

**NEW HAMPSHIRE  
DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION  
PROGRAM APPROVAL AND IMPROVEMENT PROCESS**

**SAU #53  
ALLENSTOWN SCHOOL DISTRICT  
FOCUSED MONITORING  
SUMMARY REPORT**

**THOMAS HALEY, Superintendent of Schools  
PATTY WILLIS, Director of Special Education**

Jen Dolloff, Mary Anne Byrne:  
Education Consultants, SERESC

Report Date: May 9, 2008

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## **I. TEAM MEMBERS**

<b>NAME</b>	<b>PROFESSIONAL ROLE</b>
Jen Dolloff	Technical Assistant
Mary Anne Byrne	Technical Assistant
Patty Willis	Special Education Director, SAU #53
Anthony Blinn	Special Education Director, Allenstown
Betsey Cox-Buteau	ARD Principal
Terri Kenny	AES Principal
Kasey Fillion	School Psychologist
Nicole Cotnoir	Speech Pathologist
Pat Langdon	Teacher
Karen Guercia	Assistant Special Ed. Director
Peter Warburton	Assistant Superintendent
Judith Howe	Family/School Liaison
Lee Blount	Title 1 Teacher
Sharon Scheirer	Title 1 Teacher
Linda Carlisle	Grade 4 Teacher
Rikki Bornstein	Reading Specialist
Deidre Turmelle	Reading Specialist

## **II. BACKGROUND AND DISTRICT PROFILE**

The Allenstown School District has been identified as a DINI in Math and Reading as well as a SINI for Math at the Armand R. Dupont School. Allenstown was one of two randomly selected school districts to take part in Focused Monitoring.

Allenstown's school enrollment for 2007-2008 is 453. Allenstown has an elementary school which houses grades K-4 and a middle school (Armand R. Dupont) which houses grades 5-8; high school aged students attend Pembroke Academy and Preschool Students attend The Learning Connection SAU Preschool, as well as several community based preschools.

## **III. DISTRICT MISSION AND BELIEFS**

The Allenstown School District is committed to graduating all its students prepared for success as effective communicators; problem solvers; community contributors; and life-long, self-directed learners.

## **IV. FOCUSED MONITORING PRIORITY**

The Achievement Team used the Root Cause Analysis process to determine the current status of Leadership, District-wide Processes, and Culture and Climate. Once we identified areas of need, we brainstormed possible root causes. The following areas were identified as possible causes:

- Decentralized decision-making leads to lack of continuity and consistency
- Effective communication around decision-making does not take place
- District goals are not in place to drive change or improvement
- There is a lack of a unified approach to school improvement
- Means of communication with all stakeholders is insufficient.

These items became the priorities that controlled the actions that were included on Forms 2D of our DINI plan. The achievement team has gathered information through examining district practice within the areas of Curriculum and Instruction, Assessment, and Leadership. These are the three areas that are integrated into the DINI plan as well.

## **V. FOCUSED MONITORING PROCESS**

The Focused Monitoring Process was aligned with the DINI process allowing the Focused Monitoring Achievement Team to serve a dual purpose and align district initiatives. Activities conducted during the year include: My Voice Survey, Performance Pathways Training and use, implementation of Open Court Reading Program, SAU –wide Lasting Literacy task force, PBIS, Laptop Program, Marzano- “Classroom Instruction That Works”, consulting with Art Maerlander, Neuropsychologist from Dartmouth and consultant on RTI, Focus groups, Aimsweb Training and implementation, training on NECAP Accommodations, attendance at the Leadership Institute sponsored by NHSAA, formation of an Allenstown Leadership team which has been meeting every week, and parent and staff surveys.

## VI. DATA INQUIRY AND ANALYSIS

### 1. SYSTEMS READINESS SURVEY:

**Hypothesis:** A baseline measure of the District's readiness for system change across eleven system criteria began the inquiry process.

**Method Data Gathered:** Data was gathered by surveying the Achievement Team and staff via a Focused Monitoring District Self Evaluation Tool covering improved student outcomes, continuous improvement, common mission-literacy and numeracy, collaboration-general and special educators, district decision making, communication across district, professional development, use of data, public reporting of district progress, parent/community participation, alignment of curriculum, instruction, and assessment. These items were individually rated by team members on a scale of 1 (beginning level) to 4 (advanced level).

**Summary of Results:** Survey results placed public reporting of district progress and curriculum and instruction alignment at the advanced levels; improved student outcomes, continuous improvement and common mission for literacy and numeracy at the beginning level.

### 2. PARENT SURVEY REGARDING HOME SCHOOL COMMUNICATION:

**Hypothesis:** A contributing factor to the Allentown School District's poor student performance on the NECAP assessment is that there is not a formal communication process to inform all stakeholders regarding school information.

**Method Data Gathered:** 438 parent surveys were sent home with students for parents to complete and return. The survey requested information regarding various communication strategies, knowledge of school happenings, and subjective commenting.

**Summary of Results:** 438 surveys were distributed (1 per child) and 146 were returned. 42.3% of parents indicated a lack of knowledge regarding major happenings in the Allentown School District. 56% of parents indicated **concern** about their lack of knowledge about major school happenings.

### 3. ADMINISTRATOR SURVEY REGARDING HOME SCHOOL COMMUNICATION:

**Hypothesis:** A contributing factor to the Allentown School District's poor student performance on the NECAP assessment is that there is no a formal communication process to inform all stakeholders regarding school information.

**Method Data Gathered:** A survey was emailed to the school building principals. The survey requested information regarding communication with parents, community and teachers.

**Summary of Results:** Results indicated communication with parents occurs by newsletters, letters home, telephone calls, local newspaper articles, email, websites, meetings, and signage. Communication with teachers occurs by newsletters, email, memos, and meetings. Communication with the community occurs by local newspaper articles, posted notices around the community, meetings, and signage. All methods were determined to have variable reliability.

#### **4. BEST LITERACY AND MATH PRACTICES STAFF SURVEY:**

**Hypothesis:** A contributing factor to Allenstown School District's poor student performance on the NECAP assessment is that there is limited use and knowledge of best practices in the instruction of Reading and Math.

**Method Data Gathered:** A survey was distributed to staff members at the elementary and middle school level that teach reading and math to review the research based instructional strategies that are used on a regular basis.

**Summary of Results:** Staff surveys indicated the top three research based literacy instructional strategies used most often were: give students direct instruction in decoding and reading comprehension strategies that promote independent reading, use a variety of assessment techniques to inform instruction and integrate a comprehensive word study/phonics program into reading/writing instruction. Results indicated the three research based literacy instructional strategies least often used were: computer assisted instruction, use of multiple texts that link and expand concepts, and scaffolding instruction.

Staff surveys indicated the top three research based math instructional strategies used most often were: direct/explicit instruction, sequencing of instructional skills, and instructional routines. Staff surveys indicated the three research based math instructional strategies used least often were: student progress monitoring, flexible grouping, and concrete representational-abstract instruction.

#### **5. STAFF INTERRUPTIONS SURVEY:**

**Hypothesis:** A contributing factor to Allenstown School District's poor student performance on the NECAP assessment is that instructional time is not protected from nonacademic interruptions which impacts continuity of instruction.

**Method Data Gathered:** A survey was distributed to staff members at the elementary and middle school level teachers to gather data on amount of instructional time infringed upon by nonacademic interruptions.

**Summary of Results:** Approximately half of surveys were returned. Results indicated interruptions are problematic to instruction, however solid data could not be derived from feedback. Some comments were: "Unusually high number of PA system interruptions"; "Overall I feel we are interrupted frequently for assemblies/school activities which decreases instructional time"; "Cancellation and rescheduling of meetings often costs me time with the students I work with".

#### **6. METHODS OF STUDENT ASSESSMENTS ACROSS GRADE LEVELS:**

**Hypothesis:** A contributing factor to Allenstown School District's poor student performance on the NECAP assessment is the District does not use consistent, universal assessment systems and devices to identify students struggling academically in a timely manner, monitor regular education student progress in the curriculum, and monitor identified student progress in specialized programs.

**Method Data Gathered:** An individual from the Achievement Team verbally questioned various persons responsible for student assessments across grade levels regarding what assessments were given, when and how often to students K-8.

**Summary of Results:** Results indicated Allenstown uses five different assessment tools (AIMSWEB, STAR, NWEA, Gesell and NECAP) to monitor student progress with variable regularity throughout the school year across grade levels in literacy and math.

## **7. METHODS OF ASSESSMENT ACCOMMODATION IMPLEMENTATION:**

**Hypothesis:** A contributing factor to Allentown School District's poor student performance on the NECAP assessment is the District does not use a system to track and implement accommodations during testing to ensure all students are receiving accommodations needed and that they are delivered in an effective manner.

**Method of Data Gathered:** Persons responsible for accommodation organization and implementation were interviewed at the elementary and middle school levels.

**Summary of Results:** Results indicated accommodations were not accurately implemented in all student situations and a lack of an organized system to track accommodations implemented.

## **8. DATA ANALYSIS OF NECAP GROWTH TARGET RESULTS COMPARISONS FROM 2006 TO 2007**

**Hypothesis:**

**Method of Data Gathered:** NHDOE Performance Pathways

**Summary of Results:** Results indicated that Allentown School District was significantly below the state average in reading and in math for 2006 regarding students who met growth targets. Student growth target results for 2007 indicated that Allentown students made significant gains in both reading and math for both IEP students and regular education students.

## **9. SURVEY REGARDING LEADERSHIP**

**Hypothesis:** There is a lack of system wide decision making and communication

**Method of Data Gathered:** Staff Survey

**Summary of Results:** Results indicated that the majority of the staff felt that decisions made that affected them were not explained adequately. The staff also felt that in the majority of areas they were not part of the decision making process. Areas the staff did feel involved in were budget requests and student homeroom assignments.

## **10. CURRICULUM INFORMATION EXAMINED**

**Hypothesis:** Curriculum is not implemented consistently, essential skills are not identified at each grade level, research based instructional strategies are not implemented and core instruction time is not protected.

**Method of Data Gathered:** GLEs, curriculum maps, NECAP results (prior year and activities), NWEA Descartes.

**Summary of Results:** Results indicated that curriculum is not implemented consistently, essential skills are not identified at each grade level, research based instructional strategies are not implemented and core instruction time is not protected.

## **VII. Special Education Compliance Component NHDOE Focused Monitoring Process**

### **Introduction**

The compliance component of the NHDOE Focused Monitoring Process includes both an internal and external review of Special Education data directly linked to compliance with state and federal Special Education rules and regulations. Data gathered through the various compliance activities is reported back to the school's Achievement Team, as well as the NHDOE, Bureau of Special Education. This is for the purpose of informing both the district and the NHDOE of the status of the district's Special Education processes, programming, and progress of students with disabilities and the alignment of Special Education programming with the curriculum, instruction, and assessment systems within the school district.

### **Data Collection Activities**

As part of the NHDOE Focused Monitoring Process, a Special Education compliance review was conducted in the Allenstown School District. Listed below are the data that were reviewed as part of the compliance review, all of which are summarized in this report.

- Review of random IEPs
- Review of LEA Focused Monitoring Compliance Application including:
  - Special Education Policy and Procedures
  - Special Education staff qualifications
  - Program descriptions
- Review of all district Special Education programming
- James O Compliance Review (if applicable)
- Review of Out of District Files
- When appropriate, review of student records for students with disabilities who are attending Charter Schools
- Review of parent feedback collected through the focused monitoring data collection activities
- Review of requests for approval of new programs, and/or changes to existing programs

### **IEP Review Process, Conducted on March 13, 14 and May 8, 2008**

As part of the compliance component of Focused Monitoring, the NHDOE worked in collaboration with the Allenstown School District to conduct reviews of student IEPs. The IEP Review Process has been designed by the NHDOE to assist teams in examining the IEP for educational benefit, as well as compliance with state and federal Special Education rules and regulations. The review is based on the fact that the IEP is the foundation of the Special Education process.

**As required by the IEP review process, general and special educators in the Allenstown School District were provided with a collaborative opportunity to review 4 IEPs that were randomly selected to determine if the documents included the following information:**

- Student's present level of performance
- Measurable annual goals related to specific student needs
- Instructional strategies, interventions, and supports identified and implemented to support progress toward measurable goals
- Assessment (formative and summative) information gathered to develop annual goals and to measure progress toward annual goals
- Accommodations and/or modifications determined to support student access to the general curriculum instruction and assessment
- Identification of who will gather assessment data, where/when it will be gathered and how data are recorded
- The revision of goals and/or objectives/benchmarks to the general education curriculum, instruction, and assessment practices when students are not demonstrating success, when appropriate

- Three-year look back at the student’s progress toward key IEP goals and the documented evidence of student gains

The intended outcome of the IEP Review Process is not only to ensure compliance, but to also develop a plan for improved communication and collaboration between general and special educators, parents and students in the development, implementation and monitoring of IEPs.

**BELOW IS THE SUMMARY OF DISTRICT LEVEL FINDINGS THAT RESULTED FROM THE IEP REVIEW PROCESS CONDUCTED IN THE ALLENSTOWN SCHOOL DISTRICT:**

**District Summary of IEP Review Process**

**Number of IEPs Reviewed: 4**

	<b>Yes</b>	<b>No</b>
Is there a relationship between the student’s needs resulting from his/her disability and the goals?	4	
Are the annual goals measurable (i.e., contain criteria for measurable and achievable progress)?	4	
Is there evidence the student is making progress? (Measuring Progress, #3)	4	
Does this year’s goal reflect last year’s progress? e.g., more complex goal(s), address needs commensurate with the progress and present levels of performance.) (Longitudinal IEP Review, #4)	3	1

**Conclusions/Patterns Trends Identified Through IEP Review Process**

- **How has this process informed future plans for improving the writing of student IEPs?**
  1. Team members will gather and document more information for programming.
  2. Staff members will meet regularly with the literacy team when reading interventions are not resulting in improved achievement.
  3. When appropriate, screenings and review of emotional needs will be conducted.
- **Describe how individual student performance information is conveyed from grade to grade/school to school:**
  1. Grade level teachers meet with case managers and attend IEP meetings.
  2. Grade level teachers meet with case managers and sending teachers prior to the start of the school year.
  3. Transition to the High School includes an orientation.
  4. Follow the Child Forms are used for each student annually to document personal, physical, social, and academic progress and program supports, interventions and/or methodology.
- **How will the district further explore the factors that have impacted poor scores for individual students on state assessments?**
  1. IEP teams will assure appropriate accommodations are selected and implemented for individual students.
  2. Student needs will be brought to the literacy team for review and suggestions.

**Strengths and suggestions identified related to IEP development/progress monitoring and services:**

**Strengths:**

1. Staff members throughout the district use common language with respect to assessments, assessment monitoring and use of data.
2. Staff members use data to inform instruction and make decisions regarding programming.
3. Goals are written in measureable terms.
4. Service providers remain consistent for individual students.

- The district utilizes a comprehensive system of progress monitoring (e.g. AimsWeb, NWEA)

**\*Suggestions:**

- Supplement quarterly IEP progress reports updates with narrative information regarding methodology, progress data, etc.
- Document interventions: methods, frequency, duration and results.
- Document and review retention practices.
- Develop a consistent schedule that allows for formal collaboration time.
- Visit other schools to explore other collaboration practices.

• **Strengths and suggestions related to the overall education system**

**Strengths:**

- Assessment Practices.
- Use of data to inform instruction.
- IEP goals are measurable and well written.

**Suggestions:**

- Formalize retention policy and procedure.
- Provide time and a structure for general and special education collaboration.
- Provide more scheduled time and guidance/facilitation for collaborative data inquiry.

## VIII. PRESCHOOL PROGRAM REVIEW

<p><b>NEW HAMPSHIRE DEPARTMENT OF EDUCATION SPECIAL EDUCATION PROGRAM APPROVAL AND MONITORING PROCESS PRESCHOOL PROGRAM REVIEW FORM</b></p>
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School District: Allenstown	SAU#: 53	Date: May 6, 2008
Team Members: Mary Anne Byrne	Paula Holden, Preschool Outreach	
Jen Dolloff, Technical Assistant	Libby Manning-Bolduc, Preschool Teacher	
Anthony Blinn, Special Education Coordinator	Colleen Bovi, Technical Assistant	
Patty Willis, Special Education Director		

### ACCESS TO APPROPRIATE PRESCHOOL ACTIVITIES

<p><b><u>Ed. 1109.01 Elements of an IEP</u></b> <b><u>CFR 300.320 Content of IEP</u></b>  <b><u>Ed. 1109.05, Implementation of IEP</u></b> <b><u>20 U.S.C. 1414 (d)</u></b>  <b><u>Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings</u></b> <b><u>CFR 300.320(a) CFR 300.34</u></b> <b><u>Ed. 1119.03, Full Access to District's Curricula</u></b>  <b><u>Ed. 1107.04 (d) Qualified Examiner</u></b>  <b><u>Ed. 1133.05 (c)(h)(k) CFR 300.320 Program Requirements</u></b>  <b><u>Ed. 1133.20 Protections Afforded to Children with Disabilities</u></b>  <b><u>CFR 300.320(a)(1)(ii)</u></b> ". . .for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;)"  <b><u>CFR 300.320(a)(4)(iii)</u></b> "To be educated and participate with other children with disabilities and non disabled children"</p>
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SAU #53 offers a continuum of supports and services to preschool children in both a self-contained and community-based programs. The Learning Center (TLC) Preschool, housed at the Pembroke Hill School, serves 12 three-year olds in the morning session and 8 four-year olds in the afternoon session. There are approximately 12 students attending six different community preschool programs. There is a full-time teacher, a part-time preschool outreach coordinator, and speech, occupational and physical therapists. The district also contracts with individuals to provide vision, behavior and school psychology services. While the TLC is an integrated preschool program that offers free tuition to non-disabled children, the district has a difficult time enrolling typical peers. Despite this enrollment issue, children attending the TLC have opportunities to participate the library, gym and in appropriate school assemblies with their non-disabled peers.

There are many opportunities for parents to participate in their child’s preschool program. The Special Education Coordinator makes the first contact with families and assists with their transition to the public school setting. Parents are invited to visit the program and to attend progress review meetings. Phone calls and monthly calendars keep parents informed of activities and progress. For those students attending community-based programs, communication books, phone calls and progress meetings keep families connected.

**TRANSITION**

**Ed. 1107.02 (h) Process; Provision of FAPE CFR 300.124 Part C Transition**  
**Ed. 1109.01 Elements of an IEP (Transition Services)**  
**Ed. 1109.03, IEP Team CFR 300.321 and 300.321(f)**  
**CFR 300.322 (b) Parent Participation**

This includes movement from (a) Early Supports and Services (ESS) to preschool, and b) pre-school to elementary school.

SAU #53 has a Memorandum of Agreement with Community Bridges, their Early Supports and Services provider, to ensure a smooth transition to preschool services. Home visits are scheduled when a referral is received from ESS. If there is enough diagnostic information to determine eligibility, the current Individual Family Service Plan is implemented so there is no disruption of services. A full evaluation will be recommended if eligibility is in question. Parents are involved in every aspect of transition.

Transition to kindergarten is comprehensive. Internal staff meetings are held to design appropriate transition activities. Family fun nights are scheduled, field trips to the receiving school are planned, and ESY programs are offered as appropriate to assist with transition. Private preschool programs participate in the transition events as appropriate.

**BEHAVIOR STRATEGIES AND DISCIPLINE**

<b><u>Ed. 1109.02 Program</u></b>	<b><u>CFR 300.324</u></b>
<b><u>Ed. 1119.11 Disciplinary Procedures</u></b>	<b><u>CFR 300.530-300.536</u></b>
<b><u>Ed. 1133.07 (a) (b) (c) (d) (e)</u></b>	<b><u>CFR 300.530-300.536</u></b>
<b><u>20 U.S.C. 1415 (K)</u></b>	
<b><u>Child Management – Private Schools</u></b>	<b><u>RSA 169-C Child Protection Act</u></b>

SAU #53 supports a positive behavior approach in the preschool environment. Staff are trained in the Crisis Prevention Institute’s nonviolent crisis intervention approach and Applied Behavior Analysis. The preschool team meets weekly to review the individual programs and behavior plans of their students. A written behavior plan is consistently applied with an appropriate reward system of verbal praise, high 5s and stickers. Professional development activities are offered to both professional and paraprofessional staff and are easily embedded in their day-to-day programming and weekly team consulting.

## ASSESSMENT

<u>Ed. 1109.02 Program</u>	<u>CFR 300.324</u>
<u>Ed. 1119.11 Disciplinary Procedures</u>	<u>CFR 300.530-300.536</u>
<u>Ed. 1133.07 (a) (b) (c) (d) (e)</u>	<u>CFR 300.530-300.536</u>
<u>20 U.S.C. 1415 (K)</u>	
<u>Child Management – Private Schools</u>	<u>RSA 169-C Child Protection Act</u>

TLC selected the Creative Curriculum® Developmental Continuum Assessment for Ages 3-5 to meet the preschool special education outcomes requirement. The staff also use the Brigance® Inventory of Early Development II (IED-II) to screen children referred to the program. The preschool team reports that collecting data for this state requirement is a challenge, especially for those children participating in community preschool programs where there are fewer environmental controls. Data from other formal and informal measures are collected and analyzed. Data are used to improve outcomes for the preschool population, to review the methodology utilized and to assist the staff in structuring large and small group activities and direct instruction. Data are also used to determine the appropriate level of support required for the students to remain in less restrictive environments.

Child Find efforts are ongoing. There is a family-school liaison that works with the team. Families new to the community receive welcome letters. A clear referral process for the preschool is established for the various districts within the SAU.

## STRENGTHS AND SUGGESTIONS

SAU #52 offers a continuum of supports and services in both center-based and community-based programs. The staff are highly trained and are commended for their cohesive team approach and their commitment to the children in the program. Strong administrative support is evident. Preschool outreach activities are commendable. There are professional development opportunities for both professional and paraprofessional staff. The team utilizes weekly team meetings for monitoring programs and analyzing data to ensure that students are making progress toward achieving their goals. Transitions are carefully planned. The program has a strong positive behavioral support philosophy and staff effectively implement the behavior plans. Behavioral data are collected, charted and analyzed.

It is suggested that the preschool team identify ways to expand enrollment of typical peers in the TLC. It may be helpful to establish curriculum guidelines for the community-based preschool programs in an effort to align curriculum and instruction to the assessments needed for reporting preschool outcomes.

## IX. THE IMPROVEMENT/ACTION PLAN

The following pages are from the DINI Plan section 2D:



## District/School Improvement Plan Cover Page

<b>Phase 2: <i>Strategies and Implementation</i> Product 2A</b>	<b><i>Due no later than February 15, 2008</i></b>
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<b>SAU#:53</b>		
<b>District Name: Allenstown</b>		
<b>Superintendent of Schools: Thomas Haley</b>		
<b>Address: 267 Pembroke Street</b>		
<b>City: Pembroke</b>	<b>Zip: 03275</b>	
<b>Tel: 485-5187</b>	<b>Fax: 485-9529</b>	<b>E-mail: thaley@sau53.org</b>

### District Improvement Coordinator Contact:

<b>Name: Anthony Blinn</b>		
<b>Title: District Director of Special Education</b>		
<b>Address: 10 ½ School Street</b>		
<b>City: Allenstown, NH</b>	<b>Zip: 03275</b>	
<b>Tel: 603-485-4474 x243</b>	<b>Fax: 603-485-1806</b>	<b>E-mail: ablinn@sau53.org</b>

### District/School Improvement Monitoring Team: (Achievement Team)

<b>Name</b>	<b>Title</b>
Peter Warburton	School Administrative Unit #53 - Assistant Superintendent
Patty Willis	School Administrative Unit #53 - Special Education Director
Karen Guercia	School Administrative Unit #53 – Asst. Special Education Director
Terri Kenny	Allenstown Elementary School- Principal
Rikki Bornstein	Allenstown Elementary School- Reading Specialist
Sharon Scheirer	Allenstown Elementary School- Title I Teacher/Coordinator
Linda Carlisle	Allenstown Elementary School- Grade 4 Teacher
Dr. Betsey Cox-Buteau	Armand R. Dupont School-Principal
Pat Langdon	Armand R. Dupont School-Grade 6 Teacher
Nicole Cotnoir	Armand R. Dupont School-Speech Pathologist
Lee Blount	Armand R. Dupont School-Title I Teacher
Deidra Turmelle	Armand R. Dupont School – Reading Specialist
Judith Howe	Allenstown School District -Family/School Liaison
Kasey Landry-Filion	Allenstown School District - School Psychologist

### **Communicating the DINI Plan**

The Allenstown School District Leadership Team will communicate the three Priority Areas (Curriculum and Instruction, Assessment, and Leadership) to the district staff, parents, and community members via the following:

- sending a letter home to parents
- posting the letter on the [www.sau53.org/Allenstown](http://www.sau53.org/Allenstown) website
- summarizing for the Allenstown School Board
- submitting information in the Hooksett Banner and Concord Monitor
- updating the Family School Liaison, in order to personally deliver the information to parents with literacy challenges

In each communication event, the district staff, parent, and community members will be encouraged to contact a member of the Leadership Team for whether more information and/or to offer support in implementing the plan.

### **DINI Plan Monitoring**

The Achievement Team, which has been and will continue to meet on a monthly basis throughout the 2008-2009 school year, will monitor the implementation and effectiveness of the activities outlined in the DINI plan.

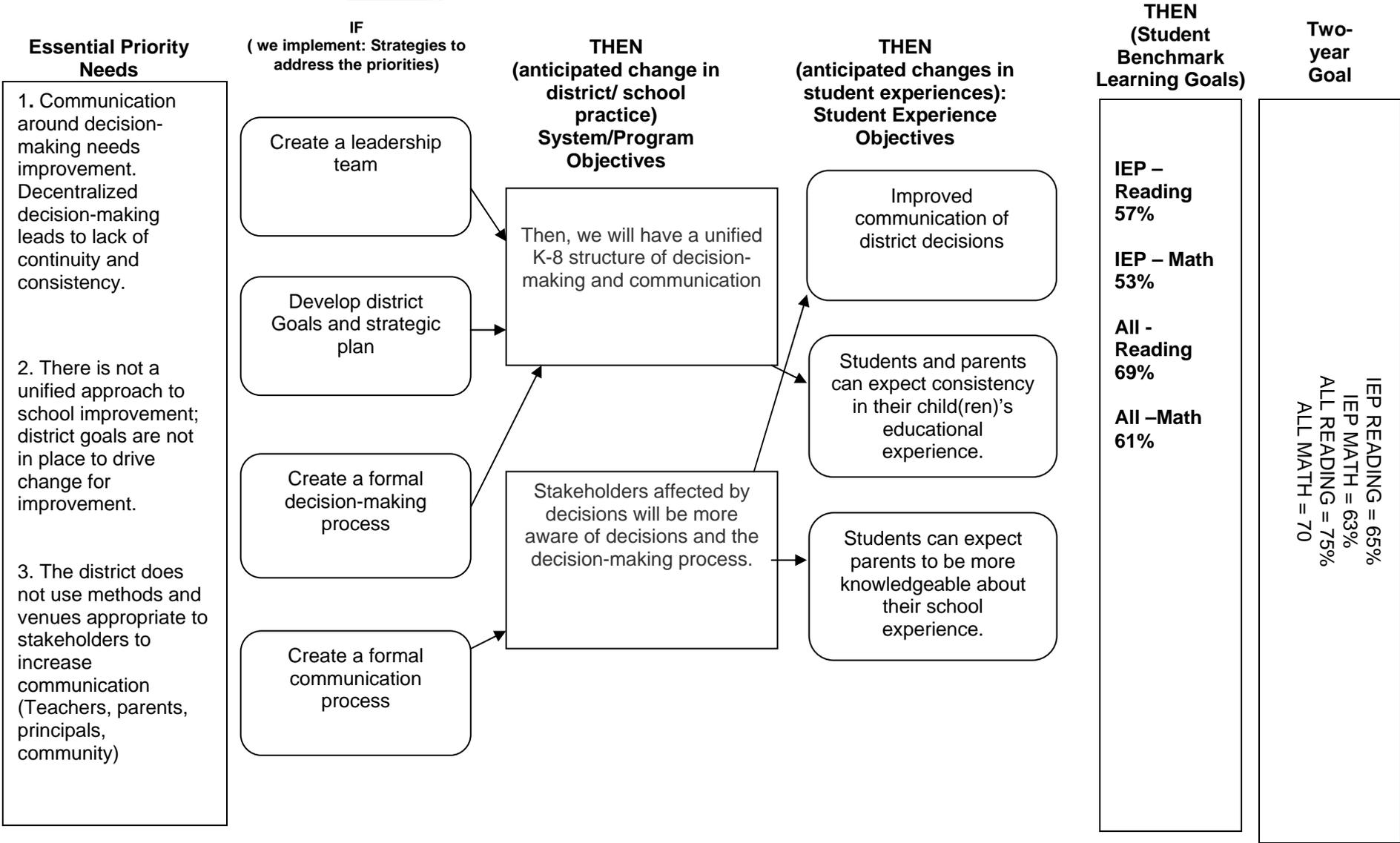
The Team will be responsible for maintaining a record of the meeting, which will include action items with time frames and responsible parties. One of the action items will include information to be shared with not only the Allenstown School District staff, but also parents and the community. The team will disseminate the information in the following manner:

- Posting on [www.sau53.org](http://www.sau53.org) website
- Submission to monthly newsletter

**Location of performance gap:**

- 1) For students with disabilities, grades 4-8, 49% made their growth target in reading and 43% made their growth target in math (NECAP 2007).
- 2) For all students, grades 4-8, 63% made their growth target in reading and 52% made their growth target in math (NECAP 2007).

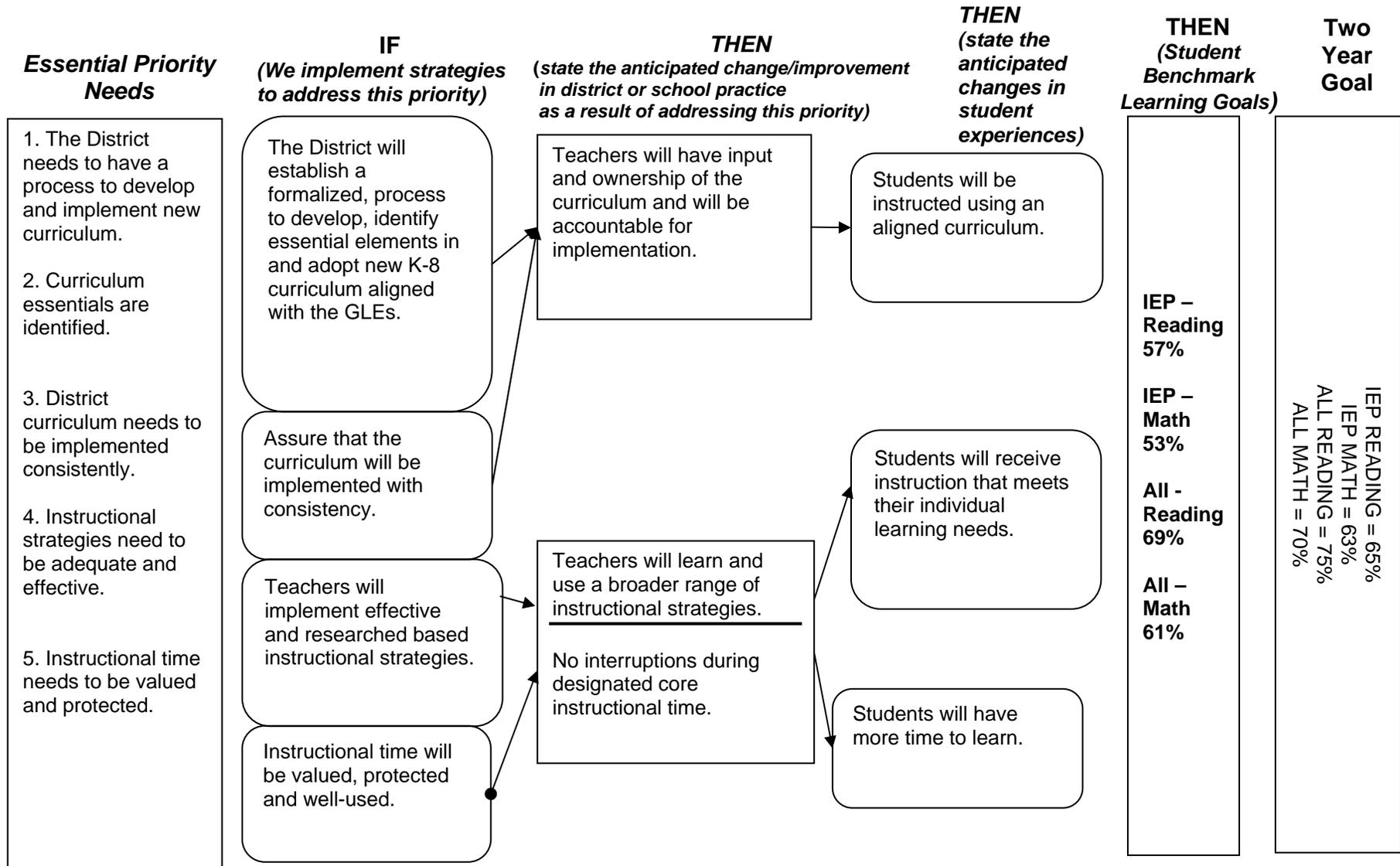
**Priority Area of Improvement #: Leadership**



**Location of performance gap:**

- 1) For students with disabilities, grades 4-8, 49% made their growth target in reading and 43% made their growth target in math (NECAP 2007).
- 2) For all students, grades 4-8, 63% made their growth target in reading and 52% made their growth target in math (NECAP 2007).

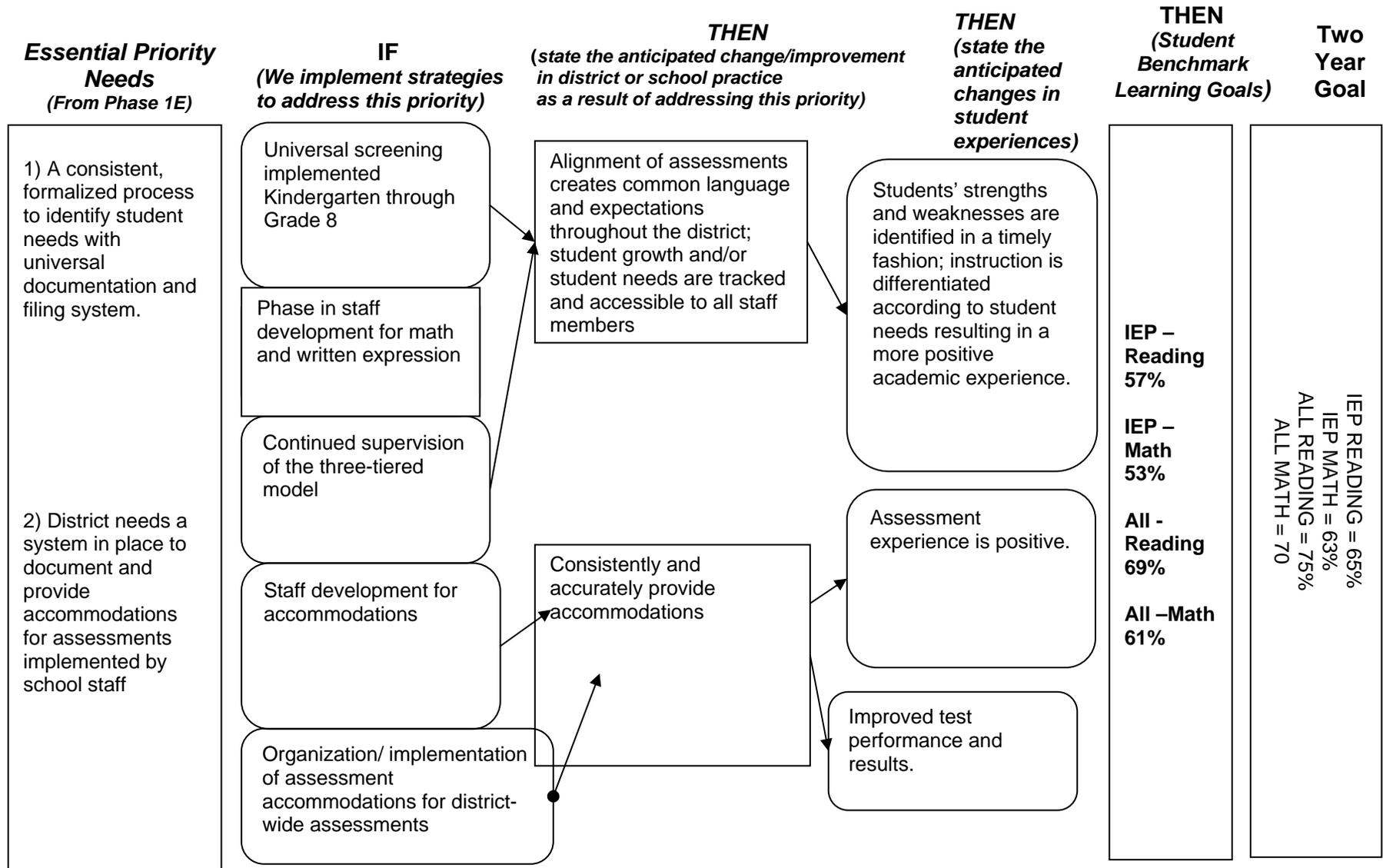
**Priority Area of Improvement #: Curriculum and Instruction**



**Location of performance gap:**

- 1) For students with disabilities, grades 4-8, 49% made their growth target in reading and 43% made their growth target in math (NECAP 2007).
- 2) For all students, grades 4-8, 63% made their growth target in reading and 52% made their growth target in math (NECAP 2007).

Priority Area of Improvement #: Assessment



## 2007-2008 School Year Strategies and Implementation Plan

**Instructions:** Use the format below to describe the proposed activities for 2007-08. Provide sufficient detail to assist the reviewers in understanding how the activities are designed to achieve the anticipated changes/outcomes in district practice and student learning.

*Duplicate this page as needed. Complete one form for each approved district improvement goal.*

<b>Two-Year Student Learning Goals</b>	Percent of Students making Growth Target: <b>Benchmark</b> IEP READING - 57% IEP MATH - 53% ALL READING - 69% ALL MATH - 61%		<b>2-yr Goal</b> IEP READING - 65% IEP MATH - 63% ALL READING - 75% ALL MATH - 70%		<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 checked="" type="checkbox"/> Establishing or Implementing Local Assessments <input checked="" type="checkbox"/> Establishing or Implementing Processes to Follow the Progress of Each Child <input type="checkbox"/> Addressing Specific Needs of Low-Achieving Students <input checked="" 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 checked="" type="checkbox"/> Implementation of Scientifically-Based Research Programs or Processes <input type="checkbox"/> Parent and Community Involvement <input type="checkbox"/> Extended-Time Learning <input type="checkbox"/> Other (please describe: _____)		
	<b>Strategy # : 1</b>	Assessment – Implement universal screening K-8					
<b>Objectives (anticipated outcomes from implementing the proposed strategies and activities)</b>	(District Processes) <i>Anticipated changes in district or school practice as a result of implementing this strategy:</i> District wide common assessment to identify student needs.						
	(Student Experiences) <i>Anticipated changes in student experiences as a result of implementing this strategy:</i> More positive academic experience because strengths and weaknesses are identified in a timely fashion.						
<b>Proposed Activities for 2007-08</b> <i>Describe the activities to be implemented to achieve the desired outcomes in district practice and student experiences. Provide sufficient detail regarding the purpose of each strategy and how it will be implemented.</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 the activity begin/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? By whom?</i>	<b>Monitoring (Effectiveness)</b> <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>	<b>Title I District Improvement Funds</b> <i>Include amount allocated to this activity if applicable. Be sure to provide sufficient detail on the Budget Narrative page.</i>	
Develop a system to be placed in student files to track assessment results	Office supplies, time	1/08-6/08	Leadership Team and office secretaries	Quarterly file checks/check list scores by Yellow/SAT teams	Qualitative checklist scored by Yellow/SAT teams, Achievement Team	Time and materials Refer to BUDGET: SUPPLIES	
Organization and implementation of spring and winter benchmarks	Trained staff, team to organize implementation, testing materials, space	1/31/08	Leadership Team	Data entry per benchmark period overseen by administration	Administration, Achievement Team	Refer to BUDGET: Contracted Services-Margaret Gram	

**2007-2008 School Year Strategies and Implementation Plan**

**Instructions:** Use the format below to describe the proposed activities for 2007-08. Provide sufficient detail to assist the reviewers in understanding how the activities are designed to achieve the anticipated changes/outcomes in district practice and student learning.

*Duplicate this page as needed. Complete one form for each approved district improvement goal.*

<p><b>Two-Year Student Learning Goals</b></p>	<p>Percent of Students making Growth Target:  <b>Benchmark</b>                  IEP READING = 57%                  IEP MATH = 53%                  ALL READING = 69%                  ALL MATH = 61%  <b>2-yr Goal</b>                  IEP READING = 65%                  IEP MATH = 63%                  ALL READING = 75%                  ALL MATH = 70%</p>		<p>The following strategies will be implemented to achieve this goal <b>(check all that apply)</b>:</p> <p><input type="checkbox"/> Improvement in Curriculum and Instruction  <input checked="" type="checkbox"/> Establishing or Implementing Local Assessments  <input checked="" type="checkbox"/> Establishing or Implementing Processes to Follow the Progress of Each Child  <input 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 type="checkbox"/> Climate/Culture (staff and/or students)  <input checked="" type="checkbox"/> Implementation of Scientifically-Based Research Programs or Processes  <input type="checkbox"/> Parent and Community Involvement  <input type="checkbox"/> Extended-Time Learning  <input type="checkbox"/> Other (please describe: _____)</p>			
<p><b>Strategy # : 2</b></p>	<p>Assessment – Continued supervision of three-tiered model</p>					
<p><b>Objectives (anticipated outcomes from implementing the proposed strategies and activities)</b></p>	<p>(District Processes) <i>Anticipated changes in district or school practice as a result of implementing this strategy:</i>                  Shift from remedial to services to preventive services and to make changes in interventions that are data driven.                  (Student Experiences) <i>Anticipated changes in student experiences as a result of implementing this strategy:</i>                  Increased student academic achievement</p>					
<p><b>Proposed Activities for 2007-08</b>  <i>Describe the activities to be implemented to achieve the desired outcomes in district practice and student experiences. Provide sufficient detail regarding the purpose of each strategy and how it will be implemented.</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 the activity begin/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? By whom?</i></p>	<p><b>Monitoring (Effectiveness)</b>  <i>What evidence will be collected to assess effectiveness? How often? By whom?</i></p>	<p><b>Title I District Improvement Funds</b>  <i>Include amount allocated to this activity if applicable. Be sure to provide sufficient detail on the Budget Narrative page.</i></p>
<p>Literacy Team meetings</p>	<p>Team members, Performance Tracker</p>	<p>2/08-6/08</p>	<p>Reading Specialists and Leadership Team</p>	<p>Rank ordered list of students monitored by the literacy team</p>	<p>The literacy team will meet weekly to review student progress, Achievement Team</p>	<p>No funds needed</p>
<p>Rank ordering of K-8 students through the triangulation of data</p>	<p>Team members, Performance Tracker</p>	<p>2/08-6/08</p>	<p>Reading Specialists and Leadership Team</p>	<p>Rank ordered list of students monitored by the literacy team</p>	<p>The literacy team will meet weekly to review student progress, Achievement Team</p>	<p>No funds needed</p>

## 2007-2008 School Year Strategies and Implementation Plan

**Instructions:** Use the format below to describe the proposed activities for 2007-08. Provide sufficient detail to assist the reviewers in understanding how the activities are designed to achieve the anticipated changes/outcomes in district practice and student learning.

*Duplicate this page as needed. Complete one form for each approved district improvement goal.*

<b>Two-Year Student Learning Goals</b>	Percent of Students making Growth Target:		<p>The following strategies will be implemented to achieve this goal (check all that apply):</p> <input type="checkbox"/> Improvement in Curriculum and Instruction <input checked="" type="checkbox"/> Establishing or Implementing Local Assessments <input checked="" type="checkbox"/> Establishing or Implementing Processes to Follow the Progress of Each Child <input type="checkbox"/> Addressing Specific Needs of Low-Achieving Students <input checked="" 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 checked="" type="checkbox"/> Implementation of Scientifically-Based Research Programs or Processes <input type="checkbox"/> Parent and Community Involvement <input type="checkbox"/> Extended-Time Learning <input type="checkbox"/> Other (please describe: _____)			
	<b>Benchmark</b>	<b>2-yr Goal</b>				
<b>Strategy # : 3</b>	Assessment – Phase in Staff Development for Math & Written Expression					
	<p>(District Processes) Anticipated changes in district or school practice as a result of implementing this strategy: Monitoring progress in math and written expression</p> <p>(Student Experiences) Anticipated changes in student experiences as a result of implementing this strategy: Student strengths and weaknesses are identified, individual student needs are met, which leads to increased student achievement</p>					
<b>Objectives (anticipated outcomes from implementing the proposed strategies and activities)</b>						
<b>Proposed Activities for 2007-08</b> <i>Describe the activities to be implemented to achieve the desired outcomes in district practice and student experiences. Provide sufficient detail regarding the purpose of each strategy and how it will be implemented.</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 the activity begin/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? By whom?</i>	<b>Monitoring (Effectiveness)</b> <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>	<b>Title I District Improvement Funds</b> <i>Include amount allocated to this activity if applicable. Be sure to provide sufficient detail on the Budget Narrative page.</i>
Staff overview of AIMSweb by AIMSweb consultant	CAT, Professional Days, Subs, Space	1/08 – ongoing	Leadership Team	Certificate of Attendance	Achievement Team Monthly meeting discussion	Refer to BUDGET: Contracted Services- Margaret Gram
Identify staff needing training in RCBM, MAZE, EL <u>VERSES</u> Decide between assessment team and staff training	Leadership Team and AIMSweb consultant	1/08 – ongoing	Leadership Team	Leadership Meeting minutes, Feedback after benchmarking from district staff	Achievement Team and Leadership Team meetings	n/a

**2007-2008 School Year Strategies and Implementation Plan**

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<p><b>Two-Year Student Learning Goals</b></p>	<p>Percent of Students making Growth Target:  <b>Benchmark</b>                  IEP READING - 57%                  IEP MATH - 53%                  ALL READING - 69%                  ALL MATH - 61%  <b>2-yr Goal</b>                  IEP READING - 65%                  IEP MATH - 63%                  ALL READING - 75%                  ALL MATH - 70%</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 type="checkbox"/> Improvement in Curriculum and Instruction</li> <li><input type="checkbox"/> Establishing or Implementing Local Assessments</li> <li><input type="checkbox"/> Establishing or 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 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"/> Implementation of Scientifically-Based Research Programs or Processes</li> <li><input type="checkbox"/> Parent and Community Involvement</li> <li><input type="checkbox"/> Extended-Time Learning</li> <li><input type="checkbox"/> Other (please describe: _____)</li> </ul>			
<p><b>Strategy # : 4</b></p>	<p>Assessment – Organization/implementation of assessment accommodations (accommodations grid)</p>					
<p><b>Objectives (anticipated outcomes from implementing the proposed strategies and activities)</b></p>	<p>(District Processes) <i>Anticipated changes in district or school practice as a result of implementing this strategy:</i>                  More organized implementation of accommodations. Improved test scores.                  (Student Experiences) <i>Anticipated changes in student experiences as a result of implementing this strategy:</i>                  Testing experience is more positive. Improved test scores.</p>					
<p><b>Proposed Activities for 2007-08</b>                  Describe the activities to be implemented to achieve the desired outcomes in district practice and student experiences. Provide sufficient detail regarding the purpose of each strategy and how it will be implemented.</p>	<p><b>Resources</b>                  What existing and/or new resources will be used to accomplish the activity?</p>	<p><b>Timeline</b>                  When will the activity begin/end?</p>	<p><b>Oversight</b>                  Who will take primary responsibility/ leadership? Who else needs to be involved?</p>	<p><b>Monitoring (Implementation)</b>                  What evidence will be collected to document implementation?                  How often? By whom?</p>	<p><b>Monitoring (Effectiveness)</b>                  What evidence will be collected to assess effectiveness?                  How often? By whom?</p>	<p><b>Title I District Improvement Funds</b>                  Include amount allocated to this activity if applicable. Be sure to provide sufficient detail on the Budget Narrative page.</p>
<p>Completion of grid for all students who receive accommodations</p>	<p>Grid format (SEE ATTACHED) teachers, IEPs</p>	<p>1/08-5/08</p>	<p>SPED, Guidance Grade level teams, Leadership Team</p>	<p>Completed grids stored by guidance</p>	<p>Improvement in NECAP scores reviewed by Leadership Team, Achievement Team</p>	<p>Refer to BUDGET: Supplies</p>

## 2007-2008 School Year Strategies and Implementation Plan

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<b>Two-Year Student Learning Goals</b>	Percent of Students making Growth Target: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>Benchmark</b></td> <td style="width: 50%;"><b>2-yr Goal</b></td> </tr> <tr> <td>IEP READING = 57%</td> <td>IEP READING = 65%</td> </tr> <tr> <td>IEP MATH = 53%</td> <td>IEP MATH = 63%</td> </tr> <tr> <td>ALL READING = 69%</td> <td>ALL READING = 75%</td> </tr> <tr> <td>ALL MATH = 61%</td> <td>ALL MATH = 70%</td> </tr> </table>	<b>Benchmark</b>	<b>2-yr Goal</b>	IEP READING = 57%	IEP READING = 65%	IEP MATH = 53%	IEP MATH = 63%	ALL READING = 69%	ALL READING = 75%	ALL MATH = 61%	ALL MATH = 70%	The following strategies will be implemented to achieve this goal <b>(check all that apply):</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Improvement in Curriculum and Instruction</li> <li><input type="checkbox"/> Establishing or Implementing Local Assessments</li> <li><input type="checkbox"/> Establishing or Implementing Processes to Follow the Progress of Each Child</li> <li><input 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 type="checkbox"/> Implementation of Scientifically-Based Research Programs or Processes</li> <li><input type="checkbox"/> Parent and Community Involvement</li> <li><input type="checkbox"/> Extended-Time Learning</li> <li><input type="checkbox"/> Other (please describe: _____)</li> </ul>				
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ALL MATH = 61%	ALL MATH = 70%															
<b>Strategy # : 5</b>	Assessment – Staff Development for Accommodations															
<b>Objectives (anticipated outcomes from implementing the proposed strategies and activities)</b>	(District Processes) <i>Anticipated changes in district or school practice as a result of implementing this strategy:</i>  More organized implementation of accommodation. Improved test scores.  (Student Experiences) <i>Anticipated changes in student experiences as a result of implementing this strategy</i> : Testing experience is more positive. Improved test scores.															
<b>Proposed Activities for 2007-08</b> <i>Describe the activities to be implemented to achieve the desired outcomes in district practice and student experiences. Provide sufficient detail regarding the purpose of each strategy and how it will be implemented.</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 the activity begin/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? By whom?</i>	<b>Monitoring (Effectiveness)</b> <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>	<b>Title I District Improvement Funds</b> <i>Include amount allocated to this activity if applicable. Be sure to provide sufficient detail on the Budget Narrative page.</i>										
Training on how to provide accommodations for testing	Carol Kosnitsky	3/11/2008	Guidance, Leadership Team, Carol Kosnitsky	Accommodation Grid	Teacher feedback and improvement in scores, Achievement Team	Refer to BUDGET Contracted Services- (Carol Kosnitsky)										

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<b>Strategy # : 1</b>	Leadership – Create a District Leadership Team															
<b>Objectives (anticipated outcomes from implementing the proposed strategies and activities)</b>	(District Processes) Anticipated changes in district or school practice as a result of implementing this strategy: Team to identify needs and make decisions as a district.  (Student Experiences) Anticipated changes in student experiences as a result of implementing this strategy: Unified district approach will provide consistency between buildings, which will consistently support the overall development of the students.															
<b>Proposed Activities for 2007-08</b> <i>Describe the activities to be implemented to achieve the desired outcomes in district practice and student experiences. Provide sufficient detail regarding the purpose of each strategy and how it will be implemented.</i>	<b>Resources</b> <i>What existing and/or new resources will be used to accomplish the activity?</i>	<b>Timeli ne</b> <i>When will the activity begin/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? By whom?</i>	<b>Monitoring (Effectiveness)</b> <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>	<b>Title I District Improvement Funds</b> <i>Include amount allocated to this activity if applicable. Be sure to provide sufficient detail on the Budget Narrative page.</i>										
Establish a leadership team w/agendas & regular meetings.	Existing Staff/New curriculum coordinator (using district funds)	2/08	Leadership Team	Agenda Review/Meeting minutes	Achievement Team & Leadership Team	No funds needed										

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<b>Strategy # : 2</b>	Leadership – Develop District Goals and Strategic Plan															
<b>Objectives (anticipated outcomes from implementing the proposed strategies and activities)</b>	(District Processes) <i>Anticipated changes in district or school practice as a result of implementing this strategy:</i> Establish short and long term goals as a district.  (Student Experiences) <i>Anticipated changes in student experiences as a result of implementing this strategy:</i> Sustained student achievement.															
<b>Proposed Activities for 2007-08</b> <i>Describe the activities to be implemented to achieve the desired outcomes in district practice and student experiences. Provide sufficient detail regarding the purpose of each strategy and how it will be implemented.</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 the activity begin/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? By whom?</i>	<b>Monitoring (Effectiveness)</b> <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>	<b>Title I District Improvement Funds</b> <i>Include amount allocated to this activity if applicable. Be sure to provide sufficient detail on the Budget Narrative page.</i>										
Build a Strategic Planning Committee charged with establishing a strategic plan of at least three years in length.	Local funds & DINI Grant	5/08-10/09	Leadership Team	The written plan, meeting agendas containing its review, leadership team will oversee	Achievement Team	Refer to BUDGET Contracted Services										

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	<b>Strategy # : 3</b>	Leadership – Create a formal decision-making process					
<b>Objectives (anticipated outcomes from implementing the proposed strategies and activities)</b>	(District Processes) Anticipated changes in district or school practice as a result of implementing this strategy: Consistent process for making decisions.						
	(Student Experiences) Anticipated changes in student experiences as a result of implementing this strategy: Consistent process for making decisions will result in consistent district-wide approach to student achievement and development.						
<b>Proposed Activities for 2007-08</b> <i>Describe the activities to be implemented to achieve the desired outcomes in district practice and student experiences. Provide sufficient detail regarding the purpose of each strategy and how it will be implemented.</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 the activity begin/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? By whom?</i>	<b>Monitoring (Effectiveness)</b> <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>	<b>Title I District Improvement Funds</b> <i>Include amount allocated to this activity if applicable. Be sure to provide sufficient detail on the Budget Narrative page.</i>	
A formal decision-making process will be created.	Leadership Team	4/08	Leadership Team	The flowchart, meeting agendas containing its review, leadership team will oversee	Leadership and Achievement Teams	No funds needed	

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	<b>Strategy # : 4</b>	Leadership – Create a formal communication process					
<b>Objectives (anticipated outcomes from implementing the proposed strategies and activities)</b>	(District Processes) Anticipated changes in district or school practice as a result of implementing this strategy: Provide consistent communication to staff, parents, and community.						
	(Student Experiences) Anticipated changes in student experiences as a result of implementing this strategy: Consistent communication process will result in an improved educational experience for the students.						
<b>Proposed Activities for 2007-08</b> <i>Describe the activities to be implemented to achieve the desired outcomes in district practice and student experiences. Provide sufficient detail regarding the purpose of each strategy and how it will be implemented.</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 the activity begin/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? By whom?</i>	<b>Monitoring (Effectiveness)</b> <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>	<b>Title I District Improvement Funds</b> <i>Include amount allocated to this activity if applicable. Be sure to provide sufficient detail on the Budget Narrative page.</i>	
A formal communication process will be created.	Leadership Team	9/08-6/09	Leadership Team	The Flowchart, meeting agendas containing its review, leadership team will oversee	Leadership and Achievement Teams	No funds needed	

## 2007-2008 School Year Strategies and Implementation Plan

**Instructions:** Use the format below to describe the proposed activities for 2007-08. Provide sufficient detail to assist the reviewers in understanding how the activities are designed to achieve the anticipated changes/outcomes in district practice and student learning.

*Duplicate this page as needed. Complete one form for each approved district improvement goal.*

<b>Two-Year Student Learning Goals</b>	Percent of Students making Growth Target: <b>Benchmark</b> IEP READING = 57% IEP MATH = 53% ALL READING = 69% ALL MATH = 61% <b>2-yr Goal</b> IEP READING = 65% IEP MATH = 63% ALL READING = 75% ALL MATH = 70%		<i>The following strategies will be implemented to achieve this goal (check all that apply):</i> <input checked="" type="checkbox"/> Improvement in Curriculum and Instruction <input type="checkbox"/> Establishing or Implementing Local Assessments <input type="checkbox"/> Establishing or 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 checked="" 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"/> Implementation of Scientifically-Based Research Programs or Processes <input type="checkbox"/> Parent and Community Involvement <input type="checkbox"/> Extended-Time Learning <input type="checkbox"/> Other (please describe: _____)			
<b>Strategy # : 1</b>	Curriculum & Instruction – The District will establish a formalized process to develop, identify essential elements in and adopt new K-8 curriculum aligned with the GLEs.					
<b>Objectives (anticipated outcomes from implementing the proposed strategies and activities)</b>	(District Processes) <i>Anticipated changes in district or school practice as a result of implementing this strategy:</i> Teachers will have curriculum input and ownership.					
	(Student Experiences) <i>Anticipated changes in student experiences as a result of implementing this strategy:</i> Students will be instructed in aligned curriculum.					
<b>Proposed Activities for 2007-08</b> <i>Describe the activities to be implemented to achieve the desired outcomes in district practice and student experiences. Provide sufficient detail regarding the purpose of each strategy and how it will be implemented.</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 the activity begin/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? By whom?</i>	<b>Monitoring (Effectiveness)</b> <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>	<b>Title I District Improvement Funds</b> <i>Include amount allocated to this activity if applicable. Be sure to provide sufficient detail on the Budget Narrative page.</i>
The district will establish a team of stakeholders to develop a process for any curriculum change.	Time/Subs or stipend	Feb '08	SAU & Administration	List of stakeholders	Leadership Team/self review at onset	No funds needed
The district shall research, develop and formalize the curriculum process.	Subs/stipend	June '08	SAU & Administration	The plan in written form	Leadership Team /Stakeholders self-assessment process.	Refer to BUDGET: Supplies and Materials
The plan will be communicated to stakeholders.	Staff meetings & written	June '08	SAU & Administration	Schedule & minutes of meetings	Staff supervisor	Refer to BUDGET: Supplies and Materials

**2007-2008 School Year Strategies and Implementation Plan**

**Instructions:** Use the format below to describe the proposed activities for 2007-08. Provide sufficient detail to assist the reviewers in understanding how the activities are designed to achieve the anticipated changes/outcomes in district practice and student learning.

*Duplicate this page as needed. Complete one form for each approved district improvement goal.*

<p><b>Two-Year Student Learning Goals</b></p>	<p>Percent of Students making Growth Target:  <b>Benchmark</b>                  IEP READING = 57%                  IEP MATH = 53%                  ALL READING = 69%                  ALL MATH = 61%  <b>2-yr Goal</b>                  IEP READING = 65%                  IEP MATH = 63%                  ALL READING = 75%                  ALL MATH = 70%</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 type="checkbox"/> Establishing or Implementing Local Assessments</li> <li><input type="checkbox"/> Establishing or 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"/> Implementation of Scientifically-Based Research Programs or Processes</li> <li><input type="checkbox"/> Parent and Community Involvement</li> <li><input type="checkbox"/> Extended-Time Learning</li> <li><input type="checkbox"/> Other (please describe: _____)</li> </ul>			
<p><b>Strategy # : 2</b></p>	<p>Curriculum &amp; Instruction – The district will assure that curriculum will be implemented consistently using effective research-based strategies.</p>					
<p><b>Objectives (anticipated outcomes from implementing the proposed strategies and activities)</b></p>	<p>(District Processes) <i>Anticipated changes in district or school practice as a result of implementing this strategy:</i>                  Teachers will be accountable for implementing the aligned curriculum and will learn and use a broader range of instructional strategies</p>					
	<p>(Student Experiences) <i>Anticipated changes in student experiences as a result of implementing this strategy:</i>                  Students will receive instruction that meets their individual learning needs.</p>					
<p><b>Proposed Activities for 2007-08</b>  <i>Describe the activities to be implemented to achieve the desired outcomes in district practice and student experiences. Provide sufficient detail regarding the purpose of each strategy and how it will be implemented.</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 the activity begin/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? By whom?</i></p>	<p><b>Monitoring (Effectiveness)</b>  <i>What evidence will be collected to assess effectiveness? How often? By whom?</i></p>	<p><b>Title I District Improvement Funds</b>  <i>Include amount allocated to this activity if applicable. Be sure to provide sufficient detail on the Budget Narrative page.</i></p>
<p>There will be professional development for the new curriculum.</p>	<p>Funds for professional development</p>	<p>2/08</p>	<p>Leadership Team</p>	<p>Schedule of activities</p>	<p>Feedback forms, Achievement Team</p>	<p>Cost to be determined was needs are defined</p>
<p>Curriculum maps and pacing k-8 will be developed.</p>	<p>Release time/stipends /curriculum mapping software</p>	<p>3/08</p>	<p>Leadership Team</p>	<p>Schedule and maps</p>	<p>Review of maps, Achievement Team</p>	<p>No funds needed</p>

## 2007-2008 School Year Strategies and Implementation Plan

**Instructions:** Use the format below to describe the proposed activities for 2007-08. Provide sufficient detail to assist the reviewers in understanding how the activities are designed to achieve the anticipated changes/outcomes in district practice and student learning.

*Duplicate this page as needed. Complete one form for each approved district improvement goal.*

<b>Two-Year Student Learning Goals</b>	Percent of Students making Growth Target: <b>Benchmark</b> IEP READING = 57% IEP MATH = 53% ALL READING = 69% ALL MATH = 61%		<b>2-yr Goal</b> IEP READING = 65% IEP MATH = 63% ALL READING = 75% ALL MATH = 70%		<p>The following strategies will be implemented to achieve this goal (check all that apply):</p> <input checked="" type="checkbox"/> Improvement in Curriculum and Instruction <input type="checkbox"/> Establishing or Implementing Local Assessments <input type="checkbox"/> Establishing or 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 checked="" type="checkbox"/> Climate/Culture (staff and/or students) <input checked="" type="checkbox"/> Implementation of Scientifically-Based Research Programs or Processes <input type="checkbox"/> Parent and Community Involvement <input type="checkbox"/> Extended-Time Learning <input type="checkbox"/> Other (please describe: _____)		
	<b>Strategy # : 3</b>	Curriculum & Instruction - Instructional time will be valued, protected, and well-used.					
<b>Objectives (anticipated outcomes from implementing the proposed strategies and activities)</b>	(District Processes) Anticipated changes in district or school practice as a result of implementing this strategy: No interruptions during designated core instructional time.						
	(Student Experiences) Anticipated changes in student experiences as a result of implementing this strategy: Students will have more time to learn.						
<b>Proposed Activities for 2007-08</b> <i>Describe the activities to be implemented to achieve the desired outcomes in district practice and student experiences. Provide sufficient detail regarding the purpose of each strategy and how it will be implemented.</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 the activity begin/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? By whom?</i>	<b>Monitoring (Effectiveness)</b> <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>	<b>Title I District Improvement Funds</b> <i>Include amount allocated to this activity if applicable. Be sure to provide sufficient detail on the Budget Narrative page.</i>	
A protected schedule of blocks for K-8 will be created in literacy and numeracy.	RTI model will determine SAU district goals	June '08	Leadership Team	Schedule	Achievement Team	No funds needed.	
Criterion will be created and followed for scheduling of non-core & supplemental activities.	RTI model & district goals	June '08	Leadership Team including SAU and teachers	Protocol established	Survey staff, Achievement Team	No funds needed.	

## Budget Narrative for 2007-2008 Activities

**Instructions:** Use this form to provide sufficient detail regarding proposed expenditures of Title I school improvement funds. The requested budget should not exceed \$25,000.00. Categories and amounts should correspond to information provided on your attached OBM Form 1.

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>	Not applicable	Not applicable
<p><b>Contracted Services</b> <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered.</i></p>	Margaret Gram-Innovative Learning and Solutions \$1300.00 per day (Total – 6 days). Margaret is in the process of providing the district will professional development around implementing AIMSweb, as well as progress monitoring students with educational disabilities. She has provided an overview of AIMSweb for the district staff in January 2008.	\$7,800.00
	A consultant (to be identified) will provide district training on assigning and tracking accommodations for all students, as well as consultation on strategic planning.	\$2500.00
<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>	<ul style="list-style-type: none"> <li>- Supplies for organizing the communication committee and surveying stakeholders will also be needed (i.e. Paper, postage, certified letters).</li> <li>- Assessments/screenings will be purchased to screen all children entering Kindergarten.</li> <li>- Food for meetings.</li> </ul>	\$2,000.00
<p><b>Books</b> <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>	These funds would be for the purchase of various professional development books for staff to support Professional Learning Communities. The funds will also be used to purchase specialized, remedial programs for students (i.e. Read Naturally, Wilson Reading program, Lindamood Bell, Cloud Nine Math	\$2000.00
	Children's literature books to be distributed to children ages birth to 6 years of age as part of the early literacy program.	\$1000.00

<p style="text-align: center;"><b>Equipment</b></p> <p><i>Each item must be listed separately along with a justification of why you need it to support your plan. Complete the Equipment Justification Form on Page 13 if applicable.</i></p>	<p>4 computers for students to work on in Resource Rooms (\$1200 per computer with site and software licenses) to assist in integrating technology into the instruction of students with educational disabilities. This supports implementation of the curriculum area of implementing evidence &amp; researched based programming during protected instructional time.</p>	<p style="text-align: center;">\$4800.00</p>
<p style="text-align: center;"><b>Professional Development Activities</b></p> <p><i>Summarize your activities including the number of days, people involved and associated costs. Complete the Professional Development Justification Form on Page 12 if applicable.</i></p>	<p>Teachers and staff will receive pertinent reading strategy trainings including AIMSweb, Open Court, and other literacy strategy opportunities. (3 days with Margaret Gram @ \$1,300.00 per day)</p>	<p style="text-align: center;">\$3900.00</p>
<p style="text-align: center;"><b>Travel</b></p> <p><i>Summarize your activities including the number of days, people involved and associated costs.</i></p>	<p>Funds to cover the cost of travel for professional development yet to be determined. The mileage coverage rate is \$.505/mile in SAU #53.</p>	<p style="text-align: center;">\$500.00</p>
<p style="text-align: center;"><b>Administration</b></p> <p><i>Include other costs associated with supporting plan implementation.</i></p>	<p style="text-align: center;">Not applicable</p>	<p style="text-align: center;">Not applicable</p>
<p style="text-align: center;"><b>Indirect Costs</b></p>	<p>SAU 53 @ 1.6%</p>	<p style="text-align: center;">400.00</p>

**Title I 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:** Teachers and staff will receive pertinent reading strategy trainings including AIMSweb, Open Court, and other literacy strategy opportunities.

**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)*  
This request is connected to the DINI plan, subcategory: educational disabilities, in the areas of math and reading.

**4. Proposed Dates:**

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

**5. Participants:** Contracted service providers, district staff, administration

**6. Budget:** *(Include costs such as staff compensation, materials, contracted services and other related costs. Proposals lacking specificity will be returned for more information.)*

A consultant, such as Margaret Gram, will provide on-site training for district at a rate of \$1,300.00 per day (includes daily fee, transportation, and materials).

**7. Evaluation Process:** *(Describe how you will evaluate the success)*

The Achievement Team has developed a timeline to monitor the DINI activities for the three priority areas. The team will meet monthly to review the activities to ensure that they were implemented correctly and were effective. The Achievement Team will be providing updates to the Leadership Team on regular basis (monthly or bi-monthly) as to the progress of the activities and their effectiveness.

\* See attached timeline for monitoring.

**Title I 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:**

Innovative Reading and Learning Solutions, LLC	Carol Kosnitsky
Margaret Gram	27 Bluffs Drive
2 Indian Trail	Penacook, NH 03303
Exeter, NH 03833	T: (603) 491-7449
	F: (603) 753-8663

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

Innovative Reading and Learning Solutions, LLC	Carol Kosnitsky
Margaret Gram	

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

Innovative Reading and Learning Solutions, LLC	Carol Kosnitsky
Margaret Gram	\$1000.00 per day
\$1000.00 per day	

**5. Additional Expenses:**

Innovative Reading and Learning Solutions, LLC	Carol Kosnitsky - NONE
Margaret Gram	
Travel: \$35 per hour	
Materials: varies per contract	

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

Innovative Reading and Learning Solutions, LLC	Carol Kosnitsky
Margaret Gram	\$1,000.00
\$1,300.00	

**7. Beginning Date:** September 1, 2007**Ending Date:** June 30, 2009**8. 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.)*

Refer to Budget Narrative on pages 18&amp;19.

9. **Evaluation Process:** *(Describe how you will evaluate that services have been delivered successfully.)*  
 The Achievement Team has developed a timeline to monitor the DINI activities for the three priority areas. The team will meet monthly to review the activities to ensure that they were implemented correctly and were effective. The Achievement Team will be providing updates to the Leadership Team on regular basis (monthly or bi-monthly) as to the progress of the activities and their effectiveness.

\* See attached timeline

<b>Phase 2: Strategies and Implementation</b>	<b>Product 2E</b>
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**Title I Equipment Justification Form  
 for  
 Schools and Districts In Need of Improvement**

<b>ITEM(s)</b>		<b>Number to be purchased</b>	
<b>Desktop Computers</b>		4	
<b>APPROXIMATE COST PER ITEM</b>	\$1,200.00	<b>Total Costs</b>	<b>\$4,800.00</b>
<b>LOCATION</b> <i>Where will it be used?</i>	Resource Rooms		
<b>BY WHOM</b>	Students assisted by Certified and Non Certified Staff		
<b>PURPOSE</b> <i>How will it support the goals of your school/district improvement plan?</i>	To integrate technology into the instruction of students with educational disabilities. This supports implementation of the curriculum area of implementing evidence & researched based programming during protected instructional time.		
<b>STORAGE</b>	Resource Rooms		
<b>INVENTORY AND TRACKING</b> <i>Who will be responsible?</i>	Identify the person responsible for: Sharon Scheirer/Title I Coord. = Labeled with Title I equipment sticker Sharon Scheirer/Title I Coord. = Entering equipment on Title I Equipment Inventory Report Kim Larmie/Technology Coord. = Tracking Equipment if moved from above location Kim Larmie/Technology Coord. = Signing equipment in/out if equipment is approved for student use. Kim Larmie/Technology Coord. = Storing equipment over the summer.		