

# New Hampshire Department of Education



## Instructions and Materials for Developing the School Improvement Plan

### ***For Title I Schools Entering In Need of Improvement Status for School Years 2008-09 and 2009-10***

*As required by NH RSA 193-H and Federal Law 107-110 for Schools in Need of Improvement*

May 2008

Lyonel B. Tracy, Commissioner  
New Hampshire Department of Education  
101 Pleasant Street  
Concord, NH 03301  
[www.ed.state.nh.us](http://www.ed.state.nh.us)

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## **STATUTORY REQUIREMENTS**

### ***Required Content***

New Hampshire's school performance and accountability law (NH RSA 193-H) requires the development of a two-year improvement plan by any school officially designated as a school in need of improvement. The plan must describe, at a minimum:

- (1) the area(s) in which the school did not make adequate yearly progress for two consecutive years, resulting in the designation as a school in need of improvement;

**AND**

- (2) the activities the school will implement to address and improve the underlying issues most likely affecting student achievement in the designated area(s).

In addition to (1) and (2) above, plans for Title I schools designated as schools in need of improvement must also meet the requirements set forth in Section 1116 (b) of the No Child Left Behind Act of 2001, by including:

- (3) an overview of the research demonstrating that strategies selected are of proven effectiveness;
- (4) strategies for parent and family involvement to increase the likelihood that improvement efforts are successful and sustained;
- (5) a description of how parents and outside experts were consulted in designing the plan;
- (6) a description of the school or district's teacher mentoring program;
- (7) a description of the parent notification process, together with a copy of said notice, explaining the reasons for the school's designation as well as, if applicable, the procedures parents may use to request school choice for their child;
- (8) signed assurances that certain practices and policies are established and implemented;

and  
a detailed budget narrative, together with a completed OBM Form 1, if the school is requesting Title I school improvement funds.

Please refer to **Appendix B** for additional information regarding Title I school improvement funds, and **Appendix C** for detailed guidance on implementing the public school choice requirements.

### ***Required Focus***

Many schools and districts engage in strategic planning for school improvement. Such plans are often broad in scope, encompassing categorical initiatives such as professional development, technology, or school safety. In contrast with broader strategic plans, the school improvement plan must be specifically focused on goals and strategies directly related to improving student achievement in the areas in which the school did not make adequate yearly progress.

### ***Duration of the Plan***

The improvement plan is in effect for a period of two years (2008-09 and 2009-10 school years). The designation as a school in need of improvement is removed once the school has made adequate yearly progress for two consecutive years in the area(s) that caused the designation.

**STATUTORY REQUIREMENTS (continued)**

***Review and Approval Process.***

State law requires the Commissioner of Education to submit school improvement plans to the State Board of Education for approval. The plan must therefore be written with minimal education jargon to ensure that reviewers, as well as the communities served by the school, can clearly understand what the school proposes to do, when, and why. **See Appendix D** for the criteria reviewers will use to review the plans.

***Annual Progress Report***

State law requires an annual progress review of schools in school improvement status. The law states: "...On or before the one-year anniversary of being designated as a school or school district in need of improvement, the commissioner shall designate a progress review team to evaluate the implementation of the improvement plans and the progress towards state performance targets. The progress review team shall deliver a report to the state board..." As one component of the progress review to be conducted by the Department, identified schools must submit an annual progress report.

***Deadline for Submission***

In accordance with state and federal law, improvement plans must be completed within 90 days of the school's official designation as a school in need of improvement.

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**Completed plans must be received at the NH Department of Education by**

**4:30 p.m. on September 5, 2008**

Submit the original and three copies to:

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Kristine Braman  
Title I Office  
NH Department of Education  
101 Pleasant Street  
Concord, NH 03301

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**Tel (603) 271-6055**

**Technical Assistance**

The Department will provide an informational workshop on May 29, 2008 to review the plan format and address questions. Specific details will be forwarded to Superintendents.

Inquiries should be directed to:

**Mary Ellen Arigo**  
**Title I Office**  
**NH Department of Education**  
[marigo@ed.state.nh.us](mailto:marigo@ed.state.nh.us)  
Tel (603) 271-8315

DEVELOPING THE PLAN

### ***Recommended Planning Process***

The planning process described in **Appendix A** is based on a synthesis of effective schools research. Utilizing such research-based processes increases the likelihood that the resulting improvement plan will be based on an analysis of relevant student achievement data, and will include strategies to address key issues or conditions that may be contributing to gaps in student achievement. School teams are therefore encouraged to review the steps outlined in Appendix A as one approach for developing the plan.

### ***Organizing the Plan***

Organize the completed plan in the following sequence:

- Cover Page. Use the format provided on Page 4.
- Plan Abstract. In two pages or less, provide the information requested on Page 5.
- School Demographic Information. Use the format provided on Page 6.
- Plan Development and Monitoring. Provide all information requested on Page 7.
- Improvement Plan. Follow the instructions on Pages 8 and use the matrix provided on Page 9 to create the action plan the school will implement to address the “root cause” issues affecting student achievement in the area(s) in which the school is identified for improvement.
- Budget Narrative. Complete Page 10 and all applicable Budget Justification Forms.
- Parent Notification Requirements . Provide all information requested on Page 11.
- Sign and date the Title I Memorandum of Understanding on Page 12.
- Complete an OBM Form 1 (blank form available through your SAU office).

### ***Formatting the Plan***

- Use the forms provided in this document to provide the requested information;
- Type all information (except for signatures), using a font size no smaller than 10;
- Number all pages, except for the cover page; and
- Spell out the name of a selected program or strategy once before using abbreviations or acronyms, to assist reviewers in understanding the plan.



School Improvement Plan Cover Page

***For Title I Schools Entering In Need of Improvement Status  
for School Years 2008-09 and 2009-10***

*As required by NH RSA 193-H and Federal Law 107-110 for Schools in Need of Improvement*

**SAU#: 8**

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**District Name: Concord School District**

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**School Name: Rundlett Middle School**

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**Address: 144 South St.**

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**City: Concord, New  
Hampshire**

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**Zip:03301**

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**Principal: George Rogers**

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**Tel:603-225-862**

**Fax: 603-226-3288**

**E-mail:**

[groge@csd.k12.nh.us](mailto:groge@csd.k12.nh.us)

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Contact person if different from Principal:

**Name: Heather Barker**

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**Title: Assistant Principal**

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**Address: 144 South St.**

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**City: Concord**

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**Zip: 03301**

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**Tel: 225-0862**

**Fax: 226-3288**

**E-mail:**

[hbark@csd.k12.nh.us](mailto:hbark@csd.k12.nh.us)

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**A) Describe key characteristics of the school and school district, including the number of schools in the district, grade levels, enrollment, and the communities the school serves:**

Rundlett Middle School is the only middle school serving grades 6-8 in the Concord School District, which includes two k-2 elementary schools, one 3-5 elementary school, four k-5 elementary schools, and one high school with a regional technology center serving grades 9-12. The combined enrollments for the elementary schools are 2107 across the district. The current enrollment at the middle school is 1108 students, while the high school's enrollment is 1783. Only students from the city of Concord may attend the schools in the district with the exception of Concord High School, which accepts 39 students from the community of Deerfield. The city of Concord website, (onconcord.com), describes the city as, "... consistently noted as one of the most desirable communities in New Hampshire in which to live and work. Its cultural and educational resources are among the best in the region. Also, its proximity to the Merrimack River and typically-New England rural areas complements the high-quality service of its commercial areas and comfortable nature of its residential neighborhoods."

The population of Concord is approximately 44,000 and expected to reach 45,500 by the year 2010. According to the 2000 Census the median income for families was \$52,408 and 6.2% of families were identified with income below the poverty levels. 88.6% of the city's population over 25 years old has a high school or better education, and 30.7% hold a Bachelor's degree or higher. In recent years the number of immigrant and refugee families has increased significantly.

**B) Identify the improvement plan's AYP area(s) of focus by describing the area(s) in which the school did not make adequate yearly progress for two years:**

Rundlett Middle School did not make adequate yearly progress in the areas of reading and mathematics for the sub-aggregate groups of students with educational disabilities, economically disadvantaged and with the ethnicity of Black or African American. Our non- or limited English proficient group did not reach the performance targets in reading and math, but was judged to be too small and therefore, did not meet the standard for participation. Disaggregation of the data from the 2006-2007 and 2007-2008 NECAP Assessment test confirm that our whole school was above the targets in both reading and mathematics.

**C) Include an overview of the underlying or "root cause" issues identified as most likely affecting student achievement**

In order to write our school improvement plan for reading and mathematics to be submitted on September 5, 2008, Tammy Gooler-Loeb, a consultant from Growth through Change, was hired to assist in reviewing our current data and school initiatives to help determine the root causes of failing to meet adequate yearly progress requirements under the No Child Left Behind Act.

On June 30, 2008 and on two other occasions in August, the Rundlett team met with other SINI planning teams from schools in need of improvement within our district met to review root causes and district and building initiatives. All of these meetings were facilitated by Ms. Gooler-Loeb. The Rundlett SINI planning team examined current data, determined root causes and identified a data team to convene throughout the summer that collaborate to write the school improvement plan. Members of this team met for the district level DATA Retreat in August to further explore data and identify goal areas for improvement.

Summary of Root Causes for Mathematics:

- Analysis of NECAP data indicates that students in all sub-aggregate groups as well as our overall student population are experiencing difficulty with Constructed Responses and Short Answer questions.
- Analysis of NECAP data indicates that students in all sub-aggregate groups as well as our overall student population are experiencing difficulty with Level 3 Depth of Knowledge questions. The sub-aggregate groups had difficulty with level 2 Depth of Knowledge type questions.

Summary of Root Causes for Reading:

- Analysis of NECAP data indicates that students in all sub-aggregate groups as well as our overall student population are experiencing difficulty with questions requiring analysis and interpretation
- Analysis of NECAP data indicates that students in all sub-aggregate groups as well as our overall student population are experiencing difficulty with informational text reading
- Analysis of NECAP data indicates that students in all sub-aggregate groups as well as our overall student population are experiencing difficulty with Constructed Responses.

Summary of Root Causes Affecting Student Performance in both areas:

- Inconsistent and/or ineffective engagement and communication between student and school and home and school.
- Lack of a common vision and culture to support improved student achievement
- Lack of communication between and among classroom teachers and specialists to monitor progress of students.
- Incomplete knowledge base and inconsistent application of effective teaching and monitoring strategies among teaching staff.

**D) Summarize the activities and strategies to be implemented over the next two years to improve student achievement in the area(s) of reading and math.**

Summary of Strategies:

- Ongoing program of professional development around formative assessment and differentiated instruction
- Ongoing professional development around instructional strategies to assist students in constructing responses.
- Collaborative scoring and development of common constructed responses and rubrics for specific content areas.
- Utilize school, district-wide and standardized assessments to inform instruction, monitor progress, and develop differentiated activities in reading and math.
- Develop a system for conferencing and Goal setting with students at regular intervals to enhance students' perception of their achievement levels and enable them to set realistic, achievable, learning targets.
- Expand both extended day and extended year program opportunities for students in order to improve student performance in reading and math.
- Expand communication and opportunities for participation in school activities for families.

**Description of School or District Teacher Mentoring Program:**

**Concord School District has a formal new teacher mentoring program. New teachers in the district are provided with mentors, attend a new teacher year long strand/study group, and participate in a three-day new teacher institute during the summer prior to the school year they are hired. There is a culture of support for new teachers in each building among staff and administration. Annual surveys are completed by both the mentees and mentors to gather feedback in order to continuously improve this program.**

**In addition all mentors and administrators in the district receive mentoring training in order to effectively implement a district-wide cohesive teacher mentoring program. Additional support is provided to the mentors and administrators throughout the district during the school year as part of the district's professional development plan.**

**SCHOOL DEMOGRAPHIC INFORMATION**

**Is the school (check all that apply) :**

Title I Schoolwide  Title I Targeted Assistance  Non-Title I

2008-09 School Enrollment:

Grades levels of the school (i.e. K-8, K-5, etc.): 6-8

STUDENTS	SCHOOL YEAR		
	2006-07	2007-08	2008-09
% Caucasian	92%	90%	89%
% African- American	4%	4%	4%
% Asian/Pacific Islander	3%	4%	5%
% American Indian	.003%	0%	.002%
% Hispanic	1%	2%	2%
% Other			
% Female	50%	47%	46%
% Male	50%	53%	54%
% LEP	4%	4%	6%
% Special Education	18.4%	18.7%	17.7%

SCHOOL STAFF	2008-09
Total Number of Instructional Staff	99
New Instructional Staff	8
Total Number of Paraprofessional Staff Providing Instructional Support	35
New Paraprofessional Staff Providing Instructional Support	5
Total Number of Administrative Staff	4
New Administrative Staff	0

**PLAN DEVELOPMENT AND MONITORING**

A SINI Planning team was formed and met for the first time on June 30, 2008. The team met two other times as the SINI planning team on August 7, 2008 and then again on August 14, 2008 to develop and write the school improvement plan. The team was comprised of the four Rundlett administrators, three special education teachers, a behavior specialist, the ELL teacher, the Title 1 teacher, an 8<sup>th</sup> grade literacy teacher, and three parents. The three parents participated in the exploration of root causes, taking stock of current practices, the development of the plan, and the plan for implementation and monitoring of the plan. These meetings were facilitated by an outside consultant, Tammy Gooler-Loeb. In addition the Title 1 teacher surveyed parents of students participating in Rundlett's Title 1 Literacy Program in June and again July at the conclusion of the Extended Year program to solicit feedback about parent satisfaction and suggestions for improving programs for Title 1 students. This information was also used in the development of the school improvement plan.

**Rundlett SINI Planning and Monitoring Team**

<b>Name</b>	<b>Title/Position</b>	<b>Constituency</b>
George Rogers	Principal	School Administration
Ann Rines	Asst. Principal	School Administration
Heather Barker	Asst. Principal	School Administration
Chris Lewis	Special Education Director	School Administration
Jane Merrow	Title 1 Teacher	School Staff
Betty Chambers	8 <sup>th</sup> Grade Literacy Teacher	School Staff
Peg Callanan	ELL Teacher	School Staff
Caroline Lynn	6 <sup>th</sup> Grade Special Educator	School Staff
Terry Galvin	Inclusion Teacher	School Staff
Margie Boraswka	Behavior Specialist	School Staff
Christine Richards	Parent	Community
Robin Dennis	Parent	Community
Leah Blazon	Parent	Community

The peer review process began with the SINI draft goals being taken to the district Data Retreat on August 12<sup>th</sup> and 13<sup>th</sup>, 2008. The Rundlett Data Team took the information gathered by the SINI planning team and used it to explore data trends for the entire school, the sub-groups, and individual students. The team used Fathom and Performance Pathways software to examine data related to student performance over time and in performed item analyses to determine trends related to specific types of questions and curriculum standards for areas of strength and weakness. This information was then used to write the school improvement goals and identify activities to improve student achievement. The goals were shared with central office staff and other schools in the Concord School District at the Data Retreat. The next day the SINI planning team reconvened to conclude the writing of the improvement plan. This work included creating a timeline and identifying a series of implementation steps with peer review and feedback points built into it for the 2008-2009 school year.

The Rundlett Data Retreat team included the following members from the SINI planning team: the four administrators, the three special educators, the Title 1 teacher, and the

8<sup>th</sup> grade Literacy teacher. In addition the following table represents the remainder of the Data Retreat team:

<b>Name</b>	<b>Title</b>	<b>Constituency</b>
Laurie Haney	7 <sup>th</sup> Grade Math Teacher	School Staff
Joe Gaudagno	8 <sup>th</sup> Grade Math Teacher	School Staff
Jen O'Sullivan	7 <sup>th</sup> Grade Science Teacher	School Staff
Jim Gocha	8 <sup>th</sup> Grade Language Arts Teacher	School Staff
Michele Speckman	8 <sup>th</sup> Grade Special Educator	School Staff

**Peer Review Process:**

The peer review process for the entire staff will commence with sharing the goals and activities, taken from the Action Plan section of the SINI plan, with the full faculty at the building's opening day meeting, August 25, 2008. Staff will be provided with feedback forms to complete and return to the school improvement team by September 2, 2008. The criteria staff will use for the review of the goals and activities are: in reviewing each goal and activities provide specific feedback, either positive or constructive criticism, to the goal and activities; provide suggestions for improving the goal and or activities, and identify any questions the staff member has related to that goal and activities.

The feedback forms will be reviewed by the administrative team to identify questions, suggestions and concerns regarding the plan. A powerpoint slideshow will be used to convey the root causes and background used by the SINI planning team in developing the plan at the September 4th full faculty meeting. The slide show will also include slides summarizing the feedback gathered through the peer review process and questions faculty identified on their feedback forms. Answers to the questions raised will be addressed during this faculty meeting.

On September 3, 2008 the SINI planning team school staff members and administrators will meet with the school's curriculum leaders as part of the peer review process and review the plan, feedback forms and determine if there are needed adjustments to be made to the plan based on the staff responses.

**Plan's Development and Monitoring Strategies for School Year 2008-2009 Timeline:**

- August 25                      Rollout of plan to full faculty – goals and activities shared with staff and feedback form used for peer review handed out to staff.
- September 2                 Grade Level Meeting - collection of feedback forms from all staff. Review goals and activities as a grade level and discuss. Grade level administrator Q&A with staff regarding the plan's development and monitoring process in a smaller forum than full faculty meeting.
- September 2-3              Administration review feedback and develop slides to incorporate into CSI slideshow regarding feedback from staff – questions, concerns, suggestions, and praise.
- September 3                 Curriculum Leaders Meeting combined with SINI team to review plan and determine whether adjustments are needed. Have curriculum leaders identify needs/challenges within their departments in relation to the plan to report back to combined team at October meeting.

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- September 4 Faculty meeting – slideshow presented by Laurie Haney and Ann Rines. Feedback from peer review to be shared with staff and questions answered. Staff will be informed of the progress checkpoints and staff surveys to be conducted throughout year for feedback regarding the plan, its development and implementation. Inform staff that the SINI team will merge with the curriculum leaders' team and form the CSI team.
- September 8 Parent letter mailed home regarding status as school in need of improvement. SINI goals and activities included with letter - notification
- September 10 & 11 Open House – principal will notify parents about school's status as a school in need of improvement. Copies of SINI goals and activities provided to all parents in attendance.
- September 2008 District Tech support to add link on RMS homepage to CSI information and materials – This section will house the plan and provide notification regarding the plan such as: monthly newsletters, updates regarding progress, contact information, etc. This information will also be available under the Title 1 link.
- October 1 CSI team meeting – curriculum leaders review needs/concerns from each department regarding the plan's development. Develop action plan steps needed to address concerns from any department as a team. Administrators share letter to be sent to parents this week informing them of the school's progress and sharing comparative school data and dates for parent progress reporting throughout the remainder of the school year. CSI team members provide feedback regarding letter. Update staff through email
- October 6 Mail home letter regarding school's progress with plan's implementation, comparative data to other local middle schools, include dates for future updates and means for parents obtain full copy of plan, as well as feedback form for parents to return to school. SINI plan goals and activities will be included with letter and feedback form
- October 21 Grade Level Meeting: Feedback from staff; monitoring progress on effectiveness of plan. Identify needs/concern areas and develop action plan to address. Review NWEA scores of targeted students.
- November 5 CSI team meeting to review progress on school improvement plan; identify needs/concern areas and develop action plan to address. Update staff through email.
- November 18 Grade Level Meeting: feedback from staff; monitoring progress on effectiveness of plan; distribute staff survey to return by December 1.
- December 1 Collect staff surveys.
- December 3 CSI team meeting to review progress on school improvement; include SINI planning team with parental participation to review implementation and effectiveness of plan to date and make adjustments if needed; review staff feedback surveys on the implementation of the plan, effectiveness, and staff needs over coming months.

Instructions and Materials for Developing the School Improvement Plan

December 16	Grade Level Meeting: review feedback with staff; Identify changes or corrections in plan's implementation based on feedback.
January 2009	Administer NWEA Tests – track student progress
January- June 2009	Bimonthly grade level content area DI work time – develop DI units, lessons, activities and assessments within curriculum areas. Share in RMS FirstClass Folders
January 20	Grade Level Meeting: Review NWEA data and determine effectiveness of instructional interventions. Identify At-Risk students. Develop plans for identified students.
February 4	CSI team meeting to review progress on school improvement plan; meet with district Assessment/Data coordinator to review data
February 9	NECAP data and NWEA data; review effectiveness of plan Mail home letter regarding school's progress and provide feedback form for parents to return to school.
February 2009	Review parent feedback on plan's effectiveness
March 4	CSI team meeting to review progress on implementation of plan; meet with district Assessment/Data coordinator to review data
March 17	NECAP data; report out parent feedback regarding plan's effectiveness Grade Level Meeting: feedback from staff; monitoring progress on effectiveness of plan.
March 26	Data slideshow – comparing data form 2007-2008 and 2008-2009 NECAP - what is the data telling us? (Effectiveness Activity)
April 1	CSI team meeting to review progress on school improvement. (Effectiveness Activity)
April 7	Grade Level Meeting – plan for Parent Night
May 2009	MAP testing for L1 and L2 students – follow up with data on targeted student groups' progress. Identify At risk students.
May 18	Grade Level Meetings - Staff feedback: How did it go? What do we need to do differently?
June 2	Grade Level Meetings – At Risk Students – planning for summer programming and next year.
June 3	CSI team meeting
June 8	Parent Letter – notification regarding plan's progress. Parent survey to return to school. (Survey also available through website links CSI team and Title 1.

**SINI Plan and Timeline for Implementation and Effectiveness Review 2008-2009**

<u>Committee Member</u>	<u>CSI Monitoring Team</u> Constituency
George Rogers	Principal
Heather Barker	Assistant principal
Ann Rines	Assistant principal
Chris Lewis	Special Education Administrator

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Jane Merrow	Title I
Peg Callanan	ELL
Terry Galvin	Special Education
Caroline Lynn	Special Education
Margie Borawska	Special Education
Betty Chambers	Reading
Robin Dennis	Parent
Leah Blazon	Parent
Chris Richards	Parent
Jim Gocha	Language Arts Curriculum Coordinator
Nancy Keane	Language Arts Curriculum Coordinator
Laurie Haney	Math Curriculum Coordinator
Leslie Schuster	Math Curriculum Coordinator
Sue Di Croce	Math Curriculum Coordinator
Tamy Anderson	Social Studies Curriculum Coordinator
Brendan O'Connor	Social Studies Curriculum Coordinator
Hal Tuttle	Science Curriculum Coordinator

**Timeline for Monitoring Implementation of SINI Plan**

August 25, 2008	SINI goals and activities to staff; distribute feedback forms to solicit inquiries from staff; post SINI Plan in First Class Rundlett Staff folder for staff to access
Sept. 2, 2008	Grade Level Meeting: brief PowerPoint presentation on current data; collect feedback forms from staff on School Improvement Plan
Sept. 3, 2008	CSI team meeting to review roll-out of SINI plan with Curriculum Leaders.
Sept. 4, 2008	Faculty Meeting; roll-out of School Improvement plan; share root cause analysis; review goals and strategies; review abstract; respond to questions, feedback and suggestions from peer review feedback forms.
Sept. 8, 2008	Mail home parent notification letter and include goals and activities section from the SINI plan
Sept. 9, 2008	Grade Level Meeting: What does this mean for me? Student lists with assessment data; literacy goals/ SINI goals; distribution of NECAP released items
Sept 10 & 11, 2008	Back to School Parent Night – brief presentation regarding SINI plan development and plan for implementation. Provide copies of goals and strategies section of SINI plan for parents, and inform parents of future progress updates and surveys that will be conducted as part of the plan’s development and implementation. Invite parents to contact the main office if they’d like to be involved with the SINI team and inform parents they can receive a copy of the full SINI plan by contacting the main office.
Sept. 2008	MAP testing for L1 and L2 students in grades 6-8 for reading and math. Provide results to cluster teams and teachers to use as starting point for intervention. (Effectiveness Activity)

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Sept. 2008	Provide copies of NECAP released items to all faculty members and have staff review question types and test language with students. Practice similar types of questions with students in all classes throughout the month.
Sept. – Dec. 2008	Bimonthly work time to complete – curriculum maps and DI/Units for all curriculum areas.
Sept. 16, 2008	Grade Level Meeting: Who are our underachieving students? How can we help them? – Presentations by special education, ELL, and Title 1 to support teachers in characteristics of our target groups and strategies to support them across the curriculum.
September 24, 2008	Curriculum Areas led by Curriculum Leaders work on constructed response designs for departments and grade levels; rubric design; and strategies for providing feedback to students to guide progress.
October 1, 2008	CSI team meeting to review progress on school improvement plan; include district Assessment/Data coordinator to interpret current available data. Curriculum leaders share constructed response work with the CSI team. Team determines needs/ areas of concerns regarding team's development and implementation based on feedback from departments.
October 3, 2008	Professional Development w/ Cris Tovani with selected staff around goal setting and monitoring student progress. (Paid for through District PD funds)
October 21, 2008	Grade Level Meeting: review NWEA MAP data; feedback from staff; monitoring progress on effectiveness of plan. (Effectiveness Activity)
October 23, 2008	Curriculum Areas: planning for Family Math Night – Using Math Across the Curriculum.
October 29, 2008	Family Math Night
November 5, 2008	CSI team meeting to review progress on school improvement plan's implementation.
November 11, 2008	Curriculum Areas: planning for Family Literacy Night – Using Literacy Across the Curriculum
November 18, 2008	Grade Level Meeting: feedback from staff; monitoring progress on effectiveness of plan; distribute staff survey
November 19, 2008	Family Literacy Night
December 2008	Letter home to parents identifying progress in plan's implementation and upcoming activities/strategies to assist school in improving.
December 3, 2008	CSI team meeting to review progress on school improvement; include SINI planning team with parental participation to review implementation and effectiveness of plan to date and make adjustments if needed; review staff feedback surveys on the implementation of the plan, effectiveness, and staff needs over coming months.
December 16, 2008	Grade Level Meeting: feedback from staff; monitoring progress on effectiveness of plan.

Instructions and Materials for Developing the School Improvement Plan

January 2009	MAP testing for L1 and L2 students. (Effectiveness Activity)
January 2009	NECAP Results released
Jan. – June 2009	Bimonthly work time for grade level content areas to develop additional DI lessons, activities and assessments.
January 7, 2009	CSI team meeting to review progress on school improvement plan's implementation. Review data collected and determine effectiveness and/or necessary changes.
January 20, 2009	Grade Level Meeting: Review NWEA data and determine effectiveness of instructional interventions. Identify At-Risk students.
February 4, 2009	CSI team meeting to review progress on school improvement plan; meet with district Assessment/Data coordinator to review 2008
February 11, 2009	NECAP data and NWEA data; review effectiveness of plan Curriculum Leaders facilitate meetings within their content areas around goal setting and conferencing related to students' progress with Constructed Responses; review current data (NECAP Results) to monitor progress of students and make adjustments to implementation of plan
February 17, 2009	Grade Level: At Risk Students meeting: review NECAP data and monitor student progress
March 4, 2009	CSI team meeting to review progress on implementation of plan
March 17, 2009	Grade Level Meeting: feedback from staff; Planning for Family Literacy Night
March 19, 2009	Family Literacy Night/ Parent survey table
April 1, 2009	CSI team meeting to review progress on school improvement
April 7, 2009	Grade Level - Plan for Parent Night
April 8, 2009	Family Math Night/Parent survey table
April 16, 2009	Curriculum Area Meeting – Curriculum Leaders and CSI team work within curriculum areas - Constructed response work time – student work, monitoring progress related to goal setting
April 27, 2009	Distribute second staff survey
May 2009	Title I Survey of Parents/Families
May 2009	MAP testing for L1 and L2 students
May 6, 2009	CSI team meeting to review progress on school improvement plan; review second staff survey to process feedback and plan for summer, extended year program, staff needs, and plan for 2009-1010; include SINI planning team with parental participation.
May 13, 2009	CSI Team meeting – include parents to review of implementation and effectiveness of the plan. Discussion with stakeholders on “What’s the data telling us? Plan for summer work and next year’s plan.
May 18, 2009	End of year discussion with grade level staff about the effectiveness of the strategies implemented and the data collection around student performance. Create action plan

regarding what needs to be done? Staff feedback: How did it go? What do we need to do differently?

June 3, 2009

CSI team meeting to review progress, determine adjustments and revisions to plan for 2009-2010

### **Yearlong Activities to Implement Plan:**

- 2<sup>nd</sup> and 4<sup>th</sup> Tuesdays and 3<sup>rd</sup> Thursdays: grade level content area teams meet to develop curriculum, design differentiated activities and assessments, and common constructed responses and scoring rubrics; collaborative scoring of common constructed responses; ten of these Tuesdays will include professional development led by in-house staff on analyzing student work; planning conferences with students; and setting goals for student performance.
- October 2008: curriculum areas research differentiated materials for inclusion in the 2009-2010 budget.
- **Professional Readings** from A Framework for Understanding Poverty by Ruby Payne; implications for instruction will be discussed at monthly grade level meetings
- **STRAND Meetings**: staff members join a professional learning group which meets six times throughout the year to study topics related to literacy, math instruction, curriculum development, formative assessment, differentiation, Response to Intervention, using data to monitor student progress.

## Goal #1 - 2008-2009 Rundlett SCHOOL IMPROVEMENT ACTION PLAN (Draft 9/18/08)

**Instructions:** Use the format below to describe the action plan for 2008-2009. Provide sufficient detail to assist the reviewers in understanding how the activities are designed to achieve the anticipated changes/outcomes in school practice and student learning. Duplicate this page as needed. Complete one form for each strategy.

<b>Goal</b>	Using the 2007 NECAP results as the baseline student groups will make progress towards state performance targets in mathematics and reading as evidenced by local and state assessment data.		<p>The following strategies will be implemented to achieve this goal <b>(check all that apply)</b>:</p> <input type="checkbox"/> Improvement in Curriculum and Instruction <input type="checkbox"/> Establishing or Implementing Local Assessments <input checked="" type="checkbox"/> Implementing Processes to Follow the Progress of Each Child <input checked="" type="checkbox"/> Addressing Specific Needs of Low-Achieving Students <input checked="" type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Changes in School Systems or Processes <input type="checkbox"/> Leadership/Governance <input checked="" type="checkbox"/> Climate/Culture (staff and/or students) <input type="checkbox"/> Programs Supported by Scientifically-Based Research <input checked="" type="checkbox"/> Parent and Community Involvement <input type="checkbox"/> Extended-Time Learning <input checked="" type="checkbox"/> Connects to school's Title I Targeted Assistance School (TAS) or Schoolwide (SW) Plan <input type="checkbox"/> Other (please describe: _____)			
<b>Strategy</b>	<b>Student and Parent Engagement</b> – To improve student achievement in math and reading by fostering communication and engagement between student/teacher and home/school in order to strengthen positive student support systems.					
<b>Objectives</b> (to be written as responses to the italicized questions)	<p><i>What school practices/programs will be improved/enhanced through this strategy?</i></p> <p><b>OBJECTIVE:</b> Increase and improve communication and involvement between school and home. Improve climate and culture Providing parents with more opportunities to understand how they can support the math and ELA (Reading) curriculum</p> <p><i>How will student learning be improved/enhanced through this strategy?</i></p> <p><b>OBJECTIVE:</b> Through increased and improved communication and involvement between home and school, students will be able to independently demonstrate their understanding of mathematics and reading content and skills.</p>					
<b>Proposed Activities for 2008-2009</b> <i>Describe the activities to be implemented to achieve the desired outcomes in school practices and student learning. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i>	<b>Resources</b> <i>What existing and/or new resources will be used to accomplish the activity?</i>	<b>Timeline</b> <i>When will this activity begin and end?</i>	<b>Oversight</b> <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	<b>Monitoring (Implementation)</b> <i>What evidence will be collected to document implementation? How often and by whom?</i>	<b>Monitoring (Effectiveness)</b> <i>What evidence will be collected to assess effectiveness? How often and by whom?</i>	<b>Title I School Improvement Funds</b> <i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form. Complete all applicable Budget Justification Forms.</i>
Increase student engagement and learning through goal setting and conferencing at regular intervals. (Use initial NECAP/MAP data as baseline and means to identify areas of weakness for goal setting)	NECAP/MAP data, Data coordinator, Staff, Meeting time, Outside school personnel who use goal setting, parents, students	September 2008-June 2009	Grade Level Administrators; A Rines, H. Barker, G. Rogers SPED Director: C. Lewis  Teachers and other professional staff	Goal setting sheets, surveys, record of meeting times, meeting notes	Goal setting sheets with 3 data points, Assessment data collected 3 times annually.  Collected by teachers and administration	NA
Provide extended day opportunities for students to improve skills in targeted areas – math and literacy	Teachers/tutors, Parents	September 2008-June 2009	SINI Plan Coordinator: H. Barker L. Haney	Attendance records, portfolios of work, record of work accomplished - review records three times	Student work/portfolios, goal setting sheets, attendance records	<b>Math/Literacy Tutor – Laurie Haney - 3 days a week x 32 weeks @ rate of \$ 25.00 per hour = \$2400.00</b>

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Offer extended year program for targeted groups' students 4 weeks/4 days a week/ 4hours a day	Administration, teachers, tutors, paraprofessional, food service, math materials and manipulatives	July 6-July 31, 2009	SINI Plan Coordinator – H. Barker	Attendance records, calendar of activities, assessment rubric, student work	Completed evidence rubric Attendance records Student work Special Education narratives	<b>2 Tutors to be determined – total number of hours per tutor: 4 days a week x 4 weeks x four hours per day @ rate of \$25.00 per hour = \$1600 x 2 = \$3200.00</b>
Monthly newsletter with math and literacy activities mailed to all families	Homelink Coordinator, administration, teachers, curriculum materials, students, office staff	September 2008- June 2009	SINI plan Coordinator: H. Barker  Lindsey Inman - teacher	Newsletters	Surveys, parental participation in school activities, and parental feedback, website counter	<b>14 hours per year @ \$25.00 per hour to develop the newsletter. Sent home with students once a month for a total of 10 months.  Total = \$ 350.00</b>
Offer two family math and reading nights annually - to include a meal.	Administration, home-link coordinator, teachers/tutors, math and literacy materials, food	September 2008- June 2009 Dates to be determined	SINI plan Coordinator: H. Barker  Administration, teachers, tutors, PTO volunteers	Attendance records, surveys	Attendance records, and survey results	<b>Supplies (books/make and take materials), Food(snacks/meal)= \$1,000 per night = \$4000.00 \$25.00 per hour x 2 hours each night x 4 night s x 3 staff = \$600.00</b>
Offer bi-weekly parent/family access to media/internet at RMS	District technology staff, home-link coordinator, teachers/tutors	September 2008-June 2009	SINI plan Coordinator: H. Barker Administration, teachers/tutors, volunteers	Attendance records, surveys	Attendance records, surveys	<b>36 hours annually x \$25.00 per hour x 2 staff members= \$1800.00</b>
Increase access to additional instruction in grades 7 & 8 for all students through longer content literacy classes and reading classes. For target group students (L1s and L2s) : Eligible students will receive daily Tier 2 intervention in small group, ELL, Title 1, and special education classrooms during this time. This constitutes a significant increase in direct instruction for these student groups.	Administration, teachers, literacy and math coaches materials for literacy and math instruction	September 2008- June 2009	Special Ed. Teaching staff overseen by C. Lewis; J. Merrow Title 1; B. Chambers 8 <sup>th</sup> Grade Reading; P. Callanan ELL  Classroom teachers, paraprofessionals, and administration	Assessment data, IEP progress notes, goal setting sheets, progress reports, report cards, attendance records for classes	Assessment data, IEP progress notes, goal setting sheets, progress reports, report cards, attendance records for classes, parent and student surveys and/or feedback	<b>NA</b>
Survey parents three times annually for feedback on how to improve programs, communication, student achievement.	Administration, teachers, parents, office staff, PTO	December 2008, May 2009	SINI plan Coordinator: H. Barker Administration	Surveys/feedback forms mailed home mailed home with students 3 times a year	Survey results	<b>NA</b>
Explore the use and/or need for social work services to do outreach into families' home to Support parents in their homes – parent education and assistance	Administration, teachers, parents and community members / agencies	September 2008 – June 2009	SINI plan Coordinator: H. Barker  Administration	Interviews, surveys, parent support and education about school programs and resources for their children in home documentation	Interview and survey results, documentation from home visits	<b>NA</b>

**Total Cost for Goal's Implementation: \$12350.00**

**Goal # 2 - 2008-2009 Rundlett SCHOOL IMPROVEMENT ACTION PLAN**

**Instructions:** Use the format below to describe the action plan for 2008-2009. Provide sufficient detail to assist the reviewers in understanding how the activities are designed to achieve the anticipated changes/outcomes in school practice and student learning. Duplicate this page as needed. Complete one form for each strategy.

<p><b>Goal</b></p>	<p>Using the 2007 NECAP results as the baseline, student groups will make progress towards state performance targets in reading, as evidenced by local and state assessments.</p>						<p>The following strategies will be implemented to achieve this goal (<b>check all that apply</b>):</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Improvement in Curriculum and Instruction</li> <li><input checked="" type="checkbox"/> Establishing or Implementing Local Assessments</li> <li><input checked="" type="checkbox"/> Implementing Processes to Follow the Progress of Each Child</li> <li><input checked="" type="checkbox"/> Addressing Specific Needs of Low-Achieving Students</li> <li><input checked="" type="checkbox"/> Professional Development</li> <li><input checked="" type="checkbox"/> Changes in School Systems or Processes</li> <li><input type="checkbox"/> Leadership/Governance</li> <li><input type="checkbox"/> Climate/Culture (staff and/or students)</li> <li><input checked="" type="checkbox"/> Programs Supported by Scientifically-Based Research</li> <li><input type="checkbox"/> Parent and Community Involvement</li> <li><input checked="" type="checkbox"/> Extended-Time Learning</li> <li><input checked="" type="checkbox"/> Connects to school's Title I Targeted Assistance School (TAS) or Schoolwide (SW) Plan</li> <li><input type="checkbox"/> Other (please describe: _____)</li> </ul>
<p><b>Strategy</b></p>	<p><b>Student Achievement in Reading:</b> Improve students' abilities to analyze and interpret text (deconstruct text, select relevant evidence to support their inference/interpretation), organize their thinking into a clear, concise constructed (written) response.</p>						
<p><b>Objectives</b> (to be written as responses to the italicized questions)</p>	<p><i>What school practices/programs will be improved/enhanced through this strategy?</i></p> <p>Prioritize and support intentional instruction around analysis and interpretation, identifying the main idea and citing evidence in short answer and Brief Constructed Response.</p> <p><i>How will student learning be improved/enhanced through this strategy?</i></p> <p>Student learning will be improved through direct instruction and practice with short answer and Brief Constructed Response (Analysis and interpretation, and citing evidence) throughout grade level curriculum (GLEs) as evidenced by NECAP data 2008</p>						
<p><b>Proposed Activities for 2008-2009</b> <i>Describe the activities to be implemented to achieve the desired outcomes in school practices and student learning. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i></p>	<p><b>Resources</b> <i>What existing and/or new resources will be used to accomplish the activity?</i></p>	<p><b>Timeline</b> <i>When will this activity begin and end?</i></p>	<p><b>Oversight</b> <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i></p>	<p><b>Monitoring (Implementation)</b> <i>What evidence will be collected to document implementation? How often and by whom?</i></p>	<p><b>Monitoring (Effectiveness)</b> <i>What evidence will be collected to assess effectiveness? How often and by whom?</i></p>	<p><b>Title I School Improvement Funds</b> <i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form. Complete all applicable Budget Justification Forms.</i></p>	
<p>Develop students' familiarity and understanding of question analysis and guided practice with short answer and brief constructed response type questions within all content areas.</p>	<p>NECAP released items, teachers, Brief Constructed Responses &amp; short answer questions content area, strategy posters</p>	<p>Sept. 2008-June 2009</p>	<p>Grade Level Administrators: A. Rines, H. Barker, G. Rogers and SPED Director C. Lewis</p> <p>Curriculum leaders, teachers</p>	<p>Lesson plans, student work samples, literacy reports</p>	<p>Literacy reports, assessment data, goal setting sheets, student work samples</p>	<p><b>NA</b></p>	
<p>Staff meeting time will be devoted to developing instructional strategies to enhance students' abilities to analyze</p>	<p>Common questions for content areas</p>	<p>Sept. 2008-June 2009</p>	<p>Literacy Administrator: A. Rines and</p>	<p>Attendance at PD and meetings, Literacy reports, student work, common</p>	<p>Literacy reports, student goal setting sheets, assessment</p>	<p><b>Teacher resources – printed materials – Texts on Leveled Literacy Reading and</b></p>	

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and interpret text (deconstruct text, select relevant evidence to support their inference/interpretation), organize their thinking into a clear, concise constructed (written) response in all content areas.	combined with collaborative scoring		Curriculum Leadership Team members  Administration, teachers, curriculum leaders	questions and rubrics	data, student work samples and rubrics	<b>Constructed response for staff to use to achieve goal. (3 Levels) Reading Achievement</b> <b>Total # of Books= 81 x \$10.99 per book= \$890.19</b>  Super Science Blue Magazine for lower level readers <b>120 Magazines @ \$6.95 = \$834.00</b>  <b>Cobblestone Magazine 6 subscriptions per grade level = \$34.00 per year for 9 issues = \$612.00</b>
Teacher teams will use DI/UbD Curriculum time by content area bimonthly : to examine and collaboratively score student work in relation to short answer and Brief Constructed Response and set instructional goals. ( Use A. Davies texts on Assessment)	Common questions for content areas combined with collaborative scoring	Sept. 2008- June 2009	Curriculum leaders for each content area SINI plan Coordinator: H. Barker  Administration, teachers	Attendance at PD and meetings, Literacy reports, student work, common questions and rubrics	Literacy reports, student goal setting sheets, assessment data, student work samples and rubrics	<b>Teacher resources – printed materials – Texts by Ann Davies on Assessment for Learning and Assessment of Learning - Knowing What Counts Book series</b> <b>Total # of Book Sets (3 books per set) 30 x \$54.00 = \$1620.00</b>
Grade Level and Curriculum meeting times bimonthly to use in order to: access, analyze and apply data to inform instruction and develop differentiated instruction in the area of reading. Utilize tiered reading materials for lower level readers to improve reading comprehension	DI coaches/Reading Specialists, Special Education Staff, District Data Coordinators, Administration	Sept. 2008- June 2009	Grade Level Administrators: A. Rines, H. Barker, G. Rogers and SPED Director C. Lewis  District Data Coordinator, teachers, curriculum leaders	Attendance at PD and meetings, meeting notes/summaries, Literacy reports, UBD/DI units, lesson plans	UBD/DI units, teacher feedback, assessment data	

**Total Cost to Implement Goal #2= \$3038.16**

**Goal #3 Rundlett Middle School 2008-2009 SCHOOL IMPROVEMENT ACTION PLAN**

**Instructions:** Use the format below to describe the action plan for 2008-2009. Provide sufficient detail to assist the reviewers in understanding how the activities are designed to achieve the anticipated changes/outcomes in school practice and student learning. Duplicate this page as needed. Complete one form for each strategy.

<p><b>Goal</b></p>	<p>Using the 2007 NECAP results as the baseline, all student groups will make progress towards state performance targets in Mathematics, as evidenced by local and state assessments.</p>		<p>The following strategies will be implemented to achieve this goal <b>(check all that apply)</b>:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Improvement in Curriculum and Instruction</li> <li><input checked="" type="checkbox"/> Establishing or Implementing Local Assessments</li> <li><input checked="" type="checkbox"/> Implementing Processes to Follow the Progress of Each Child</li> <li><input checked="" type="checkbox"/> Addressing Specific Needs of Low-Achieving Students</li> <li><input checked="" type="checkbox"/> Professional Development</li> <li><input type="checkbox"/> Changes in School Systems or Processes</li> <li><input type="checkbox"/> Leadership/Governance</li> <li><input type="checkbox"/> Climate/Culture (staff and/or students)</li> <li><input checked="" type="checkbox"/> Programs Supported by Scientifically-Based Research</li> <li><input type="checkbox"/> Parent and Community Involvement</li> <li><input type="checkbox"/> Extended-Time Learning</li> <li><input checked="" type="checkbox"/> Connects to school's Title I Targeted Assistance School (TAS) or Schoolwide (SW) Plan</li> <li><input type="checkbox"/> Other (please describe): _____</li> </ul>			
<p><b>Strategy</b></p>	<p><b>Student Achievement in Math:</b> Improve students' abilities to access higher order thinking skills and transfer knowledge when answering novel questions (deconstruct problem, provide relevant evidence to support their thinking, and organize their thinking into a clear, concise constructed response).</p>					
<p><b>Objectives</b> (to be written as responses to the italicized questions)</p>	<p><i>What school practices/programs will be improved/enhanced through this strategy?</i></p> <p>Math and Science programs - Prioritize and support intentional instruction around higher order thinking skills and transfer of knowledge when answering novel questions (deconstruct problem, provide relevant evidence to support their thinking, and organize their thinking into a clear, concise constructed response)</p> <p><i>How will student learning be improved/enhanced through this strategy?</i></p> <p>Student learning will be improved through direct instruction and practice with higher order thinking skills and transfer of knowledge when answering novel questions (deconstruct problem, provide relevant evidence to support their thinking, and organize their thinking into a clear, concise constructed response) throughout grade level curriculum (GLEs) as evidenced by NECAP data 2008</p>					
<p><b>Proposed Activities for 2008-2009</b> <i>Describe the activities to be implemented to achieve the desired outcomes in school practices and student learning. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i></p>	<p><b>Resources</b> <i>What existing and/or new resources will be used to accomplish the activity?</i></p>	<p><b>Timeline</b> <i>When will this activity begin and end?</i></p>	<p><b>Oversight</b> <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i></p>	<p><b>Monitoring (Implementation)</b> <i>What evidence will be collected to document implementation? How often and by whom?</i></p>	<p><b>Monitoring (Effectiveness)</b> <i>What evidence will be collected to assess effectiveness? How often and by whom?</i></p>	<p><b>Title I School Improvement Funds</b> <i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form. Complete all applicable Budget Justification Forms.</i></p>
<p>Teachers will provide opportunities for student to practice responding to questions requiring higher order thinking skills- how to tackle them (steps to solving, use of resources), and respond to them.</p>	<p>Math and Science curriculum materials, teachers, tutors, curriculum leaders</p>	<p>Sept. 2008- June 2009</p>	<p>Grade Level Administrators: A. Rines, H. Barker, G.Rogers and SPED Director C. Lewis</p> <p>Curriculum leaders, teachers</p>	<p>Lesson plans, student work samples and portfolios, IEPs</p> <p>Curriculum leaders, teachers</p>	<p>Assessment data, surveys, student work samples and portfolios, student goal setting sheets, IEP progress reports and benchmark data</p>	<p><b>NA</b></p>

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<p>Staff meeting time will be devoted to developing instructional strategies to enhance students' abilities in answering questions that require higher order thinking skills and transfer of knowledge into a clear, concise constructed response.</p>	<p>Newly purchased Math and Science Curriculum: common questions for content areas combined with collaborative scoring</p>	<p>Sept. 2008- June 2009</p>	<p>Curriculum Leaders for Math and Science Administration and Classroom teachers SINI plan Coordinator: H. Barker</p>	<p>Attendance at meetings, Literacy reports, student work, common questions and rubrics</p>	<p>Literacy reports, student goal setting sheets, assessment data, student work samples and rubrics</p>	<p><b>NA</b></p>
<p>Teacher teams will use curriculum work time bimonthly to examine and collaboratively score student work in relation to short answer and Brief Constructed Response and set instructional goals in the area of math.</p>	<p>Newly purchased Math and Science Curriculum: common questions for content areas combined with collaborative scoring</p>	<p>Sept. 2008- June 2009</p>	<p>Grade Level Administrators: A. Rines, H. Barker, G.Rogers and SPED Director C. Lewis  Teachers, curriculum leaders in Math and Science</p>	<p>Attendance at PD and meetings, Literacy reports, student work, common questions and rubrics</p>	<p>Literacy reports, student goal setting sheets, assessment data, student work samples and rubrics</p>	<p>NA</p>
<p>Professional development to access, analyze and apply data to inform instruction and develop differentiated instruction in the area of math.</p>	<p>DI coaches, District Data Coordinators, Special Education staff, Math Coach, Administration</p>	<p>Sept. 2008- June 2009</p>	<p>Grade Level Administrators: A. Rines, H. Barker, G.Rogers and SPED Director C. Lewis  Teachers, curriculum leaders</p>	<p>Attendance at PD and meetings, meeting notes/summaries, Literacy reports, UBD/DI units, lesson plans</p>	<p>UBD/DI units, teacher feedback, assessment data</p>	<p>NA</p>

**Total Cost to Implement Goal #3 = \$0.00**

## Goal #4 - 2008-2009 SCHOOL IMPROVEMENT ACTION PLAN

**Instructions:** Use the format below to describe the action plan for 2008-2009. Provide sufficient detail to assist the reviewers in understanding how the activities are designed to achieve the anticipated changes/outcomes in school practice and student learning. Duplicate this page as needed. Complete one form for each strategy.

<b>Goal</b>	Using the 2007 NECAP results as the baseline student groups will make progress towards state performance targets in mathematics and reading as evidenced by local and state assessment data.		<p>The following strategies will be implemented to achieve this goal <b>(check all that apply)</b>:</p> <input checked="" type="checkbox"/> Improvement in Curriculum and Instruction <input type="checkbox"/> Establishing or Implementing Local Assessments <input checked="" type="checkbox"/> Implementing Processes to Follow the Progress of Each Child <input checked="" type="checkbox"/> Addressing Specific Needs of Low-Achieving Students <input checked="" type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Changes in School Systems or Processes <input checked="" type="checkbox"/> Leadership/Governance <input checked="" type="checkbox"/> Climate/Culture (staff and/or students) <input checked="" type="checkbox"/> Programs Supported by Scientifically-Based Research <input type="checkbox"/> Parent and Community Involvement <input type="checkbox"/> Extended-Time Learning <input checked="" type="checkbox"/> Connects to school's Title I Targeted Assistance School (TAS) or Schoolwide (SW) Plan <input type="checkbox"/> Other (please describe: _____)			
<b>Strategy</b>	<b>School Culture and Climate:</b> develop a common vision and strategies to engage the entire school community in supporting improved student achievement.					
<b>Objectives</b> (to be written as responses to the italicized questions)	<p><i>What school practices/programs will be improved/enhanced through this strategy?</i></p> <p><b>OBJECTIVE:</b> To improve and develop common understanding and support of school improvement strategies that translate into more consistent delivery of effective instruction.</p>	<p><i>How will <u>student learning</u> be improved/enhanced through this strategy?</i></p> <p><b>OBJECTIVE:</b> Through improved consistent delivery of effective instruction, students will be able to independently demonstrate their understanding of mathematics and reading content and skills.</p>				
<b>Proposed Activities for 2008-2009</b> <i>Describe the activities to be implemented to achieve the desired outcomes in school practices and student learning. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i>	<b>Resources</b> <i>What existing and/or new resources will be used to accomplish the activity?</i>	<b>Timeline</b> <i>When will this activity begin and end?</i>	<b>Oversight</b> <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	<b>Monitoring (Implementation)</b> <i>What evidence will be collected to document implementation? How often and by whom?</i>	<b>Monitoring (Effectiveness)</b> <i>What evidence will be collected to assess effectiveness? How often and by whom?</i>	<b>Title I School Improvement Funds</b> <i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form. Complete all applicable Budget Justification Forms.</i>
Investigate and explore the use of the MY Voice survey in our school	Quaglia Institute	September 2008	Principal G. Rogers Administration	Summary of findings	NA	<b>No Cost</b>
Administrators meet with clusters to discuss expectations and field questions related to school improvement plan	School improvement plan	Sept. 2008- June 2009	Grade Level Administrators: A. Rines, H. Barker, G. Rogers and SPED Director C. Lewis	Meeting notes	Lesson plans, teacher feedback	<b>No Cost</b>
Develop and distribute flowchart that defines resources and staff to go to related to the implementation of the school improvement plan	Administration, office staff, SINI planning team	September 2008	Grade Level Administrators: A. Rines, H. Barker, G. Rogers and SPED Director C. Lewis	Distribution of flowchart	Teacher feedback, flowchart	<b>No Cost</b>

Instructions and Materials for Developing the School Improvement Plan

Calendar of Meetings related to the rollout and implementation of the school improvement plan	Administration, SINI planning team, office staff	September 2008	Grade Level Administrators: A. Rines, H. Barker, G.Rogers and SPED Director C. Lewis  SINI planning team	Distribution of calendar	Teacher feedback	No Cost
Faculty Meeting – rollout of school improvement plan – root cause, how decisions were made, elements of the plan, expectations of staff on implementation of plan	Administration, curriculum leaders, SINI planning team	Sept. 4, 2008	Grade Level Administrators: A. Rines, H. Barker, G.Rogers and SPED Director C. Lewis	School improvement plan, presentation of powerpoint to staff	Teacher feedback	No Cost
Tag line that communicates an overall message and one page summary of goals in plan – include feedback/question ticket	Administration, SINI planning team, PTO, RMS webpage, Title 1 webpage	August 25, 2008	Grade Level Administrators: A. Rines, H. Barker, G.Rogers and SPED Director C. Lewis	Tagline and summary sheet, feedback/Question ticket	Teacher feedback	No Cost
Form and convene School Improvement team known as Continuous School Improvement Team (CSI) monthly with member ship of school staff form SINI planning team and Rundlett Curriculum Leaders to monitor progress of plan's implementation and effectiveness	Administration, School Improvement team, assessment data, meeting time	Monthly from September 2008 through June 2009	Grade Level Administrators: A. Rines, H. Barker, G.Rogers and SPED Director C. Lewis	Meeting notes, feedback sheets	Teacher feedback Student work	\$20.00 per hour x 5 staff membersx12 meetings=\$1200.00
Identify three data checkpoints for staff and community feedback on school improvement plan's implementation and effectiveness	Administration, School Improvement Team	September 2008, December 2008, May 2009	Grade Level Administrators: A. Rines, H. Barker, G.Rogers and SPED Director C. Lewis CSI team members	Meeting notes, feedback sheets, student data	Teacher and parent feedback, surveys	No Cost

**Total Cost to Implement Goal #4 = \$1200.00**

**Total Cost to Implement Improvement Plan = \$= \$19953.46**

(Includes Indirect Costs, FICA, and Retirement )

Instructions and Materials for Developing the School Improvement Plan  
**BUDGET NARRATIVE**

**Instructions:** Use this form to provide sufficient detail regarding proposed expenditures of Title I school

improvement funds. The requested budget should not exceed \$20,000. Categories and amounts should correspond to information provided on your attached OBM Form 1. Complete all budget justification forms in Appendix B as applicable.

Account Category	Budget Detail	
	Narrative	Total Costs
<p><b>Salaries and Benefits</b> <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i></p>	<p>Media Center Drop In for Families:36 hours annually x \$25.00 per hour x 2 staff members= \$1800.00 Staff members = Nancy Keane, Media Specialist and Jane Merrow, Reading Specialist, (Goal #1) Parent and Student Engagement. Improved Literacy .</p> <p>Hourly rate of \$20.00 per hour for SINI Planning team members to meet throughout school year 12 times for five staff members outside of school hours as part of the school's CSI team to implement the SINI Plan. = \$1200.00. Staff Members = Jane Merrow Title 1 Teacher, Peg Callanan ELL Teacher, Caroline Lynn Special Educator, Margie Boraska Special Educator, Betty Chambers Reading teacher. (Goal #4) Plan Implementation</p> <p>Hourly rate of \$25.00 for staff member to develop a monthly Parent Newsletter with Literacy, Math, and parent engagement activities school-wide for 9 months = \$350.00 Staff member – Lindsey Inman – Teacher ( Goal #1) Parent and Student Engagement ( Goal#4) Notification regarding SINI Plan.</p> <p>\$25.00 per hour x 2 hours per night x 4 Family Nights x 2 staff members = \$600.00. Staff TBD. ( Goals #1-3) ) Parent and Student Engagement and Improved literacy and math achievement.</p> <p>Extended Day Program Tutor for Math/Literacy: Laurie Haney = 3 days a week x 32 weeks @ \$25.00 per hour = \$2400.00 ( Goals #1-3) Student Engagement and Improved literacy and math achievement.</p> <p>Extended Year Tutors for Math and Literacy Lindsey Inman – Math/Literacy Tutor = 4 weeks x 4 days a week x 4 hours a day @ \$25.00 per hour = 1600.00. Laurie Haney – Math/Literacy Tutor = 4 weeks x 4 days a week x 4 hours a day @ \$25.00 per hour = 1600.00 (Goals #1-3) Student Engagement and Improved literacy and math achievement.</p>	<p><b>\$11039.50</b></p> <p><b>(Wages: \$9230.13 FICA : \$844.52 Retirement: \$964.85)</b></p>
<p><b>Contracted Services</b> <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. Also complete the Contracted Services Budget Justification Form in Appendix B.</i></p>	<p>NA</p>	<p><b>NA</b></p>
<p><b>Supplies and Materials</b> <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>	<p>Consumable literacy and math materials for math and literacy Family Nights and activities to improve students' literacy and math skills as well as promoting parent engagement in the educational partnership.. 2 Math Nights and 2 Literacy Nights Anticipated cost of consumables = \$1200.00 ( Goal #1-3))</p> <p>Purchase Pizza and beverages for each night. . 2 Math Nights and 2 Literacy Nights = Total of 4 Family Nights. Anticipate 300 participants per night. Anticipated cost of Pizza and Beverages = \$2800.00</p>	<p><b>\$4000.00</b></p>

Instructions and Materials for Developing the School Improvement Plan

	(Goal #1) Goal helps school by promoting parent engagement in the educational partnership	
<b>Books</b> <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>	<b>Teacher resources – printed materials – Texts on Leveled Literacy Reading and Constructed response for staff to use to achieve goal. (3 Levels) Reading Achievement</b> <b>Total # of Books= 81 x \$10.99 per book= \$890.19</b>  Super Science Blue Magazine for lower level readers <b>120 Magazines @ \$6.95 = \$834.00</b>  <b>Cobblestone Magazine 6 subscriptions per grade level = \$34.00 per year for 9 issues = \$612.00</b>  <b>Ann Davies’ Assessment series 3 book sets - Knowing What Counts 38 sets @ \$54.00 per set = \$2052.00 – These materials will support teachers in the develop of rubrics, assessment strategies for differentiation and goal setting/conferencing.</b>  <b>All of the Above:</b> <b>(Goals 1-3) Promotes students engagement in educational process as well as improved literacy and math achievement through differentiated reading/literacy materials. Teachers have needed tiered reading materials to support L1 and L2 students in all content classes.</b>	<b>4388.16</b>
<b>Equipment</b> <i>Each item must be listed separately along with a justification of why you need it to support your plan. Also complete the Equipment Budget Justification form in Appendix B.</i>	NA	
<b>Professional Development Activities</b> <i>Summarize your activities including the number of days, people involved and associated costs. Also complete the Professional Development Budget Justification form in Appendix B.</i>	NA	
<b>Travel</b> <i>Summarize your activities including the number of days, people involved and associated costs</i>	NA	
<b>Administration</b> <i>Include other costs associated with supporting plan implementation.</i>	NA	
<b>Indirect Costs</b>		<b>\$510.76</b>

**Total Cost of Plan = \$19938.42**

## **TITLE I PARENT NOTIFICATION REQUIREMENTS**

### **Describe the process the school will use to provide parents of each student enrolled in the school with timely written notice regarding the school's identification as a school in need of improvement:**

Rundlett Middle School parents will be notified via several different methods to ensure accessibility for all parents. A letter explaining the school's designation as a school in need of improvement, including the specific areas and target groups, will be mailed home on Monday, September 8, 2008. This letter will invite parents to contact the main office to get involved with the school improvement team. On September 10<sup>th</sup> and 11<sup>th</sup> during the Back to School Nights parents will be shown a short power point presentation explaining the areas in need of improvement and our school's goals towards improving our students' achievement in these areas and a second copy of the goals and activities will be provided for all parents in attendance. Parents will receive a second letter in early October, (refer to timeline for specific date), updating them on the school's progress in the implementation and the new services available to families and children, as well as a comparison of Rundlett's performance on the NECAPS to two other local communities' middle schools. Parents will be provided with a feedback form asking for specific feedback regarding the plan's development. (Refer to Appendices for copy)

We will post the school's improvement plan and other pertinent information and documents on our school's website, (a link directly to CSI Team and through the link to Title 1), as one source to inform parents and provide notice to them regarding our plan and updates on progress with implementation and effectiveness. Please note the Title 1 section is current. The CSI Team link will be added once the plan is approved. We will work to not only inform these parents of the school's designation as a school in need of improvement and why, but will inform them of the services and programs we offer to assist them and their families through the website, monthly newsletters, two more letters mailed home in the late winter and spring updating them on our progress, and through phone contact and home visits. We will also work with Concord Multi-cultural Coalition, Audrey Burke of New Hampshire Connections, and Lutheran Services to provide support for parents in their home language in reading and discussing our school improvement plan and services available to them.

Three times annually we will solicit feedback from parents through surveys, interviews and home visits that will accompany the letter updating parents on our school's progress in implementation and effectiveness of our plan. We will use this information to improve our services to our community and school.

**2008-2009 School Improvement Plan  
Title I Memorandum of Understanding**

The Superintendent of Schools assures the Commissioner of Education that:

- the LEA or its designee has provided and will continue to provide technical assistance to the identified school as it develops and implements the goals and objectives described in the school improvement plan. Technical assistance would at a minimum include:
  - analyzing data;
  - identifying solutions that are based on scientific research; and
  - analyzing and revising the school's budget.
- he/she has reviewed and approved the school improvement plan prior to submission;
- the identified school will spend not less than 10 percent of their Title I allocation for each year they are in school improvement status for the purpose of providing to the identified school's teachers and principal(s) high-quality professional development that directly addresses the academic achievement problem that caused the school to be identified for school improvement;
- the identified school will establish annual, measurable objectives for continuous and substantial progress by each group of students enrolled;
- the identified school will incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year;
- the identified school will adopt policies and practices concerning the core academic subjects that have the greatest likelihood of ensuring that all groups of students in the school will meet the State's proficiency levels of achievement on the State's academic assessment;
- all parents receive a notification letter explaining the school's AYP status for the 2008-2009 school year and if applicable public school choice options; (Provide copy with this document.)

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Superintendent of Schools

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Date



***APPENDICES***

## APPENDIX A

# DEVELOPING THE PLAN: A RESEARCH-BASED PROCESS

### Establishing a Focus

A logical starting point in the planning process is to establish the focus of the plan. As required by law, the focus of this improvement plan must be to improve student achievement in the content area(s) in which the school did not make adequate yearly progress for two years, resulting in the designation as a school in need of improvement.

### Using a Research-Based Planning Process

The planning process described in this section was developed through a synthesis of school improvement planning models<sup>1</sup>. The steps guide the planning team through a series of reflective questions to not only examine the current status of student achievement in the school, but more importantly, to ask the question “why”? The inquiry into “why” we are not getting the results we expect can help the team uncover important, underlying “root cause” issues that need to be addressed in order for student achievement to really improve. Pages 17 and 18 provide examples of the types of information a planning team might gather from this approach.

### Step 1: “Taking Stock” of Current Practice

## A. Reviewing Our Current Initiatives

Consider questions such as:

- what is the focus of our current initiatives? What are they designed to do or improve?
- do any of our current initiatives target the areas in which the school did not make AYP?
- what is the status of our initiatives – have they been fully implemented?
- what evidence have we collected to know whether initiatives are leading to the desired results?
- is the evidence data-based?

## B. Reviewing Current Practices

Ask the following reflective questions to dig deeper into areas identified through research as critical to student achievement:

*Standards-based Curriculum, Instruction, and Assessment. To what extent –*

- is our curriculum in core content areas regularly reviewed and evaluated?
- is our curriculum aligned with state frameworks and grade-level/grade-span expectations?
- do teachers provide appropriate differentiated instruction in their classrooms?
- do instructional strategies emphasize higher-order thinking skills, such as problem-solving and critical thinking?
- does the faculty regularly analyze and discuss assessment results to plan instruction, identify student strengths and pinpoint areas that need reinforcement?

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<sup>1</sup> Assessment Continuum of Schoolwide Improvement Outcomes: Implementing the Components of Systemic Schoolwide Improvement. ©2002. New England Comprehensive Assistance Center at Education Development Center, Inc. <http://main.edc.org/theme/schools.asp>

**APPENDIX A (continued)**

*Accountability. To what extent -*

- do we disaggregate student achievement data to follow the progress of each student?
- do we systematically identify and provide appropriate supports to struggling learners?
- do we use disaggregated student achievement results to set priorities for professional development?
- do we analyze program effectiveness in order to plan instruction and set priorities?
- do we annually share results from local, district, and state assessments through newsletters, PTO meetings, local press releases, and the school/district web page?
- do we provide such information, to the extent possible, in languages that parents can understand?

*Structural reform strategies. To what extent –*

- are structured planning opportunities for staff a regular part of the school schedule?
- are teachers provided with the opportunity to plan their work collaboratively?
- is support for novice teachers available?
- is uninterrupted time dedicated each day and week to instruction in core areas?
- have there been significant changes in staff, teaming structures, leadership structures, or enrollment?

*Leadership and governance. To what extent –*

- has the school used an improvement plan with measurable performance goals to guide its work?
- is shared leadership evident, as appropriate, to support and improve instruction?

*Professional development. To what extent –*

- is professional development aligned with curricular priorities and student achievement goals?
- are professional development opportunities available to paraprofessionals so to ensure consistency in knowledge and practice among all instructional staff?

*Culture and climate. To what extent –*

- are disciplinary issues interfering with instructional time?
- do teachers work independently rather than collaboratively?
- is collaboration and reflective practice valued?

*External support and resources. To what extent –*

- is the school aware of federal resources received at the district level that could be leveraged to support its improvement plan?
- are partnerships with businesses or organizations actively supporting the school's improvement goals?

*Parent and community involvement. To what extent –*

- are parents and community members familiar with what students are expected to know, do, and demonstrate, and what they can do to support their child's achievement?
- are resources, tools, or training provided to help parents support their child's learning?

*Extended learning activities. To what extent –*

- are extended-learning activities available at our school?
- are students most in need participating?

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### APPENDIX A (continued)

#### Step 2: What Results Are We Getting? What are Possible Reasons Why?

After reviewing and discussing current efforts and practices, the next step is to look at the results of student assessments to determine:

- is each student meeting the state performance targets in Reading and Math? To what extent?
- Is each student group represented on the AYP report meeting the targets? To what extent?
- are there patterns or trends? Do these patterns hold up over time?
- why, despite all of our efforts and initiatives, are we not getting the results we want?
- what factors or conditions are getting in the way?
- how do we know?

How to know what factors or conditions are getting in the way? After brainstorming the possible “root cause” issues, the team will need to differentiate between those that are unsubstantiated hunches and those that are not. This analysis is important to assure that the issues selected as priorities for the plan can be supported with evidence. For example, if the “CHECK ENGINE” light remains on after starting a vehicle, is it because of a minor electronic malfunction or is it because of something else? The “CHECK ENGINE” light is just a symptom of a problem. “Digging deeper” will help the team discover the actual “root” of the problem.

#### What is a “Root Cause”?

*In his book “School Leader’s Guide to Root Cause Analysis: Using Data to Dissolve Problems”<sup>2</sup>,*

Paul Preuss defines a root cause in the following way:

*the deepest underlying cause, or causes, of positive or negative symptoms within any process that, if dissolved, would result in elimination, or substantial reduction, of the symptom (p.3)*

Preuss goes on to highlight key ideas contained in this definition. The following is a summary:

**Deepest** – this means that we need to look beyond the obvious and to continue to question and dig deeper into what we see.

**Cause or causes** – education is a complex **social** system. As such the symptoms that we experience usually have more than one root cause that act in combination to bring about the results. But, as Preuss states “*The good news is that often, by dissolving any one of the multiple root causes, the symptoms can be reduced or even eliminated*” (p.4).

**Positive or negative** – Root causes can be found for both failures as well as successes. Understanding successes can contribute to identifying effective strategies that may work to address negative symptoms.

**Symptoms** – Symptoms are the “red flag” that draw attention to the gap between expected desired outcomes and the reality.

**Process** – Everything we do involves process. At its most basic, a simple process consists of input, added value, and output.

**Dissolve** – The purpose of root cause analysis is to identify the root cause(s)

Instructions and Materials for Developing the School Improvement Plan  
of a symptom, and, where the symptom is negative or undesirable, to find ways to dissolve the root rather than simply patching up and/or hiding the symptom.<sup>2</sup>

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**APPENDIX A (continued)**

**Step 3: Setting Goals and Achievable Objectives**

Once the team has identified the core issues to be addressed to improve student achievement, the next step is to determine priorities. What to work on first? What to work on over time? What will we look for as signs of positive change? For this two-year plan, establish goals and objectives that can be achieved within a two-year time frame, and target “root cause” issues within the school’s control.

**Step 4: Selecting Strategies and Activities for Implementation**

This step involves determining which strategies and activities, supported through research, the school will implement in order to address the identified issues. Points to consider include:

- the rationale for the strategy – how will it help?
- in what settings and for which populations has the strategy been effective?
- is the strategy appropriate/feasible for our situation?
- is there credible research demonstrating the strategy’s effectiveness?

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<sup>2</sup> Preuss, P.G. (2003). *School Leader’s Guide to Root Cause Analysis: Using Data to Dissolve Problems*. [www.eyeeeducation.com](http://www.eyeeeducation.com)

APPENDIX A (continued)

**EXAMPLE OF THE PLANNING PROCESS FOR THE ABC SCHOOL TEAM**

**Step 1: "Taking Stock" of Current Practice**

**Step 2: What Are the Results? What are Possible Reasons Why?**

The ABC School Planning Team determined that achievement in mathematics for students with disabilities had been a concern for some time. By "digging deeper", the team identified and explored a number of possible contributing factors:

- the mathematics curriculum is not fully aligned with state grade-level expectations
- students miss core instruction when pulled out to work with specialists
- a structure is needed for general and special educators to regularly collaborate on instruction
- professional development has been devoted to other priorities
- training for paraprofessionals providing direct instruction is inconsistent

**Step 3: Setting Goals, Strategies, and Achievable Objectives**

These underlying issues provided the rationale for establishing the following goals and objectives:

**Goal**

Using fall 2007 NECAP results as the baseline, all student groups will make progress towards state performance targets in Mathematics, as evidenced by local and state assessments.

**Strategy**

To achieve this goal, prioritize alignment of the math curriculum with the GLEs/GSEs.

Objectives (How will teacher practice and student experience change? What will we look for?)

- Teachers will use the aligned curriculum to develop their unit plans, and will consistently administer common benchmark assessments aligned to the curriculum.
- Students will be exposed to a curriculum aligned to the state/local GLEs/GSEs and will regularly know their progress.

**Step 4: Selecting Activities for Implementation**

The school will implement the following activities to meet these objectives:

- continue alignment of mathematics curriculum with grade-level expectations
- review and revise scheduling for students so that instructional time in mathematics is not lost
- prioritize professional development planned for 2008-09 with priority needs in mathematics identified through this improvement plan;
- request assistance from a NHDOE special education technical assistance consultant to design a process for collaborative sharing and planning among general and special educators

**See the next page for an example of how this information is transferred to the "Action Plan" form.**

## EXAMPLE OF THE 2008-2009 SCHOOL IMPROVEMENT ACTION PLAN

**Instructions:** Use the format below to describe the action plan for 2008-2009. Provide sufficient detail to assist the reviewers in understanding how the activities are designed to achieve the anticipated changes/outcomes in school practice and student learning. Duplicate this page as needed. Complete one form for each strategy.

<b>Goal</b>	Using the 2007 NECAP results as the baseline, all student groups will make progress towards state performance targets in Mathematics, as evidenced by local and state assessments.			The following strategies will be implemented to achieve this goal ( <b>check all that apply</b> ): <input type="checkbox"/> Improvement in Curriculum and Instruction <input type="checkbox"/> Establishing or Implementing Local Assessments <input type="checkbox"/> Implementing Processes to Follow the Progress of Each Child <input type="checkbox"/> Addressing Specific Needs of Low-Achieving Students <input type="checkbox"/> Professional Development <input type="checkbox"/> Changes in School Systems or Processes <input type="checkbox"/> Leadership/Governance <input type="checkbox"/> Climate/Culture (staff and/or students) <input type="checkbox"/> Programs Supported by Scientifically-Based Research <input type="checkbox"/> Parent and Community Involvement <input type="checkbox"/> Extended-Time Learning <input type="checkbox"/> Connects to school's Title I Targeted Assistance School (TAS) or Schoolwide (SW) Plan  <input type="checkbox"/> Other (please describe: _____)		
<b>Strategy</b>	The school will prioritize and support alignment of the curriculum to state/local GLE's in Mathematics.					
<b>Objectives</b>	What <u>school practice/programs</u> will be improved/enhanced through this strategy?  <b>Objective:</b> Teachers will use the aligned curriculum to develop their unit plans, and will consistently administer common benchmark assessments aligned to the curriculum.  <hr/> How will <u>student learning</u> be improved/enhanced through this strategy?  <b>Objective:</b> Students will be exposed to the curriculum that meets the state/local GLE's and regularly know their progress.					
<b>Proposed Activities for 2008-2009</b> <i>Describe the activities to be implemented to achieve the desired outcomes in school practices and student learning. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i>	<b>Resources</b> <i>What existing and/or new resources will be used to accomplish the activity?</i>	<b>Timeline</b> <i>When will this activity begin and end?</i>	<b>Oversight</b> <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	<b>Monitoring (Implementation)</b> <i>What evidence will be collected to document implementation? How often and by whom?</i>	<b>Monitoring (Effectiveness)</b> <i>What evidence will be collected to assess effectiveness? How often and by whom?</i>	<b>Title I School Improvement Funds</b> <i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form. Complete all applicable Budget Justification Forms.</i>
<b><i>Provide a detailed description of proposed activities here</i></b>						

## **APPENDIX B TITLE I SCHOOL IMPROVEMENT FUNDING**

### ***Purpose of the Funds:***

As part of this School Improvement Plan, Title I schools can apply for additional funds to support the implementation of their improvement plan activities. Funds are designed to be available to support the improvement plan and not just to expand on or augment the existing Title I program unless such changes have been identified within the improvement plan. Schools are charged to identify those activities which will have the greatest likelihood of improving the quality of the instruction for those students not meeting the State's academic standards. Requests for funds will be evaluated using these parameters.

### ***Timeframe to Apply:***

Funds will be available beginning **September 5, 2008 and ending on August 31, 2009**. To access funds, an OBM (Office of Business Management) Form 1 must accompany this improvement plan. **The project start date may be no earlier than the date the school's plan and signed Form 1 have been received by the NHDOE.** All activities for which you are requesting funds must occur within the approved project period.

### ***Amount of Funds Available:***

An amount not to exceed \$20,000 may be requested by a Title I school for implementation of approved activities during the above-noted project period.

### ***Review Process:***

Your improvement plan will be reviewed by a team of reviewers selected by the NH Department of Education. As part of this review, the team will make recommendations to the Title I Office as to the impact and reasonableness of the use of funds. The Title I Office will provide feedback on the request for funds and will process the Form 1 after the district has submitted any necessary revisions.

### ***Use of Funds:***

As noted above, the use of the funds must be directly connected to the school's improvement plan activities. Acceptable uses of these funds include:

- providing ongoing professional development and its associated costs
- supporting parent involvement
- purchasing supplies and materials if they are closely associated/needed to support a staff development activity or changes in instructional programming
- providing expanded learning opportunities for students to reach high standards

The amount and use of funds requested must meet the test of appropriateness and reasonableness. Title I funds **cannot** supplant what the district must provide as part of their basic educational program.

**APPENDIX B**  
**Title I Budget Justification Forms**

**Professional Development Justification Form**

1. Category of Title I Funds:

- Title I Part A
- Title I School In Need of Improvement (SINI)
- Title I District in Need of Improvement (DINI)

2. **Description of the Activity:** A series of professional development opportunities will be offered to all staff to address specific elements of goals 1-4. We will utilize our in-house expertise to assist our staff at each grade level in the development, use, scoring and feedback to students of constructed responses in reading and math. Professional development will be offered in the development and implementation of instructional strategies to address student differences in readiness, learning preference and interest. Further, this time will be used to support teachers in the examination and collaborative scoring of student work in order to improve student achievement in literacy and math.

3. **Describe how this request is connected to the specific goals of each funding source:** (Title I Part A- educationally disadvantaged student focused) (SINI & DINI – improvement plans) Teachers will be provided with lists of students at each grade level who achieved a 1 or 2 on the NECAP in reading, math or both. Staff development time will be dedicated to supporting the teachers in aforementioned activities, which in turn will impact student performance in this sub-group and our other identified sub-groups.

4. **Proposed Dates:** September 2008 – June 2009 Refer to attached calendar.

Event will take place within approved project period?  Yes

Event will take place after this request has been approved?  Yes

5. **Participants:** Entire staff

6. **Budget:** (Include costs such as staff compensation, materials, contracted services and other related costs. The cost of the staff development for the school year 2008-2009 will be \$2250.00. All of this money will be for staff compensation to develop and lead the staff development activities.

7. **Evaluation Process:** (Describe how you will evaluate the success of this activity.) *Staff surveys and feedback sheets.*

**APPENDIX B**  
**Title I Budget Justification Forms**

**Contracted Services Justification Form**

1. Category of Title I Funds:

- Title I Part A
- Title I School In Need of Improvement (SINI)
- Title I District in Need of Improvement (DINI)

2. Name of Contractor: Tammy Gooler-Loeb

3. **Qualifications of Contractor:** (Attach a resume in lieu of a narrative):  
Please see attached resume.

4. **Compensation Rate:** (Include total dollars and per hour/day)  
\$850.00 per day

5. Additional Expenses:  
None

6. **Maximum Amount of Contract:** (Sum of compensation and expenses)  
\$3400.00

**Beginning Date:** September 18, 2008

**Ending Date:** June 15, 2008

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.) Services provided by these consultations will include: teacher training in conferencing and goal setting with students (goal #1), follow-up training and consultation with school staff around the implementation of the goal setting and conferencing, staff training and facilitation around the school culture and communication (goal #4), and support to the whole school and the Continuous School Improvement team around progress monitoring of our plan and support in its implementation (goals #1-4). Tammy will help us develop a goal setting sheet and a format for conferencing with students; she will provide our school with examples of other schools' work in this area and how they

addressed. She will also help us develop monitoring progress data collection sheets as well as assist us in the development of year two's plan based on our work over the coming year.

8. **Evaluation Process:** (Describe how you will evaluate that services have been delivered successfully.) **Staff surveys and results of our plan's implementation.**

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**APPENDIX B  
Title I Budget Justification Forms**

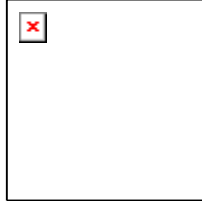
**Equipment Justification Form**

<b>ITEM(s)</b>		<b>Number to be purchased</b>
<b>APPROXIMATE COST PER ITEM</b>		<b>Total Costs</b>
<b>LOCATION</b> <i>Where will it be used?</i>		
<b>BY WHOM</b>		
<b>PURPOSE</b> <i>How will it support the goals of your school/district improvement plan?</i>		
<b>STORAGE</b>		
<b>INVENTORY AND TRACKING</b> <i>Who will be responsible?</i>	Identify the person responsible for: Labeled with Title I equipment sticker Entering equipment on Title I Equipment Inventory Report Tracking Equipment if moved from above location Signing equipment in or out if equipment is approved for student use.	

Storing equipment over the summer.

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## APPENDIX C: PUBLIC SCHOOL CHOICE



**Lyonel B. Tracy**  
Commissioner of Education  
Tel. 603-271-3144

**Mary S. Heath**  
Deputy Commissioner

Tel. 603-271-7301

**DEPARTMENT OF EDUCATION**  
101 Pleasant Street  
Concord, N.H. 03301  
FAX 603-271-1953  
Citizens Services Line 1-800-339-9900

May 2008

TO: Superintendents of Schools  
Title I, Part A Program Managers  
FROM: Dorothy R. Fair  
Title I State Coordinator  
RE: Submitting Parent/Guardian Letter on Public School Choice and

### ***Supplemental Educational Services to the NH Department of Education***

Under the *No Child Left Behind Act of 2002 (NCLB)*, each Title I school identified as “In Need of Improvement” is required to provide Public School Choice within their district’s boundaries. These schools must send notification to parents/guardians of their rights to transfer their child to a school that has not been identified as a school in need of improvement.

Non-Regulatory Guidance from the US Department of Education requires each school to provide a copy of the Public School Choice notification letter to the NH Department of Education for review. The letter must have the actual date that the letter was sent to parents/guardians and contain the required informational elements. See Attachment A for a list of the requirements.

To provide further guidance, I have also included:

- Attachment B: a sample parent notification letter;
- Attachment C: a checklist for you to use to determine that your letter includes all the required elements; and
- Attachment D: more information on school choice which includes the link to the NCLB Public School Choice Non-Regulatory Guidance.

Please note that in addition to mailing notices directly to parents/guardians, the LEA is encouraged to provide information about choice options through a broader means, including newspapers, posters and the Internet.

**Copies of Public School Choice letters must be included in the school improvement plan and submitted to the NH Department of Education no later than September 5, 2008.**

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## **APPENDIX C**

### Attachment A: Public School Choice Requirements

#### **Public School Choice**

The NCLB law requires LEAs to provide the opportunity to transfer to another public school to students enrolled in schools that administer Title I programs and that have been identified for improvement. The district must provide an explanation of the choice option to all parents of students enrolled in Title I schools that have been identified for school improvement, corrective action, or restructuring. The information must be provided to parents/guardians before the first day of school. This notification must be in a comprehensive, easy-to-understand format and, to the extent practicable, in a language the parents can understand.

At a minimum, this notification must include the following:

1. How the school compares academically to other schools in the LEA and the State;
2. Why the school has been identified;
3. What the school is doing to address the achievement problem;
4. What the LEA and SEA are doing to help the school to address the achievement problem;
5. How parents can be involved in addressing the achievement problem; and
6. Parents' option to transfer their child to another school, and if applicable, obtain SES. The explanation of parent options must include at a minimum:
  - Inform parents that their child is eligible to attend another public school due to the identification of the current school as in need of improvement;
  - Identify each public school that the parent can select; and
  - Include information on the academic achievement of the schools that the parent may select [34 CFR 200.37(b)(4)].

The district should also include an explanation of why the choices made available to parents may have been limited. Districts may limit the choices to those schools that have met AYP requirements that are in the same geographic area as the school that did not meet AYP requirements.

A district may provide additional information on the schools to which the student may transfer, such as a description of any special academic programs or facilities, the availability of before- or after-school programs, and the professional qualifications of teachers. Such additional information should be presented in an unbiased manner that does not seek to dissuade parents from exercising their opportunity to choose a new school. In addition to mailing notices directly to parents, the LEA must provide information about choice options through broader means, including newspapers, posters, and the Internet.

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**APPENDIX C**  
**Attachment B: Sample Parent Public School Choice Letter**

Dear Parents/Guardians of \_\_\_\_\_ School:

I am writing to inform you that \_\_\_\_\_ School has been identified by the New Hampshire Department of Education as a “School in Need of Improvement” in the area of \_\_\_\_\_. This notice will also describe the school choice option parents/guardians have for their children and our plans for improved performance for all children.

In January of 2002 President Bush signed a new education law called *No Child Left Behind* (NCLB). The long-range goal of NCLB is that every child will be proficient in reading and mathematics according to a state’s academic standards. The \_\_\_\_\_ School has not made the state target goal in \_\_\_\_\_ for two consecutive years, which is why we have been identified as a School in Need of Improvement.

Under the *No Child Left Behind Act* each Title I school identified as a “School in Need of Improvement” is required to provide public school choice. For the \_\_\_\_\_ school year, you may choose from the following two schools: \_\_\_\_\_ and \_\_\_\_\_. Transportation will be provided by the district. As \_\_\_\_\_ School has also been identified as a “School in Need of Improvement”, school choice in this school is therefore not an option.

If you would like to transfer your child to one of the two choice option schools, please let me know by submitting the attached form. The deadline for receiving this is \_\_\_\_\_. (Note to LEAs: 30 day window is recommended.) NCLB has a mandated a method for schools to use to determine how to prioritize which students can exercise school choice if we have more students requesting a transfer than we are capable of handling.

Comparative data across the district on the \_\_\_\_\_ test for the \_\_\_\_\_ grade level(s) is:

School Name	Percent of Students Substantially Below Proficient	Percent of Students Partially Proficient	Percent of Students Proficient	Percent of Students Proficient with Distinction	AYP Status In _____
Able					
Baker					
Charlie					
Davis					

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**APPENDIX C**  
**Attachment B: Sample Parent Public School Choice Letter (Continued)**

Currently the school is involved in \_\_\_\_\_ initiative(s). Our school is working closely with district and NH Department of Education representatives to be able to identify key areas for improvement.

As a parent you are also a critical partner in school improvement. All of us working together will ensure the development of a successful improvement plan and improve the quality of the education we provide for all of our students. If you are interested in helping in the improvement process, please let me know by calling the school, sending me an email or dropping into the office by \_\_\_\_\_ (insert date).

I look forward to working with you to provide opportunities for success for each of our students. We anticipate that our detailed plan for improvement will be available in the school office by \_\_\_\_\_. Please contact the school if you would like us to mail you a copy.

Sincerely,

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**APPENDIX C**  
**Attachment C: Checklist of Requirements for Parental Notification for Choice**

**Content Review:**

All Choice parental notification letters will be reviewed by the Title I Office to determine if

the following information has been included:

- Why the school has been identified;
- How the school compares academically to other schools in the Local Education Agency (district) and the State;
- What other choice options exist within the district or if the district so chooses outside of the district. Be sure to include comparative data for these schools so that parents can make an informed decision;
- What the school is doing to address the achievement issues;  
(In Year 1 of school improvement this may include a description of the improvement planning process.)

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- How the parents can be involved in addressing the achievement problem;
- What the LEA and the State Department of Education is doing to support the school;
- Time frame for parents to make decision was included and sufficient; and
- Transportation will be provided by the district.

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## APPENDIX C

### Attachment D: Key Facts about Public School Choice Requirements

Citations: *The No Child Left Behind Act of 2001 (NCLB) - Section 1116 (b)(6)*  
**Public School Choice Non-Regulatory Guidance** (2-6-2004)

1. Public school choice is a critical component of *NCLB* because it offers a student enrolled in a Title I school that is in need of improvement an opportunity to attend another public school, even as his or her original school is undergoing improvement.
2. Students must be given the option to transfer to other public schools, which may be charter schools, within the local education agency (LEA). The choices made available to students may not include schools identified for improvement (or corrective action or restructuring) under Title I or identified by the State as persistently dangerous.
3. If more than one school that meets the requirements is available, the LEA must offer more than one choice to eligible students. LEAs should strive to provide a full menu of choices to students and parents, and must take into account parents' preferences among the choices offered [*34 C.F.R. Section 200(a)(4)(ii)*].

4. An LEA may not use lack of capacity to deny students the option to transfer but may take capacity into consideration in deciding which choices to make available to eligible students [34 C.F.R. 200.44(d)].
5. LEAs receiving funds under Title I are required to make choice available to all students in qualifying schools. Students who are enrolled in Title I schools are eligible to transfer to another school if their school has been identified as in: (1) school improvement; (2) corrective action; or (3) restructuring.
6. A quality public school choice plan should embody the following principles:
  - Choice is an important opportunity for parents and children.
  - Choice is an important component of the overall district educational improvement plan.
  - An overriding goal is to provide students with access to quality instruction.
  - Communication with parents is timely and thorough.
  - Information on choices is provided to parents and students in a format that is easy to understand.
  - Real choice means giving parents more than one option from which to choose.

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## **APPENDIX C**

### **Attachment D: Key Facts about Public School Choice Requirements**

7. The choice to attend another public school is available to all students enrolled in schools that are in their first year of school improvement status and for subsequent years that the school remains identified for improvement. Supplemental educational services are available to eligible students who are enrolled in a school in its second year of improvement and for subsequent years. When both options are available, parents have the choice of which option they would prefer for their child.
8. An LEA must make choice available for students not later than the first day of the school year following the school year in which the LEA administered the assessments that resulted in the school being identified as in need of school improvement, corrective action, or restructuring [Section 1116(b)(1)(E)]. If possible, an LEA should notify parents about their available choices well before the beginning of the school year in which those choices will be available.
9. An LEA must offer choice to all students in an eligible Title I school until the school is no longer identified for improvement, corrective action, or restructuring, i.e., until the school makes AYP for two consecutive years.
10. All students enrolled in Title I schools identified for school improvement, corrective action, or restructuring are eligible to transfer to another public school (which may be a charter school) that is not in school improvement.
11. The LEA must give *all* students in a school identified for improvement the opportunity to transfer to another public school. In implementing this option to transfer, however, there may be circumstances in which the LEA needs to give priority to the lowest-

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- achieving children from low-income families [Section 1116(b)(1)(E)(ii)]. For example, if not all students can attend their first choice of schools, an LEA would give first priority in assigning spaces to the low-achieving low-income students. Similarly, if an LEA does not have sufficient funding to provide transportation to all students who wish to transfer, it would apply this priority in determining which students can receive transportation.
12. An LEA must provide an explanation of the choice option to all parents of students enrolled in Title I schools that have been identified for school improvement, corrective action, or restructuring. This notification must be in a comprehensive, easy-to-understand format and, to the extent practicable, in a language the parents can understand. At a minimum, this notification must:
- Inform parents that their child is eligible to attend another public school due to the identification of the current school as in need of improvement;
  - Identify each public school, which may include charter schools, that the parent can select;
  - Include information on the academic achievement of the schools that the parent may select [34 C.F.R. 200.37(b)(4)].

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### **APPENDIX C**

#### **Attachment D: Key Facts about Public School Choice Requirements**

13. The LEA should also include an explanation of why the choices made available to parents may have been limited.
14. An LEA may provide additional information on the schools to which the student may transfer, such as a description of any special academic programs or facilities, the availability of before- or after-school programs, and the professional qualifications of teachers. Such additional information should be presented in an unbiased manner that does not seek to dissuade parents from exercising their opportunity to choose a new school.
15. In addition to mailing notices directly to parents, the LEA must provide information about choice options through broader means, including newspapers, posters, and the Internet.
16. District officials should urge parents to consult a variety of sources for information about the schools that are available to accept transfer students. These sources of information might include other parents, the local media, school visits and information available on school performance report cards. Parents should match the strengths of a particular school with the needs of their child, so that the child will be able to receive appropriate instruction geared toward improving his or her academic achievement.
17. An LEA might set different timelines for parents to make their decisions on choice, depending on the circumstances in the LEA and its schools. For example, the LEA might permit parents to exercise choice at various times during the school year (e.g., in the spring of the prior school year, at the beginning of the school year, and at the beginning of the second semester).

- Alternatively, the LEA may establish a “window” during which parents must exercise their choice option. Whatever the case, the LEA must set a reasonable deadline by which parents must apply and ensure that the parents have sufficient time and information to make an informed decision about selecting a school. The LEA should work with parents to ensure that they have ample information and time to take advantage of the opportunity to choose a different public school for their child.
18. Parents must be notified that their child’s school is identified for improvement even if there are no schools to which students can transfer.

To access the complete guidance on public school choice – click on the following link:  
<http://www.ed.gov/policy/elsec/guid/schoolchoiceguid.doc>

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## **APPENDIX D CRITERIA FOR REVIEWING IMPROVEMENT PLANS**

### **Technical Review**

All schools must submit:

- Completed cover page
- Improvement Plan Abstract
- School Demographic Information
- Description of the Plan Development and Monitoring, including the district’s peer review of the plan
- School Improvement Action Plan (Page 9)
- A description of the school or district teacher mentoring program
- Completed Budget Narrative and applicable budget, professional development, contracted services, and equipment justification forms
- Completed OBM Form 1
- A description of how the school has fulfilled the Title I Parent Notification requirements, together with a copy of the school’s notification letter to parents
- Signed and dated Title I Memorandum of Understanding

### **Content Review**

Plans will be reviewed to determine the extent to which:

- the abstract clearly describes the underlying, or “root cause” issues the proposed activities are designed to address;
- the action plan’s proposed activities are clearly explained and aligned with the area(s) that caused the school to be identified;
- the objectives are written as results-oriented statements;

- the proposed activities are described in sufficient detail, with a timetable;
- a plan for how the activities will be monitored and assessed for effectiveness is clearly explained.
- the costs associated with carrying out the selected activities are authorized by Title I; and
- the school has consulted with parents and outside experts to develop its plan.

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