

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):

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 team
3. Provided specific targeted instruction based on student data
4. Provided PD in Performance Tracker® data systems

Great Teachers and Leaders

1. Implemented PD Master Plan requiring SMART student growth goal(s) & plan(s)
2. Designed & implemented evaluation system including core standards & process for meeting & not meeting performance criteria
3. Placed teachers on improvement plans
4. Organized school & district leadership into professional learning team with common student learning goal & PD plan
5. Provided professional development in alignment with district initiatives

Turning Around the Lowest-Achieving Schools

1. Attended December 2009 NEASCD conference on redesigning high schools & 21st Century Learning
2. Aligned resources to support district initiatives
3. Developed district mission to begin transition from loosely to tightly coupled district-school system
4. Started discussion on what district mission looks like in the district and in each school

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

The district mission calls for all students to reach their highest aspirations and thoughtfully contribute to a diverse and changing world. In order to achieve this mission the district needs to transform from a loosely coupled district-school system to one that is highly coupled. The objective of this proposal is to develop and implement a comprehensive research-based model for a high-reliability organization (tightly coupled system) as researched by Robert Marzano.

This project will develop and implement a continuous model for improved student learning throughout the district and keep at focus the turnaround of the high school. In doing so, principals and teachers will be encouraged to assume responsibility for their school's success within defined district guidelines and defined autonomy relationships. This will require the following actions.

1. Collaborative goal setting involving school board, district administration & principals
2. Specific achievement targets for district & schools
3. Common instructional framework for district & schools
4. School Board support for goals
5. Continual monitoring of district & school progress on student achievement
6. Continual monitoring of instructional model implementation through evaluation system
7. Time, staff & budget aligned to goals
8. Commitment to professional development funding for principals & teachers

The proposed project will:

1. Involve the whole school community including school board, district staff, school staff, parents & community members
2. Develop district conceptual improvement model & framework within which to guide work
3. Develop district core beliefs/guidelines for curriculum, instruction & assessment
4. Develop district policy to support district-wide implementation of core beliefs/guidelines
5. Align district curriculum PK-12 to NH academic standards
6. Align district curriculum to the US common standards in core academic subjects
7. Embed 21st Century skills and themes
8. Provide alternative/extended student learning opportunities in the larger community (post-secondary & career)
9. Use data systems to identify, monitor & support implementation of research-based instructional program per core beliefs/guidelines
10. Use formative, interim & summative student assessment systems to identify academic needs of individual students & differentiate instruction
11. Evaluate district & school structures & implement strategies to provide increased learning time
12. Provide job-embedded professional development in alignment with core beliefs & instructional framework
13. Provide ongoing professional development to communicate & engage family & community in transformation model
14. Design, develop & utilize teacher & principal evaluation systems to provide fidelity to student growth, core beliefs & structures
15. Build leadership capacity for continuous improvement sustainability within district & schools
16. Tie into district mission & district, state, regional & national accountability structures such as evaluation, state adequacy, accreditation & NCLB

Data to be Collected to Assess Effectiveness of Reform:

The proposed project will collect the following data.

1. Student data on state assessments
2. Student data on summative district/school assessments
3. Student data on interim common assessments
4. Student data on high school graduation & post-secondary attendance
5. Student data on high school diploma type
6. Student data on extended learning opportunities involvement
7. Teacher survey data on effectiveness of professional development
8. Principal & peer targeted observation of instructional model implementation
9. Teacher & principal professional development plan goal attainment
10. Teacher & principal satisfactory/unsatisfactory evaluation outcomes
11. Pre- and -post 21st Century Skills MILE assessment results

Estimated Total Budget for Three Years:

Personnel

1. \$300,000 (\$100,000 each year) - Internal project leader to coordinate project & provide coaching to teachers and principals
2. \$30,000 (total) - External content specialists as needed to support district curriculum alignment
3. \$15,000 (total) – Keynote speakers & professional development for school community, parents & larger community on the need for change, the plan & continuous updates
4. \$54,000 (\$18,000 each year) - 21st Century Skills external consultant to support teachers & leaders in inclusion of skills & themes (Antioch Center for School Renewal)
5. \$45,000 (\$15,000 each year) – Internal teacher stipends & substitutes for professional development
6. \$36,000 (\$12,000 each year) – Internal teacher content leader stipends

Equipment

1. \$1,000 (total) - Computer & accessories for project leader

Supplies

1. \$2,000 (total) - 21st Century resource materials & assessments
2. \$4,500 (total) - General project supplies

Travel

1. \$17,500 (total) – Student & staff school, career & post-secondary site visits for 21st Century & extended learning & conferences
2. \$45,000 (\$15,000 each year) – Student transportation for extended school day & extended/alternative learning opportunities

Total

\$550,000 for three years

We are interested in participating in the following networks:

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