.org

Classroom instruction has improved countywide in the participating school districts using the T4S model. — Multi-district initiative

An effective classroom observation protocol has been the missing piece. Teach for Success will supply data—without judgment—that can be used by whole schools, departments, and grade levels, and for individual teacher/administrator coaching. Thanks to the WestEd development team. [T4S] will make a great difference in our schools! — Superintendent

Teach for Success®

» WestEd.org/teachforsuccess

Who Should Participate

District leaders and school teams, including teachers, instructional coaches, and principals

What Is Teach for Success?

Teach for Success is a focused, collaborative, research-based framework and process that improves K–12 student achievement by improving classroom instruction.

- » We build the leadership capacities of administrators, academic coaches, and teachers to understand the elements of and provide standards-based instruction.
- » We establish a systematic approach enabling administrators to ensure high-quality instruction.
- » We provide a common vocabulary for discussing good teaching.
- » We build a top-to-bottom, schoolwide or district-wide understanding of the six components of effective teaching.
- » We train administrators and coaches to use the Teach for Success Classroom Observation Protocol, which provides objective data on how well the six components of effective teaching are being implemented schoolwide and in classrooms.
- » We provide professional development and comprehensive support to lead, coach, and teach for success.

High student achievement depends on excellent teaching. We also know that sometimes administrators and teachers need neutral, common ground and a shared vocabulary for describing good teaching. That's why Teach for Success first establishes criteria and protocols to impartially discuss the process of teaching, and then shows how to improve classroom instructional practices. The result? Demonstrated growth in student achievement.

The Six Domains of Teach for Success

Teach for Success provides training on the six domains shown to improve the quality of instruction, and then uses the *Teach for Success Classroom Observation Protocol* to measure progress:

Instructional Practices to Support All Learners

Specific practices that a teacher uses to best facilitate the transfer of knowledge and skills to all students

Student Engagement What a teacher actively does to engage all students in learning and which student engagement techniques the teacher selects

Assessment Practices Types of classroom assessments and the teacher's actions while assessing students day to day

Cognitive Level of Questions and Activities How the teacher uses the Bloom's Taxonomy (Revised) as a guide in determining the cognitive level of questions and activities

Instructional Approaches The different classroom approaches the teacher takes such as whole group instruction, small group instruction, and student seatwork

Learning Environment The classroom climate, including the available resources within the classroom and the nature of a teacher's interactions with students

Format and Cost

We offer customized professional development workshops as well as job-embedded, on-site coaching, based on the needs of your school or district. The cost of Teach for Success services vary based on the design of the program and the number of consultant days required to complete the services. Our typical daily consultation rate is \$2,550, including consulting services, travel, materials, and program evaluation.

SUCCESS STORIES

Calexico Unified School District
Calexico, California

In 2001, six underperforming schools began using a custom version of the Teach for Success protocol. By 2006, Academic Performance Index (API) had increased at all schools by 102 to 159 points.

Yuma Professional Learning and Networking (PLAN)
Yuma County, Arizona

Since 2003, this consortium of four school districts has used the Teach for Success program to increase the quality of instruction in all classrooms through a common focus on teaching and learning. Teach for Success serves 39 schools, 1,655 teachers, and 29,039 students in Yuma.

Central Union High School District
El Centro, California

After implementing Teach for Success, Southwest Union High School's API jumped from 526 to 667, and has met all of the requirements for Adequate Yearly Progress (AYP). Central Union High School was named a California Distinguished School.

Jacks Valley Elementary School
Jacks Valley, Nevada

The Teach for Success team has worked with Jacks Valley Elementary since 2003. Subsequently, the school has earned the Nevada Department of Education's high-achieving status for three consecutive years.

CONTACT INFORMATION ›› Huck Fitterer ›› 602.322.7002 ›› hfitter@WestEd.org ›› WestEd.org/teachforsuccess

After two years, the percentage of our eighth graders meeting or exceeding the standards in writing rose from 31% to 84%. — Mesquite Elementary, Tucson, Arizona

Local Accountability Professional Development Series

» WestEd.org/lapds

Who Should Participate

District Training: A leadership team representing curriculum and assessment supervisors, principals, and language arts/mathematics subject-matter experts who will identify and use essential standards, build benchmark assessments and review items, and monitor student achievement.

School Training: Grade-level or subject teams that will set the instructional calendar and develop common formative assessments. Site administrators and all support staff working in classrooms should join appropriate grade-level/subject groups.

What Is the Local Accountability Professional Development Series (LAPDS)?

LAPDS helps district and school teams create custom accountability plans, and then through a series of workshops, planning and coaching sessions, implement the plans. The LAPDS system quickly and effectively boosts performance, and ensures full alignment with the National Assessment of Educational Progress (NAEP) item specifications and state assessments. Since 2003, 42 districts in 5 states have called upon LAPDS to provide the training and research base needed to implement their local accountability plans. The LAPDS goals are:

- » Agreement on district essential standards for all subjects and grade levels

- » Agreement on proficiency levels for each subject area, K–12, to align with the state definition of “proficient”
- » Agreement on district standards-based assessments to evaluate student progress toward proficiency
- » Development of a scope and sequence for each subject and grade level to ensure alignment with essential standards
- » Development of a system of standards-based lesson planning that draws on data from multiple measures, allowing teachers to adapt lessons to student needs
- » Agreement on the pacing and performance levels of essential standards in an instructional calendar
- » Agreement on common formative assessments to place students in intervention classes

Format and Cost

The cost for each day of service per consultant is \$3,220, including consulting services, materials, and travel. The training and coaching services will be developed specifically for each district/school based on an assessment of needs. LAPDS staff will recommend a program of training that will build the capacity of the district/school to fully implement the local accountability system.

CONTACT INFORMATION » [East of Mississippi](mailto:EastofMississippi@WestEd.org) » Stephen Hamilton » 781.481.1104 » shamilt@WestEd.org » WestEd.org/lapds
 » [West of Mississippi](mailto:WestofMississippi@WestEd.org) » Joe Sassone » 520.247.7111 » jsasson@WestEd.org

New-initiative buy-in has always been a problem in our school. We identified specific strategies presented in the workshop and applied them to our school improvement plan. For the first time we have whole school buy-in for the math initiative.

– High school principal

As a building principal, I knew I couldn't do it all by myself. The workshops were informative, challenging, and practical and just in time for what we needed in my school. As a result of the workshops we are far ahead of where we would have been otherwise.

– Elementary principal

School Leadership Team Development Workshops

» WestEd.org/leadershipteam

Who Should Participate

This workshop series is intended for multiple school leadership teams from the same district. Teams from different districts can also be accommodated in certain circumstances. Teams can include:

- » Teacher leaders
- » Leaders from schools, districts, and higher education
- » Leaders of content reform efforts (math initiatives, literacy initiatives, special education initiatives)

What Are School Leadership Team Development Workshops?

This workshop series guides leadership teams to take sustained action on local goals. Participants use research, data collection, analysis, professional collaboration, and continuous improvement strategies to build the commitment and skills that focus on improving student learning results:

- » Create and maintain collaborative working groups among teachers, administrators, parents, commu-

nity members, and others

- » Support standards-based teaching and learning and the changes in classroom practice that may be required
- » Apply leadership practices to specific content areas
- » Use data from classroom, school, and district profiles to make strategic decisions that sustain improvement

Each workshop series is supported with relevant research and professional reading, models and templates, and practice and application exercises.

Format and Cost

Teams come together eight times over the course of a school year for daylong sessions. Additional sessions are scheduled for principals only. During the sessions, teams work on their school improvement plans and participants meet in role-alike groups. The cost is dependent on the size of the team and the number of teams. For example, a workshop series with ten teams of six would cost each team approximately \$5,000.

CONTACT INFORMATION » Cheryl Williams » 781.481.1113 » cwillia@WestEd.org » WestEd.org/leadershipteam

Evaluation was like a monster. We saw it as much harder to do. Now the monster has become something we can do, with clear steps.

— Middle school principal

The investment of time and planning for program did afford a more complete, robust product than the type of assessment we'd done before. The experience gave us data to use with future grants, and skills and tools we can use for many years to come. Without the coaching, I doubt that we would have completed the project as successfully.

— Assistant superintendent

Collaborative Evaluation of School-Based or District-Based Initiatives

» [WestEd.org/collaborativeevaluation](https://www.wested.org/collaborativeevaluation)

What Is Collaborative Evaluation?

WestEd offers this professional learning experience to help teams of school- and district-based educators plan and conduct ongoing evaluation of their local initiatives in ways that:

- » Inform local decisions
- » Build buy-in for the initiatives
- » Engage school colleagues in collaborative study of initiatives designed to improve student outcomes

Participating teams learn:

- » How to plan a study that takes into account the context, critical issues, and goals of the initiative being evaluated. Planning includes developing clear evaluation questions and selecting appropriate data-gathering strategies that will best answer those questions — and that will promote staff buy-in to the work.
- » How to conduct data gathering, with strategies such as developing and administering questionnaires, conducting interviews and focus groups, conducting observations of local initiatives and classroom teaching, and analyzing student activities, products, and test scores.

- » How to analyze qualitative and quantitative data, summarize findings, and lead discussions with colleagues about evaluation-based implications for improvement of future work.

Format and Cost

Phase One: During a two-day initial institute, teams identify the initiative they wish to evaluate, learn evaluation strategies geared for use by local educators, and plan a manageable and informative evaluation of their selected initiative. WestEd provides ongoing advising, coaching, and feedback by email and telephone as teams implement evaluation plans.

Phase Two: In a two-day follow-up institute several months later, the teams complete their data analysis, summarize and share key findings, and draft implications and recommendations for program improvement.

The cost of the two-part institute and coaching is \$12,000 for a group of up to six school teams of five members each.

CONTACT INFORMATION » Nancy Hurley » 781.481.1105 » nhurley@WestEd.org » [WestEd.org/collaborativeevaluation](https://www.wested.org/collaborativeevaluation)

To order: Call (888) 293-7833 or online at [WestEd.org/bookstore](https://www.wested.org/bookstore)

This was one of the best institutes I've been involved with because it balanced theory with practice [and provided] many practical applications.

– Assistant superintendent

Mentoring and Coaching New Teachers: A Comprehensive Approach to New Teacher Induction

» [WestEd.org/mentoringnewteachers](https://www.wested.org/mentoringnewteachers)

Who Should Participate

- » Mentor teachers
- » Building and district administrators, including mentor program coordinators and professional developers
- » Teacher education faculty
- » State education agency staff

What Is this Professional Development All About?

WestEd offers five sessions ranging from two- or three-day workshops up to yearlong strands to support site-based implementation based on three key resources:

- » *Mentoring New Teachers Through Collaborative Coaching: Linking Teacher and Student Learning*
- » *Mentoring New Teachers Through Collaborative Coaching: Facilitation and Training Guide*
- » *Mentoring Programs for New Teachers: Models of Comprehensive Induction and Support, Second Edition*

The sessions build school and district capacity to:

- » Provide content-based mentoring and coaching of new teachers
- » Create structures and strategies that support effective and sustained implementation of mentoring/coaching programs
- » Assess and evaluate the impact of mentoring/coaching programs

Themes and topics include:

- » Qualities and roles of effective mentor teachers
- » How new teachers' needs shift throughout the year, and how to meet them
- » Teaching and learning standards in the context of mentoring
- » Research-informed practices and critical elements of content-based coaching
- » Practical techniques for applying the essential mentoring and coaching skills
- » Tools for monitoring implementation and evaluating mentoring programs

Format and Cost

Session I: Essential Skills for Mentoring New Teachers 3-5 day workshop plus 1-3 full-day follow-up sessions

Session II: Essential Skills for Mentoring New-Teacher Alternative Certification Candidates 3-5 day workshop plus 1-3 full-day follow-up sessions

Session III: Lead Mentor Training: Enhancing Teacher Leadership to Mentor and Coach New Teachers 1-4 workshop days plus up to 6 site-based days

Session IV: The Administrator's Role in Mentoring and Coaching New Teachers 3-day workshop

Session V: A Professional Development Design Course for Professional Developers 3-day workshop

Workshops and technical assistance days range from \$2,000 – \$4,000 per day. There may be an additional materials fee.

CONTACT INFORMATION » [Kathy Dunne](mailto:kathy.dunne@wested.org) » 781.481.1102 » kdunne@WestEd.org » [WestEd.org/mentoringnewteachers](https://www.wested.org/mentoringnewteachers)

Sign up for WestEd's free monthly email newsletter » [WestEd.org/ebulletin](https://www.wested.org/ebulletin)

Thank you so much for a fantastic workshop! I've been getting e-mails from folks who had a great experience. Best of all, you have educated and inspired district and school leaders to embrace resiliency and carry this work further.

— District Title IV Coordinator

Promoting Resilience and Youth Development in School Communities

» WestEd.org/promotingresilience

Who Should Participate

- » School board members, and district and site administrators
- » Teachers, counselors, prevention specialists, health coordinators, and student assistance teams
- » Law enforcement and juvenile justice officers and administrators
- » Staff from after-school programs, community-based organizations, and preschools
- » Schools that have administered the Healthy Kids Survey

Goals of the Professional Development Workshops

Research indicates that youth development, health-risk behavior prevention, and academic success are inextricably tied. Participants in these workshops are shown a process for using data from the Resilience and Youth Development Module of the Healthy Kids Survey to improve school community through data-driven decision-making. Attendees receive a manual containing supportive materials, a list of useful resources, a CD-ROM of workshop slides, and *Resiliency: What We Have Learned*. Participants will leave the workshops with a clear understanding of the research base for resilience and youth development approaches to prevention, education, and human services. Participants will learn asset-based strategies including:

- » Using student focus groups to increase student involvement in school community improvement efforts
- » Engaging students' intrinsic motivation
- » Creating action plans that foster caring relationships, high/positive expectations, and opportunities for participation and contribution

Format and Cost

The following four independent workshops can each be presented in three formats: 1) as a half-day presentation, 2) as a one-day introduction and interactive session, or 3) as a more comprehensive two-day workshop. Additional follow-up days are available.

Workshop 1: From Risk to Resilience: Principles and Strategies of Youth Development

Workshop 2: Listening to Youth: Using Youth Assets Data for School Community Improvement

Workshop 3: Closing the Achievement Gap by Fostering Resilience and Youth Development

Workshop 4: "You Matter!" Promoting Resilience and Youth Development in Your After-School Program

Half-day presentations or keynotes are \$1,700. An interactive workshop with two facilitators is \$3,000 for one day or \$5,000 for two days. Travel time and expenses are not included.

CONTACT INFORMATION » Bonnie Benard » 510.302.4208 » bbenard@WestEd.org » WestEd.org/promotingresilience

Sign up for WestEd's free monthly email newsletter » WestEd.org/ebulletin

Learning Innovations at WestEd: School and District Services Team Members

Nancy Gerzon

Nancy Gerzon has been providing leadership training and support to state, district and school leaders for the past fifteen years. As a Senior Program Associate at Learning Innovations at WestEd she specializes in providing guidance on school improvement efforts related to implementing standards-based curricula, aligning instruction and assessment practices, data use, and the design of effective approaches for teacher dialogue. Since 2007, Gerzon has led the New York Formative Assessment Project, a project which is co-led by the New York Comprehensive Center and the Assessment and Accountability Content Center. Through this work, Gerzon's and her consulting team led the implementation of classroom formative assessment practices in mathematics and facilitated district and school leaders to improve related policies and practices related to school and classroom level data use, mathematics coaching, and grade level teaming practices. Through this project Gerzon also facilitated curriculum and assessment leaders at the New York State Department of Education to develop plans for state-level support of formative assessment that are integral to the state's Race to the Top application. Other current district projects and programs include support to teachers and leaders to implement aligned data systems, develop effective professional learning teams, develop consistent district-wide data team protocols, and use of classroom formative assessments. Since 2007, Gerzon has worked with several districts and schools who have come out of improvement status following implementation of new leadership and assessment practices.

Stephen Hamilton

Steve Hamilton supports comprehensive school improvement efforts, working with districts, state agencies, and institutions of higher education. Hamilton serves as Director of District and School Services for Learning Innovations at WestEd. His recent work in formative assessment and local accountability systems has resulted in increased school and district use of formative and benchmark assessments and data to inform decisions about school programs and instructional practice. As a result of his work in Massachusetts and a state-funded middle school mathematics initiative, 10 districts are now using district and school assessments aligned to state frameworks to locally measure student academic gains. The Northeast and Islands Regional Educational Laboratory is studying these district local accountability practices to assess student achievement impact. His work as Regional Implementation Director for various Comprehensive School Reform initiatives resulted in New Bedford Taylor School being named by the state of Massachusetts as a "Commonwealth Compass School" for exemplary student academic improvement gains. In addition to his technical assistance and research expertise, Hamilton has extensive experience in evaluation. He served as primary

evaluator for several National Science Foundation-funded studies, including a three-year teacher enhancement initiative. Current evaluation studies focus on the use of district interim or benchmark assessments to inform practice and improve student achievement outcomes.

Nick Hardy

Nick Hardy provides technical assistance and professional development in data analysis and dialogue, accountability and assessment, and facilitation to state departments of education, districts, and schools primarily in the Northeast. Hardy works closely with LI's partner, the New England Comprehensive Center (NECC) to support Departments of Education articulate, organize, and improve their state systems of support for low-performing schools and districts. In 2007 and 2008, with Hardy's assistance, NECC sponsored the first regional symposium on support for low-performing schools, attended by state leaders throughout New England. He also works in both New England and California in providing Teach for Success (T4S) services to school districts. T4S is a focused, collaborative, research-based framework and process that improves classroom instruction, K-12, and student achievement. Hardy has organized classroom walk-through teams, provided related professional development on using T4S data, and trained administrators and teacher teams on how to do their own walk-throughs. Hardy currently is working with several school districts in New Hampshire to define their own set of essential standards, develop a common understanding of the critical components of those standards, and then develop frequent formative assessments for classroom teachers to use as they adjust their instruction. Several districts have also instituted a daily time block to provide interventions for all students based on these formative assessments.

Susan Villani

Susan Villani has been building the capacity of teachers and administrators to become more effective instructors and leaders for over 30 years. As a Senior Program/Research Associate at Learning Innovations at WestEd, Villani specializes in consulting and professional development in the area of mentoring and induction programs for new teachers and principals, and collaborative coaching for math and literacy coaches, as well as mentors. Villani also works with school principals and district administrators throughout the East Coast to enrich their practice and heighten their effectiveness with faculty and staff. She chaired the Teacher Quality Initiative of the New York Comprehensive Center. Also, as Coordinator for Project ACROSS (Alternative Certification Route with On-going Support Systems), Villani worked with over 100 New Hampshire teachers seeking alternative certification and their mentors, to increase teacher retention and effectiveness. In collaboration with the New York State Association of Supervision and Curriculum Development, she helped districts and other service providers meet the state law requiring mentoring programs for new teachers. In 2007, Villani coauthored, with WestEd's Kathy Dunne, *Mentoring New Teachers Through Collaborative Coaching: Linking Teacher and Student Learning* and the accompanying facilitation and training guide. Villani is also the author of *Are You Sure You're the Principal? Guiding New and Aspiring Leaders*, *Comprehensive Mentoring Programs for New Teachers: Models of Induction and Support*, and *Mentoring and Induction Programs That Support New Principals*.

Kathy Dunne

Kathy Dunne serves as Director of Professional Development for Learning Innovations at WestEd. Currently, she co-leads the New England Collaborative for Educator Quality and Effectiveness (NECEQE) initiative which focuses on bridging research, policy and practice in defining and measuring educator effectiveness linked to student growth. As the New Hampshire liaison for the Regional Educational Laboratory (REL) Northeast and Islands, Dunne works with the Commissioner of Education and other state education leaders to identify New Hampshire's research priorities and support dissemination and knowledge utilization of REL Northeast and Islands-generated research. She also serves on REL Northeast and Islands research teams to develop issue briefs on mentoring, induction, and teacher quality. One such issue brief, *Analysis of Induction and Mentoring Programs: Issues and Impacts*, was requested and used by the Massachusetts Commissioner of Education in a presentation to the Massachusetts State Board of Education to inform the expansion of state policy for mentoring and new teacher induction. Dunne has more than 20 years of experience designing and implementing mentoring, induction, and programs, and in the training and preparation of mentors and mathematics and literacy coaches. She has directed mathematics and literacy coaching and mentoring programs in Arizona, Massachusetts, and New Hampshire that increased the capacity of lead mentors and coaches to provide training to new cohorts of mentors and coaches. She is co-author of *Mentoring New Teachers Through Collaborative Coaching (2007)* and accompanying facilitator guide and *Pathways of Learning for Mathematics Coaches: A Toolkit for Mathematics Leaders (2008)*. Dunne also co-directs a multi-year *Teach for Success (T4S)* initiative in Fairfield, CA working with 30 schools to conduct bi-annual T4S classroom walk throughs and provide coaching and professional development to building principals.

Marla Perez-Selles

A member of Learning Innovations at WestEd, Perez-Selles works with schools, districts, and state departments of education in the United States, Puerto Rico, and the Virgin Islands. She provides technical assistance on issues and programs to meet the academic needs of English learners, and develops leadership capacity in schools, standards-based teaching and assessments, and effective collaborative data-driven teams. Through training and implementation of WestEd's Local Accountability Professional Development Series, Perez-Selles helps school teams develop the capacity to analyze data to inform interventions for students at risk of academic failure, and implement and monitor effective teaching strategies and programs. Throughout her career, Perez-Selles has worked with teams of principals, superintendents, and district administrators on school reform and improvement; has taught graduate courses on bilingual education and English as a second language; and has authored a number of articles on bilingual education, collaboration, and teamwork to promote student-centered classrooms. Perez-Selles is the former principal and architect of Amigos School, a nationally recognized urban dual immersion school serving a linguistically diverse community that, under her leadership, evolved from a program into a K–8 school. Her expertise in school leadership resulted in Amigos School achieving Adequate Yearly Progress in both mathematics and English language arts in all student subgroups.

Cheryl Williams

As Director of Outreach Services for Learning Innovations at WestEd, Cheryl Williams promotes growth in schools and organizations resulting in the adoption of practices that emphasize collegiality, student achievement, and accountability. Williams also provides technical assistance in district leadership development, school improvement, instructional coaching, and team building. She currently is working with the New York Comprehensive Center to help build state capacity to support low-performing schools. Specifically, Williams works with both state education staff and district/regional school personnel to ensure a systematic process that represents all stakeholders in research-based models to improve schools. She also works with mostly urban school districts in Massachusetts, Indiana, and other states on accountability and assessment, leadership development, and effective communication practices. For example, one group of urban middle schools changed the school schedule to allow more time to focus on instruction as a result of the training and those schools involved the longest reported an increase in student math achievement scores.

Mary Cazabon

A member of Learning Innovations at WestEd, Cazabon brings experience in design and inception of innovative research-based programs for English learners; evaluation of longitudinal field-initiated research; proposal writing and grant management; education reform efforts to address needs of underserved student populations; and development of curriculum and policy documents and national resources on the education of English learners. She frequently presents at national and regional conferences. In addition, she has given courses and trainings in numerous school districts and universities, including Brown University, Lesley College Graduate School, University of Massachusetts, Boston Graduate School, and Harvard Graduate School of Education. Cazabon is the former director of bilingual and English acquisition programs for the Cambridge MA Public School District.

**Literature Citations
Milton SIG Proposal
April 2010**

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Appendix H: Professional Development & Contracted Services Justification Form

1. Description of Activity:

The CSSR Comprehensive Center for Secondary School Reform will provide on going support in several areas:

- 1. Mentoring a Transformational Principal (35 days per week for the first year- declining over 2nd to 30 and 3rd year to 20)**
- 2. Developing and Sustaining a Site Council including defining roles and responsibilities for each constituency group**
- 3. Deeping the practices of Advisories to support students in developing Individualized Learning Plans**
- 4. Supporting Professional development in examining structures, schedules, and policies to support personalized learning in High School.**
- 5. Continue support to expand ELO's for all students**
- 6. Provide training in Student Led Conferences and Student Exhibitions**

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

Leadership and Capacity for Reform	Establish and support practices that support instructional leadership (for principals, teachers and students) focused on student learning	<ul style="list-style-type: none"> • Revised leadership model at Nute • Implementation of Site Council using shared leadership model • Principal mentor for new HS Principal • Leadership development and training
Aligned Standards, Instruction and Assessment	Identify a set of essential learnings in which students must demonstrate achievement in order to graduate. Teachers increase content knowledge, and align assessments to essential outcomes and competencies.	<ul style="list-style-type: none"> • Implementation of HS competency model • Implementation of K-12 math curriculum • Development and implementation of K-12 Language Arts curriculum • Advanced coursework and personalized education for all students • Student data base monitors student growth and clarifies appropriate supports
Cultural Conditions	Students display a sense of belonging and the feeling that someone cares if they are doing well. Teachers have a positive impact on the culture and climate of the school.	<ul style="list-style-type: none"> • Develop equitable protocols for discipline through PBIS and APEX III • Deepen use of High School Advisory • Students develop personal learning plans and share results of their learning
Community Connections	Students' families are engaged as partners in the students' education, and leaders in the community are actively engaged in supporting the school and its students	<ul style="list-style-type: none"> • Establish mechanisms (for example, Friends of Nute) for community leaders to learn about and contribute to the school • Engage students' families through student-led conferences/demonstrations

3. Name of Contractor:

Joe DiMartino, Center for Comprehensive Secondary School Reform

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

See Attached

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

Year 1	Year 2	Year 3
35 Days at \$1,250 = \$43,750	25 Days at \$1,250=\$31,250.	15 Days at \$1,250 =\$18,750.
10 Days at \$990 = \$9,900.	10 Days at \$990 = \$9,900.	10 Days at \$990. = \$9,900.
	600 X 10 people =\$6,000	600 X 10 people =\$6,000
Grand Total- \$53,650.	Total=\$47,150.	Total=\$29,700.

6. **Beginning Date:**7/1/10 **Ending Date:** 7/1/13

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.)* See detailed attachment

8. **Participants:** All leaders, teachers, educators, paraprofessionals and School Board members will participate in the professional development opportunities offered through CSSR. Parents and students will also have opportunities to participate when it is appropriate.

Evaluation Process: *Through the assessment process and documentation review West Ed has identified some of the baseline data to measure growth and change. One of their tasks will be to develop and monitor the evaluation system to measure multiple factors considered in improving performance. We will work cooperatively with the Mentor from CSSR to develop benchmarks for the principal and leadership evaluation model. We will also institute benchmarks for the implementation of Advisories, the Site Council, Expanded ELO's and Student Led Conferences.*

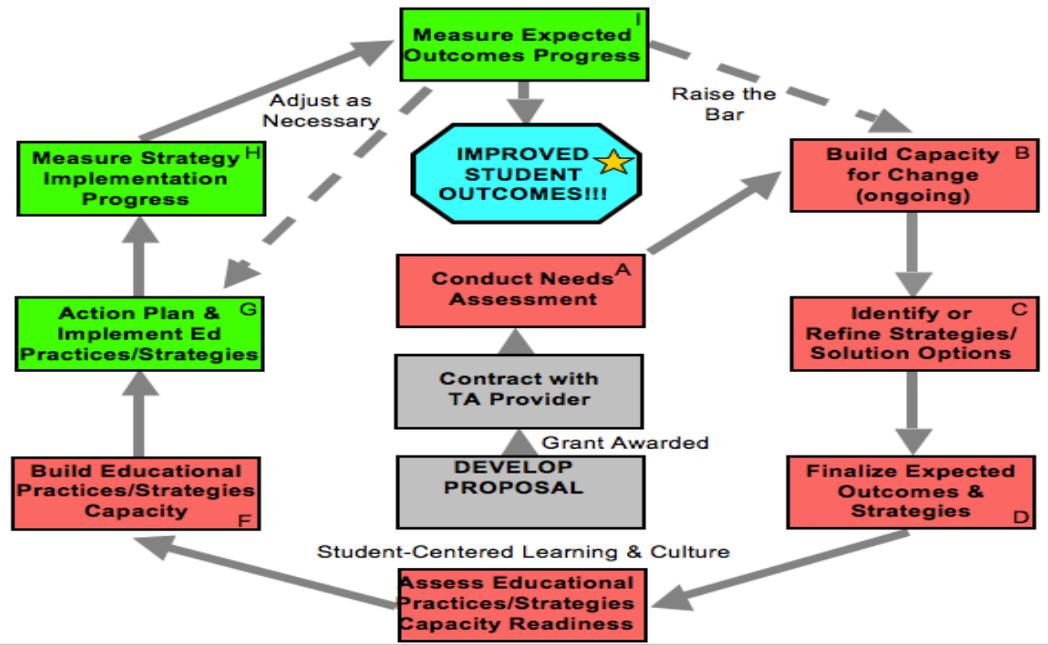
May 1, 2010

Gail Kushner, PhD
Superintendent of Schools
School Administrative Unit 64
18 Commerce Way Unit 1
Milton, NH 03851

Dear Dr. Kushner:

Thank you for your providing the Center for Secondary School Redesign, Inc. (CSSR) the opportunity to submit this proposal to provide technical assistance as part of the Nute Middle High School's School Improvement Grant (SIG) proposal. We have enjoyed supporting your work up to this date and look forward to continuing collaborating and building on the success you've already brought about.

CSSR will provide technical assistance and professional development for furthering the changes that you've started at Nute Middle High. Specifically, we will provide the services listed below in a manner that is guided by our systemic change model depicted below.



Specific services provided through the systemic change process include:

School Change Coaching and Organizational Support

The school change process necessary for the successful implementation of all that's been described above will be a very difficult and complex undertaking. A school change coach has expertise in facilitating the school change process and working with staff to ensure the buy-in that will lead to successful adoption of the initiatives being introduced.

CSSR will provide on-site coaching, principal mentoring and networking opportunities for Nute Middle High School to develop structures and strategies that support a culture of professional collaboration, shared stakeholder leadership, and personalized student learning. This transformation in the school culture will address the needs of all students, particularly currently underserved students leading to higher student achievement both within the school and in terms of post-secondary success.

Essential to the implementation of structures and programs is attention to the processes of team and leadership development. It is CSSR's belief that *how* the process of change is approached, coached, and managed is key to the success and sustainability of the change. CSSR's coaches will provide guidance and tools to develop a "Change Leadership" model within the school.

The structures that have been identified to support positive change include: a site council leadership team; a schedule that allows for professional collaborative time; small advisory group meetings for students; teacher teaming; and student-led conferences and exhibitions. The Nute district and school administration, as well as staff, have worked with CSSR coaches during the past school year to lay the foundation for change. A schedule has been created and initial workshops have been provided to plan for the use of the Advisory period, common planning time, and professional development time. Additionally, discussion has taken place concerning the make-up, operation, and focus of a site council, which will take on the role of a change leadership team and will consist of students, school-based personnel, and community members (including parents).

The strategies that CSSR will assist Nute Middle High School to develop over the three-year period of the grant are: communications and buy-in plans; action planning; teaming practices; leadership practices, instructional practices; and assessment that reflects personalized and project-based learning.

The CSSR coaches anticipated to be working at Nute, Nelson Beaudoin and Joe DiMartino, are knowledgeable in providing School change coaching. The school coach's work will be customized to meet the unique needs of Nute Middle High School and its staff and is a critical element in the successful implementation of the school redesign. Our coaches will guide the school in timing of the delivery of additional technical assistance services at each school.

Although many districts have the capacity to manage school improvement from within, without outside facilitation, that internal expertise frequently goes untapped or uncoordinated. In addition, outside facilitation helps districts separate activity from results, and deal with internal perspectives and issues of territoriality that can slow down and frustrate the process.

Revising the advisory program

CSSR will assist administrators, teachers, and students to revisit the purpose of advisory and support the advisory leadership to develop a new plan for advisories in the new Nute Middle High School. We will support this team to build on the revised purposes for the advisory program and explore the school procedures and structures that can support or diminish the success of advisory groups. In addition, the team will develop content and plan that includes a wide range of activities that can be used for advisory groups. The team will also investigate assessment mechanisms, and establish leadership approaches to create long-term sustainability of advisory groups. In addition, the advisory program development will provide a focus on creating a systemic process to expand extended learning opportunities (ELO's) for all students through consistent with the NHDOE ELO initiative.

Student Personalization: Personal Plans for Progress and Student Led Conferences

This process builds on the advisory program and helps school teams of administrators, teachers, and students establish a purpose and organization of Personal Plans for Progress for students. They experience lessons for developing “Self Explorations” with students and explore teacher-friendly materials to establish Student Led Conferences. Participants also have the opportunity to investigate models and create mechanisms for implementing Personal Plans for Progress and Student Led Conferences for all four years.

Improving instruction through the implementation of a competency based learning that includes authentic methods of assessing student mastery

CSSR will provide support so that your teachers will within a environment of heterogeneity: understand the value and practice of authentic competency based pedagogy; develop an understanding of authentic, competency based assessment in theory and practice; demonstrate the ability to employ authentic assessment rubrics to develop teacher assignments; and support your teams to create strategies for the implementation of authentic pedagogical practices in heterogeneously grouped classrooms.

The most common forms of authentic assessments are: portfolios, exhibitions and projects. A portfolio is a collection of a student’s performance-based work and accomplishments; this can include some of a student’s best work, or works in progress that are meaningful to the student. Exhibitions are culminating high school graduation requirements that enable students to demonstrate their mastery of important concepts using multiple forms of evidence. Projects are designed to engage students actively in their educational experiences by applying the skills they are learning in their classes to solve challenging, real world-based problems. There are many research projects and case studies that provide compelling evidence that authentic assessments, properly implemented, have a dramatic and important impact on teachers’ pedagogical practices that allow for differentiation of instruction to allow for meeting the needs of all students.

Research studies that have found a measurable and positive impact on instruction have described a shift in teacher instructional practices to include a greater emphasis on analysis, communication, meaningful problem solving, and writing for a variety of purposes allowing students to become accustomed to thinking critically, preparing research papers, learning how to synthesize knowledge and learning how to apply that knowledge in a variety of settings.

CSSR Sustainable change model time line for years one, two, and three of the grant.

G. Action Plan & Implement Strategies	H. Measure Strategy Implementation Progress	I. Measure Expected Outcomes Progress
Months 1 - 12	Months 13-24	Months 25 - 36
<ul style="list-style-type: none"> • Create a detailed action plan for each structure or strategy that describes who is involved, what resources are required, what obstacles must be overcome, and what influence activities are necessary to gain support for execution of each strategy • Provide ongoing mentoring to the building principal • Implement comprehensive Professional development for staff regarding advisory program, project based learning, • Provide ongoing coaching to district and site leadership teams and to instructional staff regarding the strategies implemented. • Convene regular networking opportunities with the Pittsfield School District to support the implementation of the above structures and strategies. • Identify model schools and districts to arrange 	<ul style="list-style-type: none"> • Provide ongoing mentoring to the building principal • Track process progress, i.e., how the strategies are being implemented - to include if deadlines are being met • Make adjustments as required • Start strategy of creating benchmark assessments for grades 8, 10 and for senior projects. • Provide ongoing coaching to district and site leadership teams and to instructional staff regarding the strategies implemented. • Continue to convene networking opportunities with Milton and other sites <p>*Site council operational and making decisions to guide change process in</p>	<ul style="list-style-type: none"> • Provide ongoing mentoring to the building principal • Track expected student outcomes • If outcomes are not being met either make adjustments to the current strategies or start the SCM cycle over again • Start the SCM cycle again to take the performance outcomes to a higher level or impact different outcomes • Be sure to keep all key stakeholders in the loop re: progress in attaining expected outcomes • Provide ongoing coaching to district and site leadership teams and to instructional staff regarding the strategies implemented. • Continue to convene networking opportunities with Milton and other sites <p>*Implement a senior project requirement for graduation.</p>

<p>site visitations</p> <p>*Begin Advisory program, including use of Personal Plans for Progress</p> <p>*Begin development of site council.</p> <p>*research on student-led conferences and exhibitions of learning communicated among staff and students.</p>	<p>school.</p> <p>*Authentic assessments being piloted based on project-based learning and student-led conferences.</p> <p>*Common Planning Time is focused on teacher and student work and improvement.</p>	
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Year One

The focus of Year One will be to support building leadership to build understanding among all of the school’s stakeholders – students, teachers, administrators, and community - about the purpose and desired outcomes of these structures, and to develop good teaming practices while beginning to practice within them. Good teaming practices include developing team norms, agendas, process agreements, decision-making strategies, and communication strategies. They also require knowledge about the use of action planning, data collection and analysis, reflection, and refining plans. Teams and school representatives will also have opportunities to visit schools with exemplary practices and to network with other schools developing similar structures and strategies.

Year Two

The focus of year Two will be to strengthen the implementation of the programs begun in Year One and to begin the process of creating a series of benchmark exhibitions that where student demonstrate mastery through substantial projects at the end of eight, and tenth grades. Students will be required to complete and pass these exhibitions in order to advance to the next year in the school. These exhibitions will help each of the two-year teacher teams to have a focus both on their work and on the engagement of each student in their cohort. This year will also involve increasing the data teams role in decision-making so that Nute Middle High School can continuously improve its services to its students.

Year Three

The focus of Year Three work will be to continue the implementation of the innovations introduced in years one and two and to build in the high level of buy-in and support necessary to create the buy-in from the community so that the changes implemented become systemic.

The primary method of delivering support will be done through three interrelated sets of activities: summer Institutes, change leadership and school change coaching and convening of consortium schools

Summer Institutes

Teams for Nute Middle High School will participate in Summer Institutes being conducted by CSSR at Pittsfield High. CSSR will plan and conduct two three-day summer institutes in each of the years of the grant. The specific topics will be determined by the progress of the change initiative at both Nute and Pittsfield Middle High Schools and the faculty needs for professional development. Instructors for these institutes will be drawn from the CSSR team members.

Change Leadership and School Change Coaching

CSSR will provide on site mentoring and coaching as a follow-up to the spring and summer activities. During these visits, CSSR will observe advisory and meet with both district and school leadership and the site council. Through these efforts CSSR will be able to help to keep the change plan on track and to plan modifications as they become necessary. It is anticipated that a total of 60 days of effort will be provided with 45 being carried out by Nelson Beaudoin. Joe DiMartino will provide 15 days of effort.

CSSR will convene meetings of other schools and districts from across New England involved in similar change initiatives twice per year. A team of teachers and administrators from Nute will be invited to these convenings.

SUMMARY OF SERVICES – YEAR ONE

Service	On site Days	Preparation Days	Total Days of Service
Conduct Two Summer Institutes	*	*	*
Change Leadership and School Change Coaching	40	20	60
Convene Consortium meetings	**	**	*

Total	40	20	60
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SUMMARY OF SERVICES – YEAR TWO

Service	On site Days	Preparation Days	Total Days of Service
Conduct Two Summer Institutes	*	*	*
Change Leadership and School Change Coaching	30	15	45
Convene Consortium meetings	**	**	**
Total	30	15	45

SUMMARY OF SERVICES – YEAR THREE

Service	On site Days	Preparation Days	Total Days of Service
Conduct Two Summer Institutes	*	*	*
Change Leadership and School Change Coaching	20	10	30
Convene Consortium meeting	**	**	**
Total	20	10	30

COST OF SERVICES

CSSR will be compensated as follows:

On site days \$1,250.00 per full day

Preparation days \$990.00 per full day

*It is assumed the SAU 64 will send 10 participants to each of the Summer Institutes at a cost of \$600 per attendee.

** There will likely be costs associated with traveling to such convenings.

Thank you for giving us the opportunity to submit this proposal.

Respectfully Submitted,

A handwritten signature in cursive script, appearing to read "J. A. DiMartino".

Joseph A. DiMartino, President

Curriculum Vita
JOSEPH A. DiMARTINO
401-828-0077
joedimartino@cssr.us

EDUCATION

Bachelor of Arts concentrations in Engineering and Economics, **Brown University**, 1970
Graduate Study Master of Business Administration program, **Bryant College**, 1972 - 1974
Master of Education Special Education and Counseling, **Rhode Island College**, 1998
Doctor of Philosophy Study, Culturally Responsive Education, **Brown University**, 2000-2007

PROFESSIONAL EMPLOYMENT HISTORY **2005 - Present**

Center for Secondary School Redesign
President

Mr. DiMartino directs all aspects of the work of the Center for Secondary School Redesign as it strives to redesign secondary schools through contractual arrangements at all levels. Under Mr. DiMartino's guidance CSSR is:

- Providing intensive support to school level reforms through smaller learning communities initiatives in 26 schools located in nine different states from Massachusetts to California.
- Supporting state and district level efforts in New Hampshire and Vermont to implement performance based alternative assessments to bring about major change in high schools.
- Providing Technical Assistance for all grantees through the US Department of Education Smaller Learning Communities Program.
- Providing strategic planning to Districts throughout New England and in New Mexico.
- Conducting workshops and institutes in support of high school personalization.
- Serving as the primary contributor to *Breaking Ranks: A Field Guide*.

Brown University

1997 - 2006

Director of the Secondary School Redesign program of the Education Alliance at Brown University:

- Successfully led the work of this initiative to national recognition.
- Directed the creation of *Breaking Ranks II: Strategies for Leading High School Reform* a highly acclaimed publication that was a collaborative effort between the Education Alliance and the National Association of Secondary School Principals.
- Participated in the core team that created *Breaking Ranks in the Middle* a publication of the National Association of Secondary School Principals that aligns middle grades practices with the high school redesign strategies espoused in *Breaking Ranks II*.
- Coordinated the design, development and implementation of numerous research and technical assistance projects promoting high school redesign throughout the region including:

National Task Force on the High School, National Association of Secondary School Principals 2002 – 2005

National Urban Task Force, National Association of Secondary School Principals 2004 - 2006

Board of Trustees, Trust to Reach Education Excellence, 2001-2003

Rhode Island Advisory Council for Limited English Proficient Students, Chair, 1987 – 1997

Town of West Warwick, Alternative High School Committee, Co-Chair, 1996 – 1997

Town of West Warwick, Advisory Committee for Limited English Proficient Students, chair, 1987 - 1996

Rhode Island Council on Vocational and Technical Education Appreciation Award, 1989

PUBLICATIONS

Books

DiMartino, J., & Clarke, J., (2008) *Personalizing the High School Experience for Each Student*. Association for Supervision and Curriculum Development, Alexandria, VA

DiMartino, J., & Wolk, D., Editors (in Press, publication scheduled for June 2010) *The Personalized High School: Strategies for Improving Learning, Motivation, and Achievement*. Jossey-Bass, San Francisco, CA

DiMartino, J., Mangiante, E., & Miles, S., (2006) *Facilitator's Guide for High Schools at Work: Creating Student Centered Learning*, Association for Supervision and Curriculum Development, Alexandria, VA

DiMartino, J., Clarke, J. & Wolk, D., Editors (2003) *Personalized Learning: Preparing High School Students to Create their Futures*, Scarecrow Press, Lanham, MD.

Selected Articles and Book Chapters

Clarke, J., & DiMartino, J., (2009) Personalized Teaching *Virginia Journal of Education* Volume 102, Number 5, Virginia Education Association, Richmond, VA

DiMartino, J., & Clarke, J., (2008) The Heart of School *Principal Leadership* Volume 9, Number 3, National Association of Secondary School Principals, Reston, VA.

DiMartino, J., (2007) Accountability or Mastery? *Education Week*, volume 26, number 34, Editorial Projects in Education, Bethesda, MD.

DiMartino, J., Castaneda, A., Brownstein, M., and Miles, S., (2007) Authentic Assessment *Principal's Research Review*, volume 2 issue 4, National Association of Secondary School Principals, Reston

VA

Brownstein, M., DiMartino, J., and Miles, S., (2007) Academic Engagement of All Students *Principal's Research Review*, volume 2 issue 3, National Association of Secondary School Principals, Reston VA

DiMartino J., & Castaneda, A., (April, 2007) Assessing Applied Skills *Education Leadership Magazine*, Association for Supervision and Curriculum Development, Alexandria, VA.

DiMartino, J., & Miles, S., (2006) Strategies for Successful Personalization *Principal Leadership Magazine*, volume 6, Number 10, 26-30 National Association of Secondary School Principals, Reston, VA.

DiMartino, J. & Miles, S. (2006) Leadership at School: How to Get the Job Done *Principal Leadership Magazine*, volume number 10, 47-50, National Association of Secondary School Principals, Reston, VA.

DiMartino, J. (2006) Personalized Learning *NewsLeader* volume 53 Number 5, 5-11 National Association of Secondary School Principals, Reston, VA.

DiMartino J., & Rodriguez Teixeira, D., (2005). Clearly Expecting Success. *Principal Leadership Magazine*, volume 6 Number 8, 32-36 National Association of Secondary School Principals, Reston, VA

DiMartino, J., & Miles, S. (2005). Reaching real equity in schools. *Education Digest*, volume 70 Number 5, 9-13 Prakken Publications, Ann Arbor, MI.

DiMartino J., & Miles, S. (2004). Equity in the classroom. *Principal Leadership Magazine*, volume 5 Number 4, 44-48 National Association of Secondary School Principals, Reston, VA

DiMartino, J., & Wolk, D. (2004). Closing Ranks: The evolution from Breaking Ranks to Breaking Ranks II. *The Vision Magazine*, Volume 3 Number 2, 23-26. SERVE

DiMartino, J., Clarke, J. Personal Prescription for Engagement *Principal Leadership*, volume 4, number 8, (April), National Association of Secondary School Principals, Reston VA 2004

DiMartino, J., Clarke, J. & Lachat, M. Creating Student Centered High Schools *Principal Leadership*, volume 2, number 5, (January) 44-49, National Association of Secondary School Principals, Reston VA 2002

Clarke, J. DiMartino, J. *Personal Plans for Progress: Forming the Basis for High School Reform*, Northeast and Islands Regional Educational Laboratory, Providence, RI. 1999.

DiMartino, J. *Report on Study Tour Dual System of Vocational Training and Apprenticeship in Germany and Switzerland*, Northeast and Islands Regional Educational Laboratory, Providence, RI. 1998.

DiMartino, J., *Study of Dropouts at West Warwick High School*, Northeast and Islands Regional Educational Laboratory, Providence, RI. 1997

SELECTED PRESENTATIONS

- DiMartino, J. Donegan, B., (2010, March) *Personalized Learning that Supports 21st Century Standards* presentation, Annual Conference, ASCD, San Antonio, TX
- DiMartino, J. (2009, October) *Personalized Learning that Supports 21st Century Standards* presentation, Conference on Teaching and Learning, ASCD, National Harbor, MD
- DiMartino, J., keynote address, August, 2009) Apex II Summer Leadership Institute, *Personalizing the High School Experience for Each Student* Bartlett, NH
- DiMartino, J., (2009, June) *Scheduling for Personalization: Scheduling to Meet Student Needs* Full day pre-conference session at Texas High Schools that Work Conference, Texas Education Association, Austin, TX
- DiMartino, J., (2009, April) *Tools for Leading Change in High Schools* Reforming High Schools: Tools to Help Support Change, Princeton University, Princeton, NJ
- DiMartino, J., & Bryan W., (2009, March) *Promoting Student Success through Authentic Assessments* presentation, Annual Conference, ASCD, Orlando, FL
- DiMartino, J., & Donegan B., (2009, March) *Promoting Student Success through Authentic Assessments* presentation, Annual Conference, National Association of Secondary School Principals, San Diego, CA
- Donegan B., & DiMartino, J., (2009, March) *Grading Malpractice* presentation, Annual Conference, National Association of Secondary School Principals, San Diego, CA
- DiMartino, J., (2008, November) *Redesigning the American High School* keynote address, Greater Cleveland School Superintendents' Association, Independence, OH
- DiMartino, J., Ferreira, A., (2008, July) *Student Led Conferences* presentation, Annual Conference, Massachusetts Secondary School Administrators Association, Falmouth, MA
- DiMartino, J., (2008, July) *Personalizing the High School Experience for Each Student* keynote address, New Hampshire Department of Education, Concord, NH
- DiMartino, J., Proulx, J., (2008, July) *Promoting Student Success Through Performance-Based Assessment* presentation, Annual Conference, National Academies Foundation, Orlando, FL
- DiMartino, J., Brownstein, M., (2008, March) *Promoting Student Success Through Performance-Based Assessment* presentation, Annual Conference, Association for Supervision and Curriculum Development, New Orleans, LA
- DiMartino, J., Brownstein, M., (2008, February) *Promoting Student Success Through Performance-Based Assessment* presentation, Annual Conference, National Association of Secondary School Principals, San Antonio, TX
- DiMartino, J., (2007, October) *Purposeful Advisories* presentation, QuEST conference, Rhode Island Federation of Teachers, Providence, RI.

DiMartino, J., (2007, October) *What Leaders can do to Redesign High Schools to Educate All Youth* presentation, Conference on Teaching and Learning, Association for Supervision and Curriculum Development, Atlanta, GA.

DiMartino, J., (July 2007) *Redesigning High Schools to meet the Needs of All Students* Keynote address. Pennsylvania Conference on Transitions, State College, PA

DiMartino, J., (July 2007) *Creating A Culture of High Expectations for All High School Students* presentation. Governor's Education Conference, State College, PA

DiMartino, J., (2007, March) *Breaking Ranks II*, Keynote address. Oswego County Board of Cooperative Educational Services, Fulton, NY

DiMartino, J., Volz, T., (2007, March) *Student Centered High Schools at Work: Personalizing the School* presentation, Annual Conference, Association for Supervision and Curriculum Development, Anaheim, CA.

DiMartino, J., (2007, March) *High School Redesign*. Difelice Lecture, Salem State College, Salem, MA.

DiMartino, J., (2007, February) *Lost in Transition*, Presentation. Annual Conference, National Association of Secondary School Principals, Las Vegas, NV.

DiMartino, J., (2007, January) Keynote and panel presentation. Anne Arundel County Public Schools, High School Summit. Annapolis, MD.

DiMartino, J., (2006, October) *High School Redesign*, School Improvement Symposium, Association for Supervision and Curriculum Development, Alexandria, VA.

DiMartino, J., Volz, T., (2006, October) *Personal Education Plans* presentation and workshop, Mid Willamette Education Consortium, Salem, OR

DiMartino, J., (2006 October) *Purposeful Advisory Programs* keynote address at the Breaking Ranks Fall Institute, Bedford, NH.

DiMartino, J., Challenger, D., Jones, J., Cohen, M., & Pierce, R., (2006, October) *How Can Alignment and Rigor Raise the Bar?* Panel presentation, Third Annual High School Policy Conference, Alliance for Excellent Education, Washington DC.

Esparza, R., DiMartino, J., (2006, September) *No Secret to Success: Quality Instruction and Personalization in the High School*. Panel presentation, High School Policy Forum, Alliance for Excellent Education, Washington DC.

DiMartino, J., (2006, August) *Personalization Strategies* keynote at daylong workshop to improve personalization, Durango, CO.

DiMartino, J., (2006, August) *Career Academies at Waterbury High Schools* keynote address at the career academy kickoff, Waterbury, CT.

DiMartino, J., (2006 June) *Purposeful Advisory Programs* keynote address at the Breaking Ranks Summer Institute, Dulles, VA.

Clark Fonseca, S., Nester, D., DiMartino, J., (2006, May) *Workplace Skills Applied Learning Program*, Manufacturers Extension Program Annual Conference, Orlando, FL.

DiMartino, J., (2006, May) Smaller Learning Communities Grant Writing Workshop, Los Angeles, CA

DiMartino, J., Castaneda, A., Bryan, W., Cervone, L., (2006, May) Smaller Learning Communities Grant Writing Workshop, Providence, RI

Nori, J., DiMartino J., Peterson, J., (2006, April) *Breaking Ranks in the Middle* presentation Association for Supervision and Curriculum Development Annual Conference, Chicago, IL.

DiMartino, J., (2006, April) *A Call to Action: Transforming High School for All Youth* presentation, Association for Supervision and Curriculum Development Annual Conference, Chicago, IL.

DiMartino, J., Frederick, D., (2006, March) *Rhode Island Diploma System* Presentation at the National Association of Secondary School Principals Annual Convention, Reno, NV.

DiMartino, J., Castaneda, A., Maruszczak, J., (2006, March) *Rhode Island Diploma System* policy briefing at the National Youth Policy Forum, Washington, DC.

DiMartino, J., (2006, January) *Breaking Ranks II: Strategies for Leading High School Reform* key note address at Redesigning Hoosier High Schools Conference, Indianapolis, IN.

DiMartino, J., (2006, January) *A Call to Action: Transforming High School for All Youth* Panel Presentation for the Pennsylvania House of Representatives Education Committee, Harrisburg, PA.

DiMartino, J., (2006, January) *Improving Student Performance at the Secondary Level: Characteristics of High Performing Secondary Schools* workshop, Pennsylvania Training and Technical Assistance Network, King of Prussia, PA

DiMartino, J., Castaneda, A., (2005, December) *Practice into Policy/Policy into Practice: Experiences from Rhode Island* at the National High School Alliance Partner's Meeting, Washington, DC.

DiMartino, J., Castaneda, A., (2005, November) Workshop *Developing Performance Assessments that Improve Instruction* at the Coalition of Essential Schools Fall Forum, Boston, MA.

DiMartino, J., (2005, October) *Personalizing High School Systems* workshop presentation at the Association for Supervision and Curriculum Development Teaching and Learning Conference, San Francisco, CA.

DiMartino, J., (2005, October) *A Call to Action: Transforming High School for All Youth* presentation, Wisconsin High School Task Force meeting, Milwaukee, WI.

DiMartino, J., (2005, September) *Strategies for Engaging Students in Their Own Learning* presentation and workshop, Lane Education Service District, Eugene, OR.

DiMartino, J., (2005, September) *Strategies for Engaging Students in Their Own Learning* presentation and workshop, Southern Oregon Education Service District, Medford, OR.

DiMartino, J., (2005 August) *Creating Extraordinary High Schools: Innovative State Strategies* Panel presentation, National Conference of State Legislators, Annual Conference, Seattle, WA.

- DiMartino, J., (2005, July) *Today's Changing Student: Connecting High School to College* Keynote address, Early College Experience Conference, Storrs, CT.
- DiMartino, J., (2005, June) *A Call to Action: Transforming High School for All Youth* Panel presentation, Transforming High Schools for All Youth: Building Capacity for Quality Technical Assistance Conference, Washington, DC.
- DiMartino, J., (2005, April) *A Call to Action: Transforming High School for All Youth* Panel presentation American Youth Policy Forum, Forum and Discussion, Washington, DC.
- DiMartino, J., (2005, April) *Personalizing Learning in High Schools* Keynote address Delaware High School Summit, Dover, DE.
- DiMartino, J., (2005, April) *The Social Imperative for Personalizing High Schools* Keynote address Oregon Association of Career and Technical Educators, State Conference, Newport, OR.
- DiMartino, J., (2005, April) *The Power of Advisories* presentation at Oregon Association of Career and Technical Educators, State Conference, Newport, OR.
- DiMartino, J., & Mackin, R. (2005, March). *The importance of high school personalization*. Keynote speech at the New Hampshire Principals Association State Conference, Concord, NH.
- DiMartino, J., McNulty, R., & Nast, M. (2005, February). *An introduction to Breaking Ranks II: Strategies for leading high school reform*. Presentation at the American Association of School Administrators National Conference, San Antonio, TX.
- DiMartino, J., Flanary, R., Reed, P., & Smith, P., (2005, February). *Breaking Ranks II: Strategies for leading high school reform*. Presentation at the National Association of Secondary School Principals Annual Convention, San Francisco.
- DiMartino, J., & Wolk, D. (2005, February). *Leading through engagement*. Presentation at the National Association of Secondary School Principals Annual Convention, San Francisco.
- DiMartino, J., (2005, February) *The Moral Imperative for High School Reform* Keynote address Missouri Association of Secondary School Principals Breaking Ranks 2 State Conference.
- DiMartino, J., (2004, February) *The Moral Imperative for High School Reform* Keynote address Arizona Association of School Administrators, Breaking Ranks 2 State Conference, Phoenix, AZ.

Nelson H. Beaudoin

41 High View Drive

Poland, ME 04274

Telephone: 207-998-3337

Summary Vita

Career Summary

July 2000- Present	Educational Consultant, Speaker, Writer,
August 2001-July 2008	Principal, Kennebunk High School, Kennebunk, Maine 04043
July 1996-August 2001	Principal, Leavitt Area High School, Turner, Maine 04282
October 1994-June 1996	Principal, Thomaston Grammar School, Thomaston, Maine 04861
July 1987-October 1994	Assistant Principal/Athletic Director, Orono Senior High School, Orono, Maine 04473
September 1981-June 1987	Assistant Principal/Athletic Director, Hall-Dale High School, Hallowell, Maine 04347
September 1979-June 1981	Director of Athletics/Physical Education, Rockport High School,

Rockport, Massachusetts 01966
September 1973-June 1979 Department Chairman, Physical Education, Mt. Ararat School,
Topsham, Maine 04086
September 1971-June 1973 Athletic Director/Physical Education Instructor, Calais High School,
Calais, Maine 04619

Related Work Experiences

July 2000- Present Presenter at National Conferences (NASSP, ASCD, CES, PLC, etc.)
February 2006- 2008 NASSP Principal Leadership Selection Committee
May 2007- Present RSVP Trainer for the State of Maine
July 2009-Present School Coach for Center for Secondary School Redesign

Education

Ed. M., 1980 Boston University, Boston, Massachusetts 02145
B.S., 1971 University of Maine at Presque Isle, Maine 04769

Honors/Awards

1998 Meritorious Health Education Award, Leavitt Area High School
1999 Kellogg Service Learning Grant Recipient, Leavitt Area High School

1999	C.S.R.D. Grant Recipient, Leavitt Area High School
2000	N.A.S.S.P. Maine Principal of the Year
2000	Learn/Serve Grant Recipient, Leavitt Area High School
2001	National Service Learning Leader School, Leavitt Area High School
2002	M.S.A.D. #71 Special Achievement Award
2002	C.S.R.D. Grant Recipient, Kennebunk High School
2003	Spencer Trask Award, Kennebunk High School
2003 & 2005	Kennebunk High School, Rambler Dedication
2004	First Amendment Project School Grant
2005	MELMAC- Connecting Aspirations With A Plan Grant

Publications/Articles

1997 Article	“Other Ways to Win”
1998 Article	“Fostering Positive Parental Relationships”
2002 Article	“Elevating Student Voice”
2004 Book	"Stepping Outside Your Comfort Zone, Lessons for School Leaders",
2005 Book	"Elevating Student Voice: How to Enhance Participation, Leadership and Citizenship”
2008 Book	“A School for Each Student: Personalization in a Climate of High Expectations”

2005 Article	“Vocal Arrangement” Teacher Magazine, Sept. 2005
2006 Article	“Giving Stakeholders a Voice” Educational Leadership, May 2006
2007 Article	“The Magic is in Them” Principal Leadership, February 2008
2009 Article	“Helping Students Become Relevant” Principal Leadership, February 2009

Presentations

1994 ITV Presentation	Student Assistance Team, Augusta, Maine
1998-2005 Presentation	Service Learning, various locations
1999-2003 Presentation	Giving Students Voice and Learning to Listen, various locations
2000-2006 Presentation	Inspirational Leadership and Whole School Change, various locations
2000-2006 Presentation	Reforming America’s Schools, various locations
2000-2006 Presentation	Student-Led Conferences, various locations
2003-2008 Presentation	Elevating Student Voice, various locations
2007-2009 Presentation	Creating A School for Each Student, various locations
2008-2009 Presentation	CSSR- School Coach- Professional Learning Communities, various locations
2008-2009 Presentation	RSVP State Trainer, various locations
2008-2009 Presentation	Helping Students Become Relevant- various locations

Consultations

2006-Present	Rockwood Public Schools, Rockwood MI.
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Missoula Public Schools, Missoula, MT.

Region 10 Educational Services, Dallas, TX.

Houlton High School, Houlton, ME.

School Union #44, Litchfield, ME.

Sacopee Valley High School, Hiram, ME.

Channelview High School, Houston, TX

University of Quebec, Trois-Rivieres, QC, CA

RSVP Training- 18 Maine High Schools

References

Dr. Thomas Farrell, Head of Schools
Kaohsiung American School
26 F-I, 396, Mei-Shu E. 4t Road Ku-Shang Dist.
Kaohsiung, Taiwan, 804
866-7-5830112

Barbara Pillsbury, Former Superintendent
P.O. Box 342
Kennebunk, ME. 04043
207-499-2246

Joe DiMartino
Center for Secondary School Redesign

621 Wakefield Street
West Warwick, RI
401-828-0077

Mike Laverriere, Guidance Director
Kennebunk High School
89 Fletcher Street
Kennebunk, ME 04043
207-985-1110

Francine Rudoff, Executive Director
KIDS Consortium
215 Lisbon Street, Suite 12
Lewiston, ME 04240
207-784-0956

Bruce Lewia, Music Director
Kennebunk High School
89 Fletcher Street
Kennebunk, ME 04043
207-985-1110

Susan Johnson, Co-Director, CET & CSR Program Director
Maine Department of Education
23 State House Station
Augusta, ME 04333-0023
207-439-0846

Bios of CSSR Team Members identified to work at Nute Middle High School

Joe DiMartino is president of the Center for Secondary School Redesign, Inc. CSSR is recognized as a national leader in providing technical assistance in the redesign of middle and high schools. The TA offered by CSSR is unique in that in addition to best practices in education it incorporates the best thinking on organizational development and change in all sorts of organizations. CSSR provides TA services to all levels of schooling including the national, regional, state and local educational agencies. Prior to the founding of CSSR, Joe served for nine years as director of the Secondary School Redesign program of the Education Alliance at Brown University.

From 2002 through 2005, Joe served as chair of the steering committee of the National High School Alliance. He also served as co-chair of the National Task Force on the High School and the Breaking Ranks 2 Commission of the National Association of Secondary School Principals. In this role, Joe directed the creation of Breaking Ranks 2: Strategies for Leading High School Reform. He also served on both the National Urban Task Force and the Breaking Ranks in the Middle Commission of the National Association of Secondary School Principals. Joe is currently serving on the strategic advisory board of the News at MacNeil/Lehrer Productions, as well as the Practitioner Wisdom Group of the Association For Career and Technical Education. He has recently been named to the Board of Directors of the National Career Academy Coalition. In 2006 he was awarded the Distinguished Service to Education Award by the National Association of Secondary School Principals and was named a DiFelice Scholar by Salem State College in 2007.

In addition to writing numerous published articles, Joe has co-authored two books: Personalizing the High School Experience for Each Student, and the Facilitator's Guide for High Schools at Work: Creating Student Centered Learning, both published by Association for Supervision and Curriculum Development. He also co-edited Personalized Learning: Preparing High School Students to Create their Futures, published by Rowman Littlefield and The Personalized High School: Strategies for Improving Learning, Motivation, and Achievement currently in press at Jossey-Bass, San Francisco, CA. In addition The CSSR approach to leading change led to the joint creation with NASSP of Breaking Ranks a Field Guide to Leading Change.

Joe earned a Bachelor's Degree from Brown University and a Master's in Education from Rhode Island College. He has completed the coursework for a Doctor of Philosophy in Culturally Responsive Education from Brown University.

Nelson Beaudoin is a school coach at CSSR and a recently retired high school principal. He is a 37- year educator who is a strong advocate for students. He has led two high schools through successful Comprehensive School Reform Demonstration grants. Student participation, citizenship and leadership were used as a leverage points in both schools to advance reform initiatives linked to Maine's high school restructuring movement called Promising Futures. Leavitt Area High School and Kennebunk High School have received national recognition in areas that relate to student relevancy. Leavitt was named a National Service Learning Leader School in 2001 and Kennebunk was recognized as a First Amendment Project School 2003. Both schools have been extensively involved in Student-Led

Conferences, Advisory programs and Professional Learning Communities. In part because of his work in the area of personalizing schools, Nelson was selected as Maine's 2000 NASSP Principal of the Year.

His school's work on student voice was featured as the cover article in the September, 2005 issue of Teacher Magazine and he was also published in the May 2006 issue of Educational Leadership. His work with the First Amendment School Project was covered in a February 21, 2006 article in the Washington Post. The February 2008 and 2009 issues of Principal Leadership included articles that he authored about engaging students. He is also a trainer for the NASSP sponsored program called RSVP (Raising Student Voice and Participation).

He has written three books on Educational Leadership, one on Risk Taking, one on Student Voice and one on Personalization (published by Eye on Education). He has been presenting at conferences and workshops throughout the country for the past decade on educational topics such as personalization, student voice, school reform, inspirational leadership, and school change.

Appendix I : Professional Development & Contracted Services Justification Form

9. Description of Activity:

Pam Clark, consultant for Co-Creations will provide on-going support in several capacities:

- Facilitate the conversations regarding Teacher Evaluation and incorporating student growth data. She will work with this sub committee but also act as a liason to the DOE initiative on Developing Great Teachers and Leaders.
- Facilitate the SINI/DINI components of the School Improvement Plan to ensure consistency
- Support the LEA in recruiting and securing a transformation leader.

10. Describe how this request is connected to the specific goals of the Title I 1003(g) School Improvement Grant: Red indicates the area of focus.

11.

Area of focus	Improvement Goals	Key Strategies
Leadership and Capacity for Reform	Establish and support practices that support instructional leadership (for principals, teachers and students) focused on student learning	<ul style="list-style-type: none"> ▪ Revised leadership model at Nute ▪ Implementation of Site Council using shared leadership model ▪ Principal mentor for new HS Principal ▪ Leadership development and training ▪ Recruiting Principal ▪ Working with DOE to outline teacher/leader evaluation program.
Aligned Standards, Instruction and Assessment	Identify a set of essential learnings in which students must demonstrate achievement in order to graduate. Teachers increase content knowledge, and align assessments to essential outcomes and competencies.	<ul style="list-style-type: none"> ▪ Implementation of HS competency model ▪ Implementation of K-12 math curriculum ▪ Development and implementation of K-12 Language Arts curriculum ▪ Advanced coursework and personalized education for all students ▪ Student data base monitors student growth and clarifies appropriate supports
Cultural Conditions	Students display a sense of belonging and the feeling that someone cares if they are doing well. Teachers have a positive impact on the culture and climate of the school.	<ul style="list-style-type: none"> ▪ Develop equitable protocols for discipline through PBIS and APEX III ▪ Deepen use of High School Advisory ▪ Students develop personal learning plans and share results of their learning
Community Connections	Students' families are engaged as partners in the students' education, and leaders in the community are actively engaged in supporting the school and its students	<ul style="list-style-type: none"> ▪ Establish mechanisms (for example, Friends of Nute) for community leaders to learn about and contribute to the school ▪ Engage students' families through student-led conferences/demonstrations

12. **Name of Contractor:**

Pam Clark

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

Attached

14. **Budget:** *(Include costs such as staff compensation, materials, contracted services and other related costs).* Years 1,2,3,- \$1500 per day for 8 days = \$12,000. Each school will pay 50%.

15. **Beginning Date:**7/1/10

Ending Date: 7/1/13

16. **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.)*

1. New Teacher Evaluation Process Document
2. Transformational Principal will be secured
3. SINI/DINI plans will be written, implemented and evaluated annually

17. **Participants:** TBA- Teacher leaders, Members of the SINI/DINI team, Administrative team, School Board

Evaluation Process:

West Ed has identified some of the baseline data to measure growth and change. One of their tasks will be to develop and monitor the evaluation system to measure multiple factors considered in improving performance. The Evaluation Process for Teachers and leaders will be in a document to be implemented ASAP. The SINI and DINI reports will be completed. A principal will be in place and ready to begin work on July 1, 2010.

Pamela L. Clark, PhD, Founder & President
Co-creations of Pure Potential
314 Hopkinton Road, Concord, NH 03301-7915
Phone: 603 223-2012 Fax: 603 223-2013
E-mail: cocreationssp@comcast.net

EDUCATION

University of New Hampshire, Durham, New Hampshire
PhD, Education Administration, 1998
Dissertation: *Perceptions of New Hampshire Teachers and Supervisors Regarding Teacher Supervision*

University of New Hampshire, Durham, New Hampshire
CAGS, Education Administration, 1988

Plymouth State College, Plymouth, New Hampshire
MEd, Education Administration, 1984

Keene State College, Keene, New Hampshire
Courses in Education Administration, 1981 - 1982

Keene State College, Keene, New Hampshire
BS, Elementary & Special Education, 1978
Minor: Psychology

PROFESSIONAL EXPERIENCE

Founder & President, 1996- Present

Co-creations of Pure Potential

Concord, New Hampshire

Providing educational services including keynote presentations, consultation, facilitation, professional development, and administrative searches.

Providing transformational learning experiences and personal and professional coaching.

Adjunct Professor, 2004 - Present

New England College, Henniker, New Hampshire

Course Taught: Dynamics of Curriculum and Instruction

Affiliate Graduate School Faculty, 2002 - Present

Plymouth State University, Plymouth, New Hampshire

Courses Taught: Collaborative Leadership

Research Design

Qualitative Methodology and Applied Research

Vision: Synergy & Synthesis

Adjunct Professor, 1998 - 2002

University of New Hampshire, Durham & Manchester, New Hampshire

Courses Taught: Personnel and Communication in Educational Organizations
Education Structure and Change
Seminar in Curriculum Study

Principal, 1991 - 1996

Rundlett Junior High School, Concord, New Hampshire

Principal, 1985 - 1991

Woodsville Elementary & James R. Morrill Elementary
Haverhill, New Hampshire

Executive Director, 1983 - 1985

North Country Education Services, Berlin, New Hampshire

Assistant Director, 1982 - 1983

North Country Education Services, Berlin, New Hampshire

Special Education Teacher, 1980 - 1982

Groveton High School, Groveton, New Hampshire

Special Education Teacher, Summer Program, 1979 - 1981

Multi-handicap Consortium, Littleton, New Hampshire

Special Education Teacher, 1978 - 1980

Groveton Elementary School, Groveton, New Hampshire

CONSULTANT EXPERIENCE

Consultant, facilitator and professional developer for school districts in New Hampshire

Topic areas have included:

- Adult Development—introduction to various “stage” and “phase” theories of adult development, implications & applications for leadership, teacher supervision, and coaching/mentoring
- Curriculum—development, implementation, evaluation
- Instruction—unit and lesson design and delivery, interdisciplinary instruction, instructional strategies, differentiated instruction
- Assessment—design and use of performance assessments, using data for instructional decision making and improvement planning
- Teacher Supervision and Professional Development--designing and implementing an integrated approach to professional development and supervision/evaluation, developing professional development master plans, professional development portfolios for teachers and administrators
- Administrator Evaluation—evaluation process for principals and superintendents
- School Leadership—leadership skills, group process skills, communication skills, supervisory skills, instructional leadership
- School Improvement Planning--visioning and local education improvement plan development, implementation, and evaluation
- Coordination of Administrative Searches
- Training and Support for Mentor Teachers
- Coaching/Mentoring for School Principals
- Creativity coaching

Independent Consultant/Facilitator for State Department of Education, Concord, New Hampshire Projects Including

Special Education Management Team * Special Education Advisory Committee * Certification Standards Task Forces * Professional Development Forums * Recruitment and Retention of Quality Educators Initiative * Highly Qualified Teacher Requirements of No Child Left Behind * Best Schools

HONORS

Phi Delta Kappa, Educational Honorary Society, Profile Chapter, Plymouth State College

Kappa Delta Pi, Educational Honorary Society, Keene State College

Appendix J: Professional Development & Contracted Services Justification Form

1. Description of Activity:

Math Coach- Rob Lukasiak will work with the Nute High School and Middle School staff to institute Competency Based Assessments and support the implementation of Trailblazers. Rob has worked with Milton teachers for the 2009/10 as a math coach supported through ARRA funds. He helped with the progress of selecting our new math programs K-12. This gives him a great foundation to continue his work with developing core content knowledge in mathematics and providing support for changes in instructional practices.

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

Area of focus	Improvement Goals	Key Strategies
Leadership and Capacity for Reform	Establish and support practices that support instructional leadership (for principals, teachers and students) focused on student learning	<ul style="list-style-type: none"> ▪ Revised leadership model at Nute ▪ Implementation of Site Council using shared leadership model ▪ Principal mentor for new HS Principal ▪ Leadership development and training
Aligned Standards, Instruction and Assessment	Identify a set of essential learnings in which students must demonstrate achievement in order to graduate. Teachers increase content knowledge, and align assessments to essential outcomes and competencies.	<ul style="list-style-type: none"> ▪ Implementation of HS competency model ▪ Implementation of K-12 math curriculum ▪ Development and implementation of K-12 Language Arts curriculum ▪ Advanced coursework and personalized education for all students ▪ Student data base monitors student growth and clarifies appropriate supports
Cultural Conditions	Students display a sense of belonging and the feeling that someone cares if they are doing well. Teachers have a positive impact on the culture and climate of the school.	<ul style="list-style-type: none"> ▪ Develop equitable protocols for discipline through PBIS and APEX III ▪ Deepen use of High School Advisory ▪ Students develop personal learning plans and share results of their learning
Community Connections	Students' families are engaged as	<ul style="list-style-type: none"> ▪ Establish mechanisms (for example, Friends of

partners in the students' education, and leaders in the community are actively engaged in supporting the school and its students

Nute) for community leaders to learn about and contribute to the school

- Engage students' families through student-led conferences/demonstrations

3. **Name of Contractor:**

Rob Lukasiak

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

Attached

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

Year 1- \$850 per day for 15 days for Middle School =\$12,750.

\$850 per day for 15 days for HS School =\$12,750.

Year 2- \$850 per day for 15 days for Middle School =\$12,750.

\$850 per day for 15 days for HS School

Year 3- \$850 per day for 10 days for Middle School =\$8,500

\$850 per day for 10 days for HS School=\$8,500

6. **Beginning Date:**7/1/10

Ending Date: 7/1/13

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.)*

Rob will work with the HS staff to finalize Mathematics core competencies for all courses, establish the corresponding competency based assessments, and establish grading practices. He will work directly with teachers and students modeling lessons, coaching their instruction and providing feedback. At the middle school, Rob will work with staff to implement the new Trailblazer program with fidelity. He will help them finalize the mathematics curriculum alignment, pacing guides, and the appropriate range of assessments. . He will work directly with middle school teachers and students modeling lessons, coaching their instruction, and providing feedback. He will also provide recommendations regarding our intervention and enrichment programs for mathematics.

8. **Participants:** 2 HS Math teachers/ 2 MS Math teachers/ 2 Math Intervention teachers

Evaluation Process: There will be evidence of the completion of the math curriculum (and competencies) , pacing guides and assessments for both the Middle School and High School. West Ed will also be developing and monitoring the evaluation system to measure multiple factors considered in improving performance.

1289 Rush Road
Henniker, NH 03242

Phone: H (603) 428-3126
C 748-3214
E-mail rlukasiak@comcast.net

Robert F. Lukasiak Jr.

Education 1979 - 1983 St. Anselm College Goffstown, NH
BA in Psychology
Cum laude

- Junior year abroad – attended Fribourg University, Fribourg, Switzerland
Speaking French (or German) was a requirement

1995 - 1997 University of New Hampshire Durham, NH
MST in Mathematics

Professional
experience

Independent Education Consultant

2004 – present

Doing business as ***Mathematics Consulting Services (MCS)***

A client list along with services provided will be included upon request

Program Coordinator – CAPE

(Center for the Alternative Preparation of Educators)

June 2004 – July 2006 Granite State College Concord, NH

- Supported teachers and teacher candidates seeking certification through the alternative certification process. This program was grant funded by the NH Department of Education and ended in 2006
-

Mathematics Teacher

Spring 2008 **Plymouth State University** Plymouth, NH

- Adjunct Instructor

Spring and Fall 2005 **Granite State College** Concord, NH

- Taught Math 502 as an Online Interactive Course and piloted virtual classroom software (Horizon Wimba)

1982 – 2004 **Goffstown High School** Goffstown, NH

- Taught all courses with a focus on AP Calculus (AB) and Geometry

1994 –1995 **University of New Hampshire** Durham, NH

University of New Hampshire Teaching Fellow

- 30X Coordinator – Responsible for reviewing and reporting on the series of pre-calculus courses; Math 301, Math 302, and Math 305
- Taught Math 305 (Elementary Functions) during the first semester
- Teaching Assistant for calculus during the second semester

1995 (Summer) **Project SMART – UNH** Durham, NH

- Taught mathematics to selected high school students who were at UNH studying space science and biotechnology

1986 – 2000 (Spring)	Notre Dame College	Manchester, NH
	<ul style="list-style-type: none"> • Taught courses (approx. 15) throughout this time period including: Calculus, pre-calculus, statistics, college algebra, and fundamentals of math 	
2000 (Spring)	New England College	Henniker, NH
	<ul style="list-style-type: none"> • Taught calculus course 	

Additional professional activities

A complete list of professional activities, positions held, and trainings will be included upon request

Awards received

St. Michael's College "Unsung Hero" (2005)

Goffstown School District *Cornerstone of Education Award* (2004)

New Hampshire Teaching Fellowship in Mathematics (1994 – 1995)

21st Century Educator of the Year - Honorable Mention (1995)

Who's Who Among American High School Teachers – multiple year nominee (1992 – 2006)

Disney Teacher of the Year – Nominee (2001)

Appendix K : Professional Development & Contracted Services Justification Form

1. Description of Activity:

We will hire a TBA Language Arts Consultant to provide on-going support in several capacities:

- Assist the 6-12 Language Arts and Humanities staff in conducting research on effective Language Arts materials to be purchased. Supporting the process of investigating other school, reviewing student data, and making a recommendation to the SINI/DINI teams.
- Model lessons, coaching appropriate instruction, and providing feedback.
- Provide recommendations regarding our intervention and enrichment programs for Language Arts.

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

Area of focus	Improvement Goals	Key Strategies
Leadership and Capacity for Reform	Establish and support practices that support instructional leadership (for principals, teachers and students) focused on student learning	<ul style="list-style-type: none"> • Revised leadership model at Nute • Implementation of Site Council using shared leadership model • Principal mentor for new HS Principal • Leadership development and training • Recruiting Principal • Working with DOE to outline teacher/leader evaluation program.
Aligned Standards, Instruction and Assessment	Identify a set of essential learnings in which students must demonstrate achievement in order to graduate. Teachers increase content knowledge, and align assessments to essential outcomes and competencies.	<ul style="list-style-type: none"> • Implementation of HS competency model • Implementation of K-12 math curriculum • Development and implementation of K-12 Language Arts curriculum • Advanced coursework and personalized education for all students • Student data base monitors student growth and clarifies appropriate supports
Cultural Conditions	Students display a sense of belonging and the feeling that someone cares if they are doing well. Teachers have a positive impact on the culture and climate of the school.	<ul style="list-style-type: none"> • Develop equitable protocols for discipline through PBIS and APEX III • Deepen use of High School Advisory • Students develop personal learning plans and share results of their learning
Community Connections	Students' families are engaged as partners in the students' education, and leaders in the community are actively engaged in supporting the school and its students	<ul style="list-style-type: none"> • Establish mechanisms (for example, Friends of Nute) for community leaders to learn about and contribute to the school • Engage students' families through student-led conferences/demonstrations

3. **Name of Contractor:**

TBA

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).*

Year 1- \$850 per day for 15 days for Middle School =\$12,750
\$850 per day for 15 day for HS School =\$12,750.

Year 2- \$850 per day for 15 days for Middle School =\$12,750
\$850 per day for 15 day for HS School =\$12,750.

Year 3- \$850 per day for 10 days for Middle School =\$8,500
\$850 per day for 1 day for HS School =\$8,500.

6. **Beginning Date:**7/1/10

Ending Date: 7/1/13

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:** Language Arts and Humanities teacher 6-12

Evaluation Process:

West Ed has identified some of the baseline data to measure growth and change. One of their tasks will be to develop and monitor the evaluation system to measure multiple factors considered in improving performance.

The process for determining the selection of LA materials will be established.

Teachers will align their curriculum to the GLE's

Assured Learning Experiences for Writing will be established at each grade level.

C. ASSURANCES:

By signing below, the Local Educational Agency (LEA), Milton 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):

- 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;
- Administration of the program, activities, and services covered within the attached application(s) will be in accordance with all applicable federal, state, regulations;
- Design and implementation of the interventions will be consistent with the Title I 1003(g) School Improvement Grant final requirements;
- The funds received under this grant will be used to address the goals set forth in the attached application;
- Fiscally related information will be provided with the timeliness established for the program(s);
- All schools within the LEA that are participating in the Title I 1003(g) School Improvement Grant will provide data through quarterly meetings, evaluations, progress reports, or on-site visitations, including:
 - Number of minutes within the school year;
 - Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
 - Dropout rate;
 - Student attendance rate;
 - Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
 - 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;
- 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;

ASSURANCES (CONT.):

- 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;
- 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;
- 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;
- Recruitment, screening, and selection of external providers, if applicable, will be conducted in a manner that ensures a high level of quality of service;
- Additional resources will be aligned with the interventions
- LEA’s practices or policies will be modified, if necessary, to enable the LEA to implement the interventions fully and effectively; and
- The reforms will be sustain after the funding period ends.

Superintendent’s signature

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.

X- Extending the period of availability of school improvement funds.

"Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

X Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

The Milton School District employees 1 teacher that is in the third year of an Alternative IV credential for Comprehensive Technology Education (formally Industrial Arts). This individual is very involved in offering elective classes to expand our offerings in photography, automotive maintenance, and woodworking. He has supervised students on Extended Learning Opportunities (ELO projects). He will finish his plan by June 2010. We will be working toward School Wide Title I full implementation.

SEA Capacity Rubric

Criteria	Poor	Satisfactory	Commendable	Rating & Comments
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	Poor/Satisfactory The Milton School Board governs one district and two schools. They review decisions made by the Superintendent and the Leadership team, but they look to the administration to initiate reform efforts.
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	Commendable- No findings in Title I review Spring 2010
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	Commendable- Approved without revisions
Development of schools as professional learning communities	The school has not yet begun to address the practice of a PLC or an effort has been made to address the practice of PLCs, but has not yet	A critical mass of staff has begun to engage in PLC practice. Members are being asked to modify their thinking as well as their traditional	The practice of PLCs is deeply embedded in the culture of the school. It is a driving force in the daily work of the staff. It is deeply internalized	Poor- PLC's have not been addressed

	begun to impact a critical mass of staff members.	practice. Structural changes are being met to support the transition.	and staff would resist attempts to abandon the practice.	
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.	Satisfactory- Leadership team has been identified, outside agencies identified, One person has not been identified for monitoring implementation.
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.	Poor- We have identified SINI/DINI membership but it doesn't include a wide range of stakeholders. We review NECAP data to monitor progress.
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.				

SEA Baseline School Data Profile

School Name: Nute High School		School Name:	
	2007-2008	2008-2009	2009-2010
Number of minutes within the school year that students are to attend school	HS 1180 Minutes	Middle 1082 Minutes	Middle 1082 Minutes
Dropout rate	8.4%	1.4%	Not available yet
Student attendance rate	93.9%	92.7%	Not available yet
Number and percentage of students completing advanced coursework (e.g. AP/IB), early-college high schools, or dual enrollment classes	0	0	2 AP 1 completed, 1 early college 1 dual enrollment
Discipline incidents	1059	875	943
Truants	32	38	33
Distribution of teachers by performance level on LEA's teacher evaluation system	The data was not collected in this form. We will in the future.	The data was not collected in this form. We will in the future.	The data was not collected in this form. We will in the future.
Teacher attendance rate	94.7%	93%	92.7%

SEA Baseline School Data Profile

School Name: Nute Middle School		School Name:	
	2007-2008	2008-2009	2009-2010
Number of minutes within the school year that students are to attend school	Middle 1180 Minutes	Middle 1017 Minutes	Middle 1017 Minutes
Dropout rate	NA	NA	NA
Student attendance rate	95.4%	95.4%	94.7%
Number and percentage of students completing advanced coursework (e.g. AP/IB), early-college high schools, or dual enrollment classes	NA	NA	NA
Discipline incidents	593	573	1072
Truants	35	22	36
The data was not collected in this form. We will in the future.	The data was not collected in this form. We will in the future.	The data was not collected in this form. We will in the future.	The data was not collected in this form. We will in the future.
Teacher attendance rate	94.7%	93%	92.7%

Title I, Part A/ARRA

Schoolwide Program (SWP) School Plan

If New in 2010-2011 each component must be address. Date SWP Plan Approved by Superintendent 8/19/2010

*Directions: Schoolwide plans, submitted as part of the 2009-2010 Consolidated Application, will be kept on file for the 2010-2011 school year unless you wish to amend them. **Check either Yes (have an updated provision) or No (provision remains the same as previously submitted) below.** If yes is checked, attach the amended provision.*

Plan Components	Requirements
Comprehensive Needs Assessment YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Include dates of when you completed your needs assessment. Your needs assessment must have taken into account the needs of migratory and homeless children. What steps will you take to keep this data updated? How does this data change your request for federal funds?
Identify the Research-Proven Instructional Strategies Adopted in	Describe how your SWP model is based on research-proven instructional strategies for getting all students to reach high standards. Describe how the strategies you have chosen (1) strengthen the core academic program in the school; and (2) include strategies for

<p>your SWP</p> <p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	<p>meeting the educational needs of historically underserved populations.</p>
<p>Instructional Support for Children Experiencing Difficulties Mastering the Standards</p> <p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	<p>What strategies have you incorporated into your SWP design to ensure that students experiencing difficulties are identified on a timely basis? How do you provide additional support to these students? Please describe these interventions and how they are funded. Describe the measures you will use to include teachers in the decisions regarding the choice of and results from the academic assessments for these students. Lastly, how will you ensure that migrant and homeless children will have access to timely assessments and, if applicable, instructional interventions regardless of the time of year that they enter school?</p>
<p>Parent Involvement</p> <p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	<p>Describe your plans for increasing parent involvement for this school year. How are your parents involved in the planning, implementation and evaluation of this grant?</p>
<p>Professional Development</p> <p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	<p>Describe any professional development activities. Who will participate and how does it support all children reaching high standards and support having highly qualified staff? Include your evaluation component. How do these professional development activities relate to your PD Master Plan and your district's Technology Plan?</p>
<p>Preschool Transition</p> <p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>	<p>Describe your steps for assisting preschool children transitioning to your school.</p>

Nute Middle School
Schoolwide Program Plan Narrative
Title I Part A
2010-2011

Comprehensive Needs Assessment: A comprehensive needs assessment was completed in the spring of 2010 for the Title I 1003(g)SIG School Improvement Grant for Nute Middle School. From the needs assessment four areas of focus for school improvement have been determined. Those focus areas include: Standards Based Curriculum, Instruction, and Assessment, Leadership and Governance, Cultural Conditions, and External supports, parental involvement and extended learning opportunities.

Identify the Research Proven Instructional Strategies Adopted in your SWP: As identified in Appendix D of the SIG grant application, teachers will move to a standards based curriculum, instruction and assessment approach. Teachers have been and will continue to receive professional development in the most effective teaching strategies with regard to standards based instruction. In addition, administrators and staff will work together to explore flexible scheduling that will best meet the needs of all students. Teachers will be trained in data literacy so that they are more able to determine the strengths and weaknesses of their individual students and of the various programs. Having the teachers become more data literate will allow them to meet the needs of historically underserved populations such as students in poverty and homeless students.

Instructional Support for Children Experiencing Difficulties Mastering the Standards: Teachers and administrators look at the assessment data of all students at the beginning of school and regularly throughout the school year. Students are rank ordered based upon academic need. The neediest students are provided support in the classroom by the Title I funded math teacher and two paraprofessionals. In addition these students are supported during an “Essentials” block where they are provided instruction in math, reading, or both. This block of instruction takes the place of one of their unified arts blocks (middle school students have two unified arts blocks per day.) Students who enroll in the middle school after the school year has begun will have a file review to determine academic history. If it is determined that they need services, they will join the essentials class. In addition, Title I, SIG, and general education funds are used to provide an after school program for academically needs students.

Parent Involvement:

- Parents are involved in the planning, review and improvement of the Title I program through a survey that seeks suggestions for improvement. Parents of Title I children are invited to join a parent group that would meet regularly to discuss the involvement policy and planned activities. In addition to the survey, parents are introduced to the Title I program at kindergarten screening, at the beginning of the school year open houses, and when a student is identified as needing services.
- The Title I coordinator is responsible for assuring that the schools in the district receiving Title I services has a school-parent compact and a Title I parent policy.
- Parents are provided with information about the Title I program at the beginning of the school year open houses, when a student is identified as needing services, through Title I newsletters, and in the school newsletter.
- Literacy training is provided to parents at scheduled meetings. Meetings are scheduled at different times of the day in order to provide parents with varied schedules the most opportunity to attend.
- “Parents Right-to-Know” information is published in the student handbook that is sent home with the students at the beginning of the school year. It is also published on the district website. In all places that it is published, contact information is provided to make it easier for parents to get the information should they choose to do so.
- The Title I project manager is responsible for ensuring that each Title I school holds an annual meeting. It is planned for the beginning of the school year. It is at this meeting that parents will provide input as to what specific events they would find helpful and would attend either with or without their children. Parents are informed through newsletters and on the school’s website.
- The district educates teachers and other staff on an ongoing basis as to the importance of parent involvement during regularly scheduled staff meetings. It is a topic on the agenda on a regular basis. When appropriate, the project manager will provide information to the staff as to upcoming events and activities. Staff is always invited to attend parent events.
- The parent involvement coordinator will continue to work in the district this year to help to provide events that parents will find helpful and will be willing to attend.

Professional Development: Over the summer teachers from Nute Middle School have participated in Promethian Board Training, new math program training, RTI, Data Literacy, and a two-day science camp as well as independent study with several professional books. These trainings were mostly funded with Title II money. However, general budget funds were also used. During the school year training will continue for the math program. Teachers will also receive professional development from West Ed with a focus on personalizing education for all students, monitoring a student data base and clarifying appropriate educational supports. This training will be funded through the SIG grant. The SIG grant will also fund math and literacy coaches for the middle school to train teachers in the use of more effective teaching strategies.

Preschool Transition: N/A

Extended Learning Opportunities: Students will continue to have opportunities for learning after school and during the summer.

Principal Interview Feedback Form

DATE: _____

Candidates Name: _____

What procedures do you use to evaluate student progress/ teacher effectiveness?

What do you consider to be your strengths and how will you use them as a building administrator?

What do you feel is the most effective way to communicate with parents? Describe how you have used this/these techniques(s).

What qualities do you have that would enhance our teaching staff?

____Teacher ____Student ____Parent ____Board Member ____Community Member ____Milton ____Wakefield

Screening Rubric	(1) Poor	(2) Below Average	(3) Average	(4) Above Average	(5) Outstanding	Score
Work experience	None	No related experience, but has worked with children	Limited experience, not in related content of position	Experience in related field	Several years in a related teaching position	
Knowledge of subject area	None	Limited experience working in subject area	Subject matter knowledge not strongly evident	Strong subject matter knowledge	Excellent knowledge of subject matter	
Knowledge of teaching technique	None	Limited teaching experience	Bachelor's degree, some demonstration of technique	Strong teaching technique evident	M.Ed., strong evidence of teaching technique mastery	
Communication skills	Poor	Needs development in written and oral communication	Good communication skills	Strong communicator, with either oral or written mastery	Exceptional communication skills, both oral and written	
Compatibility to school/community	Clearly incompatible	Weak	Potential ability to gain experience and compatibility	Background & experience appropriate to community	Clearly aligned with school/community culture	

Comments:

Final Rating				
1	2	3	4	5

PRINCIPAL INTERVIEW SCHEDULE- Interviews will last 30 min.

APRIL 5, 2010

3:20 PM Douglas Perley

4:00 PM Sandra Jump

4:45 PM Stephanie Hillis

5:15 PM Dennis Mayo

6:00 PM Kenneth Griffin

Principal Interview Questions

Tell us about your background knowledge and experiences and how it relates to this transition to Principal of a K-8 building.

If you had complete freedom to develop, organize and administer a school differently than the current traditional model, what are 3 specific things you would change?

What are the pros and cons of using evidence-based practices?

Describe some characteristics of middle-level students. What should a typical day be like for students in middle school?

What do you perceive as the top priority as a school administrator? For this position?

How would you encourage parent and community involvement?

How would you review and evaluate programs and curriculum?

Tell us about your most and least successful professional experiences.

How do you evaluate, select and order learning resources.

Describe what you consider good assessment.

What three expectations do you have of students?

Tell us about your leadership style. How do you lead? What would we observe when watching you work with staff?
What role do you take in team meetings?

How have you worked with regular education teachers in order to better ensure the success of integrating students with special needs in regular education.

How do you tell someone he or she is not doing a good job?

How do you decide what staff development is necessary?

How do you determine what to do on staff development days?

How do you evaluate the effectiveness of staff development?

What does staff development look like in your school?

In what specific areas do you need to expand your knowledge to become more proficient at this job?

Have you ever had a role in a team project where your role was not clearly defined? How do you handle this?

Describe a project you were involved in that really excited you? How long did that feeling last?

Have you had to develop a shared vision where there had been no vision or different visions? Describe that experience.

What steps would you follow if a teacher did not comply with your recommendations after a classroom visit?

SCHOOL PRINCIPAL SEARCH

FOCUS QUESTIONS FOR FACULTY/STAFF

What are the personal characteristics preferred in the next principal for s/he to be successful?

- Communicates well with students and faculty using all means available – email, school assemblies, announcements, website
- Someone with many years of experience
- Someone who supports the staff; is professional, and accessible to both staff and kids
- Someone who is a leader and not easily swayed
- Thinks independently and approachable
- Someone who is open-minded and fair and nurse friendly and supportive, dependable, friendly, organized, level headed, honest, encouraging
- Cheerful
- Consensus builder
- Progressive ideas
- An educator, not just a disciplinarian
- Fabulous interpersonal skills
- Decisive decision maker
- Respectfully negotiates between staff, parents, students, SAU, and school board
- Extremely involved in all school activities
- Very lax, but strict on those who need it
- Supports positive rewards
- Motivated and loves kids
- Works great with kids AND teachers

- I think it will be very important for the next principal to be outgoing, talkative, and I believe the most important characteristic is that he or she be open for suggestions or new ideas on how to make the school better for staff and students. It is also important for the next principal to be spontaneous yet stern when enforcing school and district policies and if these policies are confusing to a student or family, I think it would be very important for the principal to be willing to help better explain the school's policies.
- Excited
- Approachable
- Reasonable
- Open-minded
- Flexible to a variety of needs
- Gets to know students individually
- Interest in student culture
- Willingness to compromise
- Visible presence
- Will teach a class
- Open and honest
- Academically oriented
- Fun loving
- Dedicated (will stay for beyond 2 to 3 years)
- Can handle this community in particular
- Won't try to change school culture
- Will treat students as young adults
- Will allow students freedom
- Will be like George
- Warmth
- Approachable
- Present/visible to staff/students/parents
- Leadership
- Relates to faculty
- Fair
- Open-minded
- Diplomatic

- Down to earth
- Respective
- Confident
- Aware of community rumors/concerns
- Empathetic to needs of students and staff
- A good listener
- A navigator
- Involved
- Balanced, stable
- Embodies qualities of mission statement
- Welcoming
- Ambitious
- Energetic
- Personable
- Involved with the community
- Calm – lot of pressure esp. w/senior class
- Fair – no favorites
- Team player
- Good/able to address public
- Knowledgeable about current educational expertise/ideologies
- Tenacious

What are/will be the greatest need(s) of students that the principal will have to address?

- There are many students that are doing well but there are also some that are not. The stress of some students is extremely high and I think that the new principal will have to find ways to lessen the stress of kids – ex. another level, more guidance
- Transition of “power”
- Lack of school spirit
- IB/course selections/college
- The Common’s lack of chairs
- Dirty tables in the Commons
- Parents’ concerns about courses/college
- Transitioning into high school for incoming freshmen and students who have transferred from around the country of the world. It is very important for new students of all ages to interact with the principal because they will be the person setting standards or new rules for them. By being interactive with incoming students or transfer students, the principal and school committee members may be able to come up with new ideas to make the school better for everyone involved. The principal should be open to suggestions about classes, extracurricular activities, and academics.
- Discipline
- Support/open to ideas
- Example/role model
- School spirit/pride - involvement in school activities and excitement for that
- Leadership
- Open to student ideas
- Understanding but fair in punishments/behaviors happening
- A clear and concise vision for the school – clear expectations
- Addressing lower achieving students finding a place at the school and wanting to learn
- Supporting higher achieving students and the IB program philosophy
- Courses that challenge all students not just those who are college-bound
- Address concerns over students misusing managed time
- Accessible
- Dealing with impatience of kids – since it is a new school
- Gaining trust

- Dealing with emergencies
- Diversity of students
- Ability to manage growth of school and attainment of vision (esp. seniors)
- Individuality – harness students’ ideas/thoughts

What are/will be the greatest need(s) of the faculty/staff that the principal will have to address?

- In K-8 there has always been an effort to cater to all parents and students’ needs quickly. At the high school level that was just too hard to do – so parents are not use to those kinds of things; for example, phone calls and emails were not returned in a timely manner and a lot of parents were angry.
- Consistent with discipline issues; proactive with nursing issues
- Should address the problems that arise with fairness with thought of the staff in hand. It is very important for the staff to be satisfied, and have as little stress as possible.
- Support
- Open ear
- We need a principal with the same vision for the school that we started with. We cannot afford too much change at this stage.
- Leadership
- Someone we are comfortable to go to
- A calm and level headed leader
- Someone who is present in our lives
- Tells us things and keeps us involved
- Encouraging IB curriculum development, training
- Keeping budget lines high enough to support quality instruction and finish setting up a new school
- Maintaining a family-friendly environment – with all of the new babies and pregnancies, anticipating those adjustment and not losing great staff because of it
- Keeping everyone happy even though they might have to make changes in 2009/10.
- Should have ear to the ground
- Should be established, respectable
- Organizing schedule
- Continuation of teachers’ vision
- To establish legitimacy/credibility

From an instructional perspective, what are the most pressing professional development needs of the faculty/staff?

- IB training
- Explanations! So much is left for last minutes and not fully explained. We need to be involved with problems and situations. Too often we are left in the cold. It's hard to develop when you're not supported!
- Technology training to use new systems
- IB training continued
- Progressive, expanding technology (including databases) and improved functionality of school computer system.
- More tech workshops
- Better understanding of PEM and how it will be used and how to access it.

Additional information for the Search Committee to be aware of.

- It is important for the new principal to be outgoing and show passion for the students and school. I believe the principal should be young to be able to interact with the students but still has a good amount of experience. The new principal should try his/her best not to change existing rules that were enacted when ____School first opened.
- How are they going to live/embody the mission statement?
- What is their vision ... create something good
- Aware of community concerns/suggestions
- Support mission statement from beginning to end – show vision
- Should run with the vision and mission statement of the school as it exists
- Keep as many existing staff members as possible – we don't want a mass exodus when George leaves as has happened elsewhere
- Diplomatically find courses and classrooms for next year when we are at full capacity (i.e. not run courses w/less than 10 kids)
- Get along with other district leaders and community members but not be pushed around by them
- Maintain a great work environment where staff and faculty are treated professionally

- Have each candidate explain how they will meet and support the mission statement
- Should be established, respectable
- Understand surrounds (town/school/community)
- Embracing the District's way – especially politically
- Embrace NH's way of “doing education”

What was the process for recruiting and hiring a transformational principal?

We started by identifying the characteristics we were looking for in our next leader. A questionnaire was sent out to faculty members and the Board for comments. We advertised in the usual places for a transformational principal (EdJobs and the newspaper) but we also put adds on Craig's list. SAU administrators attended the NH Leadership Conference for emerging leaders to network and announce our vacancy. The interview committee was formed to include ten members representing teachers, parents, community, and administration.

We used Skype to conduct initial interviews for long distance candidates. The two finalists participated in daylong interviews with a variety of constituency groups in the buildings. Ratings forms were collected.

Our top candidate, Aaron Bronson accepted the position. Attachments:

- ❖ March 25, 2010- letter to staff
- ❖ Staff Comments to Focus Questions
- ❖ Principal Candidate Questions- Search Committee
- ❖ Tour Schedule
- ❖ Rating Form for feedback from groups for finalists

TECHNOLOGY SIG/TECHNOLOGY TITLE II D

<p>Provide teacher training to use technology effectively. Hire educational technology specialist to run virtual lab and support teacher integration of technology.</p>	<p>Teacher will showcase lessons that integrate technology in all content areas.</p> <p>Teachers will show evidence of how technology has shifted pedagogy toward more practical real-world application and problem solving skills.</p>
<p>Title II D</p>	
<p>The Milton School District is proposing a fundamental shift through a wide reaching professional development program with targeted curriculum focused technology integration coaching and a comprehensive 1:1 program within our 5th, 7th, 8th, and High School Math Classrooms with mobile netbook carts and supporting technology. As a School and District in need of improvement for math we would like to try and determine the impact on student performance of technology with Math instruction.</p>	
<p><u>Goals for Students:</u></p> <p>80% of students will show evidence of improved academic achievement as indicated by (a) decline in absenteeism, (b) increased student self-concept as indicated by student attitude surveys, and (c) students performing at higher levels as determined by assessments of student progress, NECAP scores, and electronic portfolios.</p> <p>Measurement of student goals</p> <ul style="list-style-type: none"> • Conduct a longitudinal survey of student attendance records. • Conduct a survey of annual student attitude. • Collect information on student performance (electronic portfolios). • Collect samples of student electronic portfolios and/or multimedia presentations. • Conduct case studies of selected students involved. • Collect samples of student work created during unit involvement. <p>We are looking for our students to leverage technology resources to reach the</p>	<p>Measurement of student goals</p> <ul style="list-style-type: none"> • Conduct a longitudinal survey of student attendance records. • Conduct a survey of annual student attitude. • Collect information on student performance (electronic portfolios). • Collect samples of student electronic portfolios and/or multimedia presentations. • Conduct case studies of selected students involved. • Collect samples of student work created during unit involvement. <p>The data will be reviewed by the four participating teachers, the curriculum coordinator, the technology coordinator, the two computer technology educators, and the two building principals. A preliminary presentation will be given at the summer technology institute, and at the end of the project those technologies determined to have the greatest impact will be integrated into a professional development workshop offered on several of the teacher workshop days.</p>

goals outlined in our Technology Plan which are to:

- Develop a greater awareness of the global community
- Apply digital tools to gather, evaluate, and use information.
- Authenticate a sound knowledge of technology concepts, systems and operations
- Demonstrate creative thinking, and develop innovative products and processes
- Use digital media and environments to communicate and work collaboratively , including through distance learning to support individual learning and contribute to the learning of others.
- apply learning to real-life situations and experiences that are representative of the global and digital society
- Use their critical-thinking skills to plan and conduct research, manage projects, problem-solve, and make good decisions using appropriate digital tools and resources
- Understand digital citizenship which involves human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- Demonstrate, through actual performance, progress and the mastery of educational goals which are aligned to the New Hampshire Frameworks.

Goals for Faculty

Faculty will show evidence of improved achievement as indicated by (a) a more engaging classroom experience, (b) increased faculty self-concept and technology use as indicated by faculty attitude surveys, (c) an increase on collaboration within the classrooms and between them, and (d) an increase in student performance as determined by assessments of student progress, NECAP Scores, and electronic portfolios.

Measurement of faculty goals

- Perform an annual faculty attitude survey.
- Conduct annual focus groups for faculty.
- Collect information on student performance (electronic portfolios).
- Collect samples of faculty lesson plans.

