

Race to the Top Participating Districts' Proposal

Member Districts/SAUs in Consortia

Districts/SAU	Contact/Title	Email	Phone Number
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Preliminary Scope of Work

We will focus on the following criterion(a) in education reform area(s) of the state plan (please check appropriate boxes in front of criterion your effort will address):

Standards and Assessments

- Supporting the transition to enhanced standards and high-quality assessments

Data Systems to Support Instruction

Using data to improve instruction:

- Use of local instructional improvement systems
- Professional development on use of data
 - Availability and accessibility of data to researchers

Great Teachers and Leaders

Improving teacher and principal effectiveness based on performance:

- Measure student growth
- Design and implement evaluation systems
- Conduct annual evaluations
- Use evaluations to inform professional development
- Use evaluations to inform compensation, promotion and retention
- Use evaluations to inform tenure and/or full certification
- Use evaluations to inform removal

Ensuring equitable distribution of effective teachers and principals:

- High-poverty and/or high-minority schools
- Hard-to-staff subjects and specialty areas

Providing effective support to teachers and principals:

- Quality professional development
- Measure effectiveness of professional development

Turning Around the Lowest-Achieving Schools

- Turning around the lowest-achieving schools

Brief Description of Current Status in Education Reform Area(s):

As part of the efforts of the Epping School District, and in response to a specific needs identified at Epping Elementary School and Epping Middle School, our faculties have been focusing improvement efforts as a whole school communities on ensuring the success of every student.

Standards and Assessments

1. Developed units of instruction & aligned to NH standards in ES & MS
2. Developed course competencies aligned to NH standards in HS
3. Evaluated NECAP to identify curriculum gaps & individual student needs
4. Evaluated NWEA to identify individual students needs
5. Developed student learning goals & targets in ES & MS
6. Grouped students to provide targeted instruction in ES & MS
7. Grouped students for specialized classes in HS
8. Provided extended year program to provide targeted instruction in ES & MS
9. Developed units of instruction on testing preparation in ES
10. Implemented LRR reading & writing program in ES
11. Developed assessment protocol with grade level benchmarks in ES
12. Implemented content-based literacy program in MS
13. Provided PD on elements of good instruction
14. Purchased & used computerized software to assess student learning & provide specialized instruction in ES & MS
15. Purchased & used computerized credit recovery software in HS
16. Started work on common grade level assessments in ES & MS
17. Started work to tie assessments with learning goals in HS

Data Systems to Support Instruction

1. Implemented a professional development organization to include school leadership team, school PD team, school data team & professional learning teams
2. Provided student data to teacher teams via school data teams
3. Provided specific targeted instruction based on student data
4. Provided PD in Performance Tracker® data systems
5. Participated in NHDOE and SPDC professional development activities on data drive decision making

Brief Description of Proposed Project, including stakeholders involved, potential artifacts to share with other LEAs, e.g., products, practices, tools, policies:

Both Epping Elementary School (EES) and Epping Middle School (EMS) need to improve their ability to provide a comprehensive program that meets the individual needs of students

and that enables all students to achieve at high levels. While both schools have implemented several improvement initiatives, achievement by at-risk students continue to lag behind so that both schools have miss the targeted goals to meet AYP in reading and mathematics. Teachers feel overwhelmed by increased access to assessment data and struggle to use that information to inform and differentiate their instruction. In mathematics, the middle school copes with the loss of its experienced mathematics teachers, while both schools have trouble coordinating the curriculum and implementing effective instruction on a Pre-K to 8 continuum.

The schools will collaborate to develop a system to use data to identify and implement an instructional program in language arts and mathematics that is aligned both vertically and horizontally with the Common Education Standards from pre-school through grade eight and into high school. The schools will develop a system of continuous use of data - formative, interim and summative assessments. The schools will also align formative assessment and grading practices. Finally, the schools will identify and improve a targeted intervention system so that teachers are efficiently using data to inform their instruction so that our students are provided what Robert Marzano calls a “guaranteed and viable” curriculum in the Epping School District.

This project will:

1. Develop a school improvement model and framework
2. Develop and articulate core beliefs.
3. Develop and implement a “guaranteed and viable curriculum” (Marzano) that is both vertically and horizontally aligned to the Common Education Standards with embedded 21st century skills and themes
4. Develop a Pre-K-8 grading and reporting system that improves teacher effectiveness, student achievement and parent participation in their children’s education.
5. Provide professional development to teachers and administrators on the continuous use of student data to inform and differentiate instruction
6. Provide professional development on understanding mathematics and best practices for classroom instruction
7. Develop and implement an effective Response to Intervention program at both schools
8. Establish a task force of stakeholders who will oversee and advise the project development and implementation

Data to be Collected to Assess Effectiveness of Reform:

1. Student data from state assessments
2. Student data from NECAP, NWEA and AIMSWEB assessments
3. Student data from classroom assessments
4. Student data from specialized services such as special education and Title I
5. Faculty surveys on curriculum, instruction, assessment
6. Faculty surveys on professional development

Estimated Total Budget for Three Years:

Personnel

1. **Data specialist and project leader** for both schools who will facilitate the task force and its activities, serve as a liaison with external consultants, provide or facilitate professional development in the use of data. \$240,000 -- \$80,000/year for three years including benefits
2. **Mathematics specialist K-8** who will work directly with classroom teachers, individually and in teams and will facilitate a Pre-K-8 curriculum alignment based on Marzano's model. \$120,000 -- \$40,000/year for three years including benefits .5 position
3. **External consultants to assist in the development of the project**, to provide workshops and online instruction as well as long term consulting to insure sustainability \$90,000 30 days @ \$3,000/day

Equipment

1. Computer, projector and PDA for project specialists \$3000
2. Office equipment and furniture \$2,000.

Supplies

Books, CDs, DVDs for professional development \$4500

Travel

Attendance at Marzano and related workshops on Assessment \$7500

Total Project Budget for 3 years: \$ 467,000

We are interested in participating in the following networks:

- Secondary Transformation Network (with NE Secondary School Consortium)
- Board Examination System Consortium (work with Marc Tucker)
- Leadership Academy
- Educator Residency Network: Pilot of 3-year beginning educator mentorship