

New Hampshire Department of Education



STATE OF NEW HAMPSHIRE  
**American Recovery  
and Reinvestment Act**



School Improvement Grant  
**Manchester School District 2010 Application**

Title I, Part A Section 1003(g) of the  
Elementary and Secondary Education Act

**Intent to Apply Due: April 2, 2010**  
**Full Application Due: May 7, 2010**

***New Hampshire Department of Education***  
***101 Pleasant Street***  
***Concord, New Hampshire, 03301***  
***Attn: Kristine Braman***



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**Title I 1003(g) School Improvement Grant 2010**

**LEA Application**

**SAU#: 37 District Name: Manchester School District**

**Superintendent: Thomas J. Brennan, Jr., Ed.D.**

**Address: 286 Commercial Street**

**City: Manchester Zip: 03101 Tel: 603 624-6300**

**E-mail: tbrennan@mansd.org Fax: 603 624-6337**

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

**Name: To be contracted. See Appendix I for experience and required skills**

**Address:**

**City:        Zip:        Tel:**

**E-mail:        Fax:**

<b>Manchester School District School Improvement Grant Committee</b>	
<b>Name</b>	<b>Group representing</b> (School staff, district staff, parents, or outside expert/facilitator)
Dr. Thomas Brennan, superintendent	School Board, District Staff
Michael Tursi, assistant superintendent	Assistant superintendent for curriculum and instruction
Lisa Witte, Federal Projects director	District staff, academic program specialists, federal programs / grants
Ron Kew, principal	Gossler Park principal administrators and staff
Mary Lizie, PTG president	Gossler Park parent
Tim Brockway	Gossler Park parent
Marilyn Azevedo, principal	Southside Middle School administrators and staff
Darron Desroches, president	Southside Parent Support Group
Kathleen Turner, principal	Parker Varney principal
Alexander Brown	Grandparent of a Parker Varney student
Sheri Gonthier	Parent of a Parker Varney student
Kevin Henry, assistant principal	Parker Varney

Heidi Rivard, reading specialist	Parker Varney
Tina Proulx, ELL teacher	Middle school academic programs for ELA, writing, Social Studies and Technology Integration
Kris Pelletier, Reading/ ELA curriculum specialist	Elementary school academic programs for ELA, writing, and social studies
Heidi Boyle, middle school math implementation specialist	Middle school academic programs for mathematics and science
Ruth Broderick, elementary math specialist	Elementary school academic programs for mathematics and science
Mary Heath	Dean, SNHU School of Education

## SCHOOLS TO BE SERVED

Complete the grid below for each school your LEA is committing to serve with a School Improvement Grant and identify the model that the LEA will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Gossler Park Elementary School	#21530	X						X
Southside Middle School	#21575	X						X
Parker Varney Elementary School	#21540	X						X

*Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.*

## DESCRIPTIVE INFORMATION/EVIDENCE OF COMMITMENT

### *Needs Assessment Results*

1. Describe the results of the needs assessment conducted for each Tier I and Tier II school the LEA proposes to serve, and the relationship of those results to the selection of the Intervention Model indicated above. Make sure to complete and submit the Baseline School Data Profile form in *LEA Appendix C*

The information gathering included document review, extended interviews with district and school staff, consultations with additional stakeholders and professional development providers, and preliminary research on alternative models with potential to address recognized gaps and needs.

<b>GOSSLER PARK ELEMENTARY SCHOOL</b>		
<b><u>I. DEVELOP AND INCREASE TEACHER AND SCHOOL LEADER EFFECTIVENESS</u></b>		
<b>Transformation Model Components:</b>	<b>Identified NEED (data sources)</b>	<b>STRATEGIES</b>
<b>1. new leader for Transformation</b>	<p>Identification as a “persistently lowest achieving school” per NH definition</p> <p>Improve the pipeline of transformational teachers and leaders by engaging with a local teacher preparation institution to establish a “Lab” school at Gossler</p>	<p><b>STRATEGY:</b> Recruit a school leader with the essential skills to lead the Transformation intervention.</p> <p><b>STRATEGY:</b> Engage with Southern New Hampshire University (SNHU) to establish a program at Gossler in which pre-service and in-service teachers engage in professional learning to improve student achievement.</p>

**GOSSLER PARK ELEMENTARY SCHOOL**

**I. DEVELOP AND INCREASE TEACHER AND SCHOOL LEADER EFFECTIVENESS**

<b>Transformation Model Components:</b>	<b>Identified NEED (data sources)</b>	<b>STRATEGIES</b>
<p><b>2. rigorous, transparent, equitable evaluation systems to teachers and principals</b></p>	<p>Teacher evaluation defined in the current contractual agreement. New evaluation procedures under development by state as part of the Race to the Top planning; MSD is a participant in those</p>	<p><b>STRATEGY:</b> Initiate a process to build on early conversations with state and local teachers and principal’s unions/ associations to (a) research alternative models; (b) design (or select) a model fitted to NH and Manchester context; and (c) pilot one or more models of educator evaluation. The three-year goal will be to incorporate new models into the next bargaining agreement.</p> <p>Need to share findings with all stakeholders to get their buy-in for a pilot implementation. Need efforts to correspond and overlap with the state conversation; that is, our representatives will participate in statewide and local evaluation and compensation teams. Plan in Year 1; pilot Year 2; revise and continue with implementation in Year 3.</p>
<p><b>3. identify and reward highly effective teachers and leaders</b></p>	<p>Current status: few reward options currently employed (School, district interviews)</p>	<p><b>STRATEGY:</b> As new teacher evaluation system is developed and piloted, need to develop and pilot a reward system that aligns to the evaluation</p> <p><b>STRATEGY:</b> Because current pd workshops and tuition reimbursement programs are limited in terms of funding, when school-wide expectations are met or exceeded, all staff will have opportunities to exceed limits of current system to participate in conferences, workshops, and PD that aligns to school’s transformation implementation goals.</p>

**GOSSLER PARK ELEMENTARY SCHOOL**

**I. DEVELOP AND INCREASE TEACHER AND SCHOOL LEADER EFFECTIVENESS**

<b>Transformation Model Components:</b>	<b>Identified NEED (data sources)</b>	<b>STRATEGIES</b>
<p><b>4. provide staff ongoing, high quality job-embedded professional development</b></p>	<p>In <i>America's Choice</i> survey (April 2010), teachers report need for ongoing differentiated support for all students as well as for ELL and students with special education needs. (AC Survey summary)</p> <p><i>Everyday Math</i> was adopted and implemented in 2004 at Gossler. Since then, little additional refresher or reinforcement training has been available. Also, teachers new to the school have received minimal support through peer coaching and District curriculum specialist.</p> <p>Students learning English and those with disabilities may not be receiving the same academic program as general education students. (School, district Interviews)</p> <p>Currently the district provides 3 early release days for the year of 90 minutes each. This is insufficient time for professional learning. (Interviews with school staff, leaders, district curriculum specialists)</p>	<p><b>STRATEGY:</b> Extend and expand America's Choice implementation support (one day per month per grade) to focus on targeted, differentiated support to teachers based on their level of expertise and student population.</p> <p><b>STRATEGY:</b> Provide professional development to reinforce the quality and impact of the school's professional learning communities, beyond the America's Choice implementation uses.</p> <p><b>STRATEGY:</b> Provide differentiated professional development in <i>Everyday Mathematics</i> implementation with a particular goal of ensuring that ELL and Special Education students have more opportunities to engage and excel in Mathematics.</p> <p><b>STRATEGY:</b> Provide additional paid professional learning time over the summer or on weekends or evenings. Allow flexibility for the participating staff and providers to accommodate their schedules, personal work preferences, and learning styles.</p>
<p><b>5. Implement strategies to recruit, place, retain staff with skills for Transformation</b></p>	<p>Little awareness of "transformation" components, essential skills or competencies. (Interviews) Current recruiting and hiring processes focus on generalized teaching /leadership skills. (Interviews)</p>	<p><b>STRATEGY:</b> We will recruit staff members who understand and are able to implement the transformation model.</p> <p><b>STRATEGY:</b> We will recognize and reward teachers who successfully implement the transformation model as a retention strategy,</p>

**GOSSLER PARK ELEMENTARY SCHOOL**

**II. COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES**

<b>Transformation Model Components:</b>	<b>Identified NEED (data sources)</b>	<b>STRATEGIES Gossler Park ES</b>
<b>1. use data to identify and implement research based instructional program</b>	<p><i>America's Choice</i> (literacy) piloted in eight elementary schools, including Gossler, during the 2009-2010 school year. (District documents and interviews)</p> <p>A.C. Literacy practices are being implemented across classrooms at variable levels of expertise. (Interviews)</p>	<p><b>STRATEGY:</b> Expand and enhance America's Choice implementation training for teachers and instructional leaders by contracting with a Literacy consultant to explore best practice that supports current model.</p>
<b>2. promote the continued use of student data to inform and differentiate instruction</b>	<p>Screening assessments identify at-risk students, but there is only a limited range of intervention options for reading, and few, if any, interventions in mathematics. (School interviews, district curriculum specialists)</p> <p>Collaborative development and scoring of District assessments continues to be refined to enable teachers to make timely and appropriate instructional decisions based on that data. (District interviews)</p>	<p><b>STRATEGY:</b> Formalize the implementation of a district model for Rtl (Response to Intervention) at Gossler.</p> <p><b>STRATEGY:</b> Train teachers in the effective use of varied interventions for struggling students in both mathematics and literacy/ reading.</p> <p><b>STRATEGY:</b> Review, revise and re-train teachers as needed on effective use of AIMS-Web or other progress monitoring assessment.</p>
<b>3. reinforce the school-wide use of a response to intervention approach</b>	<p>Rtl is in its second year as a District initiative. (District interviews)</p> <p>Teachers report using Rtl to identify students for potential special education referral. (School interviews)</p>	<p><b>STRATEGY:</b> Intensify professional development efforts.</p>
<b>4. provide additional supports and PD to teachers and principals to implement effective strategies for students with disabilities and English language learners to access the full curriculum</b>	<p>Disaggregated NECAP results show weak performance of ELL and students with disabilities (state assessment data)</p> <p>ELL students are served by a pull-out model which occurs during academic time. (School interviews)</p>	<p><b>STRATEGY:</b> Build teachers' knowledge and skill to differentiate instruction, with a particular focus on students who are English language learners and those with special educational needs.</p> <p><b>STRATEGY:</b> Provide the flexibility to school leaders and staff to redesign delivery of ELL and Special Education services (in compliance with federal, state and local regulations).</p>

**GOSSLER PARK ELEMENTARY SCHOOL**

**III. INCREASED LEARNING TIME AND CREATING COMMUNITY ORIENTED SCHOOLS**

<b>Transformation Model Components:</b>	<b>Identified NEED (data sources)</b>	<b>STRATEGIES Gossler Park ES</b>
<p><b>1. establish schedules and strategies that provide increased learning time</b></p>	<p>21<sup>st</sup> CCLC program in place. Minimal academic component not linked to core academic programs. (School, District Interviews)</p> <p>3 Early Release days provide inadequate time for professional learning; Weekly PLC meetings of 30 minutes are insufficient to build teacher competency in all aspects of the core academic programs.</p>	<p><b>STRATEGY:</b> Evaluate existing models for extending the school day. Research alternative models and establish a pilot program at Gossler to be implemented in Year 2.</p> <p><b>STRATEGY:</b> Open technology classrooms after school to offer increased learning time to students.</p> <p><b>STRATEGY:</b> Extend/ expand teacher learning time by offering flexible paid opportunities for teachers to use summer, Saturdays and evenings for collaborative planning, professional development, special projects planning and other activities linked to improving the educational environment for students.</p>
<p><b>2. provide ongoing mechanisms for family and community engagement</b></p>	<p>Gossler has a half time social worker serving a student population with substantial social-emotional needs. (School interview)</p> <p>A part time Assistant Principal is unable to provide consistent, timely support to teachers and students to address school climate issues. (School leader interview)</p> <p>Although we offer many parent events, a relatively small percentage of parents participate.</p>	<p><b>STRATEGY:</b> Expand the services of the social worker at Gossler to full time. As part of the role of Social Worker, conduct an investigation to develop and structure partnerships with community organizations to provide social services to students and families at Gossler.</p> <p><b>STRATEGY:</b> Expand the services of the Assistant Principal at Gossler to full time. A full-time Assistant Principal would provide consistent, timely support to teachers and students to address school climate issues. Because District metrics will not support a full-time assistant for a school with fewer than 500 students, this additional time would be supplementing existing resources not supplanting existing resources.</p> <p><b>STRATEGY:</b> Enlist support of NH Parent Information Resource Center (Solid Foundation).</p>

**GOSSLER PARK ELEMENTARY SCHOOL**

**IV. Providing operational flexibility and sustained support**

<b>Transformation Model Components:</b>	<b>Identified NEED (data sources)</b>	<b>STRATEGIES</b>
<p><b>1. give schools sufficient operational flexibility</b></p>	<p>Teachers expressed a need and desire to build professional expertise while accommodating schedule and calendar needs. (School interviews; <i>America's Choice</i> survey; District curriculum specialist interviews)</p> <p>Currently, assistant principal is shared between two schools, which hinders principal's operational flexibility.</p>	<p><b>STRATEGY:</b> Building principal and teams have operational flexibility to set up classroom schedules to accommodate grade level professional development and teacher needs.</p> <p><b>STRATEGY:</b> Building principal and teams have operational flexibility to use the consultants and the PD that this SIG funds to close gaps in student achievement, especially for the ELL and Special Ed subgroups.</p> <p><b>STRATEGY:</b> Engage teacher and principal association/ union representatives in a process to critically examine existing practices and reach agreement on allowable options for (a) calendars; (b) school daily schedule; (c) assignment/ placement; (d) other aspects of school operations. All flexibility options will comply with existing federal, state and local regulations and be consistent with the designated core academic programs.</p> <p><b>STRATEGY:</b> Expand half-time assistant principal to full time. Roles for instructional leadership can be shared and also defined in a way that they cannot when an assistant is shared between two schools. Currently, the district does not provide a full time assistant principal if the student enrollment is fewer than 500. Gossler Park enrollment is 370. Therefore, this would supplement not supplant.</p>

**GOSSLER PARK ELEMENTARY SCHOOL**

**IV. Providing operational flexibility and sustained support**

<b>Transformation Model Components:</b>	<b>Identified NEED (data sources)</b>	<b>STRATEGIES</b>
<p><b>2. ensure school receives ongoing, intensive, technical assistance and other support from the LEA</b></p>	<p>Teachers cite their perceived benefits from embedded (school based ) instructional coaches. (School Interviews)</p> <p>Research studies report carefully designed, targeted mentoring and instructional coaching.</p> <p>Professional development not clearly linked to classroom-based needs (teacher and/or student) have limited impact on student achievement. (Reeves, 2010. <i>Transforming Professional Development into Student Results</i>)</p> <p>District leaders are functioning with little available “excess” time to take on management of a project as extensive as the SIG transformation implementation. (District interviews)</p>	<p><b>STRATEGY:</b> Expand and extend instructional coaching services for core curriculum areas including America’s Choice and Everyday Mathematic under the guidance of the District Curriculum Specialists. Coaching services will be differentiated according to teacher and student needs, and be offered with sufficient frequency (at least one day per month per grade level) to ensure rapid, transformative improvement in student achievement.</p> <p><b>STRATEGY:</b> Contract with a qualified vendor to manage the activities associated with the implementation of the Transformation model. Qualifications and responsibilities will be further defined but include (a) convening identified task forces or leadership teams; (b) developing detailed action plans with task forces or action research teams; (c) establishing efficient and comprehensive communication practices across stakeholder groups; and (d) ensuring the collection and analysis of evidence of the impact of transformation strategies on student learning and instructional practice. The SIG Coordinator will report to the new Assistant Superintendent for Curriculum and Instruction.</p>

**PARKER VARNEY ELEMENTARY SCHOOL**

**I. DEVELOP AND INCREASE TEACHER AND SCHOOL LEADER EFFECTIVENESS**

<b>Transformation Model Components:</b>	<b>Identified NEED (data sources)</b>	<b>STRATEGIES</b>
<b>1. new leader for Transformation</b>	Identification as a “persistently lowest achieving school” per NH definition	<b>STRATEGY:</b> Recruit a school leader with the essential skills to lead the Transformation intervention
<b>2. rigorous, transparent, equitable evaluation systems to teachers and principals</b>	<p>Teacher evaluation defined in the current contractual agreement.</p> <p>New evaluation procedures under development by state as part of the Race to the Top planning; MSD is a participant in those meetings.</p>	<p><b>STRATEGY:</b> Initiate a process to build on early conversations with state and local teachers and principal’s unions/ associations to (a) research alternative models; (b) design (or select) a model fitted to NH and Manchester context; and (c) pilot one or more models of educator evaluation. The three year goal will be to incorporate new models into the next bargaining agreement. Need to share findings with all stakeholders to get their buy-in for a pilot implementation.</p> <p>Need efforts to correspond and overlap with the state conversation; that is, our representatives will participate in statewide and local evaluation and compensation teams. Plan in Year 1; pilot Year 2; revise and continue with implementation in Year 3.</p> <p><b>STRATEGY:</b> Teachers and principals with study models, such as Charlotte Danielson’s <i>Enhancing Professional Practice: a Framework for Teaching</i>, and <i>Teacher Evaluation That Works</i> by Bill Ribas. (May consider basing district model on Charlotte Danielson’s Frameworks.)</p>

**PARKER VARNEY ELEMENTARY SCHOOL**

**I. DEVELOP AND INCREASE TEACHER AND SCHOOL LEADER EFFECTIVENESS**

<b>Transformation Model Components:</b>	<b>Identified NEED (data sources)</b>	<b>STRATEGIES</b>
<p><b>3. identify and reward highly effective teachers and leaders; provide meaningful support for all</b></p>	<p>Current status: few reward options currently employed (School, district interviews)</p> <p>NISL leaders training informal feedback indicates evidence of changes in principal practices to increase instructional monitoring and guidance. (District, principal interviews)</p>	<p><b>STRATEGY:</b> As new teacher evaluation system is developed and piloted, need to develop and pilot a reward system that aligns to the evaluation</p> <p><b>STRATEGY:</b> Recognize school wide collaborative models that encourage teacher teams to write papers and present them at state and national conferences on effective practices — both theory and practice.</p>
<p><b>4. provide staff ongoing, high quality job-embedded professional development</b></p>	<p>In <i>America's Choice</i> survey (April 2010), teachers report need for ongoing differentiated support for all students as well as for ELL and students with special education needs. (AC Survey summary)</p> <p>Students learning English and those with disabilities may not be receiving the same academic program as general education students. (School, district Interviews)</p> <p>Currently the district provides 3 early release days for the year of 90 minutes each. This is insufficient time for professional learning. (Interviews with school staff, leaders, district curriculum specialists)</p>	<p><b>STRATEGY:</b> Extend and expand America's Choice implementation support (one day per month per grade) to focus on targeted, differentiated support to teachers based on their level of expertise and student population.</p> <p><b>STRATEGY:</b> Provide professional development to reinforce the quality and impact of the school's professional learning communities, beyond the America's Choice implementation uses.</p> <p><b>STRATEGY:</b> Provide differentiated professional development in Everyday Mathematics implementation with a particular goal of ensuring that ELL and Special Education students have more opportunities to engage and excel in Mathematics.</p> <p><b>STRATEGY:</b> Provide additional paid professional learning time over the summer or on weekends or evenings. Allow flexibility for the participating staff and providers to accommodate their schedules, personal work preferences, and learning styles.</p>

PARKER VARNEY ELEMENTARY SCHOOL		
I. DEVELOP AND INCREASE TEACHER AND SCHOOL LEADER EFFECTIVENESS		
Transformation Model Components:	Identified NEED (data sources)	STRATEGIES
<b>5. Implement strategies to recruit, place, retain staff with skills for Transformation</b>	<p>Little awareness of “transformation” components, essential skills or competencies. (Interviews)</p> <p>Current recruiting and hiring processes focus on generalized teaching /leadership skills. (Interviews)</p>	<p><b>STRATEGY:</b> We will recruit staff members who understand and are able to implement the transformation model.</p> <p><b>STRATEGY:</b> We will recognize and reward teachers who successfully implement the transformation model as a retention strategy,</p>

PARKER VARNEY ELEMENTARY SCHOOL		
II. COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES		
<b>1. use data to identify and implement research based instructional program</b>	<p><i>America’s Choice</i> (literacy) piloted in six elementary schools, including Parker Varney during the 2009-2010 school year. (District documents and interviews)</p> <p>A.C. Literacy practices are being implemented across classrooms at variable levels of expertise. (Interviews)</p>	<p><b>STRATEGY:</b> Expand and enhance America’s Choice implementation training for teachers and instructional leaders.</p>
<b>2.promote the continued use of student data to inform and differentiate instruction</b>	<p>Screening assessments identify at-risk students, but there is only a limited range of intervention options for reading, and few, if any, interventions in mathematics. (School interviews, district curriculum specialists)</p> <p>Collaborative development and scoring of District assessments continues to be refined to enable teachers to make timely and appropriate instructional decisions based on that data. (District interviews)</p>	<p><b>STRATEGY:</b> Create and establish a matrix for teachers with the tools for intervention at various levels before they refer a student for more intensive services. Define process components.</p> <p><b>STRATEGY:</b> Train teachers in the effective use of varied interventions for struggling students in both mathematics and literacy/ reading.</p> <p><b>STRATEGY:</b> Train all classroom teachers on effective use of AIMS-Web or other progress monitoring assessment.</p>

<p><b>3. reinforce the school-wide use of a response to intervention approach</b></p>	<p>Rtl is in its second year as a District initiative. (District interviews)</p> <p>Teachers report using Rtl to identify students for potential special education referral. (School interviews)</p>	<p><b>STRATEGY:</b> Contract with national Rtl expert to determine best practices and formalize a referral and intervention process at various levels that teachers can refer to before they refer a student for more intensive services. Define process components.</p>
<p><b>4. provide additional supports and PD to teachers and principals to implement effective strategies for students with disabilities and English language learners to access the full curriculum</b></p>	<p>Disaggregated NECAP results show weak performance of ELL and students with disabilities (state assessment data)</p> <p>ELL students are served by a pull-out model which occurs during academic time. (School interviews)</p>	<p><b>STRATEGY:</b> Build teachers' knowledge and skill to differentiate instruction, with a particular focus on students who are English language learners and those with special educational needs.</p> <p><b>STRATEGY:</b> Provide the flexibility to school leaders and staff to redesign delivery of ELL and Special Education services (in compliance with federal, state and local regulations).</p>

**PARKER VARNEY ELEMENTARY SCHOOL**

**III. INCREASED LEARNING TIME AND CREATING COMMUNITY ORIENTED SCHOOLS**

<b>Transformation Model Components:</b>	<b>Identified NEED (data sources)</b>	<b>STRATEGIES</b>
<p><b>1. establish schedules and strategies that provide increased learning time</b></p>	<p>3 Early Release days provide inadequate time for professional learning; Weekly PLC meetings of 30 minutes are insufficient to build teacher competency in all aspects of the core academic programs.</p>	<p><b>STRATEGY:</b> Evaluate existing models for extending the school day. Research alternative models and establish a pilot program at Parker Varney to be implemented in Year 2.</p> <p><b>STRATEGY:</b> As cited previously, extend/expand the paid opportunities for teachers to use summer, Saturdays and evenings for collaborative planning, professional development, special projects planning and other activities linked to improving the educational environment for students.</p> <p><b>STRATEGY:</b> Encourage parents of at-risk students to be tutored in Reading during their weekly library period.</p> <p><b>STRATEGY:</b> Open technology classrooms after school to offer increased learning time to students.</p> <p><b>STRATEGY:</b> Create common planning times by grade level.</p> <p><b>STRATEGY:</b> Review existing schedules with the view toward expanding instructional blocks for Reading and Math to embed intervention time.</p> <p><b>STRATEGY:</b> Deploy City Year corps members after school to provide academic support to at-risk students twice weekly (one hour); on the third day City Year corps members will mentor students in enrichment activities (thematic units).</p>

<b>PARKER VARNEY ELEMENTARY SCHOOL</b>		
<b><u>III. INCREASED LEARNING TIME AND CREATING COMMUNITY ORIENTED SCHOOLS</u></b>		
<b>Transformation Model Components:</b>	<b>Identified NEED (data sources)</b>	<b>STRATEGIES</b>
<b>2. provide ongoing mechanisms for family and community engagement.</b>	Parker Varney has a half time social worker serving a student population with substantial social-emotional needs. (School interview)	<p><b>STRATEGY:</b> Expand the services of the social worker at Parker Varney to full time. As part of the role of Social Worker, conduct an investigation to develop and structure partnerships with community organizations to provide social services to students and families at Parker Varney.</p> <p><b>STRATEGY:</b> Enlist support of NH Parent Information Resource Center</p>

<b>PARKER VARNEY ELEMENTARY SCHOOL</b>		
<b><u>IV. PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT</u></b>		
<b>Transformation Model Components:</b>	<b>Identified NEED (data sources)</b>	<b>STRATEGIES</b>
<b>1. give schools sufficient operational flexibility</b>	Teachers expressed a need and desire to build professional expertise while accommodating schedule and calendar needs. (School interviews; <i>America's Choice</i> survey; District curriculum specialist interviews)	<p><b>STRATEGY:</b> Building principal and teams have operational flexibility to set up classroom schedules to accommodate grade level professional development and teacher needs.</p> <p><b>STRATEGY:</b> Building principal and teams have operational flexibility to use the consultants and the PD that this SIG funds to close gaps in student achievement, especially for the ELL and Special Ed subgroups.</p> <p><b>STRATEGY:</b> Engage teacher and principal association/ union representatives in a continuous process to critically examine existing practices and reach agreement on allowable options for (a) calendars; (b) school daily schedule; (c) assignment/ placement; (d) other aspects of school operations. All flexibility options will comply with existing federal, state and local regulations and be consistent with the designated core academic programs.</p>

**PARKER VARNEY ELEMENTARY SCHOOL**

**IV. PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT**

<b>Transformation Model Components:</b>	<b>Identified NEED (data sources)</b>	<b>STRATEGIES</b>
<p><b>2.ensure that schools received ongoing, intensive, t.a. and other support from the LEA</b></p>	<p>Teachers cite their perceived benefits from embedded (school based ) instructional coaches. (School Interviews)</p> <p>Research studies report carefully designed, targeted mentoring and instructional coaching.</p> <p>Professional development not clearly linked to classroom-based needs (teacher and/or student) have limited impact on student achievement. (Reeves, 2010. Transforming Professional Development into Student Results)</p> <p>District leaders are functioning with little available “excess” time to take on management of a project as extensive as the SIG transformation implementation. (District interviews)</p>	<p><b>STRATEGY:</b> Expand and extend instructional coaching services for core curriculum areas including America’s Choice and Everyday Mathematic under the guidance of the District Curriculum Specialists. Coaching services will be differentiate according to teacher and student needs, and be offered with sufficient frequency (at least one day per month per grade level) to ensure rapid, transformative improvement in student achievement.</p> <p><b>STRATEGY:</b> Contract with a qualified vendor to manage the activities associated with the implementation of the Transformation model. Qualifications and responsibilities will be further defined but include (a) convening identified task forces or leadership teams; (b) developing detailed action plans with task forces or action research teams; (c) establishing efficient and comprehensive communication practices across stakeholder groups; and (d) ensuring the collection and analysis of evidence of the impact of transformation strategies on student learning and instructional practice. The SIG Coordinator will report to the new Assistant Superintendent for Curriculum and Instruction.</p>

<b>SOUTHSIDE MIDDLE SCHOOL</b>		
<b><u>I. DEVELOP AND INCREASE TEACHER AND SCHOOL LEADER EFFECTIVENESS</u></b>		
<b>Transformation Model Components :</b>	<b>Identified NEED (data sources)</b>	<b>STRATEGIES</b>
<b>1. new leader for Transformation</b>	Identification as a “persistently lowest achieving school” per NH definition	<b>STRATEGY:</b> Current principal assumed leadership position in 2009 to lead a school-wide reform effort, which included participation in National Institute for School Leaders (NISL) PD. She has been using evidence checklists to conduct classroom walkthroughs and is a member of a district committee to review these practices. She will be retained in her position to oversee the transformation implementation.
<b>2. rigorous, transparent, equitable evaluation systems to teachers and principals</b>	Teacher evaluation defined in the current contractual agreement. New evaluation procedures under development by state as part of the Race to the Top planning; MSD is a participant in those planning efforts.	<b>STRATEGY:</b> Initiate a process to build on early conversations with state and local teachers’ and principals’ unions/ associations to (a) research alternative models; (b) design (or select) a model appropriate for NH and Manchester context; and (c) pilot one or more models of educator evaluation. The three-year goal will be to use pilot implementation experience to incorporate new models into the next bargaining agreement.  Need to share findings with all stakeholders to get their buy-in for a pilot implementation. Need efforts to correspond and overlap with the state conversation; that is, our representatives will participate in statewide and local evaluation and compensation teams. Plan in Year 1; pilot Year 2; revise and continue with implementation in Year 3.

**SOUTHSIDE MIDDLE SCHOOL**

**I. DEVELOP AND INCREASE TEACHER AND SCHOOL LEADER EFFECTIVENESS**

<b>Transformation Model Components :</b>	<b>Identified NEED (data sources)</b>	<b>STRATEGIES</b>
<b>3. identify and reward highly effective teachers and leaders</b>	Current status: few reward options currently employed (School, district interviews)	<p><b>STRATEGY:</b> As new teacher evaluation system is developed and piloted, need to develop and pilot a reward system that aligns to the evaluation.</p> <p><b>STRATEGY:</b> Because current pd workshops and tuition reimbursement programs are limited in terms of funding, when school-wide expectations are met or exceeded, all staff will have opportunities to exceed limits of current system to participate in conferences, workshops, and PD that aligns to school’s transformation implementation goals.</p>
<b>4. provide staff ongoing, high quality job-embedded professional development</b>	<p>Students learning English and those with disabilities may not be receiving the same academic program as general education students. (School, district Interviews)</p> <p>Currently the district provides 3 early release days for the year of 90 minutes each. This is insufficient time for professional learning. (Interviews with school staff, leaders, district curriculum specialists)</p>	<p><b>STRATEGY:</b> Expand use of AIMSweb to identify and monitor progress of ELL and other students. Currently AIMSweb is used for Special Ed population.</p> <p><b>STRATEGY:</b> Through UNH–Coop, a US Dept of Ed funded program, ten Southside teachers will attend training in the Sheltered Instruction Observation Protocol (SIOP) method to better serve ELL students.</p> <p><b>STRATEGY:</b> Provide additional paid professional learning time over the summer or on weekends or evenings. Allow flexibility for the participating staff and providers to accommodate their schedules, personal work preferences, and learning styles.</p>
<b>5. Implement strategies to recruit, place, retain staff with skills for Transformation</b>	Little awareness of “transformation” components, essential skills or competencies. (Interviews) Current recruiting and hiring processes focus on generalized teaching /leadership skills. (Interviews)	<p><b>STRATEGY:</b> We will recruit staff members who understand and are able to implement the transformation model.</p> <p><b>STRATEGY:</b> We will recognize and reward teachers who successfully implement the transformation model as a retention strategy,</p>

**SOUTHSIDE MIDDLE SCHOOL**

**II. COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES**

<b>Transformation Model Components:</b>	<b>Identified NEED (data sources)</b>	<b>STRATEGIES</b>
<b>1. use data to identify and implement research based instructional program</b>	<p>Analysis of state and local student assessment data revealed gaps in GLEs included by the middle school mathematics program.</p> <p>MSD recently completed adoption review process for new mathematics text. (District interviews)</p> <p>Collaborative development and scoring of district interim assessments is yielding gradually more reliable data about student learning. (District interviews)</p>	<p><b>STRATEGY:</b> Implement new Math curriculum — Holt McDougal Mathematics courses 1,2,and 3. Program provides manipulatives, tutorials, state test prep, IDEA materials, and parent communication in two languages. It has an online textbook and components for students and parents to access. It is aligned with state standards and GLEs and each grade level is represented in the GLEs. This curriculum was selected by District work group following extensive research and review.</p> <p><b>STRATEGY:</b> Continue participation in the National Writers Workshop, a grant-funded program through Plymouth State University.</p>
<b>2. promote the continued use of student data to inform and differentiate instruction</b>	<p>Teachers identify at-risk students, but have a limited range of interventions options for reading, and few, if any, interventions in mathematics. (School and district interviews)</p> <p>Collaborative development and scoring of District assessments continues to be refined to enable teachers to make timely and appropriate instructional decisions based on that data. (District interviews)</p>	<p><b>STRATEGY:</b> Use AIMSweb to monitor progress for all students. Currently, it is only used by Special Ed teachers for their students.</p> <p><b>STRATEGY:</b> Collaborate with representatives from the two other SIG schools (Parker Varney and Gossler Park) to formalize and pilot a Manchester District Response to Intervention approach.</p> <p><b>STRATEGY:</b> Implement Differentiated Instruction as a school-wide methodology.</p> <p><b>STRATEGY:</b> Train teachers in the effective use of varied interventions (Rtl and DI) for struggling students in both mathematics and literacy/ reading (as part of Rtl development).</p>

**SOUTHSIDE MIDDLE SCHOOL**

**II. COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES**

<b>Transformation Model Components:</b>	<b>Identified NEED (data sources)</b>	<b>STRATEGIES</b>
<p><b>3. reinforce the school-wide use of a response to intervention approach</b></p>	<p>RtI is in its second year as a District initiative. (District interviews)</p> <p>Teachers report using RtI to identify students for potential special education referral. (School interviews)</p>	<p><b>STRATEGY:</b> Contract with RtI consultant to formalize and pilot an RtI approach for Southside.</p>
<p><b>4. provide additional supports and PD to teachers and principals to implement effective strategies for students with disabilities and English language learners to access the full curriculum</b></p>	<p>Disaggregated NECAP results show weak performance of ELL and students with disabilities (state assessment data)</p> <p>ELL students are served by a pull-out model which occurs during academic time. (School interviews)</p>	<p><b>STRATEGY:</b> Purchase AIMSweb assessment and monitoring tool; provide training for all teaching staff. (Currently used only by Special Ed teachers.)</p> <p><b>STRATEGY:</b> Build teachers’ knowledge and skill to differentiate instruction, with a particular focus on students who are English language learners and those with special educational needs.</p> <p><b>STRATEGY:</b> Researching methods of delivery to improve instructional services for ELLs through new scheduling and academic leveling of students in Reading, Writing, and Math.</p> <p><b>STRATEGY:</b> Provide the flexibility to school leaders and staff to redesign delivery of ELL and Special Education services (in compliance with federal, state and local regulations).</p>

**SOUTHSIDE MIDDLE SCHOOL**

**II. COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES**

<b>Transformation Model Components:</b>	<b>Identified NEED (data sources)</b>	<b>STRATEGIES</b>
<p><b>5. Increase rigor by offering opportunities for students to enroll in advanced coursework, especially those that incorporate rigorous and relevant project- inquiry- or design-based contextual learning opportunities</b></p>	<p>Teachers have asked for more opportunities to meet with their content peers to design curriculum opportunities</p>	<p><b>STRATEGY:</b> Provide content teachers with common planning periods where they can design more project- and inquiry-based project that encourage students to deepen their understanding on content.</p> <p><b>STRATEGY:</b> Strengthen PLCs for content teachers to design interdisciplinary project-based learning opportunities.</p> <p><b>STRATEGY:</b> Implement Apex online learning program, as it has opportunities for incorporating rigor. In addition to the afterschool program, it can be used in classroom for increasing rigor.</p>
<p><b>Improve student transition from middle to high school through summer transition programs or freshman academies.</b></p>	<p>Generally, students leave Southside and transition to two different public high schools. Friends are separated. Some students go to Central depending on their address, but most go to Memorial. Some do go to West to the EBD (emotionally behavioral disturbed) program or for ROTC</p>	<p><b>STRATEGY:</b> tours by teams/counselors; student meetings with high school counselors</p>
<p><b>6. Establish early-warning systems to identify students who may be at risk of failing to achieve high standards to graduate</b></p>	<p>Community (parents, teachers) report that middle school students get to high school and are surprised to learn that there are attendance requirements.</p>	<p><b>STRATEGY:</b> Implement a middle school attendance policy (district).</p> <p><b>STRATEGY:</b> volunteer to pilot middle school implementation of the early warning system for at-risk students currently under development at the district, which is funded by the NH Dept of Ed.</p>

**SOUTHSIDE MIDDLE SCHOOL**

**III. INCREASED LEARNING TIME AND CREATING COMMUNITY ORIENTED SCHOOLS**

<b>Transformation Model Components:</b>	<b>Identified NEED (data sources)</b>	<b>STRATEGIES</b>
<p><b>1. establish schedules and strategies that provide increased learning time</b></p>	<p>21<sup>st</sup> CCLC program in place.</p> <p>3 Early Release days provide inadequate time for professional learning; Weekly PLC meetings of 30 minutes are insufficient to build teacher competency in all aspects of the core academic programs.</p> <p>Student cultural differences take time away from learning</p>	<p><b>STRATEGY:</b> Contract with Apex to provide extended online afterschool programming for students.</p> <p><b>STRATEGY:</b> As cited previously, extend/expand the paid opportunities for teachers to use summer, Saturdays and evenings for collaborative planning, professional development, special projects planning and other activities linked to improving the educational environment for students.</p> <p><b>STRATEGY:</b> Introduce new schedule structure (Sept 2010). Homeroom incorporated into first academic period to increase instructional time on task. No academic class will be split by lunch. Structure is backed with 25 minute organizational team/Rtl time.</p> <p><b>STRATEGY:</b> Research national models for extending the school day. Determine the model that fits Southside’s culture and implement pilot in Year 2.</p> <p><b>STRATEGY:</b> Reintroduce Positive Behavioral Instructional Supports (PBIS) at school as a platform to improve school climate.</p> <p><b>STRATEGY:</b> Provide more opportunities for staff to engage in instructional activities outside the school day.</p>
<p><b>2. provide ongoing mechanisms for family and community engagement.</b></p>	<p>Few parents participate in school functions.</p>	<p><b>STRATEGY:</b> Enlist support of NH Parent Information Resource Center to bring parents into the school community.</p>

<b>SOUTHSIDE MIDDLE SCHOOL</b>		
<b><u>IV. PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT</u></b>		
<b>Transformation Model Components:</b>	<b>Identified NEED (data sources)</b>	<b>STRATEGIES</b>
<b>1. give schools sufficient operational flexibility</b>	<p>Teachers expressed a need and desire to build professional expertise while accommodating schedule and calendar needs. (School interviews; District curriculum specialist interviews)</p>	<p><b>STRATEGY:</b> Building principal and teams have operational flexibility to set up classroom schedules to accommodate grade - and content-level professional development and teacher needs.</p> <p><b>STRATEGY:</b> Building principal and teams have operational flexibility to use the consultants and the PD that this SIG funds to close gaps in student achievement, especially for the ELL and Special Ed subgroups.</p> <p><b>STRATEGY:</b> Engage teacher and principal association/ union representatives in a continuous process to critically examine existing practices and reach agreement on allowable options for (a) calendars; (b) school daily schedule; (c) assignment/ placement; (d) other aspects of school operations. All flexibility options will comply with existing federal, state and local regulations and be consistent with the designated core academic programs.</p>
<b>2. ensure that schools received ongoing, intensive, t.a. and other support from the LEA</b>	<p>Teachers cite their perceived benefits from embedded (school based ) instructional coaches. (School Interviews)</p> <p>Research studies report carefully designed, targeted mentoring and instructional coaching.</p> <p>Professional development not clearly linked to classroom-based needs (teacher and/or student) have limited impact on student achievement. (Reeves, 2010. <i>Transforming Professional Development into Student Results</i>)</p>	<p><b>STRATEGY:</b> Contract with qualified vendors to provide instructional coaching services under the guidance of the District Curriculum Specialist (to ensure coherence with the selected core instructional programs). Coaching services will be differentiated according to teacher and student needs, and be offered with sufficient frequency (at least one day per month per grade level) to ensure rapid, transformative improvement in student achievement.</p> <p><b>STRATEGY:</b> Provide intensive training in (a) use of new mathematics program and (b) PLCs (professional learning communities) as an approach to enhancing teacher skill and knowledge</p>

SOUTHSIDE MIDDLE SCHOOL		
IV. PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT		
Transformation Model Components:	Identified NEED (data sources)	STRATEGIES
	District leaders are functioning with little available “excess” time to take on management of a project as extensive as the SIG transformation implementation. (District interviews)	<b>STRATEGY:</b> Contract with a qualified vendor to manage the activities associated with the implementation of the Transformation model. Qualifications and responsibilities will be further defined but include (a) convening identified task forces or leadership teams; (b) developing detailed action plans with task forces or action research teams; (c) establishing efficient and comprehensive communication practices across stakeholder groups; and (d) ensuring the collection and analysis of evidence of the impact of transformation strategies on student learning and instructional practice. The SIG Coordinator will report to the Assistant Superintendent for Curriculum and Instruction.

***Needs Assessment Methodology***

The information gathering included document review, interviews with district and school staff, consultations with additional stakeholders and professional development providers, and preliminary research on alternative models with potential to address recognized gaps and needs. The following list shows the individuals and groups consulted for the application process.

The needs assessment conducted to inform preparation of this application included a number of critical components to determine

- (a) Existing programs/ project/ interventions in place;
- (b) Anticipated changes in organizational structures or academic programs;
- (c) Student achievement data, both state and local
- (d) Data regarding program implementation at both the district and school levels
- (e) Overview of existing partnership and those in development or under consideration
- (f) School climate and culture

The school improvement plans in this grant application for Gossler Park, Parker Varney, and Southside Middle School have been informed by the findings in the needs assessment.

## ***Manchester School District's Capacity to Ensure Full and Effective Implementation***

- 2. Describe the LEA's capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school to ensure the full and effective implementation of the Intervention Model selected for each school. Complete the LEA Capacity Rubric located in *LEA Appendix D***

Manchester School District has a history of providing high quality academic programs to its students and professional development to its teachers to ensure students have the social, emotional and intellectual foundation to succeed in school and beyond. The opportunity offered by the SIG grant enables the District to provide the resources that will enable effective practices to become standard operating practices. The SIG grant will provide opportunities for teachers and leaders to employ best practices under the guidance of experts in instruction and leadership.

The district has made a concentrated effort to provide professional development to elementary teachers on Everyday Math. Everyday Math was piloted at Gossler Park for a number of years, and because of the progress made there, was introduced last year to all elementary schools. Math scores show improvement, however small. Last year, America's Choice methodology for language arts was introduced in six Title I schools, including Gossler Park and Parker Varney.

The capacity rubric shows the district's capacity in terms of governance and decision-making. MSD is structured in a method that allows for district level decision-making authority in regard to reform initiatives and, with this grant application, we are moving toward a method that allows for district and school level decision making authority in regard to reform initiatives, allowing for operational flexibility at the school level.

Principals in the SIG schools will have operational flexibility to set up classroom schedules to accommodate grade level professional development and teacher needs. They will also have the operational flexibility to use the consultants and the PD that this SIG funds to close gaps in student achievement, especially for the ELL and Special Ed subgroups.

We have a history of Title I schools. Our Title I audit reports revealed no findings in the fiscal area. We have 23 schools in our district. Our school improvement plans and our school-in-need-of-improvement plans have been approved by the NH Department of Education with revisions.

Although professional learning communities (PLCs) are somewhat new to our district, they are strong at all Title I schools. In addition, all elementary schools are sharing information and meeting challenges for the Everyday Math program in PLCs. Through its participation in the National Writing Project (NWP) with Plymouth State University, which

focuses the knowledge, expertise, and leadership of teacher' sustained efforts to improve writing and learning for all learners, Southside teachers have been introduced to professional learning communities (PLCs). Our middle schools have PLCs for math and literacy. Our district middle school math and literacy curriculum specialists are leading those PLCs.

MSD has a district leadership team. The team is tasked with implementing the DINI plan.

We have used Title IV funding to bring City Year New Hampshire corps members to one of our middle schools in a pilot program. Because of that pilot program's success, and because City Year NH sees the great need in Manchester, City Year NH's focus will be on the five low performing elementary schools in Manchester this coming year (2010-11). This program will be funded by district funds, City of Manchester funds, and a number of other funders.

### ***Rationale for Not Applying for All Tier I Schools***

**3. For any eligible Tier I school the LEA has elected to NOT include in its application, explain the LEA's decision that it lacks the capacity to serve such school(s).**

Based on the need assessment done at the eligible schools, the three schools in the application have the greatest likelihood of implementing the Transformation Model with fidelity. By focusing on two elementary schools and one middle school, we can build a proof of concept model and build on our successes and address remaining challenges before we apply for funding during the 2010-11 school year to scale up to serve the remaining Tier I schools. The new principals at Gossler Park and Parker Varney met the Transformation Leader criteria. The current principal at Southside has completed her first year. She is implementing a number of reforms consistent with the Transformation Model.

The rationale for not including all Manchester eight eligible Tier I schools under the 2010 SIG program follows:

- a. District leaders chose not to request funding for this school because they felt progress is being made there, although the current results might not support that. The district chose to give the leader and her staff an opportunity to be part of the progress for which they have been setting the foundation. Secretary Duncan made a special visit to Bakersville during the summer to acknowledge the efforts of staff and the progress being made there by students, teachers, and administrators.
- b. Beech Elementary staff are in the process of completing a restructuring planning year, expecting to implement their restructuring plan in September 2010. District leaders chose not to require the staff and leaders at those schools to redirect their attention to a different intervention model than what they have been working diligently to design as part of their restructuring efforts.
- c. Wilson Elementary staff are in the process of completing a restructuring planning year, expecting to implement their restructuring plan in September 2010. District

leaders chose not to require the staff and leaders at those schools to redirect their attention to a different intervention model than what they have been working diligently to design as part of their restructuring efforts.

- d. McLaughlin Middle School. District leaders chose not to request funding for this school because they felt progress is being made there, although the current results might not support that. The district chose to give the leader and his staff an opportunity to be part of the team that realizes the progress for which they have been setting the foundation.
- e. Parkside Middle School. District leaders chose not to request funding for this school because they felt progress is being made there, although the current results might not support that. The district chose to give the leader and her staff an opportunity to be part of the team that realizes the progress for which they have been setting the foundation.

While the addition of a new Assistant Superintendent will supplement District capacity, the demands of the SIG program are substantial. The decision to hire an external SIG Coordinator to coordinate, monitor and evaluate intervention activities for the duration of the grant period, will supplement existing District capacity, without creating a potentially unsustainable burden on district resources.

## Gossler Park Summary

**2010 NH Adequate Yearly Progress - Status  
School Summary Report**  
Based on May 2009 NH-AIT and October 2009 NECAP Assessment Data

SAU: 037  
District: Manchester  
School: Gossler Park School  
Code: 037-335-21530  
Grade: K 1-5 SpEd

Whole group meets 90% attendance  
rate requirement: Yes

Group	READING					MATHEMATICS				
	Meets Requirements	Meets 95% Participation Rate	Meets Index Target of 91.0	Safe Harbor		Meets Requirements	Meets 95% Participation Rate	Meets Index Target of 88.0	Safe Harbor	
				Meets 10% Rule	Meets 90% Attendance Rate				Meets 10% Rule	Meets 90% Attendance Rate
Whole School	Yes(SH)	Yes	No	Yes(SH)	Yes	Yes(SH)	Yes	No	Yes(SH)	Yes
Hispanic/Latino	Yes(CI)	Yes(2)	Yes(CI)			Yes(CI)	Yes(2)	Yes(CI)		
Non-Hispanic/Latino	American Indian or Alaskan Native	*	**	*		*	**	*		
	Asian/Pacific Islander	*	**	*		*	**	*		
	Black or African American	Yes	Yes(3)	Yes		Yes	Yes(3)	Yes		
	White	No	Yes	No	No	Yes	Yes(CI)	Yes	Yes(CI)	
Economically Disadvantaged	Yes(SH)	Yes	No	Yes(SH)	Yes	Yes(SH)	Yes	No	Yes(SH)	Yes
Educational Disability	No	Yes(2)	No	No	Yes	No	Yes(2)	No	No	Yes
Non- or Limited-English Proficient	Yes(CI)	**	Yes(CI)			Yes(CI)	**	Yes(CI)		

**KEY**  
 Yes Group meets the requirements.  
 Yes (2) Group meets participation rate requirement using a two-year cumulative average.  
 Yes (3) Group meets participation rate requirement using a three-year cumulative average.  
 Yes (CI) Group is within the confidence interval width to meet the index target.  
 Yes (SH) Group meets the requirements under Safe Harbor.  
 Yes (SH\*) Safe Harbor calculation was not performed since there were fewer than 11 students in the group in the last testing cycle.  
 N/A Data are not available.

No Group does not meet the requirements.  
 No (2) Group was only evaluated with two years of participation data and does not meet the requirement.  
 No (3) Group was evaluated with three years of participation data and did not meet the requirement.  
 \* Group is too small (fewer than 11 students) and therefore is not required to meet the index target for performance.  
 \*\* Group is too small (fewer than 40 students when totaled over three years) and therefore is not required to meet the standard for participation rate.  
 \*\*\* Group is too small (fewer than 40 students) and therefore is not required to meet the standard for attendance rate.  
 Shaded Cell Safe Harbor is not evaluated when the performance target is met.

Spring 2010  
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## **AYP Data**

The AYP Status Summary Report (shown on the previous page) indicates the following:

- **Gossler Park—Reading**  
Made Safe Harbor for whole school; made confidence interval for Hispanic/Latino; made AYP for Black or African American; did not make safe harbor for White; made safe harbor for Economically Disadvantaged; did not make AYP for Educational Disability; made confidence interval for Non- or Limited-English Proficient
- **Gossler Park—Mathematics**  
Made Safe Harbor for whole school; made confidence interval for Hispanic/Latino; made confidence interval for Asian/Pacific Islander; made AYP for Black or African American; made confidence interval for White; made safe harbor for Economically Disadvantaged; did not make AYP for Educational Disability; made confidence interval for Non- or Limited-English Proficient

This information points to a need for tailoring instruction to the needs of specific subgroups. Supplemental professional development for school staff in differentiating instruction might close that gap. This information indicates the need to identify students who are on the border of attaining proficiency and then to provide them with supplemental instruction to move them into proficiency. Supplemental professional development for school staff in response to intervention should help in closing that gap. As more students attain proficiency more resources will become available to work with students who need more help in attaining proficiency.

## **ACCESS Data**

One student of the 38 Gossler Park students who took the ACCESS Test attained proficiency on the 2010 ACCESS test. This number represents roughly 2% proficiency attainment rate.

The benchmark for “attainment of proficiency” (AMAO 1) for the 2010 test was 10%. The district's percentage (averaged for all ELL students) was 8.7%. Gossler Park's score is below the district average. First, Gossler Park needs to provide more intensive academic support to help our ELL students reach English language proficiency. Then, we have to bolster efforts in other areas. With AIMSweb, we will be able to identify students for intervention (Rtl) and then to monitor their progress. Technology is another method that has proven to be successful in supporting students', especially those who are English language learners, academic progress. Gossler Park will use all three—AIMSweb, Rtl, and technology to better serve our ELL students.

## ***Gossler Park's Plan***

- **Design and implement interventions consistent with the final SIG requirements**  
A new principal was hired for the 2010-11 school year. This principal, Ron Kew, has demonstrated that he has the transformation leadership skills. Gossler Park piloted the Everyday Math program that the district eventually adopted (last year). Gossler Park teachers have begun working with help from district math and language arts integration specialists are using local and state assessments to identify students who need help. SIG supplemental funds will provide more intensive PD to improve instructional practices and strengthen PLCs, which have just begun to meet over the past two years. The

funding will provide more PD in Everyday Math, America's Choice Language Arts methodology, Response to Intervention, and Differentiated Instruction.

- **If planning to contract with a service provider to assist in implementing an intervention model, how the LEA will recruit, screen, and select external providers to ensure their quality.**

The Manchester School District policy requires that we publish a request for proposal (RFP) from all contracted services. Although preferred providers are referenced in this document, we still must publish an RFP to ensure we recruit, screen, and select providers that have the skills and expertise required to implement the transformation model.

- **How the LEA will align other resources with the interventions**

Gossler Park approaches PLCs in the following manner: In September 2010, each PLC meets three times in one week.

During the first week America's Choice is the topic (PD, implementation, challenges, sharing challenges and successes, and feedback). Although our AC consultant meets with our team, SIG funds would provide more America's Choice job-embedded classroom PD to supplement and intensify our efforts in language arts.

- During the second week, Everyday Math is the topic. Again, teams discuss PD, and implementation, they share challenges and success, and feedback. We would look to an external math consultant to lead this group.
- The topic of the third week is RtI. Here, a national expert would come in and work with our teachers in their classrooms and lead the PLCs.

Currently, Gossler has one interactive white board for the whole school. Mr. Kew was a technology leader at his previous school. He sees technology as a key component in any school improvement plan in 2010. Therefore, Gossler will invest in technology and technology training to engage teachers and students. Equipment purchased with this grant will be used during the school day and as part of a plan to increase learning after school as the three labs will be open Monday through Thursday for two hours. Intermediate (grades 3 through 5) will have priority for this opportunity.

Gossler Park offers a 21<sup>st</sup> CCLC afterschool program. This program offers a homework club, but the focus of the afterschool program is enrichment. School staff will work with afterschool staff to offer instructional interventions after school.

Gossler Park teachers and students completed the first year of using the America's Choice methodology for language arts. The school is one of six Title I schools that has begun to use this methodology. SIG funding would provide more intensive PD for teachers during the three years of the grant.

In September 2010 City Year NH will be working in five elementary schools - Bakersville, Beech Street, Gossler Park, Parker-Varney and Wilson. City Year plays a role in academic, social-emotional and wrap around support for a key group of students at each school (approximately 70-80 high need students at each of the 5 schools) Seven to eight

corps members will tutor, mentor and coach 10-12 students who are identified by the teachers, administration as in need of City Year support. The overall goal is to get these students back on track in the areas of attendance, behavior and course performance in language arts and math. These areas are key indicators for students going into the 6th grade in terms of them staying in school or not. City Year's goal is to have them going into the 6th grade (and then ideally the 10th grade) "on track" in these areas.

In terms of community support, City Year will be funded by blending funds from the school district, the City of Manchester, Volunteer NH (AmeriCorps), the NH Charitable Foundation, and The Timberland Company. Additional funds will be provided by the Bean Foundation, Cogswell Benevolent Trust, the Granite United Way, and National Grid. Manchester Mayor Ted Gatsas has done fundraising to bring this program and expand it in Manchester. Funds have been received from Citizens Bank Foundation, Harvard Pilgrim Healthcare, and a HUD grant via the City of Manchester Planning Department - Community Improvement Program (CIP).

- **How the LEA will modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively**

In the past year, MSD has changed its student attendance policy for 2011 so it will be aligned with RSA 189-a (on Truancy); that is, twenty half days of unexcused absence during a school year shall constitute habitual truancy. MSD has also published dress codes for its staff and students.

A final draft of the Student Code of Conduct will be voted on at the August 23, 2010 School Board meeting. The Code is clear in communication on school stakeholder responsibilities (students, parents, teachers, principals, superintendents, and Board of School Committee). Topics include safe and orderly educational environment, attendance, dress and grooming, discipline and student conduct, free speech/expression. Pupil safety and violence prevention. The communication is concise and clear. As attendance and discipline are two performance indicators on which we will chart progress, the district's new policies should support.

Dr. Thomas Brennan (superintendent) and Mr. Michael Tursi (assistant superintendent) have encouraged the principal to use the Northwest Restructuring model for decision-making, that is, leadership is structured around teams, including a leadership team, and vertically aligned teacher teams.

- **How the LEA and school will sustain the reforms after the funding period ends.**

This SIG plan is a change management plan. The Transformation Model is a change management plan. With changes in leadership, changes in policies and procedures, and changes in how instruction is delivered over a three-year period, we can transform the school to a model that has the operational flexibility to adapt to the educational needs of the students. Adapting practices to the educational and social needs of the students will become the standard operating practice. Implementing differentiated instruction strategies and response to intervention strategies will enable staff to adapt instruction to serve the needs of our varied student population. The Solid Foundation training and

support will assist school staff in communicating to parents the need for them to be involved in their children's education. All these strategies are self-sustaining.

The professional development that current staff will receive with SIG funds will be self-sustaining as our school's capacity to implement these strategies will be increased. After three years of the training described in this application, current staff will be able to train new staff through a train-the-trainer model.

The results of this three-year implementation might suggest to decision makers that we cannot return to a half-time social worker nor can we go back to a half-time assistant principal at Gossler Park. We will work with the community to seek local funds and other funding sources to maintain these positions. Another outcome might be that over the life of this grant period, the school leadership teams and parental involvement supported by the Solid Foundation work has built capacity in school climate and empowered parents such that these were transitional positions while the school community was empowered to build capacity and eliminate the need for a full-time social worker at Gossler and a full-time assistant at Gossler.

**Gossler Park Timeline**

**4. Provide a timeline delineating the steps the LEA will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA Application.**

<b>Date</b>	<b>Task</b>
August 2010	Announcement of Grant Approval <ul style="list-style-type: none"> <li>▪ Communicate award to all stakeholders (school web page of district’s web site and letter to parents)</li> </ul>
September 2010	<ul style="list-style-type: none"> <li>▪ Recruit stakeholders (teachers parents, community members, district administrators, school board) to make one-year commitments (renewable) to participate in a quarterly advisory board that will guide this project implementation</li> <li>▪ Recruit stakeholders (parents, teachers, admin, and community) for extending school day and/or year team.</li> <li>▪ Recruit teachers to participate in supplemental 21<sup>st</sup> CCLC academic afterschool activities</li> <li>▪ Recruit 3 stakeholders to participate in District Alternative Teacher Evaluation Models Task Force</li> <li>▪ Recruit 3 stakeholders to participate in District Alternative Teacher Performance Incentives Work Group</li> <li>▪ Publish RFPs for Differentiated Instruction (DI), and Literacy PD consultant/service, Response to Intervention (Rtl) PD consultant/service, Everyday Math, SIG coordinator (superintendent’s office)</li> <li>▪ Formalize contracts with NH Parent Information Resource Center (PIRC) for Solid Foundation</li> <li>▪ Contract with AIMSweb for online subscriptions, training, and books.</li> <li>▪ Develop monitoring procedures for transformation strategies; establish common feedback tools.</li> </ul>
October 2010	<ul style="list-style-type: none"> <li>▪ Extended school day team identifies year’s goals.</li> <li>▪ Determine AIMSweb training dates and make sure there are sufficient subs to cover classrooms while teachers are receiving training.</li> <li>▪ Define action steps for process to review flexibility options for scheduling pd</li> <li>▪ Interview and contract vendors for DI PD, Rtl, and Literacy PD, SIG coordinator, and afterschool extended opportunities program (superintendent’s office)</li> <li>▪ Recruit teachers and parents to participate in Solid Foundation afterschool training.</li> <li>▪ Develop monitoring procedures for transformation strategies; establish common feedback tools; create/ adapt online monitoring and reporting options</li> <li>▪ Establish regular communication about SIG project activities with staff, administration, parents, and other stakeholders and community members</li> <li>▪ Invite students to participate in online afterschool program.</li> <li>▪ Define stakeholders for collecting participant feedback, evaluation of professional development activities</li> <li>▪ Work with stakeholders to create schedules for this year’s professional development</li> <li>▪ Publish monthly communiqué on school’s webpage of district website and in letter to parents.</li> </ul>

Date	Task
October 2010 – May 2011	<ul style="list-style-type: none"> <li>▪ Continue monthly communication with stakeholders and community</li> <li>▪ Communicate parent offerings (letter to parents and school web page)</li> <li>▪ Continue calendar of professional development services</li> <li>▪ Determine evaluation task force goals, and work with members meeting with the other two schools, researching what has been implemented and effective in different districts across the country, as well as receiving communication of the statewide task force findings and recommendations, develop an evaluation plan to pilot beginning September 2011.</li> <li>▪ Continue culture and climate work group, family and community work group</li> <li>▪ Continue regular collection of evidence of impact of professional development services</li> <li>▪ Work with Solid Foundation to improve and increase communication with parents.</li> <li>▪ Publish Solid Foundation and school's plans for parent activities</li> <li>▪ Conduct quarterly evaluations of providers; feedback surveys of stakeholders</li> <li>▪ Report transformation implementation progress to NH DOE as required (SIG coordinator)</li> <li>▪ Begin RtI, DI, Solid Foundation, Everyday Math and Language Arts, and AIMSweb PD and implement RtI, DI, Solid Foundation, Everyday Math, AIMSweb, and Literacy strategies. This training is the core of our SIG program. RtI, DI, and AIMSweb will help staff better serve our high-need subgroups, especially ELL and Special Ed. Solid Foundation will help us to reach parents and then to engage them in their children's academic and social growth. By having tools to assess, make changes to instructional delivery, and then to monitor student progress, we will better identify and understand gaps and then be able to close those gaps. PD builds capacity in the school and in the district. (Over time more strategies will be implemented with more intensity.)</li> </ul>
April 2011–May 2011	<ul style="list-style-type: none"> <li>▪ Recruit teachers for summer PD activities</li> <li>▪ Extended day team submits pilot school day and/or year extension plan (May 2011).</li> <li>▪ Submit annual progress report to NH Dept of Ed (SIG coordinator)</li> </ul>
June 2011	<ul style="list-style-type: none"> <li>▪ Prepare progress reports for school and community</li> <li>▪ Conduct analysis of feedback and evidence of impact; revise project plans accordingly</li> </ul>
<b>YEAR 2</b>	
July / August 2011	<ul style="list-style-type: none"> <li>▪ SIG coordinator, school leadership team reviews participant feedback, progress, outcomes achieved for the first year</li> <li>▪ Engage teachers in planned summer intensive pd activities (RtI, DI, Solid Foundation, Everyday Math, technology, and Literacy,)</li> <li>▪ Review District Alternative Teacher Evaluation Models Task Force first year's work (SIG coordinator, administration). Then, make recommendations for the upcoming pilot implementation.</li> <li>▪ Review District Alternative Teacher Performance Incentives Work Group first year's work (SIG coordinator, administration) Then, make recommendations for coming year's work</li> <li>▪ Update project plans, analyze Year 1 feedback, revise outcomes, objectives and activities for literacy/ reading/ ELA; mathematics; RtI; PLCs; Literacy; and family and community engagement</li> </ul>
September 2011	<ul style="list-style-type: none"> <li>▪ School leadership team will work with stakeholders to update schedules for this year's professional development.</li> </ul>

Date	Task
	<ul style="list-style-type: none"> <li>• Communicate year's plans with all stakeholders</li> <li>• Recruit students for afterschool programs.</li> <li>• Meet with staff to share Alternative Teacher Evaluation Models Task Force share plans for implementing pilot evaluation model which will begin this month (Principal, SIG coordinator, teacher members).</li> <li>• Share goals for this year's District Alternative Teacher Performance Incentives Work Group</li> <li>• Recruit replacement quarterly advisory board members as needed.</li> </ul>
September 2011 – May 2012	<ul style="list-style-type: none"> <li>▪ Continue monthly communication with stakeholders and community</li> <li>▪ Continue Rtl, DI, Solid Foundation, Everyday Math, technology, and Literacy professional development activities, making adjustments based on stakeholder feedback</li> <li>▪ Implement pilot Alternative Teacher Evaluation Model.</li> <li>▪ Implement pilot extended school day and/or year plan.</li> <li>▪ Continue Alternative Teacher Evaluation Models Task Force work (collecting feedback of pilot implementation) and District Alternative Teacher Performance Incentives Work Group</li> <li>▪ Continue to work with Solid Foundation to increase communication with parents</li> <li>▪ Continue implementation of Rtl, parent outreach, and other strategies from PD work. (Over time more strategies will be implemented with more intensity.)</li> <li>▪ Continue collection of evidence of impact of supplemental professional development services</li> <li>▪ Conduct quarterly evaluations of providers; feedback surveys of stakeholders</li> <li>▪ Report transformation implementation progress to NH DOE as required (SIG coordinator)</li> <li>▪ Continue periodic evaluations of providers; feedback surveys of stakeholders</li> <li>▪ Report transformation implementation progress to NH DOE as required</li> </ul>
April 2012--May 2012	<ul style="list-style-type: none"> <li>▪ Recruit teachers for summer PD activities</li> <li>▪ Submit annual progress report to NH Dept of Ed (SIG coordinator)</li> </ul>
June 2012	<ul style="list-style-type: none"> <li>▪ Report feedback and experience of pilot teacher evaluation experience to school staff, district stakeholders (teachers, administrators, unions, school board), and NH Dept of Ed.</li> <li>▪ Prepare progress reports for school and community</li> <li>▪ Conduct analysis of feedback and evidence of impact; revise project plans accordingly</li> <li>▪ Initiate discussions of sustaining practices, external programs with stakeholders, policy makers</li> </ul>
<b>YEAR 3</b>	
July / August 2012	<ul style="list-style-type: none"> <li>▪ SIG coordinator, school leadership team reviews participant feedback, progress, outcomes achieved for the first year</li> <li>▪ Engage teachers in planned summer intensive pd activities (DI, Rtl, parent outreach)</li> <li>▪ Review District Alternative Teacher Evaluation Model pilot implementation. (SIG coordinator, administration). Then, revise according to all – school, district stakeholders, NH Dept of Ed -- feedback to implement revision in September 2012.</li> <li>▪ Review District Alternative Teacher Performance Incentives Work Group first year's work (SIG coordinator, administration) Then, make recommendations for coming year's work</li> <li>▪ Update project plans, analyze Year 1 feedback, revise outcomes, objectives</li> </ul>

Date	Task
	<ul style="list-style-type: none"> <li>and activities for literacy/ reading/ ELA; mathematics; RtI; AIMSweb; PLCs; family and community engagement; extended online programs</li> <li>▪ Review findings of sustaining practices, external programs with stakeholders, policy makers</li> </ul>
September 2012	<ul style="list-style-type: none"> <li>▪ School leadership team will work with stakeholders to update schedules for this year's professional development.</li> <li>▪ Communicate year's plans with all stakeholders</li> <li>▪ Meet with staff to share Alternative Teacher Evaluation Models Task Force share plans for implementing revised pilot evaluation model that will begin this month (Principal, SIG coordinator, teacher members).</li> <li>▪ Recruit students for afterschool programs.</li> <li>▪ Recruit replacement quarterly advisory board members as needed.</li> <li>▪ Determine this year's goals for District Alternative Teacher Performance Incentives Work Group.</li> </ul>
September 2012– May 2013	<ul style="list-style-type: none"> <li>▪ Continue monthly communication with stakeholders and community</li> <li>▪ Continue RtI, DI, Solid Foundation, Everyday Math, AIMSweb, and Literacy professional development activities, making adjustments from feedback</li> <li>▪ Implement revised pilot Alternative Teacher Evaluation Model.</li> <li>▪ Continue to collect feedback on revised Alternative Teacher Evaluation Model implementation</li> <li>▪ Continue District Alternative Teacher Performance Incentives Work Group</li> <li>▪ Continue to work with Solid Foundation to increase communication with parents</li> <li>▪ Continue implementation of RtI, DI, Solid Foundation, Everyday Math and Literacy strategies from PD work. (Over time more strategies will be implemented with more intensity.)</li> <li>▪ Continue regular collection of evidence of impact of professional development services</li> <li>▪ Conduct quarterly evaluations of providers; feedback surveys of stakeholders</li> <li>▪ Report transformation implementation progress to NH DOE as required (SIG coordinator)</li> <li>▪ Continue periodic evaluations of providers; feedback surveys of stakeholders</li> <li>▪ Report transformation implementation progress to NH DOE as required</li> </ul>
May 2013	<ul style="list-style-type: none"> <li>▪ Recruit teachers for summer PD activities</li> <li>▪ Prepare program final report for school and community</li> <li>▪ Submit final progress report to NH Dept of Ed (SIG coordinator)</li> </ul>
June 2013	<ul style="list-style-type: none"> <li>▪ Publish final report for school and community</li> <li>▪ Conduct analysis of feedback and evidence of impact; revise project plans accordingly</li> <li>▪ Publish findings of sustaining practices, external programs with stakeholders, policy makers</li> <li>▪ Report feedback and experience of revised pilot teacher evaluation experience to school staff, district stakeholders (teachers, administrators, unions, school board), and NH Dept of Ed</li> </ul>

**5. As part of the LEA's plan to monitor progress in each Tier I and Tier II school included in this application, provide the LEA's annual student achievement goals in Reading and Mathematics for each Tier I and Tier II school's state assessment results.**

From school improvement plan:

Gossler Park

Reading: The percentage of students performing at or above proficiency in reading and writing on the NECAP will increase by 10%

Mathematics: No Math goal in School Improvement Plan.

Parker Varney Summary

**2010 NH Adequate Yearly Progress - Status  
School Summary Report  
Based on May 2009 NH-AIT and October 2009 NECAP Assessment Data**

SAU: 037  
District: Manchester  
School: Parker-Varney School  
Code: 037-335-21540  
Grade: K 1-5

Whole group meets 90% attendance  
rate requirement: Yes

Group	READING					MATHEMATICS				
	Meets Requirements	Meets 95% Participation Rate	Meets Index Target of 91.0	Safe Harbor		Meets Requirements	Meets 95% Participation Rate	Meets Index Target of 88.0	Safe Harbor	
				Meets 10% Rule	Meets 90% Attendance Rate				Meets 10% Rule	Meets 90% Attendance Rate
Whole School	No	Yes	No	No	Yes	Yes(SH)	Yes	No	Yes(SH)	Yes
Hispanic/Latino	No	Yes(2)	No	No	Yes	Yes(SH)	Yes(2)	No	Yes(SH)	Yes
Non-Hispanic/Latino	American Indian or Alaskan Native	*	**	*		*	**	*		
	Asian/Pacific Islander	*	**	*		*	**	*		
	Black or African American	*	**	*		*	**	*		
	White	Yes(SH)	Yes	No	Yes(SH)	Yes	Yes(SH)	Yes	No	Yes(SH)
Economically Disadvantaged	No	Yes	No	No	Yes	Yes(SH)	Yes	No	Yes(SH)	Yes
Educational Disability	Yes(SH)	Yes(2)	No	Yes(SH)	Yes	Yes(SH)	Yes(2)	No	Yes(SH)	Yes
Non- or Limited-English Proficient	No	Yes(2)	No	No	Yes	Yes(SH)	Yes(2)	No	Yes(SH)	Yes

**KEY**  
 Yes Group meets the requirements.  
 Yes (2) Group meets participation rate requirement using a two-year cumulative average.  
 Yes (3) Group meets participation rate requirement using a three-year cumulative average.  
 Yes (CI) Group is within the confidence interval width to meet the index target.  
 Yes (SH) Group meets the requirements under Safe Harbor.  
 Yes (SH\*) Safe Harbor calculation was not performed since there were fewer than 11 students in the group in the last testing cycle.  
 N/A Data are not available.

No Group does not meet the requirements.  
 No (2) Group was only evaluated with two years of participation data and does not meet the requirement.  
 No (3) Group was evaluated with three years of participation data and did not meet the requirement.  
 \* Group is too small (fewer than 11 students) and therefore is not required to meet the index target for performance.  
 \*\* Group is too small (fewer than 40 students when totaled over three years) and therefore is not required to meet the standard for participation rate.  
 \*\*\* Group is too small (fewer than 40 students) and therefore is not required to meet the standard for attendance rate.  
 Shaded Cell Safe Harbor is not evaluated when the performance target is met.

Spring 2010  
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## **AYP Data**

The AYP Status Summary Report (shown on the previous page) indicates the following:

- **Parker Varney—Reading**  
Did not make AYP for whole school; did not make AYP for Hispanic/Latino; made safe harbor for White; did not make AYP for Economically Disadvantaged; made safe harbor for Educational Disability; did not make AYP for Non- or Limited-English Proficient
- **Parker Varney—Mathematics**  
Made Safe Harbor for whole school; made safe harbor for Hispanic/Latino; made safe harbor for White; made safe harbor for Economically Disadvantaged; made safe harbor for Educational Disability; made safe harbor for Non- or Limited-English Proficient

This information points to a need for tailoring instruction to the needs of specific subgroups. Supplemental professional development for school staff in differentiating instruction might close that gap. This information indicates the need to identify students who are on the border of attaining proficiency and then to provide them with supplemental instruction to move them into proficiency. Supplemental professional development for school staff in response to intervention should help in closing that gap. As more students attain proficiency more resources will become available to work with students who need more help in attaining proficiency.

## **ACCESS Data**

Three students of the 58 Parker Varney ACCESS Test takers attained proficiency on the 2010 ACCESS test. This number represents roughly 5% proficiency attainment rate. The benchmark for “attainment of proficiency” (AMAO 1) for the 2010 test was 10%. The district's percentage (averaged for all ELL students) was 8.7%. Parker Varney's score is below the district average. First, Parker Varney needs to provide more intensive academic support to help our ELL students reach English language proficiency. Then, we have to bolster efforts in other academic areas; reading and math. With AIMSweb, we can identify students for intervention (Rtl) and then to monitor their progress. Technology is another method that has proven to be successful in supporting students', especially those who are English language learners, academic progress. Parker Varney will use all three—AIMSweb, Rtl, and technology to better serve our ELL students.

## ***Parker Varney's Plan***

- **Design and implement interventions consistent with the final SIG requirements**  
A new principal was hired for the 2010-11 school year. This principal, Kathleen Turner, has demonstrated that she has the transformation leadership skills. Parker Varney introduced the Everyday Math program last year. Parker Varney teachers have begun working with help from district math and language arts integration specialists and are using local and state assessments to identify students who need help. SIG supplemental funds will provide more intensive PD to improve instructional practices and strengthen PLCs, which have just begun to meet over the past two years. The funding will provide more PD in Everyday Math, America's Choice Language Arts methodology, Response to Intervention, Differentiated Instruction, Crisis Prevention Institute (CPI), and a school wide positive behavior program. In addition, teachers will be trained in the use of AIMSweb as a formative assessment tool to monitor student progress and inform their instruction. The final piece of our program is outreach to parents. Our goal is to help

parents understand that they are integral components to their child's academic and social success.

- **If planning to contract with a service provider to assist in implementing an intervention model, how the LEA will recruit, screen, and select external providers to ensure their quality.**

The Manchester School District policy requires that we publish a request for proposal (RFP) from all contracted services. Although preferred providers are referenced in this document, we still must publish an RFP to ensure we recruit, screen, and select providers who have the skills and expertise required to implement the transformation model.

- **How the LEA will align other resources with the interventions**

School staff will offer instructional interventions after school. There are many initiatives district wide and many individual schools have their own initiatives, Parker Varney is no exception. What SIG funds would help us to accomplish is that we can bring many fragmented initiatives together and coordinate under one umbrella. Each initiative will support the other initiatives.

Parker Varney teachers and students completed the first year of using the America's Choice methodology for language arts. The school is one of six Title I schools that has begun to use this methodology. SIG funding would provide more intensive PD for teachers during the three years of the grant. More AC coaching should ensure fidelity of the methodology.

Currently, Parker Varney has no interactive white boards. At Mrs. Turner's previous school district, technology was a key component in engaging and motivating students. She saw firsthand the positive impact that technology has for many students, particularly, for ELL and Special Education students. Technology is part of our students' world. They are digital natives and if we don't talk to them using their language we're missing opportunities to reach them. Parker Varney will invest in technology and technology training to engage teachers and students. Equipment purchased with this grant will be used during the school day and as part of a plan to increase learning after school as the three labs will be open Monday through Thursday for two hours. Intermediate (grades 3 through 5) will have priority for this opportunity.

In September 2010 City Year will be working in five elementary schools - Bakersville, Beech Street, Gossler Park, Parker-Varney and Wilson. City Year plays a role in academic, social-emotional and wrap around support for a key group of students at each school (approximately 70-80 high need students at each of the 5 schools) Seven to eight corps members will tutor, mentor and coach 10-12 students who are identified by the teachers, administration as in need of City Year support. The overall goal is to get these students back on track in the areas of attendance, behavior and course performance in language arts and math. These areas are key indicators for students going into the 6th grade in terms of them staying in school or not. City Year's goal is to have them going

into the 6th grade (and then ideally the 10th grade) “on track” in these areas.

In terms of community support, City Year will be funded by blending funds from the school district, the City of Manchester, Volunteer NH (AmeriCorps), the NH Charitable Foundation, and The Timberland Company. Additional funds will be provided by the Bean Foundation, Cogswell Benevolent Trust, the Granite United Way, and National Grid. Manchester Mayor Ted Gatsas has done fundraising to bring this program and expand it in Manchester. Funds have been received from Citizens Bank Foundation, Harvard Pilgrim Healthcare, and a HUD grant via the City of Manchester Planning Department - Community Improvement Program (CIP).

- **How the LEA will modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively**

In the past year, MSD has changed its student attendance policy for 2011 so it will be aligned with RSA 189-a (on Truancy); that is, Twenty half days of unexcused absence during a school year shall constitute habitual truancy. MSD has also published dress codes for its staff and students. At Parker Varney, office staff are tracking absences and when students return to school without a note explaining their absences from their parents, administrators contact parents.

A final draft of the Student Code of Conduct will be voted on at the August 23, 2010 School Board meeting. The Code is clear in communication on school stakeholder responsibilities (students, parents, teachers, principals, superintendents, and Board of School Committee. Topics include safe and orderly educational environment, attendance, dress and grooming, discipline and student conduct, free speech/expression. Pupil safety and violence prevention. The communication is concise and clear. As attendance and discipline are two performance indicators on which we will chart progress, the district’s new policies should support.

Dr. Thomas Brennan (superintendent) and Mr. Michael Tursi (assistant superintendent) have encouraged the principal to use the Northwest Restructuring model for decision-making, that is, leadership is structured around teams, including a leadership team, and vertically aligned teacher teams.

- **How the LEA and school will sustain the reforms after the funding period ends.**

This SIG plan is a change management plan. The Transformation Model is a change management plan. With changes in leadership, changes in policies and procedures, and changes in how instruction is delivered over a three-year period, we can transform the school to a model that has the operational flexibility to adapt to the educational needs of the students. Adapting practices to the educational and social needs of the students will become the standard operating practice. A student behavior program that focuses on positive behavior and school climate will provide the model for a safe school climate where all students can learn. Implementing response to intervention strategies will enable staff to adapt instruction to serve the needs of our varied student population. The Solid Foundation training and support will assist school staff in communicating to parents the need for them to be involved in their children’s education. All these strategies are self-sustaining.

The professional development that current staff will receive with SIG funds will be self-sustaining as our school's capacity to implement these strategies will be increased. After three years of the training described in this application, current staff will be able to train new staff through a train-the-trainer model. The cost of the full-time social worker is not sustained; however, we will work with our community to seek local funds and other funding sources to maintain this position.

## **Parker Varney Timeline**

- 6. Provide a timeline delineating the steps the LEA will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA Application.**

<b>Date</b>	<b>Task</b>
August 2010	<p>Announcement of Grant Approval</p> <ul style="list-style-type: none"> <li>▪ Communicate award to all stakeholders (school web page of district's web site and letter to parents)</li> </ul>
September 2010	<ul style="list-style-type: none"> <li>▪ Recruit stakeholders (teachers, parents, community members, district administrators, school board) to make one-year commitments (renewable) to a quarterly advisory board to guide this project implementation.</li> <li>▪ Recruit stakeholders (parents, teachers, admin, and community) for extending school day and/or year team.</li> <li>▪ Recruit 3 stakeholders to participate in District Alternative Teacher Evaluation Models Task Force</li> <li>▪ Recruit 3 stakeholders to participate in District Alternative Teacher Performance Incentives Work Group</li> <li>▪ Publish RFPs for America's Choice PD consultant/service, Response to Intervention (RtI) PD consultant/service, Everyday Math, SIG coordinator (superintendent's office)</li> <li>▪ Formalize contracts with NH Parent Information Resource Center (PIRC) for Solid Foundation</li> <li>▪ Contract with AIMSweb for online subscriptions, training, and books.</li> <li>▪ Develop monitoring procedures for transformation strategies; establish common feedback tools.</li> <li>▪ Establish team to review positive behavioral intervention programs.</li> </ul>
October 2010	<ul style="list-style-type: none"> <li>▪ Extended school day team identifies year's goals.</li> <li>▪ Define action steps for process to review flexibility options for scheduling pd</li> <li>▪ Interview and contract vendors for RtI PD, and America's Choice PD, SIG coordinator, and afterschool extended opportunities program (superintendent's office)</li> <li>▪ Recruit teachers and parents to participate in Solid Foundation afterschool training.</li> <li>▪ Develop monitoring procedures for transformation strategies; establish common feedback tools; create/ adapt online monitoring and reporting options</li> <li>▪ Establish regular communication about SIG project activities with staff, administration, parents, and other stakeholders and community members</li> <li>▪ Invite students to participate in online afterschool program.</li> <li>▪ Define stakeholders for collecting participant feedback, evaluation of professional development activities</li> <li>▪ Work with stakeholders to create schedules for this year's professional development</li> <li>▪ Publish monthly communiqué on school's webpage of district website and in letter to parents.</li> <li>▪ Research positive behavioral intervention programs that will fit in Parker Varney culture (positive team).</li> </ul>
October 2010 – May 2011	<ul style="list-style-type: none"> <li>▪ Continue monthly communication with stakeholders and community</li> <li>▪ Communicate parent offerings (letter to parents and school web page)</li> </ul>

Date	Task
	<ul style="list-style-type: none"> <li>▪ Determine teacher evaluation task force goals, and work with members meeting with the other two schools, researching what has been implemented and effective in different districts across the country, as well as receiving communication of the statewide task force findings and recommendations, develop a teacher evaluation plan to pilot beginning September 2011.</li> <li>▪ Continue calendar of professional development services</li> <li>▪ Continue work of culture and climate work group, family and community work group</li> <li>▪ Continue regular collection of evidence of impact of professional development services</li> <li>▪ Work with Solid Foundation to improve and increase communication with parents.</li> <li>▪ Publish Solid Foundation and school's plans for parent activities</li> <li>▪ Conduct quarterly evaluations of providers; feedback surveys of stakeholders</li> <li>▪ Report transformation implementation progress to NH DOE as required (SIG coordinator)</li> <li>▪ Conduct Rtl, DI, Solid Foundation, Everyday Math and Language Arts, and AIMSweb PD. This training is the core of our SIG program. Rtl, DI, and AIMSweb will help to better serve our subgroups, ELL and Special Ed.</li> <li>▪ Continue to implement Rtl, DI, Solid Foundation, Everyday Math and Language Arts, strategies from PD work. (Over time more strategies will be implemented with more intensity.)</li> <li>▪ Research positive behavioral intervention programs that will fit in Parker Varney culture (positive team).</li> </ul>
May 2011	<ul style="list-style-type: none"> <li>▪ Recruit teachers for summer PD activities</li> <li>▪ Extended day team submits pilot school day and/or year extension plan.</li> <li>▪ Submit annual progress report to NH Dept of Ed (SIG coordinator)</li> <li>▪ Select positive behavioral intervention model that will fit in Parker Varney culture (positive behavior team present to staff).</li> </ul>
June 2011	<ul style="list-style-type: none"> <li>▪ Prepare progress reports for school and community</li> <li>▪ Conduct analysis of feedback and evidence of impact; revise project plans accordingly</li> </ul>
<b>YEAR 2</b>	
July / August 2011	<ul style="list-style-type: none"> <li>▪ SIG coordinator, school leadership team reviews participant feedback, progress, outcomes achieved for the first year</li> <li>▪ Engage teachers in planned summer intensive pd activities (Rtl, Solid Foundation, Everyday Math and America's Choice.)</li> <li>▪ Review District Alternative Teacher Evaluation Models Task Force first year's work (SIG coordinator, administration). Then, share the teacher evaluation plan that will be piloted during the 2010-11 school year with all stakeholders.</li> <li>▪ Review District Alternative Teacher Performance Incentives Work Group first year's work (SIG coordinator, administration) Then, make recommendations for coming year's work</li> <li>▪ Update project plans, analyze Year 1 feedback, revise outcomes, objectives and activities for literacy/ reading/ ELA; mathematics; Rtl; PLCs; America's Choice; and family and community engagement</li> <li>▪ Summer training for all staff to implement school wide positive behavior program.</li> </ul>
September 2011	<ul style="list-style-type: none"> <li>▪ School leadership team will work with stakeholders to update schedules for this year's professional development.</li> <li>▪ Communicate year's plans with all stakeholders</li> </ul>

Date	Task
	<ul style="list-style-type: none"> <li>▪ Recruit students for afterschool programs.</li> <li>▪ Identify 2011 goals for District Alternative Teacher Performance Incentives Work Group</li> <li>▪ Implement selected behavior program.</li> <li>▪ Implement pilot teacher evaluation system developed by the Alternative Teacher Evaluation Models Task Force</li> <li>▪ Implement pilot extended school day and/or year plan.</li> </ul>
September 2011 – May 2012	<ul style="list-style-type: none"> <li>▪ Continue monthly communication with stakeholders and community</li> <li>▪ Continue RtI, Solid Foundation, Everyday Math and America’s Choice, professional development activities, making adjustments from feedback</li> <li>▪ Continue District Alternative Teacher Performance Incentives Work Group</li> <li>▪ Continue to work with Solid Foundation to increase communication with parents</li> <li>▪ Continue implementation of RtI, parent outreach strategies from PD work. (Over time more strategies will be implemented with more intensity.)</li> <li>▪ Continue regular collection of evidence of impact of professional development services</li> <li>▪ Conduct quarterly evaluations of providers; feedback surveys of stakeholders</li> <li>▪ Report transformation implementation progress to NH DOE as required (SIG coordinator)</li> <li>▪ Continue periodic evaluations of providers; feedback surveys of stakeholders</li> <li>▪ Report transformation implementation progress to NH DOE as required.</li> </ul>
May 2012	<ul style="list-style-type: none"> <li>▪ Recruit teachers for summer PD activities</li> <li>▪ Report on pilot extended school day program; collect feedback.</li> <li>▪ Submit annual progress report to NH Dept of Ed (SIG coordinator)</li> </ul>
June 2012	<ul style="list-style-type: none"> <li>▪ Prepare progress reports for school and community</li> <li>▪ Conduct analysis of feedback and evidence of impact; revise project plans accordingly.</li> <li>▪ Initiate discussions of sustaining practices, external programs with stakeholders, policy makers</li> </ul>
<b>YEAR 3</b>	
July / August 2012	<ul style="list-style-type: none"> <li>▪ SIG coordinator, school leadership team reviews participant feedback, progress, outcomes achieved for the first year</li> <li>▪ Engage teachers in planned summer intensive pd activities (positive behavior program)</li> <li>▪ Review District Alternative Teacher Evaluation Models Task Force pilot implementation (SIG coordinator, administration). Then, make recommendations for revised implementation.</li> <li>▪ Review District Alternative Teacher Performance Incentives Work Group first year’s work (SIG coordinator, administration) Then, make recommendations for coming year’s work</li> <li>▪ Update project plans, analyze Year 1 feedback, revise outcomes, objectives and activities for literacy/ reading/ ELA; mathematics; RtI; PLCs; family and community engagement; extended online programs</li> <li>▪ Review findings of sustaining practices, external programs with stakeholders, policy makers</li> </ul>
September 2012	<ul style="list-style-type: none"> <li>▪ School leadership team will work with stakeholders to update schedules for this year’s professional development.</li> <li>▪ Communicate year’s plans with all stakeholders</li> </ul>

Date	Task
	<ul style="list-style-type: none"> <li>▪ Meet with staff to share Alternative Teacher Evaluation Models Task Force plans for implementing revised evaluation model that will begin this month (Principal, SIG coordinator, teacher members).</li> <li>▪ Recruit students for afterschool programs.</li> <li>▪ Identify 2012 goals for Alternative Teacher Evaluation Models Task Force and District Alternative Teacher Performance Incentives Work Group</li> </ul>
September 2012– May 2013	<ul style="list-style-type: none"> <li>▪ Continue monthly communication with stakeholders and community</li> <li>▪ Continue Rtl, DI, Solid Foundation, Everyday Math and America's Choice professional development activities, making adjustments from feedback</li> <li>▪ Continue Alternative Teacher Evaluation Models Task Force work and District Alternative Teacher Performance Incentives Work Group</li> <li>▪ Continue to work with Solid Foundation to increase communication with parents</li> <li>▪ Continue implementation of Rtl, Solid Foundation, Everyday Math and America's Choice, strategies from PD work. (Over time more strategies will be implemented with more intensity.)</li> <li>▪ Continue regular collection of evidence of impact of professional development services</li> <li>▪ Continue behavior program implementation</li> <li>▪ Conduct quarterly evaluations of providers; feedback surveys of stakeholders</li> <li>▪ Report transformation implementation progress to NH DOE as required (SIG coordinator)</li> <li>▪ Continue periodic evaluations of providers; feedback surveys of stakeholders</li> <li>▪ Report transformation implementation progress to NH DOE as required</li> </ul>
May 2013	<ul style="list-style-type: none"> <li>▪ Recruit teachers for summer PD activities</li> <li>▪ Submit final progress report to NH Dept of Ed (SIG coordinator)</li> </ul>
June 2013	<ul style="list-style-type: none"> <li>▪ Prepare final report for school and community</li> <li>▪ Prepare program final report for school and community</li> <li>▪ Conduct analysis of feedback and evidence of impact; revise project plans accordingly</li> <li>▪ Publish findings of sustaining practices, external programs with stakeholders, policy makers</li> </ul>

**7. As part of the LEA's plan to monitor progress in each Tier I and Tier II school included in this application, provide the LEA's annual student achievement goals in Reading and Mathematics for each Tier I and Tier II school's state assessment results.**

**From School Improvement Plan**

Parker Varney

Reading: To increase the percentage of students scoring in Proficient with Distinction and Proficient from 46% to 66% over a two year period.

Mathematics: To increase the percentage of students scoring in Proficient with Distinction and Proficient from 30% to 60% over a two year period.

Southside Middle School Summary

**2010 NH Adequate Yearly Progress - Status  
School Summary Report**  
Based on May 2009 NH-AIT and October 2009 NECAP Assessment Data

SAU: 037  
District: Manchester  
School: Southside Middle School  
Code: 037-335-21575  
Grade: 6-8 SpEd

Whole group meets 90% attendance  
rate requirement: Yes

Group	READING					MATHEMATICS				
	Meets Requirements	Meets 95% Participation Rate	Meets Index Target of 91.0	Safe Harbor		Meets Requirements	Meets 95% Participation Rate	Meets Index Target of 88.0	Safe Harbor	
				Meets 10% Rule	Meets 90% Attendance Rate				Meets 10% Rule	Meets 90% Attendance Rate
Whole School	Yes(SH)	Yes	No	Yes(SH)	Yes	Yes(SH)	Yes	No	Yes(SH)	Yes
Hispanic/Latino	No	Yes	No	Yes(SH)	No	No	Yes	No	Yes(SH)	No
Non-Hispanic/Latino	American Indian or Alaskan Native	*	**	*		*	**	*		
	Asian/Pacific Islander	Yes	Yes(2)	Yes		Yes(CI)	Yes(2)	Yes(CI)		
	Black or African American	Yes(SH)	Yes	No	Yes(SH)	Yes	Yes(SH)	Yes	Yes(SH)	Yes
	White	Yes(SH)	Yes	No	Yes(SH)	Yes	No	Yes	No	Yes
Economically Disadvantaged	Yes(SH)	Yes	No	Yes(SH)	Yes	Yes(SH)	Yes	No	Yes(SH)	Yes
Educational Disability	No	Yes	No	Yes(SH)	No	No	Yes	No	No	No
Non- or Limited-English Proficient	Yes(SH)	Yes	No	Yes(SH)	Yes	Yes(SH)	Yes	No	Yes(SH)	Yes

**KEY**  
 Yes Group meets the requirements.  
 Yes (2) Group meets participation rate requirement using a two-year cumulative average.  
 Yes (3) Group meets participation rate requirement using a three-year cumulative average.  
 Yes (CI) Group is within the confidence interval width to meet the index target.  
 Yes (SH) Group meets the requirements under Safe Harbor.  
 Yes (SH\*) Safe Harbor calculation was not performed since there were fewer than 11 students in the group in the last testing cycle.  
 N/A Data are not available.

No Group does not meet the requirements.  
 No (2) Group was only evaluated with two years of participation data and does not meet the requirement.  
 No (3) Group was evaluated with three years of participation data and did not meet the requirement.  
 \* Group is too small (fewer than 11 students) and therefore is not required to meet the index target for performance.  
 \*\* Group is too small (fewer than 40 students when totaled over three years) and therefore is not required to meet the standard for participation rate.  
 \*\*\* Group is too small (fewer than 40 students) and therefore is not required to meet the standard for attendance rate.  
 Shaded Cell Safe Harbor is not evaluated when the performance target is met.

Spring 2010  
38521575

## **AYP Data**

The AYP Status Summary Report (shown on the previous page) indicates the following:

- **Southside Middle School—Reading**  
Made Safe Harbor for whole school; did not make AYP for Hispanic/Latino; made AYP for Asian/Pacific Islander; made safe harbor for Black or African American; made safe harbor for White; made safe harbor for Economically Disadvantaged; did not make AYP for Educational Disability; made safe harbor for Non- or Limited-English Proficient
- **Southside Middle School—Mathematics**  
Made Safe Harbor for whole school; did not make AYP for Hispanic/Latino; made confidence interval for Asian/Pacific Islander; made safe harbor for Black or African American; did not make AYP for White; made safe harbor for Economically Disadvantaged; did not make AYP for Educational Disability; made safe harbor for Non- or Limited-English Proficient

This information points to a need for tailoring instruction to the needs of specific subgroups. Supplemental professional development for school staff in differentiating instruction and response to intervention is necessary to close that gap. This information indicates the need to identify students who are on the border of attaining proficiency and then to provide them with supplemental instruction to move them into proficiency. Supplemental professional development for school staff in response to intervention should address that that gap. As more students attain proficiency more resources will become available to work with students who need more help in attaining proficiency.

Local assessment data is down twice yearly. It shows more progress toward proficiency. We need to close the gap that existing between state and district assessments. Our district math and language arts curriculum specialists are working with PLCs to address these issues. A more intensive look should yield more understanding and more students attaining proficiency.

## **ACCESS Data**

One student of the 104 Southside ACCESS Test takers attained proficiency on the 2010 ACCESS test. This number represents a less-than-1% proficiency attainment rate. The benchmark for “attainment of proficiency” (AMAO 1) for the 2010 test was 10%. The district's percentage (averaged for all ELL students) was 8.7%. Southside's score of less-than-1% proficiency attainment is well below the district average. This statistic shows the need for a more concentrated effort to reach ELL students across the curriculum. First, Southside needs to provide more intensive academic support to help our ELL students reach English language proficiency. Then, we have to bolster efforts in other academic areas; reading and math. With AIMSweb, we will be able to identify students for intervention (Rtl) and then to monitor their progress. Technology is another method that has proven to be successful in supporting students', especially those who are English language learners, academic progress. Southside will use all three—AIMSweb, Rtl, and technology to better serve our ELL students.

## ***Southside's Plan***

- **Design and implement interventions consistent with the final SIG requirements**  
A new principal was hired for the 2009-10 school year. She has demonstrated that she has the transformation leadership skills. Her teachers, with help from district math and language arts integration specialists, and Plymouth State University, are using local and state assessments to identify students who need help. SIG supplemental funds will provide more intensive PD to improve instructional practices and strengthen PLCs, which have just begun to meet over the past two years. The strategies designed to meet the identified needs are consistent with the Transformation Model as cited in the Needs Table.
  
- **If planning to contract with a service provider to assist in implementing an intervention model, how the LEA will recruit, screen, and select external providers to ensure their quality.**  
The Manchester School District policy requires that we publish a request for proposal (RFP) from all contracted services. Although preferred providers are referenced in this document, we still must publish an RFP. To ensure we recruit, screen, and select providers that have the skills and expertise required to implement the transformation model.
  
- **How the LEA will align other resources with the interventions**  
Southside has a 21<sup>st</sup> CCLC afterschool program. This program offers a homework club in addition to a number of enrichment opportunities. For many students, transportation is a barrier. Through this grant, we will offer transportation. Students will be identified for the online afterschool program and will also be able to participate in 21<sup>st</sup> CCLC activities. The online afterschool program will be an extended learning opportunity for both academic intervention and enrichment.

Southside teachers and students have been fortunate to participate in the National Writing Project (NWP), which focuses the knowledge, expertise, and leadership of teacher' sustained efforts to improve writing and learning for all learners.

The NWP is a network of sites anchored at colleges and universities that serve teachers across disciplines and at all levels, early childhood through university. Plymouth State University (PSU) is the university working with Southside teachers on this project. The NWP provides professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. Many Southside teachers have taken college courses through Plymouth. Plymouth has fostered the PLCs at Southside and will continue to lead this effort. The Manchester School District has paid nothing for this service, as it is all funded through a US Dept of Education grant.

- **How the LEA will modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively**

In the past year, MSD has changed its student attendance policy for 2011 so it will be aligned with RSA 189-a (on Truancy); that is, twenty half days of unexcused absence

during a school year shall constitute habitual truancy. MSD has also published dress codes for its staff and students.

A final draft of the Student Code of Conduct will be voted on at the August 23, 2010 School Board meeting. The Code is clear in communication on school stakeholder responsibilities (students, parents, teachers, principals, superintendents, and Board of School Committee. Topics include safe and orderly educational environment, attendance, dress and grooming, discipline and student conduct, free speech/expression. Pupil safety and violence prevention. The communication is concise and clear. As attendance and discipline are two performance indicators on which we will chart progress, the district's new policies should support

Southside instituted the leadership team last year when the new principal, Mrs. Azevedo, took over. Under her leadership PBIS was reinstated; however, the year's experience point to more formal reorientation and training for staff and students.

- **How the LEA and school will sustain the reforms after the funding period ends.**

This SIG plan is a change management plan. The Transformation Model is a change management plan. With changes in leadership, changes in policies and procedures, and changes in how instruction is delivered over a three-year period, we can transform the school to a model that has the operational flexibility to adapt to the educational needs of the students and their parents. Adapting practices to the educational and social needs of the students will become the standard operating practice. PBIS will provide the model for a safe school climate where all students can learn. Implementing differentiated instruction strategies and response to intervention strategies will enable staff to adapt instruction to serve the needs of our varied student populations. The Solid Foundation training and support will assist school staff in communicating to parents the need for them to be involved in their children's education. It will also guide parents to be more involved with the children's academic and social needs. All these strategies are self-sustaining.

The professional development that current staff will receive with SIG funds will be self-sustaining as our school's capacity to implement these strategies will be increased. After three years of the training described in this application, we expect current staff to be able to train new staff through a train-the-trainer model.

## Southside Timeline

### 8. Provide a timeline delineating the steps the LEA will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA Application.

Date	Task
August 2010	Announcement of Grant Approval <ul style="list-style-type: none"> <li>▪ Communicate award to all stakeholders (school web page of district's web site and letter to parents)</li> </ul>
September 2010	<ul style="list-style-type: none"> <li>▪ Recruit stakeholders (teachers, parents, community members, district administrators, school board) to make one-year commitments (renewable) to a quarterly advisory board to guide this project implementation.</li> <li>▪ Recruit stakeholders (parents, teachers, admin, and community) for extending school day and/or year team.</li> <li>▪ Recruit teachers to participate in online afterschool program</li> <li>▪ Recruit 7 stakeholders to participate in District Alternative Teacher Evaluation Models Task Force</li> <li>▪ Recruit 7 stakeholders to participate in District Alternative Teacher Performance Incentives Work Group</li> <li>▪ Publish RFPs for Differentiated Instruction (DI) PD consultant/service, Response to Intervention (Rtl) PD consultant/service, technology integration consultant, SIG coordinator, and afterschool extended opportunities program provider</li> <li>▪ Formalize contracts with CBIS for PBIS and NH Parent Information Resource Center (PIRC) for Solid Foundation</li> <li>▪ Develop monitoring procedures for transformation strategies; establish common feedback tools; create/ adapt online monitoring and reporting options (i.e., Indistar, ning, open source collaborative web spaces, etc.)</li> </ul>
October 2010	<ul style="list-style-type: none"> <li>▪ Extended school day team identifies year's goals.</li> <li>▪ Define action steps for process to review flexibility options for scheduling pd</li> <li>▪ Interview and contract vendors for DI PD, Rtl PD, technology integration, SIG coordinator, and afterschool extended opportunities program</li> <li>▪ Recruit teachers and parents to participate in Solid Foundation afterschool training.</li> <li>▪ Develop monitoring procedures for transformation strategies; establish common feedback tools; create/ adapt online monitoring and reporting options</li> <li>▪ Establish regular communication about SIG project activities with staff, administration, parents, and other stakeholders and community members</li> <li>▪ Prepare for launch/ re-launch of PBIS</li> <li>▪ Invite students to participate in online afterschool program.</li> <li>▪ Define stakeholders for collecting participant feedback, evaluation of professional development activities</li> <li>▪ Work with stakeholders to create schedules for this year's professional development</li> <li>▪ Publish monthly communiqué on school's webpage of district website and in letter to parents.</li> </ul>
October 2010 – May 2011	<ul style="list-style-type: none"> <li>▪ Continue monthly communication with stakeholders and community</li> <li>▪ Communicate parent offerings (letter to parents and school web page)</li> <li>▪ Continue calendar of professional development services</li> <li>▪ Continue work of teacher evaluation task force, culture and climate work group, family and community work group</li> </ul>

Date	Task
	<ul style="list-style-type: none"> <li>▪ Continue regular collection of evidence of impact of professional development services</li> <li>▪ Work with Solid Foundation to improve and increase communication with parents.</li> <li>▪ Publish Solid Foundation and school's plans for parent activities</li> <li>▪ Conduct quarterly evaluations of providers; feedback surveys of stakeholders</li> <li>▪ Report transformation implementation progress to NH DOE as required (SIG coordinator)</li> <li>▪ Implement Rtl, DI, PBIS, and Solid Foundation PD</li> <li>▪ Implement Rtl, DI, PBIS strategies from PD work. (Over time more strategies will be implemented with more intensity.)</li> </ul>
May 2011	<ul style="list-style-type: none"> <li>▪ Recruit teachers for summer PD activities</li> <li>▪ Submit annual progress report to NH Dept of Ed (SIG coordinator)</li> <li>▪ Extended day team submits pilot school day and/or year extension plan.</li> </ul>
June 2011	<ul style="list-style-type: none"> <li>▪ Prepare progress reports for school and community</li> <li>▪ Conduct analysis of feedback and evidence of impact; revise project plans accordingly</li> </ul>
<b>YEAR 2</b>	
July / August 2011	<ul style="list-style-type: none"> <li>▪ SIG coordinator, school leadership team reviews participant feedback, progress, outcomes achieved for the first year</li> <li>▪ Engage teachers in planned summer intensive pd activities (DI, Rtl, PBIS)</li> <li>▪ Review District Alternative Teacher Evaluation Models Task Force first year's work (SIG coordinator, administration). Then, make recommendations for coming year's work</li> <li>▪ Review District Alternative Teacher Performance Incentives Work Group first year's work (SIG coordinator, administration) Then, make recommendations for coming year's pilot implementation.</li> <li>▪ Update project plans, analyze Year 1 feedback, revise outcomes, objectives and activities for literacy/ reading/ ELA; mathematics; technology integration; Rtl; PLCs; PBIS; family and community engagement; extended online programs</li> </ul>
September 2011	<ul style="list-style-type: none"> <li>▪ School leadership team will work with stakeholders to update schedules for this year's professional development.</li> <li>▪ Communicate year's plans with all stakeholders</li> <li>▪ Recruit students for afterschool programs.</li> <li>▪ Identify 2011 goals for Alternative Teacher Evaluation Models Task Force and District Alternative Teacher Performance Incentives Work Group</li> <li>▪ Share plans for this year's pilot implementation of the teacher evaluation model with all stakeholders.</li> </ul>
September 2011 – May 2012	<ul style="list-style-type: none"> <li>▪ Continue monthly communication with stakeholders and community</li> <li>▪ Continue Rtl, DI, Solid Foundation, and PBIS, professional development activities, making adjustments from feedback</li> <li>▪ Implement Alternative Teacher Evaluation Models Task Force work and District Alternative Teacher Performance Incentives Work Group</li> <li>▪ Continue to work with Solid Foundation to increase communication with parents</li> <li>▪ Implement pilot alternative teacher evaluation model.</li> <li>▪ Implement pilot extended school day and/or year plan.</li> <li>▪ Continue implementation of Rtl, DI, PBIS strategies from PD work. (Over time more strategies will be implemented with more intensity.)</li> </ul>

Date	Task
	<ul style="list-style-type: none"> <li>▪ Continue regular collection of evidence of impact of professional development services</li> <li>▪ Conduct quarterly evaluations of providers; feedback surveys of stakeholders</li> <li>▪ Report transformation implementation progress to NH DOE as required (SIG coordinator)</li> <li>▪ Continue periodic evaluations of providers; feedback surveys of stakeholders</li> <li>▪ Report transformation implementation progress to NH DOE as required</li> </ul>
May 2012	<ul style="list-style-type: none"> <li>▪ Recruit teachers for summer PD activities</li> <li>▪ Make changes to pilot programs (teacher evaluation and extended school day)</li> <li>▪ Submit annual progress report to NH Dept of Ed (SIG coordinator)</li> <li>▪ Collect feedback on pilot teacher evaluation implementation</li> </ul>
June 2012	<ul style="list-style-type: none"> <li>▪ Prepare progress reports for school and community</li> <li>▪ Conduct analysis of feedback and evidence of impact; revise project plans accordingly</li> <li>▪ Initiate discussions of sustaining practices, external programs with stakeholders, policy makers</li> </ul>
<b>YEAR 3</b>	
July / August 2012	<ul style="list-style-type: none"> <li>▪ SIG coordinator, school leadership team reviews participant feedback, progress, outcomes achieved for the first year</li> <li>▪ Engage teachers in planned summer intensive pd activities (DI, Rtl, PBIS)</li> <li>▪ Review District Alternative Teacher Evaluation Models Task Force pilot implementation. (SIG coordinator, administration). Then, make recommendations for coming year's work</li> <li>▪ Review District Alternative Teacher Performance Incentives Work Group first year's work (SIG coordinator, administration) Then, make recommendations for coming year's work</li> <li>▪ Update project plans, analyze Year 1 feedback, revise outcomes, objectives and activities for literacy/ reading/ ELA; mathematics; technology integration; Rtl; PLCs; PBIS; family and community engagement; extended online programs</li> <li>▪ Review findings of sustaining practices, external programs with stakeholders, policy makers</li> </ul>
September 2012	<ul style="list-style-type: none"> <li>▪ School leadership team will work with stakeholders to update schedules for this year's professional development.</li> <li>▪ Communicate year's plans with all stakeholders</li> <li>▪ Recruit students for afterschool programs.</li> <li>▪ Identify 2011 goals for Alternative Teacher Evaluation Models Task Force and District Alternative Teacher Performance Incentives Work Group</li> </ul>
September 2012– May 2013	<ul style="list-style-type: none"> <li>▪ Continue monthly communication with stakeholders and community</li> <li>▪ Continue Rtl, DI, Solid Foundation, and PBIS, professional development activities, making adjustments from feedback</li> <li>▪ Continue Alternative Teacher Evaluation Models Task Force work and District Alternative Teacher Performance Incentives Work Group</li> <li>▪ Continue to work with Solid Foundation to increase communication with parents</li> <li>▪ Implement revised teacher evaluation model</li> <li>▪ Continue implementation of Rtl, DI, PBIS strategies from PD work. (Over time more strategies will be implemented with more intensity.)</li> <li>▪ Continue regular collection of evidence of impact of professional development services</li> </ul>

Date	Task
	<ul style="list-style-type: none"> <li>▪ Conduct quarterly evaluations of providers; feedback surveys of stakeholders</li> <li>▪ Report transformation implementation progress to NH DOE as required (SIG coordinator)</li> <li>▪ Continue periodic evaluations of providers; feedback surveys of stakeholders</li> </ul>
May 2013	<ul style="list-style-type: none"> <li>▪ Recruit teachers for summer PD activities</li> <li>▪ Submit final progress report to NH Dept of Ed (SIG coordinator)</li> </ul>
June 2013	<ul style="list-style-type: none"> <li>▪ Prepare final report for school and community</li> <li>▪ Prepare program final report for school and community</li> <li>▪ Conduct analysis of feedback and evidence of impact; revise project plans accordingly</li> <li>▪ Publish findings of sustaining practices, external programs with stakeholders, policy makers</li> </ul>

**9. As part of the LEA’s plan to monitor progress in each Tier I and Tier II school included in this application, provide the LEA’s annual student achievement goals in Reading and Mathematics for each Tier I and Tier II school’s state assessment results.**

**From school improvement plan:**

Southside Middle

Reading: In 2008-2009 school year, Southside Middle School missed AYP as a whole school. Southside will focus on improving Reading scores for all students during the 2008-2009 school year with a projected goal of a 10% improvement in scores.

Math: In 2008-2009 school year, Southside Middle School missed AYP as a whole school. Southside will focus on improving Math scores for all students during the 2008-2009 school year with a projected goal of a 10% improvement in scores.

**Tier III Schools Not Applicable**

- 10. NOT APPLICABLE. Describe the intervention model proposed for each Tier III school the LEA has committed to serve. (Note: Priority in terms of grant approval and funding will be given to Tier III schools proposing to implement one of the four Intervention Models required for Tier I and Tier II schools).
  
- 11. NOT APPLICABLE. Describe the goals the LEA has established (subject to approval by the NH DOE) in order to hold accountable the Tier III schools that receive SIG funds.

**Stakeholder Consultations**

- A. Describe how the LEA consulted with relevant stakeholders regarding the LEA’s Application and implementation of SIG intervention models.

The needs assessment included interviews and meetings with the following needs assessment team:

<b>Needs Assessment Team</b>	
Dr. Thomas Brennan	MSD Superintendent
Michael Tursi	MSD Assistant Superintendent, Curriculum and Instruction
James Adams	Outgoing Principal, Gossler Park
Ron Kew	Incoming Principal, Gossler Park
Tim Brockway	Parent, President of Gossler Park PTG
Gossler Faculty and Staff	15 representatives
Marilyn Azevedo	Principal, Southside Middle School
Darron Desroches	President, Southside Parent Support Group
Southside Middle School Focus Leadership Team	14 teachers representing Special Ed, ELL, Writing, Reading, Social Studies, Math, Art, and the Librarian
Kevin Henry	Assistant Principal, Parker Varney
Heidi Rivard	Reading Specialist, Parker Varney
Donna Crook	MSD Data Analyst
Kris Pelletier	MSD Elementary Reading specialist
Tina Proulx	MSD Middle School Language Arts Curriculum Integration Specialist
Ruth Broderick	MSD Elementary Mathematics Specialist
Heidi Boyle	MSD Middle School Mathematics Arts Curriculum Integration Specialist
Ginny Mahan	MSD Grant Writer
Irv Richardson	NEA NH School Support
Bobby Kessling	Program and Service Director, City Year New Hampshire
Howard Muscott	Director, NH CEBIS (PBIS)
John Michael Dumais	Director, NH Parent Information Center (PIC)
Mary Heath	Dean, SNHU School of Education

Karen Laba, RMC Research	Consultant, Application development facilitator
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The needs assessment that this application is addressing included a number of components to determine

- (a) existing programs/ project/ interventions in place;
- (b) anticipated changes in organizational structures or academic programs;
- (c) Student achievement data, both state and local
- (d) Data regarding program implementation at both the district and school levels
- (e) Overview of existing partnership and those in development or under consideration
- (f) School climate and culture

### ***New Principal Selection Process***

- B. Describe the process the LEA will use to (a) recruit a new principal for the purpose of effective implementation of the turnaround or transformation model; and (b) a description of existing partnerships or potential partnerships the LEA will form to effectively implement a restart model.**

The Manchester School District Improvement Planning Committee members reviewed the Transformation Model Effective Leader requirements. The principals at Gossler Park, Parker Varney, and Southside were selected because of their strong experiences with and knowledge of school reform. The new principal at Gossler Park has experience with the Rtl model and implementation. In his last school, he was involved in restructuring for SINI and DINI. He also served as an Rtl coordinator. He has the leadership skills to guide Gossler through the transformation process. The new principal at Parker Varney has attended courses, conferences, and trainings in Rtl, Bill Ribas, supervision and evaluation for administrators, Professional Learning Communities at Work Institutes, Professional Learning Communities Summit-Institutes, and Differentiated Instruction/Curriculum Alignment. She has presented at the Best Practices Conferences on Education for all Children. She has the leadership skills to guide Parker Varney through the transformation process. Southside’s principal will be in her second year in 2010-11. She has participated in the Comprehensive School Reform Committee, helped implement middle school philosophy in the transition of Southside from a junior high, and has trained in PBIS Universal and Intensive Team strategies. She has also attended National Institute for School Leadership training and has instituted many changes consistent with the Transformation Model and has many of the leadership qualities that the Transformation Model leader requires. She is looking forward to this opportunity.

### ***School Community Commitment***

- C. Describe the commitment of the school community (school board, school staff, parents/guardians, etc.) to eliminate barriers and change policies and practices to support the intervention models.**

Manchester has an active DINI (district in need of improvement) team that meets regularly throughout the school year. Team members represent parents, teachers, higher education, schools, and administrators. Several DINI team members were also consulted during the needs assessment and planning of this application. The superintendent has shared plans in earlier drafts of this document with the Board of School Committee and has the support of the Board of School Committee in submitting

this grant application. All school board meetings are broadcast on Manchester Community Television Station (MCTV), a local community TV station. Meeting minutes are available on the district's website ([www.mansd.org](http://www.mansd.org)). The new principals at Gossler Park and Parker Varney and the second year principal at Southside will be sharing information about their school's intention to apply for School Improvement Grant funds on their school web pages. They will also continue to request stakeholder input from students, teachers, parents, and other school community members as this plan is implemented. All schools have parent-teacher groups, which principals use as vehicles to facilitate two-way communication. In addition, each school will have a SIG implementation advisory board made up of stakeholders to guide each school's transformation.

## Gossler Park Title I 1003(g) School Improvement Grant Action Plan

Goal	<p>To achieve each of the three district wide Annual Measurable Objectives — (1) 90% attendance; (2) 95% participation and (3) all school proficiency targets) by fully implementing the Transformation model as defined by US Dept of Ed and the NH Dept of Ed including strategies to address:</p> <ul style="list-style-type: none"> <li>(i) developing and increasing teacher and school leader effectiveness</li> <li>(ii) implementing comprehensive instructional reform</li> <li>(iii) increasing learning time and creating community-oriented schools</li> <li>(iv) providing operational flexibility and sustained support</li> </ul>						
Strategy	<p>Implement leadership strategies for which data indicate the strategy is likely to result in improved teaching and learning in schools identified for improvement, corrective action, or restructuring through the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Turnaround model</li> <li><input type="checkbox"/> Restart model</li> <li><input type="checkbox"/> School closure model</li> <li><input checked="" type="checkbox"/> Transformation model</li> <li><input type="checkbox"/> Tier III proposed model _____ (if not choosing one of the four US ED models)</li> </ul>						
<p><b>Proposed Activities for 2010-2011</b></p> <p><i>Describe the activities to be implemented to achieve the desired outcome. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i></p>	<p><b>Resources</b></p> <p><i>What existing and/or new resources will be used to accomplish the activity?</i></p>	<p><b>Timeline</b></p> <p><i>When will this activity begin and end?</i></p>	<p><b>Oversight</b></p> <p><i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i></p>	<p><b>Monitoring (Implementation)</b></p> <p><i>What evidence will be collected to document implementation?</i></p> <p><i>How often and by whom?</i></p>	<p><b>Monitoring (Effectiveness)</b></p> <p><i>What evidence will be collected to assess effectiveness?</i></p> <p><i>How often and by whom?</i></p>	<p><b>Title I School Improvement Funds</b></p> <p><i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form.</i></p>	
Extend Assistant Principal to full time	Salary, Benefits	Sep 2011 through June 2013	Superintendent Principal	Job description, meeting/ task records	Feedback from staff, parents, principal	\$55,000	
Extend social worker to full time	Salary, benefits	Sep 2011 through June 2013	Superintendent Principal	Work records -- # students, families served	Benchmarks, indicators to be defined in consultation Assistant superintendent, principal, and social worker to determine benchmarks. Principal will monitor effectiveness. Twice yearly,	\$50,000	
Establish district Alternative Teacher Evaluation Task Force	Stipends Facilitator services	Sep 2010 through 2013	Superintendent SIG Coordinator	Meeting agendas, minutes, reports that are shared with all stakeholders	Twice yearly stakeholder feedback Annual report: year 1 what is	0	

					our pilot plan for 2011-12?	
Recruit stakeholders to participate in Alternative Teacher Evaluation Task Force	Stipends for stakeholders	Sep 2010 through 2013	Principal	Meeting agendas, minutes (facilitated by SIG coordinator)	Twice yearly stakeholder feedback	\$2,430
Recruit stakeholders (teachers, parents, community, admin) for participation in team to extend school day and/or school year	Stakeholders	Sep 2010 through 2013	Principal, SIG coordinator	Meeting agendas, minutes, reports that are shared with all stakeholders, and in May a pilot implementation plan	SIG coordinator question: does plan address needs of all stakeholders? is plan realistic?	0
Establish district wide task force on Alternative Teacher Performance Incentives Work Group	Stipends Facilitator services	Sep 2010 through 2013	Superintendent SIG Coordinator	Meeting agendas, minutes, reports that are shared with all stakeholders	Twice yearly stakeholder feedback Annual report: year 1 what is our pilot plan for 2011-12?	0
Recruit stakeholders to participate in Alternative Teacher Performance Incentives Work Group	Stipends for stakeholders	Sep 2010 through 2012	Principal	Meeting agendas, minutes (facilitated by SIG coordinator)	Twice yearly stakeholder feedback	\$2,430
Recruit stakeholders (teachers parents, community members, district administrators, school board) to make one-year commitments (renewable) to participate in a quarterly advisory board that will guide this project implementation	Stakeholders	Sep 2010 through 2013	Principal, SIG coordinator	Meeting agendas, minutes (facilitated by SIG coordinator)	Twice yearly stakeholder feedback	0
Increase capacity and performance in PLCs	Existing PLCs Stipends	Sep 2010 through 2013	Principal, SIG coordinator	Lesson plans, best practices, participating teachers	Twice yearly stakeholder feedback. Are we accomplishing more in less time? Are we sharing best practices? SIG coordinator question: Has student achievement been positively affected by this activity?	\$10,800

Increase capacity to assess and monitor student achievement gaps (AIMSweb)	Substitutes to cover classrooms, student subscription services, books, training fees	Sep 2010 through 2013	Principal, SIG coordinator	Two days of formal training and continuation of learning in PLCs	Twice yearly stakeholder feedback. Are we able to identify students for supplemental learning activities to increase their academic achievement? Has the student monitoring helped to make us more responsive to students' academic needs? Are we sharing best practices? SIG coordinator question: Has student achievement been positively affected by this activity?	\$12,024.60
Increase instructional capacity in RtI	Stipends for summer PD, consultant fees for job-embedded and summer PD	Sep 2010 through 2013	Principal, SIG coordinator, RtI consultant	Meeting agendas, lesson plans, best practices, participating teachers	Twice yearly stakeholder feedback. Are we more effective in identifying and helping students move forward academically? Are we sharing best practices for identifying and serving students? Improvement suggestions? SIG coordinator question: Has student achievement been positively affected by this activity? Evidence: NECAP, ACCESS	\$25,000
Increase instructional capacity and performance in differentiating instruction	Job-embedded PD, consultant services	Sep 2010 through 2013	Principal, SIG coordinator, DI consultant	Meeting agendas, lesson plans, best practices, participating teachers	Twice yearly stakeholder feedback. Are we more effective in modifying instruction to serve the individual needs of different learners? SIG coordinator question: Has student achievement been positively affected by this activity? Evidence: NECAP, ACCESS	\$8,800
Extend / enhance Literacy pd	Contracted providers	Sep 2011 through June 2013	MSD Elementary Reading/ Literacy specialist	PD lesson plans, participant lists	Participant feedback surveys Structured walkthroughs Evidence: NECAP,	\$22,000

			Principal SIG Coordinator		ACCESS	
Increase teachers and staff capacity to reach out to parents and involve them in their child's education (Solid Foundation)	Stipends, Solid Foundation PD, Supplies	Sep 2010 through 2013	Principal, SIG coordinator, Solid Foundation consultant	Meetings, attendance lists	Twice yearly stakeholder feedback Has the school climate improved? Are more parents attending parent and family events? Are more parents coming to the school during the day? Evidence: sign in sheets	\$11,000
Increase instructional capacity to deliver math instruction	Job-embedded PD, Everyday Math consultant services	Sep 2010 through 2013	Principal, SIG coordinator, DI consultant	Meeting agendas, lesson plans, best practices, participating teachers	Twice yearly stakeholder feedback. Are we more effective in modifying instruction to serve the individual needs of different learners? SIG coordinator question: Has student achievement been positively affected by this activity? Evidence: NECAP, ACCESS	\$22,000
Contract with Southern New Hampshire University (SNHU) to establish a program at Gossler in which pre-service and in-service teachers engage in professional learning to improve student achievement.	Transformation team members, Gossler Park teachers	Sep 2010 through 2013	Principal, SIG coordinator	Meeting agendas, program goals, program accomplishments	Twice yearly stakeholder feedback. Have our in-service teachers engaged in professional learning with SNHU? How many? Have SNHU pre-service teachers engaged with Gossler staff and students? How many pre-service teachers? SIG coordinator question: Has student achievement been positively affected by this activity? Evidence: numbers of pre-service teachers involved? numbers of in-service teachers involved?	\$10,000
Extend and expand teachers capacity to integrate technology into their lesson plans and expand	Job-embedded PD, consultant, supplemental technology	Sep 2010 through 2013	Principal, SIG coordinator, Technology Integration consultant	Job-embedded PD, best practices	Twice yearly stakeholder feedback Principal walkthroughs: Are teachers incorporating	\$125,278.60

students access to technology during the school day and while extending the school day	equipment				technology into lesson plans? Are early adopters leading the effort? Are lesson plans being shared?	
Supplement Internet access, equipment maintenance provider to complement increased use of technology	Contracted services Equipment	Sep 2010 through 2013	Asst. Superintendent Tech Integration Consultant SIG Coordinator	Records of outages, repair needs, resolution	User feedback Has Internet access been improved? Evidence: reduction in network issues.	\$6,000
Hire substitutes to cover classrooms while consultants (Rtl, DI, Math, Literacy) are working in their grade-level peers' classrooms	Substitutes	Sep 2010 through 2013	Principal	Records of substitutes in schools	Stakeholder feedback: has teacher time spent in peers' classroom helped improve teacher understanding and move student achievement forward?	\$4,824.60
Implement before or afterschool book studies to discuss current topics in school reform	Stipends for participating teachers, books to read and discuss	Sep 2010 through 2013	Principal, assistant principal, SIG coordinator teachers	Records of participants, books read, discussion notes	Stakeholder feedback: has this activity increased your knowledge and understanding of school reform and school reform at Gossler Park?	\$14,100
Supplemental materials for students to use to enhance their understanding of instructional materials and promote depth of understanding	Supplies, materials	Sep 2010 through 2013	Assistant principal	Records of purchases	Stakeholder feedback for students: Does this tool help you to understand the material? For teachers: do the manipulatives enhance students' understand of the material?	\$6,000
Initiate student incentive programs	Supplies, materials	Sep 2010 through 2013	Assistant principal	Records of purchases, records of awards	Discipline reports: are there fewer? Attendance: has attendance increased schoolwide?	\$4,108.76
Enlist the assistance of a SIG Coordinator to provide project management; facilitate meetings; attend NH Dept of Ed meetings; connect project components at each school, and best practices, across the three district schools; collect data and stakeholder feedback; write reports, and communicate findings to all stakeholders	Contracted services (30 days at Gossler)	Sep 2010 through 2013	Superintendent Asst. Superintendent	Performance indicators, benchmarks Monthly Progress reports	School feedback surveys Provider feedback Implementation analyses	\$24,000

**Parker Varney Title I 1003(g) School Improvement Grant Action Plan**

Goal	<p>To achieve each of the three district wide Annual Measurable Objectives — (1) 90% attendance; (2) 95% participation and (3) all school proficiency targets) by fully implementing the Transformation model as defined by US Dept of Ed and the NH Dept of Ed including strategies to address :</p> <p>(i) developing and increasing teacher and school leader effectiveness                  (ii) implementing comprehensive instructional reform                  (iii) increasing learning time and creating community-oriented schools                  (iv) providing operational flexibility and sustained support</p>					
Strategy	<p>Implement leadership strategies for which data indicate the strategy is likely to result in improved teaching and learning in schools identified for improvement, corrective action, or restructuring through the following:</p> <p><input type="checkbox"/> Turnaround model  <input type="checkbox"/> Restart model  <input type="checkbox"/> School closure model  <input checked="" type="checkbox"/> Transformation model  <input type="checkbox"/> Tier III proposed model _____ (if not choosing one of the four US ED models)</p>					
Proposed Activities for 2010-2011	Resources	Timeline	Oversight	Monitoring (Implementation)	Monitoring (Effectiveness)	Title I School Improvement Funds
<p><i>Describe the activities to be implemented to achieve the desired outcome. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i></p>	<p><i>What existing and/or new resources will be used to accomplish the activity?</i></p>	<p><i>When will this activity begin and end?</i></p>	<p><i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i></p>	<p><i>What evidence will be collected to document implementation?  How often and by whom?</i></p>	<p><i>What evidence will be collected to assess effectiveness?  How often and by whom?</i></p>	<p><i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form.</i></p>
Extend social worker to full time	Salary, benefits	Sep 2011 through June 2013	Assistant Superintendent Principal	Work records -- # students, families served	Benchmarks, indicators to be defined in consultation Assistant superintendent, principal, and social worker to determine benchmarks. Principal will monitor effectiveness. Twice yearly,	\$50,000
Establish district Alternative Teacher Evaluation Task Force	Stipends Facilitator services	Sep 2010 through 2013	Superintendent SIG Coordinator	Meeting agendas, minutes, reports that are shared with all stakeholders	Twice yearly stakeholder feedback Annual report: year 1 what is our pilot plan for 2011-12?	0
Recruit stakeholders to participate in Alternative Teacher Evaluation	Stipends for stakeholders	Sep 2010 through 2012	Principal	Meeting agendas, minutes	Twice yearly stakeholder feedback	\$2,430

Task Force						
Establish district wide task force on Alternative Teacher Performance Incentives Work Group	Stipends Facilitator services	Sep 2010 through 2013	Superintendent	Meeting agendas, minutes, reports that are shared with all stakeholders	Twice yearly stakeholder feedback Annual report: year 1 what is our pilot plan for 2011-12?	0
Recruit stakeholders to participate in Alternative Teacher Performance Incentives Work Group	Stipends for stakeholders	Sep 2010 through 2012	Principal	Meeting agendas, minutes	Twice yearly stakeholder feedback	\$2,430
Recruit stakeholders (teachers, parents, community, admin) for participation in team to extend school day and/or school year		Sep 2010 through 2013	Principal, SIG coordinator	Meeting agendas, minutes, reports that are shared with all stakeholders, and in May a pilot implementation plan	SIG coordinator question: does plan address needs of all stakeholders? is plan realistic?	0
Recruit stakeholders to research and select a positive behavior program	Stipends for school staff	Sep 2010 through 2013	Principal, SIG coordinator	Meeting agendas, minutes, reports that are shared with all stakeholders, and in May a pilot implementation plan	SIG coordinator question: does positive behavior plan address needs of all stakeholders?	\$4,800
Increase capacity and performance in PLCs	Existing PLCS Stipends	Sep 2010 through 2013	Principal, SIG coordinator	Lesson plans, best practices, participating teachers	Twice yearly stakeholder feedback. Are we accomplishing more in less time? Are we sharing best practices? SIG coordinator question: Has student achievement been positively affected by this activity?	\$10,800
Increase instructional capacity in RtI	Stipends for summer PD Consultant fees for job-embedded and summer PD	Sep 2010 through 2013	Principal, SIG coordinator, RtI consultant	Meeting agendas, lesson plans, best practices, participating teachers	Twice yearly stakeholder feedback. Are we more effective in identifying and helping students move forward academically? Are we sharing best practices for identifying and serving students? Improvement suggestions? SIG coordinator question: Has student achievement been positively affected by this activity? Evidence: NECAP,	\$19,000

					ACCESS	
Extend / enhance America's Choice pd	Contracted providers working in classrooms	Sep 2011 through June 2013	MSD Elementary Reading/ Literacy specialist Principal SIG Coordinator	PD lesson plans, participant lists	Participant feedback surveys Structured walkthroughs Evidence: NECAP, ACCESS	\$14,400
Extend school day for two hours on Tues, Wed, and Thurs	City Year	Sept 2010 through 2011	Principal SIG Coordinator City Year Leader	Attendance lists	Twice yearly stakeholder feedback. Are participating students making academic gains? SIG coordinator question: Has student achievement been positively affected by this activity? Evidence: NECAP, ACCESS Has school climate and culture been improved? Fewer discipline reports for participating students.	0
Recruit stakeholders (teachers parents, community members, district administrators, school board) to make one-year commitments (renewable) to participate in a quarterly advisory board that will guide this project implementation		Sep 2010 through 2013	Principal, SIG coordinator	Meeting agendas, minutes (facilitated by SIG coordinator)	Twice yearly stakeholder feedback	0
Install private intercom system to reduce the public address interruptions during the school day	Equipment	Sep 2010 through 2013	Principal	Staff and student school surveys SIG coordinator	School surveys Evidence: answer to question: have you noticed fewer interruptions during the day?	\$11,500
Increase the use of two-way radios by staff before, during, and after the school day	Equipment	Sep 2010 through 2013	Principal	Staff and student school surveys SIG coordinator	School surveys Evidence: answers to questions: Have the radios increased stakeholders ability to communicate with staff who are inside the building, in the lunchroom, or on the playground?	\$7,020

Increase teachers and staff capacity to reach out to parents and involve them in their child's education (Solid Foundation)	Stipends for staff, NH PIRC consultancy and training, honorariums for parents	Sep 2010 through 2013	Principal, SIG coordinator, Solid Foundation consultant	Meetings, attendance lists	Twice yearly stakeholder feedback Are more parents attending parent and family events? Are more parents coming to the school during the day? Evidence: sign in sheets	\$16,750
<i>Everyday Math</i> pd	Contracted providers	Sep 2011 through June 2013	MSD Elementary Mathematics specialist Principal SIG Coordinator	Pd lesson plans, participant lists	Participant feedback surveys Structured walkthroughs Are students meeting achievement goals? Evidence: NECAP	\$11,200
Increase capacity to assess and monitor student achievement gaps (AIMSweb)	Substitutes to cover classrooms, student subscription services, books, training fees	Sep 2010 through 2013	Principal, SIG coordinator	Two days of formal training and continuation of learning in PLCs	Twice yearly stakeholder feedback. Are we able to identify students for supplemental learning activities to increase their academic achievement? Has the student monitoring helped to make us more responsive to students' academic needs? Are we sharing best practices? SIG coordinator question: Has student achievement been positively affected by this activity?	\$12,024.60
Extend and expand teachers capacity to integrate technology into their lesson plans and students' access to technology during the day and after school in four iPad learning labs (up to 120 students will be served)	Job-embedded PD, consultant, stipends for teachers in extended day iPad program	Sep 2010 through 2013	Principal, SIG coordinator, Technology Integration consultant	Job-embedded PD, best practices, teacher and student attendance list	Twice yearly stakeholder feedback; have participating students made additional academic gains? Principal walkthroughs: Are teachers incorporating technology into lesson plans? Are early adopters leading the effort? Are lesson plans being shared?	\$ 128,178.60
Supplement Internet access, equipment maintenance provider	Contracted services Equipment	Sep 2010 through 2013	Asst. Superintendent Tech Integration Consultant SIG Coordinator	Records of outages, repair needs, resolution	User feedback Has Internet access been improved? Evidence: reduction in network issues.	\$6,000

Hire substitutes to cover classrooms while consultants (Rtl, DI, Math, Literacy) are working in their grade-level peers' classrooms	Substitutes	Sep 2010 through 2013	Principal	Records of substitutes in schools	Stakeholder feedback: has teacher time spent in peers' classroom helped improve teacher understanding and move student achievement forward?	\$4,824.60
Implement before or afterschool book studies to discuss current topics in school reform	Stipends for participating teachers, books to read and discuss	Sep 2010 through 2013	Principal, assistant principal, SIG coordinator teachers	Records of participants, books read, discussion notes	Stakeholder feedback: has this activity increased your knowledge and understanding of school reform and school reform at Gossler Park?	\$8,700
Initiate student incentive programs	Supplies, materials	Sep 2010 through 2013	Assistant principal	Records of purchases, records of awards	Discipline reports: are there fewer? Attendance: has attendance increased schoolwide?	\$6,000
Enlist the assistance of a SIG Coordinator to provide project management; facilitate meetings; attend NH Dept of Ed meetings; connect project components at each school, and best practices, across the three district schools; collect data and stakeholder feedback; write reports, and communicate findings to all stakeholders	Contracted services (30 days at Gossler)	Sep 2010 through 2013	Superintendent Asst. Superintendent	Performance indicators, benchmarks Monthly Progress reports	School feedback surveys Provider feedback Implementation analyses	\$24,000

## Southside Middle School Title I 1003(g) School Improvement Grant Action Plan

<b>Goal</b>	<p>To achieve each of the three district wide Annual Measurable Objectives ((1) 90% attendance; (2) 95% participation and (3) all school proficiency targets) by fully implementing the Transformation model as defined by US Dept of Ed and the NH Dept of Ed including strategies to address:</p> <ul style="list-style-type: none"> <li>(i) developing and increasing teacher and school leader effectiveness</li> <li>(ii) implementing comprehensive instructional reform</li> <li>(iii) increasing learning time and creating community-oriented schools</li> <li>(iv) providing operational flexibility and sustained support</li> </ul>					
<b>Strategy</b>	<p>Implement leadership strategies for which data indicate the strategy is likely to result in improved teaching and learning in schools identified for improvement, corrective action, or restructuring through the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Turnaround model</li> <li><input type="checkbox"/> Restart model</li> <li><input type="checkbox"/> School closure model</li> <li><input checked="" type="checkbox"/> Transformation model</li> <li><input type="checkbox"/> Tier III proposed model</li> </ul> <p style="text-align: right;">(if not choosing one of the four US ED models)</p>					
<p><b>Proposed Activities for 2010-2011</b></p> <p><i>Describe the activities to be implemented to achieve the desired outcome. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i></p>	<p><b>Resources</b></p> <p><i>What existing and/or new resources will be used to accomplish the activity?</i></p>	<p><b>Timeline</b></p> <p><i>When will this activity begin and end?</i></p>	<p><b>Oversight</b></p> <p><i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i></p>	<p><b>Monitoring (Implementation)</b></p> <p><i>What evidence will be collected to document implementation?</i></p> <p><i>How often and by whom?</i></p>	<p><b>Monitoring (Effectiveness)</b></p> <p><i>What evidence will be collected to assess effectiveness?</i></p> <p><i>How often and by whom?</i></p>	<p><b>Title I School Improvement Funds</b></p> <p><i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form.</i></p>
<p>Establish district wide task force on alternative evaluation models</p>	<p>Stipends Facilitator services</p>	<p>Sep 2010 through 2013</p>	<p>Superintendent</p>	<p>Meeting agendas, minutes</p>	<p>Twice yearly stakeholder feedback</p>	<p>0</p>
<p>Recruit stakeholders to participate in Alternative Teacher Evaluation Task Force</p>	<p>Stipends for stakeholders</p>	<p>Sep 2010 through 2012</p>	<p>Principal</p>	<p>Meeting agendas, minutes</p>	<p>Twice yearly stakeholder feedback</p>	<p>\$5,670</p>
<p>Establish district wide task force on Alternative Teacher Performance Incentives Work Group</p>	<p>Stipends Facilitator services</p>	<p>Sep 2010 through 2013</p>	<p>Superintendent</p>	<p>Meeting agendas, minutes, reports that are shared with all stakeholders</p>	<p>Twice yearly stakeholder feedback Annual report: year 1 what is our pilot plan for 2011-12?</p>	<p>0</p>

Recruit stakeholders to participate in Alternative Teacher Performance Incentives Work Group	Stipends for stakeholders	Sep 2010 through 2012	Principal	Meeting agendas, minutes	Twice yearly stakeholder feedback	\$5,670
Recruit stakeholders (teachers, parents, community, admin) for participation in team to extend school day and/or school year	Stakeholders	Sep 2010 through 2013	Principal, SIG coordinator	Meeting agendas, minutes, reports that are shared with all stakeholders, and in May a pilot implementation plan	SIG coordinator question: does plan address needs of all stakeholders? Is plan realistic?	0
Recruit stakeholders (teachers parents, community members, district administrators, school board) to make one-year commitments (renewable) to participate in a quarterly advisory board that will guide this project implementation	Stakeholders	Sep 2010 through 2013	Principal, SIG coordinator	Meeting agendas, minutes (facilitated by SIG coordinator)	Twice yearly stakeholder feedback	0
Increase capacity to assess and monitor student achievement gaps (AIMSweb)	Substitutes to cover classrooms, student subscription services, books, training fees	Sep 2010 through 2013	Principal, SIG coordinator	Two days of formal training and continuation of learning in PLCs	Twice yearly stakeholder feedback. Are we able to identify students for supplemental learning activities to increase their academic achievement? Has the student monitoring helped to make us more responsive to students' academic needs? Are we sharing best practices? SIG coordinator question: Has student achievement been positively affected by this activity?	\$24,869.20
Increase capacity and performance in PLCs	Existing PLCS Stipends	Sep 2010 through 2013	Principal, SIG coordinator	Lesson plans, best practices, participating teachers	Twice yearly stakeholder feedback	\$27,000
Increase instructional capacity in RtI	Stipends, consultant	Sep 2010 through 2013	Principal, SIG coordinator, RtI consultant	Meeting agendas, lesson plans, best practices, participating teachers	Twice yearly stakeholder feedback	\$34,500

Increase instructional capacity and performance in differentiating instruction	Job-embedded PD, consultant	Sep 2010 through 2013	Principal, SIG coordinator, DI consultant	Lesson plans, best practices, in classrooms	Twice yearly stakeholder feedback	\$8,000
Increase teachers and staff capacity to reach out to parents and involve them in their child's education (Solid Foundation)	Stipends, Solid Foundation PD, Supplies	Sep 2010 through 2013	Principal, SIG coordinator, Solid Foundation consultant	Meetings, attendance lists	Twice yearly stakeholder feedback Has the school climate improved? Are more parents attending parent and family events? Are more parents coming to the school during the day? Evidence: sign in sheets	\$21,500
Increase teachers' understanding and capacity to implement PBIS (performance based instructional supports) to improve school climate	Stipends, NH CEBIS PBIS Consultancy and full service package	Sep 2010 through 2013	Principal, SIG coordinator, PBIS consultant	Agendas, minutes Training session notes Formative feedback	Participant feedback Community surveys	\$106,585
Increase instructional capacity to deliver math instruction	Use supplemental PLC time for math topics, especially concerning new curriculum	Sep 2010 through 2013	Principal, SIG coordinator, DI consultant	Meeting agendas, lesson plans, best practices, participating teachers	Twice yearly stakeholder feedback. Are we more effective in modifying instruction to serve the individual needs of different learners? SIG coordinator question: Has student achievement been positively affected by this activity? Evidence: NECAP, ACCESS	(included in PLC time)
Extend and expand teachers' capacity to integrate technology into their lesson plans and students access to technology	Job-embedded PD, consultant, supplemental technology equipment	Sep 2010 through 2013	Principal, SIG coordinator, Technology Integration consultant	Job-embedded PD, best practices, teacher lesson plans, student artifacts	Twice yearly stakeholder feedback Principal walkthroughs: Are teachers integrating technology into lesson plans? Are early adopters leading the effort? Are lesson plans being shared? Do students have more portfolio artifacts?	\$143,788.10
Internet access, equipment maintenance provider	Contracted services Equipment	Sep 2010 through 2013	Asst. Superintendent Tech Integration Consultant	Records of outages, repair needs, resolution	User feedback	\$6,000

			SIG Coordinator			
Implement student incentive program	Supplies and materials for awards	Sep 2010 through 2013	Assistant principal	Award programs, participating students,	Twice yearly stakeholder feedback, attendance on NECAP and ACCESS test days	\$7,531
Increase school day with Apex online learning program for 50 students in the first year	Stipends for participating teachers, Apex software subscriptions, buses for students	Sep 2010 through 2013	SIG Coordinator Principals	Student and teacher attendance list	Twice yearly stakeholder feedback	\$21, 500
Enlist the assistance of a SIG Coordinator to provide project management; facilitate meetings; attend NH Dept of Ed meetings; connect project components at each school, and best practices, across the three district schools; collect data and stakeholder feedback; write reports, and communicate findings to all stakeholders	Contracted services (30 days at Gossler)	Sep 2010 through 2013	Superintendent Asst. Superintendent	Performance indicators, benchmarks Monthly Progress reports	School feedback surveys Provider feedback Implementation analyses	\$24,000

## BUDGETS

Provide budget information on this page as well as pages 16 and 17 that indicates the amount of school improvement funds your LEA will use each year to:

- 1) Implement the selected model in each Tier I and Tier II school you commit to serve;
- 2) Conduct LEA-level activities designed to support implementation of the selected school intervention models in your LEA's Tier I and Tier II schools; and
- 3) Support school improvement activities, at the school or LEA level, for each Tier III school identified in your LEA's application.

Please note that, according to US ED SIG guidance, an LEA must allocate no less than \$50,000 per year and no more than \$2,000,000 per year.

Page 16 requires an outline of expenses over the next three school years. These budgets are to be completed for each school and the total of all should equal the LEA budget. Page 17 requires a detailed school budget for the first year. If your LEA is awarded funding, a progress report will need to be submitted each year. As part of the first progress report (due May 13, 2011), the LEA will be required to answer questions regarding the first year of implementation, update the 3 year budget overview if needed and provide a detailed budget narrative for year 2. The progress report and included budgets will have to be approved by the NH Department of Education in order to maintain grant participation and implement the plan in the LEA for year two. The same process will occur at the end of year two to process approval for implementation in year three.

Complete the Overview Budget grid below, providing LEA and school level budget information:

School Name	Year I Budget	Year 2 Budget	Year 3 Budget	School Budget Total
Gossler Park	\$423,280.89	\$320,269.32	\$289,525.72	\$1,033,075.93
Parker Varney	\$346,178.84	\$393,969.26	\$292,927.83	\$1,033,075.93
Southside Middle	\$444,472.34	\$346,389.77	\$242,213.82	\$1,033,075.93
<b>Total LEA Yearly Budgets</b>	<b>\$1,213,932.07</b>	<b>\$1,060,628.35</b>	<b>\$824,667.37</b>	<b>\$3,099,227.99</b>

### Gossler Park Three Year School Budget Plan

Account Category	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
<b>Salaries and Benefits</b> <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail Benefits.</i>	Supplement assistant principal position from half time to full time	Supplement assistant principal position from half time to full time	Supplement assistant principal position from half time to full time	<b>\$55,000</b>	<b>\$56,500</b>	<b>\$58,000</b>
	Supplement social worker from half time to full time	Supplement social worker from half time to full time	Supplement social worker from half time to full time	<b>\$50,000</b>	<b>\$51,500</b>	<b>\$53,000</b>
	Stipends for 40 Gossler teachers and staff to participate in professional learning communities (PLCs) for one hour each \month.	Stipends for 40 Gossler teachers and staff to participate in professional learning communities (PLCs) for one hour each month.	Stipends for 40 Gossler teachers and staff to participate in professional learning communities (PLCs) for one hour each month.	<b>40 teachers x 1hrs x 9 months x \$30 (\$25 stipend + corresponding benefits)</b>  <b>\$10,800</b>	<b>40 teachers x 1hrs x 9 months x \$30 (\$25 stipend + corresponding benefits)</b>  <b>\$10,800</b>	<b>40 teachers x 1hrs x 9 months x \$30 (\$25 stipend + corresponding benefits)</b>  <b>\$10,800</b>
	Stipends for 30 teachers to participate in two days of summer RtI training	Stipends for 30 teachers to participate in two days of summer RtI training		<b>30 teachers x6 hours x 2 days x \$30</b>  <b>\$10,800</b>	<b>30 teachers x6 hours x 2 days x \$30</b>  <b>\$10,800</b>	<b>0</b>
	Stipends for 30 teachers to participate in two days of summer Everyday Math training	Stipends for 30 teachers to participate in two days of summer Everyday Math training	Stipends for 30 teachers to participate in two days of summer Everyday Math training	<b>30 teachers x6 hours x 2 days x \$30</b>  <b>\$10,800</b>	<b>30 teachers x6 hours x 2 days x \$30</b>  <b>\$10,800</b>	<b>0</b>

Account Category	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
	Stipends for 30 teachers to participate in two days of summer Literacy training	Stipends for 30 teachers to participate in two days of summer Literacy training	Stipends for 30 teachers to participate in two days of summer Literacy training	30 teachers x 6 hours x 2 days x \$30  \$10,800	30 teachers x 6 hours x 2 days x \$30  \$10,800	0
	Stipends for 4 teachers to work two hours M-Thursday to staff the iPad labs after school	Stipends for 4 teachers to work two hours M-Thursday to staff the iPad labs after school	Stipends for 4 teachers to work two hours M-Thursday to staff the iPad labs after school	4 teachers x 2hrs x 33 weeks x \$30 (\$25 stipend + corresponding benefits)  \$15,840	4 teachers x 2hrs x 33 weeks x \$30 (\$25 stipend + corresponding benefits)  \$15,840	4 teachers x 2hrs x 33 weeks x \$30 (\$25 stipend + corresponding benefits)  \$15,840
	Substitutes to cover classrooms for teachers participating in AIMSweb training. Two days for 30 Gossler Park teachers	N/A	N/A	60 substitute days x \$75 (substitute pay) + (FICA [7.65%] and WC [0.9] 8.55%) \$6.41  \$4,824.60	0	0
	Substitutes to cover classrooms while consultants (RtI, DI, Math, Literacy) are working in their grade-level peers' classrooms	Substitutes to cover classrooms while consultants (RtI, DI, Math, Literacy) are working in their grade-level peers' classrooms	Substitutes to cover classrooms while consultants (RtI, DI, Math, Literacy) are working in their grade-level peers' classrooms	60 substitute days x \$75 (substitute pay) + (FICA [7.65%] and WC [0.9] 8.55%) \$6.41  \$4,824.60	40 substitute days x \$75 (substitute pay) + (FICA [7.65%] and WC [0.9] 8.55%) \$6.41  \$3,256.40	40 substitute days x \$75 (substitute pay) + (FICA [7.65%] and WC [0.9] 8.55%) \$6.41  \$3,256.40
	Stipends for 10 Gossler Park teachers to participate in Solid Foundation (NH PIRC) training for two hours	Stipends for 10 Gossler Park teachers to participate in Solid Foundation (NH PIRC) training for two hours	Stipends for 10 Gossler Park teachers to participate in Solid Foundation (NH PIRC) training for	10 teachers x 2hrs x 5 sessions x \$30 (\$25 stipend + corresponding benefits)	10 teachers x 2hrs x 5 sessions x \$30 (\$25 stipend + corresponding benefits)	10 teachers x 2hrs x 5 sessions x \$30 (\$25 stipend + corresponding benefits)

Account Category	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
	for five times during the year.  (Staff will be trained over three years)	for five times during the year.  (Staff will be trained over three years)	two hours for five times during the year.  (Staff will be trained over three years)	<b>\$3,000</b>	<b>\$3,000</b>	<b>\$3,000</b>
	Stipends for teacher participating in book studies. Topics or titles include poverty, RtI, <i>Results Now</i> , PLCs for 30 teachers once monthly	Stipends for teacher participating in book studies. Topics or titles include poverty, RtI, <i>Results Now</i> , PLCs for 30 teachers once monthly	Stipends for teacher participating in book studies. Topics or titles include poverty, RtI, <i>Results Now</i> , PLCs for 30 teachers once monthly	<b>30 teachers x 1 hr x 9 months x \$30 (\$25 stipend + corresponding benefits)</b>  <b>\$8,100</b>	<b>30 teachers x 1 hr x 9 months x \$30 (\$25 stipend + corresponding benefits)</b>  <b>\$8,100</b>	<b>30 teachers x 1 hr x 9 months x \$30 (\$25 stipend + corresponding benefits)</b>  <b>\$8,100</b>
	Stipends for 3 teacher reps for 3hrs each month to participate in District Alternative Teacher Evaluation Models Task Force	Stipends for 3 teacher reps for 3hrs each month to participate in District Alternative Teacher Evaluation Models Task Force	Stipends for 3 teacher reps for 3hrs each month to participate in District Alternative Teacher Evaluation Models Task Force	<b>3 teachers x 3hrs x 9 months x \$30 (\$25 stipend + corresponding benefits)</b>  <b>\$2,430</b>	<b>3 teachers x 3hrs x 9 months x \$30 (\$25 stipend + corresponding benefits)</b>  <b>\$2,430</b>	<b>3 teachers x 3hrs x 9 months x \$30 (\$25 stipend + corresponding benefits)</b>  <b>\$2,430</b>
	Stipends for 3 teacher reps for 3hrs each month to participate in District Alternative Teacher Performance Incentives Work Group	Stipends for 3 teacher reps for 3hrs each month to participate in District Alternative Teacher Performance Incentives Work Group	Stipends for 3 teacher reps for 3hrs each month to participate in District Alternative Teacher Performance Incentives Work Group	<b>3 teachers x 3hrs x 9 months x \$30 (\$25 stipend + corresponding benefits)</b>  <b>\$2,430</b>	<b>3 teachers x 3hrs x 9 months x \$30 (\$25 stipend + corresponding benefits)</b>  <b>\$2,430</b>	<b>3 teachers x 3hrs x 9 months x \$30 (\$25 stipend + corresponding benefits)</b>  <b>\$2,430</b>
<b>Contracted Services</b> <i>Include name and title, contracted time, hourly/daily compensation</i>	A technology integration consultant to provide job-embedded PD to teachers in classrooms so	A technology integration consultant to provide job-embedded PD to teachers in classrooms so	A technology integration consultant to provide job-embedded PD to teachers in classrooms so	<b>\$2,900/day x 6 days</b>  <b>\$17,400</b>	<b>\$2,900/day x 4 days</b>  <b>\$11,600</b>	<b>\$2,900/day x 2 days</b>  <b>\$5,800</b>

Account Category	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
<i>and activities to be delivered. A Professional Development &amp; Contracted Services Justification Form (LEA Appendix E) must be completed</i>	they can integrate technology into lesson plans to provide more depth of knowledge and interaction for students.	they can integrate technology into lesson plans to provide more depth of knowledge and interaction for students.	they can integrate technology into lesson plans to provide more depth of knowledge and interaction for students.			
	An RtI consultant to provide job-embedded PD in classrooms and also to lead summer PD events to extend teachers' RtI knowledge and school's capacity to deliver this intervention	An RtI consultant to provide job-embedded PD in classrooms and also to lead summer PD events to extend teachers' RtI knowledge and school's capacity to deliver this intervention	An RtI consultant to provide job-embedded PD in classrooms and also to lead summer PD events to extend teachers' RtI knowledge and school's capacity to deliver this intervention	<b>12 days x \$800/day (\$9,600)</b>  <b>2 days x \$800 (\$1,600)</b>	<b>12 days x \$800/day (\$9,600)</b>  <b>2 days x \$800 (\$1,600)</b>	<b>12 days x \$800/day (\$9,600)</b>
	AIMSweb training (for 30 teachers trained over two days)	N/A	N/A	<b>\$4,500</b>	<b>0</b>	<b>0</b>
	AIMSweb Pro Complete (assessment and monitoring software)	AIMSweb Pro Complete (assessment and monitoring software)	AIMSweb Pro Complete (assessment and monitoring software)	<b>\$5/student/year x 330 students</b>  <b>\$1,650</b>	<b>\$5/student/year x 330 students</b>  <b>\$1,650</b>	<b>\$5/student/year x 330 students</b>  <b>\$1,650</b>
	An Everyday Math consultant to provide job-embedded PD in classrooms and also to lead PD events during the summer	An Everyday Math consultant to provide job-embedded PD in classrooms and also to lead PD events during the summer	An Everyday Math consultant to provide job-embedded PD in classrooms and also to lead PD events during the summer	<b>12 days x \$800/day (\$9,600)</b>  <b>2 days x \$800 (\$1,600)</b>	<b>12 days x \$800/day (\$9,600)</b>  <b>2 days x \$800 (\$1,600)</b>	<b>12 days x \$800/day (\$9,600)</b>

Account Category	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
	A Differentiated Instruction consultant to provide job-embedded PD in classrooms and also to lead PD events during the summer and/or after school	A Differentiated Instruction consultant to provide job-embedded PD in classrooms and also to lead PD events during the summer and/or after school	A Differentiated Instruction consultant to provide job-embedded PD in classrooms and also to lead PD events during the summer and/or after school	1 days x 9 months x \$800 (\$7,200)  2 days x \$800 (\$1,600)	1 days x 9 months x \$800 (\$7,200)  2 days x \$800 (\$1,600)	12 days x \$800/day (\$9,600)
	A Literacy consultant to provide job-embedded PD in classrooms and also to lead PD events during the summer	A Literacy consultant to provide job-embedded PD in classrooms and also to lead PD events during the summer	A Literacy consultant to provide job-embedded PD in classrooms and also to lead PD events during the summer	12 days x \$800/day (\$9,600)  2 days x \$800 (\$1,600)	12 days x \$800/day (\$9,600)  2 days x \$800 (\$1,600)	12 days x \$800/day (\$9,600)
	Solid Foundation (NH Parent Information Resource Center) services	Solid Foundation (NH Parent Information Resource Center) services	Solid Foundation (NH Parent Information Resource Center) services	\$5,000	\$5,000	\$5,000
	A Solid Foundation (NH Parent Information Resource Center) consultant	A Solid Foundation (NH Parent Information Resource Center) consultant	A Solid Foundation (NH Parent Information Resource Center) consultant	0  NHPIRC has grant funding in 2011	\$1,700	\$1,700
	N/A	As an incentive for performance: course reimbursement for courses at universities of staff's choosing that support Gossler's three focus area of	As an incentive for performance: course reimbursement for courses at universities of staff's choosing that support Gossler's three	\$0	\$15,000	\$25,000

Account Category	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
		Literacy, Math, and RTI	focus area of Literacy, Math, and RTI			
	Contract with Southern New Hampshire University (SNHU) to establish a program at Gossler in which pre-service and in-service teachers engage in professional learning to improve student achievement.	Contract with Southern New Hampshire University (SNHU) to establish a program at Gossler in which pre-service and in-service teachers engage in professional learning to improve student achievement.	Contract with Southern New Hampshire University (SNHU) to establish a program at Gossler in which pre-service and in-service teachers engage in professional learning to improve student achievement.	\$10,000	\$10,000	\$10,000
<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>	Supplies for parent engagement activities, such as raffles, food, and other items to increase parent involvement.	Supplies for parent engagement activities, such as raffles, food, and other items to increase parent involvement	Supplies for parent engagement activities, such as raffles, food, and other items to increase parent involvement	\$3,000	\$2,500	\$2,000
	Raffle items for student incentives for positive activities, such as perfect attendance, attending on test days, such as NECAP and ACCESS, having fewer than three discipline infractions, and other activities	Student incentives for items such as raffles for perfect attendance, attending on test days, such as NECAP and ACCESS, having fewer than three discipline infractions, and other activities that contribute	Student incentives for items such as raffles for perfect attendance, attending on test days, such as NECAP and ACCESS, having fewer than three discipline infractions, and other activities that contribute	\$4,108.76	\$2,500	\$2,000

Account Category	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
	that contribute to increases in student achievement	to increases in student achievement	to increases in student achievement			
<b>Books</b> <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>	Book for teacher book studies. Book titles TBD, as current topics on poverty, RtI and PLCs will be read and discussed by staff. However, Results Now will be the first title.	Book for teacher book studies. Book titles TBD, as current topics on poverty, RtI and PLCs will be read and discussed by staff.	Book for teacher book studies. Book titles TBD, as current topics on poverty, RtI and PLCs will be read and discussed by staff.	<b>\$150/staff member x 40 staff</b>  <b>\$6,000</b>	<b>\$150/staff member x 40 staff</b>  <b>\$6,000</b>	<b>\$150/staff member x 40 staff</b>  <b>\$6,000</b>
	Books and math manipulatives for staff members to supplement their classroom libraries.	Books and math manipulatives for staff members to build their classroom libraries.	Books and math manipulatives for staff members to build their classroom libraries.	<b>\$150/staff member x 40 staff</b>  <b>\$6,000</b>	<b>\$75/staff member x 40 staff</b>  <b>\$3,000</b>	<b>\$75/staff member x 40 staff</b>  <b>\$3,000</b>
	AIMSweb training books	N/A	N/A	<b>\$35 x 10 books</b>  <b>\$1,050</b>	<b>0</b>	<b>0</b>
<b>Equipment</b> <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (LEA Appendix F) must be</i>	Internet wireless routers and access points	N/A	N/A	<b>\$6,000</b>	<b>0</b>	<b>0</b>

Account Category	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
<i>completed.</i>						
	120 iPads (30 iPads on each cart)	N/A	N/A	<b>BF825LL/A iPad Wi-Fi 16GB - 10 pack w/AppleCare Protection Plan (3 @ \$5,580.00 ) \$16,740.00 x 4 packs of 30 \$66,960</b>	<b>0</b>	<b>0</b>
	4 mobility carts each holds 30 iPads	N/A	N/A	<b>\$1,800x 4 \$7,200</b>	<b>0</b>	<b>0</b>
	4 Prometheus interactive boards	N/A	N/A	<b>\$1,700 x 4 \$6,800</b>	<b>0</b>	<b>0</b>
	4 carts for Prometheus interactive board	N/A	N/A	<b>\$600 x 4 \$2,400</b>	<b>0</b>	<b>0</b>
	4 LCD projectors	N/A	N/A	<b>\$600 x 4 \$2,400</b>	<b>0</b>	<b>0</b>
	4 document cameras	N/A	N/A	<b>\$400 x 4 \$1,600</b>	<b>0</b>	<b>0</b>

Account Category	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
	4 laptops for Prometheus carts	N/A	N/A	Toshiba 160GB laptop (\$1,119) with Acad. Select Office Professional Plus 2010 License Only Microsoft Select (\$52.90)  (\$1,171.90 x 4)  \$4,678.60	0	0
<b>Professional Development Activities</b> <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development &amp; Contracted Services Justification Form LEA (Appendix E) must be completed</i>	PD activities include the salaries and benefits of stipend hours for staff participating in Everyday Math, RtI, DI, Literacy, technology, AIMSweb, Solid Foundation, training; consultants leading the training; substitute classroom, coverage, and books and supplies to support training.	PD activities include the salaries and benefits of stipend hours for staff participating in Everyday Math, RtI, DI, Literacy, technology, AIMSweb, Solid Foundation, training; consultants leading the training; substitute classroom, coverage, and books and supplies to support training.	PD activities include the salaries and benefits of stipend hours for staff participating in Everyday Math, RtI, DI, Literacy, technology, AIMSweb, Solid Foundation, training; consultants leading the training; substitute classroom, coverage, and books and supplies to support training.	<b>INCLUDED WITHIN</b>	<b>INCLUDED WITHIN</b>	<b>INCLUDED WITHIN</b>
<b>Travel</b> <i>Summarize your activities including the number of days, people involved and associated costs.</i>	RtI consultant travel from Iowa to NH; 3 trips / year	RtI consultant travel from Iowa to NH; 3 trips / year	RtI consultant travel from Iowa to NH; 3 trips / year	\$1,000 travel x 3  \$3,000	\$1,000 travel x 3  \$3,000	\$1,000 travel x 3  \$3,000

Account Category	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
<b>Administration</b> <i>Include other costs associated with supporting plan implementation.</i>	Contracted services of a SIG Coordinator to provide project management; facilitate meetings; attend NH Dept of Ed meetings; connect project components at each school, and best practices, across the three district schools; collect data and stakeholder feedback; write reports, and communicate findings to all stakeholders.	Contracted services of a SIG Coordinator to provide project management; facilitate meetings; attend NH Dept of Ed meetings; connect project components at each school, and best practices, across the three district schools; collect data and stakeholder feedback; write reports, and communicate findings to all stakeholders.	Contracted services of a SIG Coordinator to provide project management; facilitate meetings; attend NH Dept of Ed meetings; connect project components at each school, and best practices, across the three district schools; collect data and stakeholder feedback; write reports, and communicate findings to all stakeholders.	<b>\$24,000</b>	<b>\$24,000</b>	<b>\$24,000</b>
<b>Subtotal</b>				<b>\$415,796.56</b>	<b>\$314,606.40</b>	<b>\$284,406.40</b>
<b>Indirect Costs</b>	Subtotal x <1.8%	Subtotal x <1.8%	Subtotal x <1.8%	<b>\$7,484.33</b>	<b>\$5,662.92</b>	<b>\$5,119.32</b>
<b>Total</b>				<b>\$423,280.89</b>	<b>\$320,269.32</b>	<b>\$289,525.72</b>

**Parker Varney Three Year School Budget Plan**

<b>Account Category</b>	<b>Year 1 General Budget Description</b>	<b>Year 2 General Budget Description</b>	<b>Year 3 General Budget Description</b>	<b>Year 1 Costs</b>	<b>Year 2 Costs</b>	<b>Year 3 Costs</b>
<b>Salaries and Benefits</b> <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail Benefits.</i>	Supplement social worker from half time to full time  School has high poverty (almost 57% free and reduced lunch) and need to address issues that correspond to poverty. Social workers can deal with issues such as absenteeism, truancy, tardiness, and other familial issues that affect students' social, emotional, and academic achievement.	Supplement social worker from half time to full time  School has high poverty (almost 57% free and reduced lunch) and need to address issues that correspond to poverty. Social workers can deal with issues such as absenteeism, truancy, tardiness, and other familial issues that affect students' social, emotional, and academic achievement.	Supplement social worker from half time to full time  School has high poverty (almost 57% free and reduced lunch) and need to address issues that correspond to poverty. Social workers can deal with issues such as absenteeism, truancy, tardiness, and other familial issues that affect students' social, emotional, and academic achievement.	<b>\$50,000</b>	<b>\$51,500</b>	<b>\$53,000</b>
	Stipends for 40 Parker Varney teachers and staff to participate in professional learning communities (PLCs) for one hour each month.	Stipends for 40 Parker Varney teachers and staff to participate in professional learning communities (PLCs) for one hour each month.	Stipends for 40 Parker Varney teachers and staff to participate in professional learning communities (PLCs) for one hour each month.	<b>40 teachers x 1hrs x 9 months x \$30 (\$25 stipend + corresponding benefits)</b>  <b>\$10,800</b>	<b>40 teachers x 1hrs x 9 months x \$30 (\$25 stipend + corresponding benefits)</b>  <b>\$10,800</b>	<b>40 teachers x 1hrs x 9 months x \$30 (\$25 stipend + corresponding benefits)</b>  <b>\$10,800</b>
	Stipends for 2 teacher per grade level plus four additional staff members to participate in	Stipends for 2 teacher per grade level plus four additional staff members to	Stipends for 2 teacher per grade level plus four additional staff members to participate in	<b>16 staff x 10 hours x \$30 (\$25/hr + benefits)</b>	<b>16 staff x 10 hours x \$30 (\$25/hr + benefits)</b>	<b>16 staff x 10 hours x \$30 (\$25/hr + benefits)</b>

Account Category	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
	two-hour research and planning meetings to identify a school wide positive behavior plan to implement in 2011; staff will meet after school five times during the year.	participate in two-hour feedback on the school wide positive behavior plan implemented in 2011; staff will meet after school five times during the year.	two-hour meetings on school wide positive behavior plan progress; staff will meet after school five times during the year.	\$4,800	\$4,800	\$4,800
	N/A	Stipends for 2 teacher per grade level plus four additional staff members to participate in five days of summer training in chosen positive behavior program	Stipends for 2 teacher per grade level plus four additional staff members to participate in five days of summer training in chosen positive behavior program	0	16 staff x6 hours x 5 days x \$30 \$14,400	10 staff x6 hours x 5 days x \$30 \$9,000
	N/A	Stipends for 40 teachers to participate in two days of summer RtI training	Stipends for 40 teachers to participate in two days of summer RtI training	0	30 x6 x 2 x 40 \$14,400	30 x6 x 2 x 40 \$14,400
	Stipends for 4 teachers to work two hours M-Thursday to staff the iPad labs after school	Stipends for 8 teachers to work two hours M-Thursday to staff the iPad labs after school	Stipends for 8 teachers to work two hours M-Thursday to staff the iPad labs after school	4 teachers x 2hrs x 33 weeks x \$30 (\$25 stipend + corresponding benefits) \$15,840	8 teachers x 2hrs x 33 weeks x \$30 (\$25 stipend + corresponding benefits) \$31,680	8 teachers x 2hrs x 33 weeks x \$30 (\$25 stipend + corresponding benefits) \$31,680
	Honorariums for 10 Parker Varney parents to participate in	Honorariums for 10 Parker Varney parents to participate	Honorariums for 10 Parker Varney parents to participate in	10 parents x 2hrs x 5 sessions x \$27.50 (\$25 +	10 parents x 2hrs x 5 sessions x \$27.50 (\$25 +	10 parents x 2hrs x 5 sessions x \$27.50 (\$25 +

Account Category	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
	Solid Foundation (NH PIRC) training for two hours for five times during the year. (Parent cannot be employed at school)	in Solid Foundation (NH PIRC) training for two hours for five times during the year. (Parent cannot be employed at school)	Solid Foundation (NH PIRC) training for two hours for five times during the year. (Parent cannot be employed at school)	corresponding benefits WC and FICA  \$2,750	corresponding benefits WC and FICA  \$2,750	corresponding benefits WC and FICA  \$2,750
	Stipends for 10 Parker Varney teachers to participate in Solid Foundation (NH PIRC) training for two hours for five times during the year.  Staff will be trained over three years	Stipends for 10 Parker Varney teachers to participate in Solid Foundation (NH PIRC) training for two hours for five times during the year.  Staff will be trained over three years	Stipends for 10 Parker Varney teachers to participate in Solid Foundation (NH PIRC) training for two hours for five times during the year.  Staff will be trained over three years	10 teachers x 2hrs x 5 sessions x \$30 (\$25 stipend + corresponding benefits)  \$3,000	10 teachers x 2hrs x 5 sessions x \$30 (\$25 stipend + corresponding benefits)  \$3,000	10 teachers x 2hrs x 5 sessions x \$30 (\$25 stipend + corresponding benefits)  \$3,000
	Twice monthly book studies on topics relevant to SIG implementation and current topics in advancing student achievement and improving school climate	Twice monthly book studies on topics relevant to SIG implementation and current topics in advancing student achievement and improving school climate	Twice monthly book studies on topics relevant to SIG implementation and current topics in advancing student achievement and improving school climate	10 teachers x 2hrs x 9 sessions x \$30 (\$25 stipend + corresponding benefits)  \$2,700	10 teachers x 2hrs x 9 sessions x \$30 (\$25 stipend + corresponding benefits)  \$2,700	10 teachers x 2hrs x 9 sessions x \$30 (\$25 stipend + corresponding benefits)  \$2,700
	Stipends for 3 teacher reps for 3hrs each month to participate in District Alternative Teacher Evaluation Models Task	Stipends for 3 teacher reps for 3hrs each month to participate in District Alternative Teacher Evaluation Models Task	Stipends for 3 teacher reps for 3hrs each month to participate in District Alternative Teacher Evaluation Models Task	3 teachers x 3hrs x 9 months x \$30 (\$25 stipend + corresponding benefits)  \$2,430	3 teachers x 3hrs x 9 months x \$30 (\$25 stipend + corresponding benefits)  \$2,430	3 teachers x 3hrs x 9 months x \$30 (\$25 stipend + corresponding benefits)  \$2,430

Account Category	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
	Force	Force	Force			
	Stipends for 3 teacher reps for 3hrs each month to participate in District Alternative Teacher Performance Incentives Work Group	Stipends for 3 teacher reps for 3hrs each month to participate in District Alternative Teacher Performance Incentives Work Group	Stipends for 3 teacher reps for 3hrs each month to participate in District Alternative Teacher Performance Incentives Work Group	3 teachers x 3hrs x 9 months x \$30 (\$25 stipend + corresponding benefits) \$2,430	3 teachers x 3hrs x 9 months x \$30 (\$25 stipend + corresponding benefits) \$2,430	3 teachers x 3hrs x 9 months x \$30 (\$25 stipend + corresponding benefits) \$2,430
	Substitutes to cover classrooms while consultants (RtI, Math, America's Choice, technology) are working in their grade-level peers' classrooms	Substitutes to cover classrooms while consultants (RtI, Math, America's Choice, technology) are working in their grade-level peers' classrooms	Substitutes to cover classrooms while consultants (RtI, Math, America's Choice, technology) are working in their grade-level peers' classrooms	60 substitute days x \$75 (substitute pay) + (FICA [7.65%] and WC [0.9] 8.55%) \$6.41 \$4,824.60	60 substitute days x \$75 (substitute pay) + (FICA [7.65%] and WC [0.9] 8.55%) \$6.41 \$4,824.60	60 substitute days x \$75 (substitute pay) + (FICA [7.65%] and WC [0.9] 8.55%) \$6.41 \$4,824.60
	Substitutes to cover classrooms for teachers participating in AIMSweb training. Two days for 30 Parker Varney teachers	N/A	N/A	60 substitute days x \$75 (substitute pay) + (FICA [7.65%] and WC [0.9] 8.55%) \$6.41 \$4,824.60	0	0
<b>Contracted Services</b> <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development &amp; Contracted</i>	A technology integration consultant to provide job-embedded PD to teachers in classrooms so they can integrate technology into lesson plans to provide more	A technology integration consultant to provide job-embedded PD to teachers in classrooms so they can integrate technology into lesson plans to	A technology integration consultant to provide job-embedded PD to teachers in classrooms so they can integrate technology into lesson plans to provide more	\$2,900/day x 7 days \$20,300	\$2,900/day x 7 days \$20,300	\$2,900/day x 7 days \$20,300

Account Category	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
<i>Services Justification Form (LEA Appendix E) must be completed</i>	depth of knowledge and interaction for students.	provide more depth of knowledge and interaction for students.	depth of knowledge and interaction for students.			
	A Response to Intervention consultant to work with leadership team to develop action plan to identify student tiers and implement intervention strategies, and then to track growth. Consultant would also works with teachers to tailor plans for the individual needs of identified students.	A Response to Intervention consultant to work with leadership team to develop action plan to identify student tiers and implement intervention strategies, and then to track growth. Consultant would also works with teachers to tailor plans for the individual needs of identified students.	A Response to Intervention consultant to work with leadership team to develop action plan to identify student tiers and implement intervention strategies, and then to track growth. Consultant would also works with teachers to tailor plans for the individual needs of identified students.	<b>\$800/day x 18 days \$14,400</b>	<b>\$800/day x 18 days \$14,400</b>	<b>\$800/day x 18 days \$14,400</b>
	RtI consultant to work two days during the summer to extend teachers' RtI knowledge and school's capacity to deliver this intervention	RtI consultant to work two days during the summer to extend teachers' RtI knowledge and school's capacity to deliver this intervention	N/A	<b>\$800 x 2 \$1,600</b>	<b>\$800 x 2 \$1,600</b>	<b>0</b>
	An Everyday Math consultant to provide job-embedded PD in classrooms	An Everyday Math consultant to provide job-embedded PD in classrooms	An Everyday Math consultant to provide job-embedded PD in classrooms	<b>16 days x \$800/day (\$11,200)</b>	<b>16 days x \$800/day (\$11,200)</b>	<b>16 days x \$800/day (\$11,200)</b>

Account Category	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
	An America's Choice consultant to supplement our current efforts to provide job-embedded PD in classrooms	An America's Choice consultant to supplement our current efforts to provide job-embedded PD in classrooms	An America's Choice consultant to supplement our current efforts to provide job-embedded PD in classrooms	<b>\$800/day x 18 days \$14,400</b>	<b>\$800/day x 18 days \$14,400</b>	<b>\$800/day x 18 days \$14,400</b>
	AIMSweb training (for 30 teachers trained over two days)	N/A	N/A	<b>\$4,500</b>	<b>0</b>	<b>0</b>
	AIMSweb Pro Complete (assessment and monitoring software)	AIMSweb Pro Complete (assessment and monitoring software)	AIMSweb Pro Complete (assessment and monitoring software)	<b>\$5/student/year x 330 students \$1,650</b>	<b>\$5/student/year x 330 students \$1,650</b>	<b>\$5/student/year x 330 students \$1,650</b>
	Positive school behavior consultant to provide summer training in positive school behavior model	In-depth training for summer training in positive school behavior model	In-depth training for summer training in positive school behavior model	<b>0</b>	<b>\$3000/day x 5 days \$15,000</b>	<b>\$3000/day x 5 days \$15,000</b>
	Solid Foundation (NH Parent Information Resource Center) services	Solid Foundation (NH Parent Information Resource Center) services	Solid Foundation (NH Parent Information Resource Center) services	<b>\$5,000</b>	<b>\$5,000</b>	<b>\$5,000</b>
	A Solid Foundation (NH Parent Information Resource Center) consultant	A Solid Foundation (NH Parent Information Resource Center) consultant	A Solid Foundation (NH Parent Information Resource Center) consultant	<b>0</b> <b>grant funded in 2011</b>	<b>\$1,700</b>	<b>\$1,700</b>
		As an incentive for performance: teacher teams will be encouraged to	As an incentive for performance: teacher teams will be encouraged to	<b>\$0</b>	<b>\$25,000</b>	<b>\$25,000</b>

Account Category	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
		write and present papers at national school improvement conferences. Funds will also be set aside for reimbursement for courses taken at universities of staff's choosing that support Parker Varney's SIG efforts.	write and present papers at national school improvement conferences. Funds will also be set aside for reimbursement for courses taken at universities of staff's choosing that support Parker Varney's SIG efforts.0			
<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>	Supplies for parent engagement activities, such as raffles, food, and other items to increase parent involvement.	Supplies for parent engagement activities, such as raffles, food, and other items to increase parent involvement	Supplies for parent engagement activities, such as raffles, food, and other items to increase parent involvement	<b>\$6,000</b>	<b>\$5,000</b>	<b>\$5281.66</b>
	Raffle items for student incentives for positive activities, such as perfect attendance, attending on test days, such as NECAP and ACCESS, having fewer than three discipline infractions, and other activities that contribute to increases in student achievement	Raffle items for student incentives for positive activities, such as perfect attendance, attending on test days, such as NECAP and ACCESS, having fewer than three discipline infractions, and other activities that contribute to increases in student achievement	Raffle items for student incentives for positive activities, such as perfect attendance, attending on test days, such as NECAP and ACCESS, having fewer than three discipline infractions, and other activities that contribute to increases in student achievement	<b>\$6,000</b>	<b>\$4,000</b>	<b>\$2,002.10</b>

Account Category	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
<b>Books</b> <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>	Book for teacher book studies. Book titles TBD, as current topics on poverty, RtI and PLCs will be read and discussed by staff	Book for teacher book studies. Book titles TBD, as current topics on poverty, RtI and PLCs will be read and discussed by staff	Book for teacher book studies. Book titles TBD, as current topics on poverty, RtI and PLCs will be read and discussed by staff	<b>\$150/staff member x 40 staff</b>  <b>\$6,000</b>	<b>\$75/staff member x 40 staff</b>  <b>\$3,000</b>	<b>\$75/staff member x 40 staff</b>  <b>\$3,000</b>
	AIMSweb training books			<b>\$35 x 10 books</b>  <b>\$1,050</b>	<b>0</b>	<b>0</b>
<b>Equipment</b> <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (LEA Appendix F) must be completed.</i>	Internet wireless routers and access points	N/A	N/A	<b>\$6,000</b>	<b>0</b>	<b>0</b>
	Communication system (Telephones in classrooms to limit school wide interruptions through the public address system. This addition will improve school climate and safety.	N/A	N/A	<b>\$11,500</b>	<b>0</b>	<b>0</b>

Account Category	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
	Portable communication systems for staff use while they are monitoring students during recess and duties before school, during recess, and after school monitoring.	N/A	N/A	R250 Handheld radio. Fully Compatible with Motorola CP200! @ \$199 X 30  \$5,970  Standard batteries @ \$35 x 30 sets  \$1,050	0	0
	120 iPads (30 iPads on each cart)	120 iPads (30 iPads on each cart)	N/A	BF825LL/A iPad Wi-Fi 16GB - 10 pack w/Applecare Protection Plan 3 @ \$5,580.00 \$16,740.00 x 4 \$66,960	BF825LL/A iPad Wi-Fi 16GB - 10 pack w/Applecare Protection Plan 3 @ \$5,580.00 \$16,740.00 x 4 \$66,960	0
	4 mobility carts each holds 30 iPads	4 mobility carts each holds 30 iPads	N/A	\$1,800x 4 \$7,200	\$1,800x 4 \$7,200	0
	4 Prometheus interactive boards	4 Prometheus interactive boards	N/A	\$1,700 x 4 \$6,800	\$1,700 x 4 \$6,800	0
	4 carts for Prometheus interactive board	4 carts for Prometheus interactive board	N/A	\$600 x 4 \$2,400	\$600 x 4 \$2,400	0
	4 LCD projectors	4 LCD projectors	N/A	\$600 x 4 \$2,400	\$600 x 4 \$2,400	0

Account Category	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
	4 document cameras	4 document cameras	N/A	\$400 x 4 \$1,600	\$400 x 4 \$1,600	0
	4 laptops for Prometheus carts	4 laptops for Prometheus carts	N/A	Toshiba 160GB laptop (\$1,119) with Acad. Select Office Professional Plus 2010 License Only Microsoft Select (\$52.90) (\$1,171.90 x 4) \$4,678.60	Toshiba 160GB laptop (\$1,119) with Acad. Select Office Professional Plus 2010 License Only Microsoft Select (\$52.90) (\$1,171.90 x 4) \$4,678.60	0
<b>Professional Development Activities</b> <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development &amp; Contracted Services Justification Form LEA (Appendix E) must be completed</i>	PD activities include the salaries and benefits of stipend hours for staff participating in America's Choice, Everyday Math, RtI, DI, school wide positive behavior, AIMSweb technology, Solid Foundation, training; consultants leading the training; substitute classroom, coverage, and books and supplies to support training.	PD activities include the salaries and benefits of stipend hours for staff participating in America's Choice, Everyday Math, RtI, DI, school wide positive behavior, AIMSweb technology, Solid Foundation, training; consultants leading the training; substitute classroom, coverage, and books and supplies to support training.	PD activities include the salaries and benefits of stipend hours for staff participating in America's Choice, Everyday Math, RtI, DI, school wide positive behavior, AIMSweb technology, Solid Foundation, training; consultants leading the training; substitute classroom, coverage, and books and supplies to support training.	<b>INCLUDED WITHIN</b>	<b>INCLUDED WITHIN</b>	<b>INCLUDED WITHIN</b>

Account Category	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
<b>Travel</b> <i>Summarize your activities including the number of days, people involved and associated costs.</i>	RtI consultant travel from Iowa to NH, 3 trips / year	RtI consultant travel from Iowa to NH, 3 trips / year	RtI consultant travel from Iowa to NH, 3 trips / year	<b>\$1,000 travel x 3</b>  <b>\$3,000</b>	<b>\$1,000 travel x 3</b>  <b>\$3,000</b>	<b>\$1,000 travel x 3</b>  <b>\$3,000</b>
<b>Administration</b> <i>Include other costs associated with supporting plan implementation.</i>	Contracted services of a SIG Coordinator to provide project management; facilitate meetings; attend NH Dept of Ed meetings; connect project components at each school, and best practices, across the three district schools; collect data and stakeholder feedback; write reports, and communicate findings to all stakeholders	Contracted services of a SIG Coordinator to provide project management; facilitate meetings; attend NH Dept of Ed meetings; connect project components at each school, and best practices, across the three district schools; collect data and stakeholder feedback; write reports, and communicate findings to all stakeholders	Contracted services of a SIG Coordinator to provide project management; facilitate meetings; attend NH Dept of Ed meetings; connect project components at each school, and best practices, across the three district schools; collect data and stakeholder feedback; write reports, and communicate findings to all stakeholders	<b>\$24,000</b>	<b>\$24,000</b>	<b>\$24,000</b>
<b>Subtotal</b>				<b>\$340,057.80</b>	<b>387,003.20</b>	<b>287,748.36</b>
<b>Indirect Costs</b>	Subtotal x <1.8%	Subtotal x <1.8%	Subtotal x <1.8%	<b>\$6,121.04</b>	<b>\$6,966.06</b>	<b>\$5,179.47</b>
<b>Total</b>				<b>\$346,178.84</b>	<b>\$393,969.26</b>	<b>\$292,927.83</b>

### Southside Middle School Three Year School Budget Plan

This budget attempts to make a larger impact in Year 1 and tapers off toward sustainability in the subsequent years.

Account Category	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
<b>Salaries and Benefits</b> <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i>	Stipends for 50 Southside teachers to participate in professional learning communities (PLCs) for two hours each month.	Stipends for 50 Southside teachers to participate in professional learning communities (PLCs) for two hours each month.	Stipends for 50 Southside teachers to participate in professional learning communities (PLCs) for two hours each month.	<b>50 teachers x 2hrs x 9 months x \$30 (\$25 stipend + corresponding benefits)</b>  \$27,000	<b>50 teachers x 2hrs x 9 months x \$30 (\$25 stipend + corresponding benefits)</b>  \$27,000	<b>50 teachers x 2hrs x 9 months x \$30 (\$25 stipend + corresponding benefits)</b>  \$27,000
	Stipends for 50 Southside teachers to participate in Response to Intervention (RtI) training for three hours five times during the year.	Stipends for 50 Southside teachers to participate in Response to Intervention (RtI) training for three hours five times during the year.	Stipends for 50 Southside teachers to participate in Response to Intervention (RtI) training for three hours five times during the year.	<b>50 teachers x 3hrs x 5 sessions x \$30 (\$25 stipend + corresponding benefits)</b>  \$22,500	<b>50 teachers x 3hrs x 5 sessions x \$30 (\$25 stipend + corresponding benefits)</b>  \$22,500	<b>50 teachers x 3hrs x 5 sessions x \$30 (\$25 stipend + corresponding benefits)</b>  \$22,500
	Stipends for 50 Southside teachers to participate in PBIS training for two hours each month	Stipends for 50 Southside teachers to participate in PBIS training for two hours each month	Stipends for 50 Southside teachers to participate in PBIS training for two hours each month	<b>50 teachers x 2hrs x 9 months x \$30 (\$25 stipend + corresponding benefits)</b>  \$27,000	<b>50 teachers x 2hrs x 9 months x \$30 (\$25 stipend + corresponding benefits)</b>  \$27,000	<b>50 teachers x 2hrs x 9 months x \$30 (\$25 stipend + corresponding benefits)</b>  \$27,000
	Stipends for 35 Southside teachers to participate in Solid Foundation (NH PIRC) training for two hours for five times during the year.	Stipends for 35 Southside teachers to participate in Solid Foundation (NH PIRC) training for two hours for five times during the	Stipends for 35 Southside teachers to participate in Solid Foundation (NH PIRC) training for two hours for five times during the	<b>35 teachers x 2hrs x 5 sessions x \$30 (\$25 stipend + corresponding benefits)</b>  \$10,500	<b>35 teachers x 2hrs x 5 sessions x \$30 (\$25 stipend + corresponding benefits)</b>  \$10,500	<b>35 teachers x 2hrs x 5 sessions x \$30 (\$25 stipend + corresponding benefits)</b>  \$10,500

Account Category	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
		year.	year.			
	Stipends for two Southside teachers to work with the Apex Program for one hour after school four times weekly for 33 weeks a year.	Stipends for four Southside teachers to work with the Apex Program for one hour after school four times weekly for 33 weeks a year.	Stipends for four Southside teachers to work with the Apex Program for one hour after school four times weekly for 33 weeks a year.	<b>2 teachers x 4hrs/week x 33 weeks x \$30 (\$25 stipend + corresponding benefits)</b>  <b>\$7,920</b>	<b>4 teachers x 8hrs/week x 33 weeks x \$30 (\$25 stipend + corresponding benefits)</b>  <b>\$15,840</b>	<b>4 teachers x 8hrs/week x 33 weeks x \$30 (\$25 stipend + corresponding benefits)</b>  <b>\$15,840</b>
	Stipends for 7 teacher reps for 3hrs each month to participate in District Alternative Teacher Evaluation Models Task Force	Stipends for 7 teacher reps for 3hrs each month to participate in District Alternative Teacher Evaluation Models Task Force	Stipends for 7 teacher reps for 3hrs each month to participate in District Alternative Teacher Evaluation Models Task Force	<b>7 teachers x 3hrs x 9 months x \$30 (\$25 stipend + corresponding benefits)</b>  <b>\$5,670</b>	<b>7 teachers x 3hrs x 9 months x \$30 (\$25 stipend + corresponding benefits)</b>  <b>\$5,670</b>	<b>7 teachers x 3hrs x 9 months x \$30 (\$25 stipend + corresponding benefits)</b>  <b>\$5,670</b>
	Stipends for 7 teacher reps for 3hrs each month to participate in District Alternative Teacher Performance Incentives Work Group	Stipends for 7 teacher reps for 3hrs each month to participate in District Alternative Teacher Performance Incentives Work Group	Stipends for 7 teacher reps for 3hrs each month to participate in District Alternative Teacher Performance Incentives Work Group	<b>7 teachers x 3hrs x 9 months x \$30 (\$25 stipend + corresponding benefits)</b>  <b>\$5,670</b>	<b>7 teachers x 3hrs x 9 months x \$30 (\$25 stipend + corresponding benefits)</b>  <b>\$5,670</b>	<b>7 teachers x 3hrs x 9 months x \$30 (\$25 stipend + corresponding benefits)</b>  <b>\$5,670</b>
	Substitutes to cover classrooms for teachers participating in AIMSweb training. Two cohorts of two days for 30 Southside teachers (60	N/A	N/A	<b>120 substitute days x \$75 (substitute pay) + (FICA [7.65%] and WC [0.9] 8.55%) \$6.41</b>  <b>\$9,769.20</b>	<b>0</b>	<b>0</b>

Account Category	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
	total)					
<b>Contracted Services</b> <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development &amp; Contracted Services Justification Form (LEA Appendix E) must be completed</i>	A technical integration consultant to work one day/month with each of our seven teams each month.	A technical integration consultant to work one day/month with each of our seven teams each month.	A technical integration consultant to work one day/month with each of our seven teams each month.	<b>\$800/day x 7 teams x 9 months</b> <b>\$50,400</b>	<b>\$800/day x 7 teams x 9 months</b> <b>\$50,400</b>	<b>\$800/day x 7 teams x 4 months</b> <b>\$22,400</b>
	AIMSweb training (two cohorts of 30 teachers trained over two days)	N/A	N/A	<b>(\$4,500 per cohort x 2)</b> <b>\$9,000</b>	<b>0</b>	<b>0</b>
	AIMSweb Pro Complete (assessment and monitoring software)	AIMSweb Pro Complete (assessment and monitoring software)	AIMSweb Pro Complete (assessment and monitoring software)	<b>\$5/student/year x 800 students</b> <b>\$4,000</b>	<b>\$5/student/year x 800 students</b> <b>\$4,000</b>	<b>\$5/student/year x 800 students</b> <b>\$4,000</b>
	A Response to Intervention consultant (Shannon Harkin) to work two days at three grade levels	A Response to Intervention consultant (Shannon Harkin) to work two days at three grade levels	A Response to Intervention consultant (Shannon Harkin) to work two days at three grade levels	<b>(\$2,000/day x 2 days) \$4,000 x 3 classrooms</b> <b>(price includes travel)</b> <b>\$12,000</b>	<b>(\$2,000/day x 2 days) \$4,000 x 3 classrooms</b> <b>(price includes travel)</b> <b>\$12,000</b>	<b>(\$2,000/day x 2 days) \$4,000 x 3 classrooms</b> <b>(price includes travel)</b> <b>\$12,000</b>
	A Differentiated Instruction consultant to provide job-embedded PD in classrooms	A Differentiated Instruction consultant to provide job-embedded PD	A Differentiated Instruction consultant to provide job-embedded PD	<b>\$800/day x 10 days</b> <b>\$8,000</b>	<b>\$800/day x 5 days</b> <b>\$4,000</b>	<b>\$800/day x 5 days</b> <b>\$4,000</b>

Account Category	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
		in classrooms	in classrooms			
	A PBIS services (NH CEBIS)  Includes all materials and trainers	A PBIS services (NH CEBIS)  Includes all materials and trainers	N/A	<b>\$79,585</b>	<b>\$83,505</b>	<b>0</b>
	Solid Foundation (NH Parent Information Resource Center) services	Solid Foundation (NH Parent Information Resource Center) services	Solid Foundation (NH Parent Information Resource Center) services	<b>\$5,000</b>	<b>\$5,000</b>	<b>\$5,000</b>
	A Solid Foundation (NH Parent Information Resource Center) consultant	A Solid Foundation (NH Parent Information Resource Center) consultant	A Solid Foundation (NH Parent Information Resource Center) consultant	<b>0</b>  <b>grant funded in 2011</b>	<b>\$1,700</b>	<b>\$1,700</b>
	An extended learning opportunities provider (Apex) to support students with interventions. This is an online program.	An extended learning opportunities provider (Apex) to support students with interventions. This is an online program.	An extended learning opportunities provider (Apex) to support students with interventions. This is an online program.	<b>\$100/student /year</b>  <b>x 50 students</b>  <b>\$5,000</b>	<b>\$100/student /year</b>  <b>x 100 students</b>  <b>\$10,000</b>	<b>\$100/student /year</b>  <b>x 100 students</b>  <b>\$10,000</b>
	1 bus to take Apex students home 4 days x33 weeks	2 buses to take Apex students home	2 buses to take Apex students home	<b>\$65/day (55 students)</b>  <b>\$8,580</b>	<b>\$70/day (55 students)</b> <b>70 x 2 x4 x33</b>  <b>\$18,480</b>	<b>\$75/day (55 students)</b> <b>75 x 2 x4 x33</b>  <b>\$19,800</b>

Account Category	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
<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>	Supplies for parent engagement activities during and after school	Supplies for parent engagement activities during and after school	Supplies for parent engagement activities during and after school	<b>\$6,000</b>	<b>\$6,000</b>	<b>\$6,000</b>
	Raffle items for student incentives for positive activities, such as perfect attendance, attending on test days, such as NECAP and ACCESS, having fewer than three discipline infractions, and other activities that contribute to increases in student achievement	Raffle items for student incentives for positive activities, such as perfect attendance, attending on test days, such as NECAP and ACCESS, having fewer than three discipline infractions, and other activities that contribute to increases in student achievement	Raffle items for student incentives for positive activities, such as perfect attendance, attending on test days, such as NECAP and ACCESS, having fewer than three discipline infractions, and other activities that contribute to increases in student achievement	<b>\$7,531</b>	<b>\$7,000</b>	<b>\$7,105.47</b>
	N/A	N/A	Supplies for refresher PD events	<b>0</b>	<b>0</b>	<b>2,066.37</b>
<b>Books</b> <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>	AIMSweb training books	N/A	Books to support supplemental parent and school climate activities	<b>\$35 x 60 books</b>  <b>\$2,100</b>	<b>0</b>	<b>5,679.22</b>

Account Category	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
<b>Equipment</b> <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (LEA Appendix F) must be completed.</i>	Internet wireless routers and access points	N/A	N/A	<b>\$6,000</b>	<b>0</b>	<b>0</b>
	120 iPads (30 iPads on each cart)	N/A	N/A	<b>BF825LL/A iPad Wi-Fi 16GB - 10 pack w/Applecare Protection Plan</b> <b>3 @ \$5,580.00</b> <b>\$16,740.00 x 4</b> <b>\$66,960</b>	<b>0</b>	<b>0</b>
	4 mobility carts each holds 30 iPads	N/A	N/A	<b>\$1,800x 4</b> <b>\$7,200</b>	<b>0</b>	<b>0</b>
	4 Prometheus interactive boards	N/A	N/A	<b>\$1,700 x 4</b> <b>\$6,800</b>	<b>0</b>	<b>0</b>
	4 carts for Prometheus interactive board	N/A	N/A	<b>\$600 x 4</b> <b>\$2,400</b>	<b>0</b>	<b>0</b>

Account Category	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
	4 LCD projectors	N/A	N/A	\$600 x 4 \$2,400	0	0
	4 document cameras	N/A	N/A	\$400 x 4 \$1,600	0	0
	4 laptop for Prometheus carts	N/A	N/A	Toshiba 160GB laptop (\$1,119) with Acad. Select Office Professional Plus 2010 License Only Microsoft Select (\$52.90) (\$1,171.90 x 4) \$4,678.60	0	0
	Software (active expressions learning)	N/A	N/A	\$1,349.50	0	0
<b>Professional Development Activities</b> <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development &amp; Contracted Services Justification Form LEA (Appendix E) must be completed</i>	PD activities include the salaries and benefits of stipend hours for staff participating in Math, RtI, DI, PBIS, AIMSweb, Solid Foundation, training; consultants leading the training; substitute classroom, coverage, and books and	PD activities include the salaries and benefits of stipend hours for staff participating in Math, RtI, DI, PBIS, AIMSweb, Solid Foundation, training; consultants leading the training; substitute classroom, coverage, and	PD activities include the salaries and benefits of stipend hours for staff participating in Math, RtI, DI, PBIS, AIMSweb, Solid Foundation, training; consultants leading the training; substitute classroom, coverage, and	<b>INCLUDED WITHIN</b>	<b>INCLUDED WITHIN</b>	<b>INCLUDED WITHIN</b>

Account Category	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
	supplies to support training.	books and supplies to support training.	books and supplies to support training.			
<b>Travel</b> <i>Summarize your activities including the number of days, people involved and associated costs.</i>	All travel has been included in contracted services	All travel has been included in contracted services	All travel has been included in contracted services	0	0	0
<b>Administration</b> <i>Include other costs associated with supporting plan implementation.</i>	Contracted services of a SIG Coordinator to provide project management; facilitate meetings; attend NH Dept of Ed meetings; connect project components at each school, and best practices, across the three district schools; collect data and stakeholder feedback; write reports, and communicate findings to all stakeholders	Contracted services of a SIG Coordinator to provide project management; facilitate meetings; attend NH Dept of Ed meetings; connect project components at each school, and best practices, across the three district schools; collect data and stakeholder feedback; write reports, and communicate findings to all stakeholders	Contracted services of a SIG Coordinator to provide project management; facilitate meetings; attend NH Dept of Ed meetings; connect project components at each school, and best practices, across the three district schools; collect data and stakeholder feedback; write reports, and communicate findings to all stakeholders	\$24,000	\$24,000	\$24,000
<b>Subtotal</b>				\$436,613.30	\$340,265.00	\$237,931.06

<b>Account Category</b>	<b>Year 1 General Budget Description</b>	<b>Year 2 General Budget Description</b>	<b>Year 3 General Budget Description</b>	<b>Year 1 Costs</b>	<b>Year 2 Costs</b>	<b>Year 3 Costs</b>
<b>Indirect Costs</b>	Subtotal x <1.8%	Subtotal x <1.8%	Subtotal x <1.8%	<b>\$7,859.04</b>	<b>\$6,124.77</b>	<b>\$4,282.76</b>
<b>Total</b>				<b>\$444,472.34</b>	<b>\$346,389.77</b>	<b>\$242,213.82</b>

**Gossler Park One Year Detailed School Budget Narrative**

**2010-2011**

*(Please complete one per school)*

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

**School Name: Gossler Park**

Account Category	Budget Detail	
	Narrative	Total Costs
<b>Salaries and Benefits</b> <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i>	Expand the services of the Assistant Principal at Gossler from half to full time. A full-time Assistant Principal would provide consistent, timely support to teachers and students to address school climate issues. Because District metrics will not support a full-time assistant for a school with fewer than 500 students, this additional time would be supplementing existing resources not supplanting existing resources.	<b>\$55,000</b>
	Expand the services of the social worker at Gossler from half to full time. As part of the role of Social Worker, conduct an investigation to develop and structure partnerships with community organizations to provide social services to students and families at Gossler.	<b>\$50,000</b>
	Stipends for 40 Gossler teachers and staff to participate in professional learning communities (PLCs) for one hour each month.	<b>40 teachers x 1hrs x                      9 months x \$30 (\$25 stipend +                      corresponding                      benefits</b>  <b>\$10,800</b>
	Stipends for 30 teachers to participate in two days of summer Rtl training	<b>30 teachers x6                      hours x 2 days x                      \$30</b>  <b>\$10,800</b>
	Stipends for 30 teachers to participate in two days of summer Literacy training	<b>30 teachers x6                      hours x 2 days x                      \$30</b>

Account Category	Budget Detail	
	Narrative	Total Costs
		<b>\$10,800</b>
	Stipends for 30 teachers to participate in two days of summer Everyday Math training	<b>30 teachers x6 hours x 2 days x \$30</b>  <b>\$10,800</b>
	4 teachers to work two hours M-Thursday to staff the iPad labs after school	<b>4 teachers x 2hrs x 33 weeks x \$30 (\$25 stipend + corresponding benefits)</b>  <b>\$15,840</b>
	Substitutes to cover classrooms for teachers participating in AIMSweb training. Two days for 30 Gossler Park teachers	<b>60 substitute days x \$75 (substitute pay) + (FICA [7.65%] and WC [0.9] 8.55%) \$6.41</b>  <b>\$4,824.60</b>
	Substitutes to cover classrooms while consultants (Rtl, DI, Math, Literacy) are working in their grade-level peers' classrooms	<b>60 substitute days x \$75 (substitute pay) + (FICA [7.65%] and WC [0.9] 8.55%) \$6.41</b>  <b>\$4,824.60</b>
	Stipends for 10 Gossler Park teachers to participate in Solid Foundation (NH PIRC) training for two hours for five times during the year.  (Staff will be trained over three years)	<b>10 teachers x 2hrs x 5 sessions x \$30 (\$25 stipend + corresponding benefits)</b>  <b>\$3000</b>
	Stipends for teacher participating in book studies. Topics or titles include poverty, Rtl, <i>Results Now</i> , PLCs for 30 teachers once monthly	<b>30 teachers x 1 hr x 9 months x \$30 (\$25 stipend + corresponding benefits)</b>  <b>\$8,100</b>
	Stipends for 3 teacher reps for 3hrs each month to participate in District Alternative Teacher Evaluation Models Task Force	<b>3 teachers x 3hrs x 9 months x \$30 (\$25 stipend + corresponding benefits)</b>  <b>\$2,430</b>

Account Category	Budget Detail	
	Narrative	Total Costs
	Stipends for 3 teacher reps for 3hrs each month to participate in District Alternative Teacher Performance Incentives Work Group	3 teachers x 3hrs x 9 months x \$30 (\$25 stipend + corresponding benefits)  \$2,430
<b>Contracted Services</b> <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered.</i> <i>A Professional Development &amp; Contracted Services Justification Form (LEA Appendix E) must be completed</i>	A technology integration consultant to provide job-embedded PD to teachers in classrooms so they can integrate technology into lesson plans to provide more depth of knowledge and interaction for students.	\$2,900/day x 6 days  \$17,400
	An Rtl consultant to provide job-embedded PD in classrooms and also to lead summer PD events to extend teachers' Rtl knowledge and school's capacity to deliver this intervention	12 days x \$800/day (\$9,600)  2 days x \$800 (\$1,600)
	AIMSweb training (for 30 teachers trained over two days)	\$4,500
	AIMSweb Pro Complete (assessment and monitoring software)	\$5/student/year x 330 students  \$1,650
	An Everyday Math consultant to provide job-embedded PD in classrooms and also to lead PD events during the summer	12 days x \$800/day (\$9,600)  2 days x \$800 (\$1,600)
	A Literacy consultant to provide job-embedded PD in classrooms and also to lead PD events during the summer	12 days x \$800/day (\$9,600)  2 days x \$800 (\$1,600)

Account Category	Budget Detail	
	Narrative	Total Costs
	A Differentiated Instruction consultant to provide job-embedded PD in classrooms and also to lead PD events during the summer and/or after school	1 days x 9 months x \$800 (\$7,200)  2 days x \$800 (\$1,600)
	Solid Foundation (NH Parent Information Resource Center) services	\$5,000
	Contract with Southern New Hampshire University (SNHU) to establish a program at Gossler in which pre-service and in-service teachers engage in professional learning to improve student achievement.	\$10,000
<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>	Supplies for parent engagement activities, such as raffles, food, and other items to increase parent involvement	\$3,000
	Raffle items for student incentives for positive activities, such as perfect attendance, attending on test days, such as NECAP and ACCESS, having fewer than three discipline infractions, and other activities that contribute to increases in student achievement	\$4,108.76
<b>Books</b> <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>	Book for teacher book studies. Book titles TBD, as current topics on poverty, RtI and PLCs will be read and discussed by staff. However, <i>Results Now</i> will be the first title.	\$150/staff member x 40 staff  \$6,000
	Books and math manipulatives for staff members to build their classroom libraries.	\$6,000
	AIMSweb training books	\$1,050

Account Category	Budget Detail	
	Narrative	Total Costs
<b>Equipment</b> <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (LEA Appendix F) must be completed.</i>	Internet wireless routers and access points	\$6,000
	120 iPads (30 iPads on each cart). iPads are sold in packs of 10.	<b>BF825LL/A iPad Wi-Fi 16GB - 10 pack w/Applecare Protection Plan</b>  <b>(3 @ \$5,580.00 = \$16,470)</b>  <b>(\$16,740.00 x 4)</b>  <b>\$66,960</b>
	4 mobility carts each holds 30 iPads	<b>\$1,800 x 4</b>  <b>\$7,200</b>
	4 Prometheus interactive boards	<b>\$1,700 x 4</b>  <b>\$6,800</b>
	4 carts for Prometheus interactive board	<b>\$600 x 4</b>  <b>\$2,400</b>
	4 LCD projectors	<b>\$600 x 4</b>  <b>\$2,400</b>
	4 document cameras	<b>\$400 x 4</b>  <b>\$1,600</b>

Account Category	Budget Detail	
	Narrative	Total Costs
	4 laptops for Prometheus carts	Toshiba 160GB laptop (\$1,119) with Acad. Select Office Professional Plus 2010 License Only Microsoft Select (\$52.90)  (\$1,171.90 x 4)  \$4,678.60
<b>Professional Development Activities</b> <i>Summarize your activities including the number of days, people involved and associated costs.</i> <i>A Professional Development &amp; Contracted Services Justification Form LEA (Appendix E) must be completed</i>	PD activities include the salaries and benefits of stipend hours for staff participating in a Rtl, DI, technology, Solid Foundation, Everyday Math, Literacy and the complementary consultants, as well as substitute coverage, and books and supplies to support training.	<b>INCLUDED WITHIN</b>
<b>Travel</b> <i>Summarize your activities including the number of days, people involved and associated costs.</i>	Rtl consultant  3 trips / year	<b>\$1,000 travel x 3</b>  <b>\$3,000</b>
<b>Administration</b> <i>Include other costs associated with supporting plan implementation.</i>	Contracted services of a SIG Coordinator to provide project management; facilitate meetings; attend NH Dept of Ed meetings; connect project components at each school, and best practices, across the three district schools; collect data and stakeholder feedback; write reports, and communicate findings to all stakeholders	<b>\$24,000</b>
<b>Indirect Costs</b>	Subtotal x <1.8%	<b>7,484.34</b>
<b>Total</b>		<b>\$423,280.90</b>

## Parker Varney One Year Detailed School Budget Narrative

2010-2011

(Please complete one per school)

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

School Name: Parker Varney

Account Category	Budget Detail	
	Narrative	Total Costs
<b>Salaries and Benefits</b> <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i>	Supplement social worker from half time to full time  School has high poverty (almost 57% free and reduced lunch) and need to address issues that correspond to poverty. Social workers can deal with issues such as absenteeism, truancy, tardiness, and other familial issues that affect students' social, emotional, and academic achievement.	<b>\$50,000</b>
	Stipends for 40 Parker Varney teachers and staff to participate in professional learning communities (PLCs) for one hour each month.	<b>40 teachers x 1hrs x 9 months x \$30 (\$25 stipend + corresponding benefits)</b>  <b>\$10,800</b>
	Stipends for four teachers to work two hours M-Thursday to staff the iPad labs after school	<b>4 teachers x 2hrs x 33 weeks x \$30 (\$25 stipend + corresponding benefits)</b>  <b>\$15,840</b>
	Stipends for 2 teacher per grade level plus four additional staff members to participate in two-hour research and planning meetings to identify a school wide positive behavior plan to implement in 2011; staff will meet after school five times during the year.	<b>\$4,800</b>
	Stipends for 10 Parker Varney teachers to participate in Solid Foundation (NH PIRC) training for two hours for five times during the year.	<b>10 teachers x 2hrs x 5 sessions x \$30 (\$25 stipend + corresponding</b>

Account Category	Budget Detail	
	Narrative	Total Costs
	(Staff will be trained over three years)	benefits  <b>\$3000</b>
	Stipends for teachers participating in twice monthly book studies on topics relevant to SIG implementation and current topics in advancing student achievement and improving school climate	<b>10 teachers x 2hrs x 9 sessions x \$30 (\$25 stipend + corresponding benefits)</b>  <b>\$2,700</b>
	Stipends for 3 teacher reps for 3hrs each month to participate in District Alternative Teacher Evaluation Models Task Force	<b>3 teachers x 3hrs x 9 months x \$30 (\$25 stipend + corresponding benefits)</b>  <b>\$2,430</b>
	Stipends for 3 teacher reps for 3hrs each month to participate in District Alternative Teacher Performance Incentives Work Group	<b>3 teachers x 3hrs x 9 months x \$30 (\$25 stipend + corresponding benefits)</b>  <b>\$2,430</b>
	Substitutes to cover classrooms while consultants (Rtl, Math, America's Choice, technology) are working in their grade-level peers' classrooms	<b>60 substitute days x \$75 (substitute pay) + (FICA [7.65%] and WC [0.9] 8.55%) \$6.41</b>  <b>\$4,824.60</b>
	Substitutes to cover classrooms for teachers participating in AIMSweb training. Two days for 30 Parker Varney teachers	<b>60 substitute days x \$75 (substitute pay) + (FICA [7.65%] and WC [0.9] 8.55%) \$6.41</b>  <b>\$4,824.60</b>
<b>Contracted Services</b> <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered.</i> <i>A Professional Development &amp; Contracted Services</i>	An Apple technology integration consultant to provide job-embedded PD to teachers in classrooms so they can integrate technology into lesson plans to provide more depth of knowledge and interaction for students.	<b>\$2,900/day x 7 days</b>  <b>\$20,300</b>

Account Category	Budget Detail	
	Narrative	Total Costs
<i>Justification Form (LEA Appendix E) must be completed</i>		
	A Response to Intervention consultant to work with leadership team to develop action plan to identify student tiers and implement intervention strategies, and then to track growth. Consultant would also works with teachers to tailor plans for the individual needs of identified students.	<b>\$800/day x 18 days \$14,400</b>
	Rtl consultant to work two days during the summer to extend teachers' Rtl knowledge and school's capacity to deliver this intervention	<b>\$800 x 2 \$1,600</b>
	AIMSweb training (for 30 teachers trained over two days)	<b>\$4,500</b>
	AIMSweb Pro Complete (assessment and monitoring software)	<b>\$5/student/year x 330 students  \$1,650</b>
	An Everyday Math consultant to provide job-embedded PD in classrooms	<b>14 days x \$800/day (\$11,200)</b>
	An America's Choice consultant to provide job-embedded PD in classrooms	<b>\$800/day x 18 days \$14,400</b>
	Solid Foundation (NH Parent Information Resource Center) services	<b>\$5,000</b>
	Honorariums for 10 Parker Varney parents to participate in Solid Foundation (NH PIRC) training for two hours for five times during the year. (Parent cannot be employed at school)	<b>\$2,750</b>

Account Category	Budget Detail	
	Narrative	Total Costs
<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>	Supplies for parent engagement activities, such as raffles, food, and other items to increase parent involvement	<b>\$6,000</b>
	Supplies for raffle items for student incentives for positive activities, such as perfect attendance, attending on test days, such as NECAP and ACCESS, having fewer than three discipline infractions, and other activities that contribute to increases in student achievement	<b>\$6,000</b>
<b>Books</b> <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>	Books for teacher book studies. Book titles TBD, as current topics on poverty, Rtl and PLCs will be read and discussed by staff. However, <i>Enhancing Professional Practice: a Framework for Teaching</i> , and <i>Teacher Evaluation That Works</i> will be the first title.	<b>\$150/staff member x 40 staff  \$6,000</b>
	AIMSweb training books	<b>\$35 x 10 books  \$1,050</b>
<b>Equipment</b> <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (LEA Appendix F) must be completed.</i>	Internet wireless routers and access points	<b>\$6,000</b>
	Communication system (Telephones in classrooms to limit school wide interruptions through the public address system. This addition will improve school climate and safety.	<b>\$11,500</b>
	Portable communication systems for staff use while they are monitoring students during recess and duties before school, during recess, and after school monitoring.	<b>R250 Handheld radio. Fully Compatible with Motorola CP200! @ \$199 X 30  \$5,970  Standard batteries</b>

Account Category	Budget Detail	
	Narrative	Total Costs
		@ \$35 x 30 sets \$1,050
	120 iPads (30 iPads on each cart)	<b>BF825LL/A iPad Wi-Fi 16GB - 10 pack w/AppleCare Protection Plan</b>  3 @ \$5,580.00 \$16,740.00 x 4 \$66,960
	4 mobility carts each holds 30 iPads	\$1,800x 4 \$7,200
	4 Prometheus interactive boards	\$1,700 x 4 \$6,800
	4 carts for Prometheus interactive board	\$600 x 4 \$2,400
	4 LCD projectors	\$600 x 4 \$2,400
	4 document cameras	\$400 x 4 \$1,600
	4 laptops for Prometheus carts	<b>Toshiba 160GB laptop (\$1,119) with Acad. Select Office Professional Plus 2010 License Only Microsoft Select (\$52.90)</b>

Account Category	Budget Detail	
	Narrative	Total Costs
		(\$1,171.90 x 4) <b>\$4,678.60</b>
<b>Professional Development Activities</b> <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development &amp; Contracted Services Justification Form LEA (Appendix E) must be completed</i>	PD activities include the salaries and benefits of stipend hours for staff participating in America's Choice, Everyday Math, Rtl, DI, school wide positive behavior, AIMSweb technology, Solid Foundation, training; consultants leading the training; substitute classroom, coverage, and books and supplies to support training.	<b>INCLUDED WITHIN</b>
<b>Travel</b> <i>Summarize your activities including the number of days, people involved and associated costs.</i>	Rtl consultant  3 trips from Iowa to New Hampshire @ \$1,000 per trip	<b>\$1,000 travel x 3 visits</b> <b>\$3,000</b>
<b>Administration</b> <i>Include other costs associated with supporting plan implementation.</i>	Contracted services of a SIG Coordinator to provide project management; facilitate meetings; attend NH Dept of Ed meetings; connect project components at each school, and best practices, across the three district schools; collect data and stakeholder feedback; write reports, and communicate findings to all stakeholders	<b>\$24,000</b>
<b>Indirect Costs</b>	Subtotal x <1.8%	<b>\$6121.04</b>
<b>Total</b>		<b>\$346,178.84</b>

## Southside Middle School One Year Detailed School Budget Narrative

**2010-2011**

(Please complete one per school)

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

**School Name: Southside Middle**

Account Category	Budget Detail	
	Narrative	Total Costs
<b>Salaries and Benefits</b> <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i>	Stipends for 50 Southside teachers to participate in professional learning communities (PLCs) for two hours each month.	<b>50 teachers x 2hrs x 9 months x \$30 (\$25 stipend + corresponding benefits)</b>  <b>\$27,000</b>
	Stipends for 50 Southside teachers to participate in Response to Intervention (Rtl) training for three hours five times during the year.	<b>50 teachers x 3hrs x 5 sessions x \$30 (\$25 stipend + corresponding benefits)</b>  <b>\$22,500</b>
	Stipends for 50 Southside teachers to participate in PBIS training for two hours each month	<b>50 teachers x 2hrs x 9 months x \$30 (\$25 stipend + corresponding benefits)</b>  <b>\$27,000</b>
	Stipends for 35 Southside teachers to participate in Solid Foundation (NH PIRC) training for two hours for five times during the year.	<b>35 teachers x 2hrs x 5 sessions x \$30 (\$25 stipend + corresponding benefits)</b>  <b>\$10,500</b>
	Stipends for two Southside teachers to work with the Apex Program for one hour after school four times weekly for 33 weeks a year.	<b>2 teachers x 4hrs/week x 33 weeks x \$30 (\$25 stipend + corresponding benefits)</b>

Account Category	Budget Detail	
	Narrative	Total Costs
		\$7,920
	Stipends for 7 teacher reps for 3hrs each month to participate in District Alternative Teacher Evaluation Models Task Force	7 teachers x 3hrs x 9 months x \$30 (\$25 stipend + corresponding benefits) \$5,670
	Stipends for 7 teacher reps for 3hrs each month to participate in District Alternative Teacher Performance Incentives Work Group	7 teachers x 3hrs x 9 months x \$30 (\$25 stipend + corresponding benefits) \$5,670
	Substitutes to cover classrooms for teachers participating in AIMSweb training. Two cohorts of two days for 30Southside teachers (60 total)	120 substitute days x \$75 (substitute pay) + (FICA [7.65%] and WC [0.9] 8.55%) \$6.41 \$9,769.20
<b>Contracted Services</b> <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered.</i> <i>A Professional Development &amp; Contracted Services Justification Form (LEA Appendix E) must be completed</i>	A technical integration consultant to work one day/month with each of our seven teams each month.	\$800/day x 7 teams x 9 months \$50,400
	AIMSweb training (two cohorts of 30 teachers trained over two days)	\$(4,500 x 2 cohorts) \$9,000),
	AIMSweb Pro Complete (assessment and monitoring software)	\$5/student/year x 800 students \$4,000

Account Category	Budget Detail	
	Narrative	Total Costs
	A Response to Intervention consultant (Shannon Harkin) to work two days at three grade levels	<b>\$2,000/day x 2 days</b> <b>\$4,000 x 3 classrooms</b>  (price includes travel)  <b>\$12,000</b>
	A Differentiated Instruction consultant to provide job-embedded PD in classrooms	<b>\$800/day x 10 days</b>  <b>\$8,000</b>
	A PBIS services (NH CEBIS)  Includes all materials and trainers	<b>\$79,585</b>
	Contract with the NH Parent Information Resource Center (NH PIRC) to facilitate parent meetings and events to help parents become more involved in their children's academic and social growth.	<b>\$5,000</b>
	An extended learning opportunities provider (Apex) to support students with interventions. This is an online program.	<b>\$100/student /year</b>  <b>x 50 students</b>  <b>\$5,000</b>
	1 bus to take Apex students home 4 days x33 weeks	<b>\$65/day (55 students)</b>  <b>\$8,580</b>
<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>	Supplies for parent engagement activities during and after school	<b>\$6,000</b>
	Supplies for student incentives	<b>\$7,531</b>

Account Category	Budget Detail	
	Narrative	Total Costs
<b>Books</b> <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>	AIMSweb training books	(\$35 x 60 books)  <b>\$2,100</b>
<b>Equipment</b> <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (LEA Appendix F) must be completed.</i>	Internet wireless routers and access points	<b>\$6,000</b>
	Four mobile carts will be shared by the school's four content (Language Arts, Math, Social Studies, and Science) teams. These 21 <sup>st</sup> Century carts will each have 30 iPads, a document camera, an LCD projector, a Promethean interactive board, and a laptop.	
	120 iPads (30 iPads on each cart)	<b>BF825LL/A iPad Wi-Fi 16GB - 10 pack w/AppleCare Protection Plan</b>  <b>3 @ \$5,580.00</b>  <b>\$16,740.00 x 4</b>  <b>\$66,960</b>
	4 mobility carts each holds 30 iPads	<b>\$1,800x 4</b>  <b>\$7,200</b>
	4 Prometheus interactive boards	<b>\$1,700 x 4</b>  <b>\$6,800</b>
	4 carts for Prometheus interactive board	<b>\$600 x 4</b>  <b>\$2,400</b>

Account Category	Budget Detail	
	Narrative	Total Costs
	4 LCD projectors	\$600 x 4 \$2,400
	4 document cameras	\$400 x 4 \$1,600
	4 laptop for Prometheus carts	Toshiba 160GB laptop (\$1,119) with Acad. Select Office Professional Plus 2010 License Only Microsoft Select (\$52.90) (\$1,171.90 x 4) \$4,678.60
	Software (active expressions learning)	\$1,349.50
<b>Professional Development Activities</b> <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development &amp; Contracted Services Justification Form LEA (Appendix E) must be completed</i>	PD activities include the salaries and benefits of stipend hours for staff participating in Professional Learning Communities, Response to Intervention, Differentiated Instruction PBIS, AIMSweb, Solid Foundation, training; and the consultants leading the technical education, AIMSweb, Solid Foundation, PBIS, Rtl, Differentiated Instruction training; substitute classroom, coverage, and books and supplies required to support training.	<b>INCLUDED WITHIN</b>
<b>Administration</b> <i>Include other costs associated with supporting plan implementation.</i>	Contracted services of a SIG Coordinator to provide project management; facilitate meetings; attend NH Dept of Ed meetings; connect project components at each school, and best practices, across the three district schools; collect data and stakeholder feedback; write reports, and communicate findings to all stakeholders	\$24,000
<b>Indirect Costs</b>	<b>Subtotal x &lt;1.8%</b>	<b>\$7,859.04</b>
<b>Total</b>		<b>\$444,472.34</b>

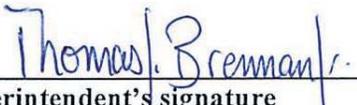
## ASSURANCES

By signing below, the Local Educational Agency (LEA), Manchester School District is agreeing to the following Title I 1003(g) School Improvement Grant (SIG) assurances with the New Hampshire Department of Education (NH DOE) and the United States Department of Education (US ED):

- The program and services provided with Title I 1003(g) School Improvement Grant will be operated so as not to discriminate on the basis of age, gender, race, national origin, ancestry, religion, pregnancy, marital or parental status, sexual orientation, handicapping conditions, or physical, mental, emotional, or learning disabilities;
- Administration of the program, activities, and services covered within the attached application(s) will be in accordance with all applicable federal, state, regulations;
- Design and implementation of the interventions will be consistent with the Title I 1003(g) School Improvement Grant final requirements;
- The funds received under this grant will be used to address the goals set forth in the attached application;
- Fiscally related information will be provided with the timeliness established for the program(s);
- The specific school-level data required in section III of the final requirements will be reported for all schools within the LEA that are participating in the Title I 1003(g) School Improvement Grant through quarterly meetings, evaluations, progress reports, or on-site visitations, including the following data:
  - Number of minutes within the school year;
  - Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
  - Dropout rate;
  - Student attendance rate;
  - Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
  - Discipline incidents;
  - Truants;
  - Distribution of teachers by performance level on an LEA's teacher evaluation system (when available);
  - Teacher attendance rate;
- All schools within the LEA that are participating in the Title I 1003(g) School Improvement Grant will submit to the NH DOE a written Annual Progress Report/Evaluation Report which documents activities and address both the implementation of the Title I 1003(g) School Improvement Grant plan and student achievement results;
- Title I 1003(g) School Improvement Grant will be used to supplement, not supplant Federal, state, and local funds that a school would otherwise receive;

**ASSURANCES (CONT.):**

- The LEA will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that our LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- If the LEA implements a restart model in a Tier I or Tier II school, the LEA will include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- Assign a Title I 1003(g) School Improvement Grant Coordinator that will participate in regular NH DOE Title I 1003(g) School Improvement Grant meetings and have a LEA Improvement Planning/ Implementation Committee that meets regularly;
- Recruitment, screening, and selection of external providers, if applicable, will be conducted in a manner that ensures a high level of quality of service;
- Additional resources will be aligned with the interventions;
- LEA's practices or policies will be modified, if necessary, to enable the LEA to implement the interventions fully and effectively; and
- The reforms will be sustained after the funding period ends.

  
\_\_\_\_\_  
Superintendent's signature

  
\_\_\_\_\_  
Date signed

## WAIVERS:

The NH DOE has requested that waivers be granted by the US ED regarding requirements to the LEA's School Improvement Grant, please indicate below (by checking the appropriate boxes which of those waivers you intend to implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.
- "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

## **LEA Appendix A: Process to Determine School Eligibility for the School Improvement Grant**

In accordance with the US Department of Education Guidance for the School Improvement Grant, the identification of “persistently lowest-achieving schools” must be based on each school’s state assessment results for the “All Students” group in Reading and Mathematics combined. New Hampshire’s Persistently Lowest-Achieving Schools definition, as approved by the United States Department of Education (US ED) is located in *Appendix B* of this document (pages 31-32). As the term “persistent” implies “over time”, New Hampshire used all data available for which a combined Reading and Math score was possible; that is, four years of data (2006-2009 AYP) for elementary/middle schools, and two years of data (2008 and 2009) for high schools. The two sets of schools were rank ordered separately.

New Hampshire uses a US Department of Education-approved index score system to calculate adequate yearly progress (AYP) based on the state assessment results. This system, which gives “credit” to partially proficient student scores, was adopted by New Hampshire to more accurately depict progress and proficiency in New Hampshire schools. In accordance with the SIG guidance, each school’s annual Reading and Math index score for the “All Students” group was combined, with a cumulative score four-year score produced for elementary /middle schools, and a cumulative two-year score for high schools.

The use of the cumulative index score to rank order and identify schools for the purposes of this grant was approved by US ED on February 4, 2010. The March 1, 2010 deadline for submitting the grant application does not allow for the use of 2010 AYP index scores, which are tentatively scheduled for release in late March/early April.

**LEA Appendix A (cont.):**

**Tier I Schools**

Schools categorized as Tier I must meet one of the following conditions:

- (1) *The school is within the five percent, or five (whichever is greater) of the persistently lowest-achieving Title I Schools in Need of Improvement (SINI) in the state; OR*
- (2) *The school is a high school with a graduation rate less than 60 percent over a number of years; OR*
- (3) *The school is Title I-eligible and is no higher achieving than the highest-achieving school in (1) above. Additionally, the school must be either in the bottom 20 percent of all schools in the state, or has not made Adequate Yearly Progress (AYP) for 2 consecutive years. The guidance defines “Title I-eligible” as either a school currently receiving Title I funds or a school eligible for, but not receiving funds.*

**Identification of Tier I Schools (Condition 1)**

- *The school is within the five percent, or five (whichever is greater) of the persistently lowest-achieving Title I Schools in Need of Improvement (SINI) in the state.*
  - Total number of Title I SINIs in 2009-10 = 132 (127 elementary/middle and 5 high schools)
  - 5% of 132 = 7 Title I SINIs (maximum number to be identified)
  - To better address the “persistently” factor, consider only the elementary/middle school SINIs, for which four years of data is available.
  - Rank order the elementary/middle school Title I SINIs from low to high, based on the four-year cumulative index scores.
  - Seven schools meet the Condition 1 criteria:

District	School	08-09 Index Combined	07-08 Index Combined	06-07 Index Combined	05-06 Index Combined	<b>Four-Year Cumulative Index Score</b>
<b>State of NH</b>	<b>Average Combined Index Score</b>	<b>176.5</b>	<b>174.2</b>	<b>171.8</b>	<b>168.5</b>	<b>691</b>
Manchester	Beech Street School	135.9	122.6	116.7	110.9	486.1
Manchester	Wilson School	142.9	134.3	134.4	125.4	537.0
Manchester	Bakersville School	148.8	140.5	131.4	131.5	552.2
Manchester	Parker-Varney School	146.4	142.5	142.2	136.7	567.8
Farmington	Henry Wilson Memorial School	152.4	146.1	145.2	137.7	581.4
Franklin	Franklin Middle School	147.5	150.1	143.3	144.7	585.6
Manchester	Gossler Park School	161.3	144	145.8	140	591.1

**Identification of Tier I Schools (Condition 2)**

- (2) *The school is a high school with a graduation rate less than 60 percent over a number of years.*

- There are no New Hampshire high schools that meet the criteria.

**Identification of Tier I Schools (Condition 3)**

(3) *The school is Title I-eligible and is no higher achieving than the highest-achieving school in the rank-ordered list under Condition 1. Additionally, the school must be either in the bottom 20 percent of all schools in the state, or has not made Adequate Yearly Progress (AYP) for 2 consecutive years. The guidance defines “Title I-eligible” as either a school currently receiving Title I funds or a school eligible for, but not receiving funds.*

- Rank order all elementary/middle schools in the state for which four years of index score data is available ( N= 374)
- Identify which schools have a combined index score equal to or lower than the highest-achieving school in the rank-ordered list for Condition 1
- Identify which schools are Title I eligible
- Identify which schools are in the bottom 20 percent of all schools (20% of 374 = 75 schools)
- The following 6 schools meet the criteria:

District	School	08-09 Index Combined	07-08 Index Combined	06-07 Index Combined	05-06 Index Combined	Four-Year Cumulative Index Score
<b>Highest Achieving School in Condition 1</b>						<b>591.1</b>
Manchester	Southside Middle School	144.2	141.8	136	138.3	560.3
Milton	Nute Junior High School	147.8	147.4	131	137.8	564
Manchester	Middle School At Parkside	145.5	140.6	137.7	143.5	567.3
Manchester	Henry J. McLaughlin Middle School	150.9	142.1	136.2	142.6	571.8
Pittsfield	Pittsfield Middle School	162.4	148.6	140	126.2	577.2
Monadnock Regional	Gilsum Elementary School	155.3	154	141.5	138.2	589

## **LEA Appendix B: New Hampshire's Persistently Lowest-Achieving Schools Definition**

The following provides details as to the information and process used by New Hampshire to identify the persistently lowest-achieving schools.

Definitions from New Hampshire's Rules for Public School Approval (NH RSA 189:25):

- A public school containing any of the grades kindergarten through 8 is classified as an elementary school.
- A public elementary school containing any combination of grades 4-8 may be classified as a public middle school, subject to meeting the rules applicable to all middle schools. (NH RSA 189:25)
- A public school or public academy containing any of the grades 9 through 12 is classified as a secondary, or high school, subject to meeting the rules applicable to all high schools.

Using the above referenced state definitions and in accordance with guidance provided within the Frequently Asked Questions Concerning Phase II of the State Fiscal Stabilization Fund document, items B-V-4 through B-V-18, New Hampshire developed the following:

New Hampshire's "persistently lowest-achieving schools" are:

- (a) Any Title I school in improvement, corrective action, or restructuring that —
  - (i) Is among the lowest-achieving five percent of Title I Schools in Need Improvement, Corrective Action, or Restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
  - (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years;and
- (b) Any secondary school that is eligible for, but does not receive, Title I funds that —
  - (i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
  - (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

### **IDENTIFICATION PROCESS**

Review of student achievement results. All available student achievement data for the "all students" group from New Hampshire's approved state assessment, the New England Common Assessment Program (NECAP), was reviewed for each school on the above-referenced lists. Four years of NECAP data (2005-2008) was reviewed for elementary and middle schools, and two years of NECAP data (2007 and 2008) was reviewed for high schools. As the data available increases in future years, four years of data across all school attendance areas will be used. As the raw student achievement data for the state's reading and mathematics assessments converts to a 100-point index score system, the index scores in each content area for the "all

students” group were added together for each school in order to produce an annual combined score. The index system is consistent with items B-V-8 and B-V-16 through B-V-18 of the Frequently Asked Questions Concerning Phase II of the State Fiscal Stabilization Fund document. The annual combined scores were then totaled (four years for elementary or middle schools and two years for high schools) to produce a cumulative achievement score for each school. New Hampshire chose not to weight data used in identifying the persistently lowest-achieving schools.

Selection of schools. For each list, schools were rank-ordered from lowest to highest on the basis of the cumulative achievement score. Schools at the top of each rank-ordered list were determined to be the state’s persistently lowest-achieving. Seven elementary and/or middle schools (5% of 132) from the Title I Schools in Need of Improvement, Corrective Action, or Restructuring list, and five high schools from the Title I Eligible list were selected (as of January 2010).

Based on the most recent four years of data, no high school in New Hampshire (as of January 2010) met the selection criteria for low graduation rate (graduation rate less than 60 percent over a number of years).

## MSD Baseline School Data Profile: GOSSLER PARK

School Name: Gossler Park Elementary School			
	2007-2008	2008-2009	2009-2010
Number of minutes within the school year that students are to attend school	N/A	N/A	6 hrs x 60 min x 180 days = 64,800 minutes within the school year*
Dropout rate (district) annual/cumulative	4.8%/17.9%	3.4%/12.9%	N/A
Student attendance rate	91.5%	92.4%	N/A
Number and percentage of students completing advanced coursework (e.g. AP/IB), early-college high schools, or dual enrollment classes	N/A	77	N/A
Discipline incidents	37 out of school suspensions 29 in school suspensions	24 out of school suspensions 0 in school suspensions	19 out of school suspensions
Truants (absent 20 or more half days)	237	225	205
Distribution of teachers by performance level on LEA's teacher evaluation system	N/A	N/A	No teachers on Performance Improvement Plan
Teacher attendance rate	N/A	N/A	317.5 teacher day absences**

\* Students begin at 8:35 and are released at 2:35

\*\* Teacher absences include in-house workshops, travel workshops, bereavement days, personal and bonus days, and sick time.

**MSD Baseline School Data Profile: PARKER VARNEY**

<b>School Name: Parker Varney Elementary School</b>			
	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>
<b>Number of minutes within the school year that students are to attend school</b>	<b>N/A</b>	<b>N/A</b>	<b>6 hrs x 60 min x 180 days = 64,800 minutes within the school year*</b>
<b>Dropout rate (district) annual/cumulative</b>	<b>4.8%/17.9%</b>	<b>3.4%/12.9%</b>	<b>N/A</b>
<b>Student attendance rate</b>	<b>94.2%</b>	<b>93.5%</b>	<b>N/A</b>
<b>Number and percentage of students completing advanced coursework (e.g. AP/IB), early-college high schools, or dual enrollment classes</b>	<b>N/A</b>	<b>77</b>	<b>N/A</b>
<b>Discipline incidents</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Truants (absent 20 or more half days)</b>	<b>203</b>	<b>209</b>	<b>243</b>
<b>Distribution of teachers by performance level on LEA's teacher evaluation system</b>	<b>N/A</b>	<b>N/A</b>	<b>No teachers on Performance Improvement Plan</b>
<b>Teacher attendance rate</b>	<b>N/A</b>	<b>N/A</b>	<b>374 teacher day absences**</b>
<p>* Students begin at 8:35 and are released at 2:35</p> <p>** Teacher absences include in-house workshops, travel workshops, bereavement days, personal and bonus days, and sick time.</p>			

## MSD Baseline School Data Profile: SOUTHSIDE MIDDLE SCHOOL

School Name: Southside Middle School			
	2007-2008	2008-2009	2009-2010
Number of minutes within the school year that students are to attend school	N/A	N/A	(6 hrs x 60 min) +25 minutes x 180 days = 69,300 minutes within the school year*
Dropout rate (district) annual/cumulative	4.8%/17.9%	3.4%/12.9%	N/A
Student attendance rate	92%	91.6%	N/A
Number and percentage of students completing advanced coursework (e.g. AP/IB), early-college high schools, or dual enrollment classes	N/A	77	N/A
Discipline incidents	5,179	3,861	3,686
Truants (absent 20 or more half days)	460	473	430
Distribution of teachers by performance level on LEA's teacher evaluation system	No teachers on Performance Improvement Plan	No teachers on Performance Improvement Plan	No teachers on Performance Improvement Plan
Teacher attendance rate	N/A	N/A	947.5 teacher day absences**
<p>* Students begin at 7:35 and are released at 2:00</p> <p>** Teacher absences include in-house workshops, travel workshops, bereavement days, personal and bonus days, and sick time.</p>			

## Appendix D: Manchester School District Capacity Rubric

Criteria	Poor	Satisfactory	Commendable	Rating & Comments
LEA governance and decision making methods	LEA governance is structured in a method that allows for no district or school level decision making authority in regards to reform initiatives, with decision power held by the local school board	LEA governance is structured in a method that allows for district level decision making authority in regards to reform initiatives	LEA governance is structured in a method that allows for district and school level decision making authority in regards to reform initiatives, allowing for operational flexibility at the school level	Satisfactory /Commendable
Title I audit reports	Findings in areas requiring a repayment of funds	Findings in areas noted-repayment of funds not required	No findings in the fiscal area	Commendable
Approval of the district in need of improvement and/or school in need of improvement plans	Not approved by the SEA	Approved by the SEA with revisions	Approved by the SEA without revisions	Satisfactory
Development of schools as professional learning communities	The school has not yet begun to address the practice of a PLC or an effort has been made to address the practice of PLCs, but has not yet begun to impact a critical mass of staff members.	A critical mass of staff has begun to engage in PLC practice. Members are being asked to modify their thinking as well as their traditional practice. Structural changes are being met to support the transition.	The practice of PLCs is deeply embedded in the culture of the school. It is a driving force in the daily work of the staff. It is deeply internalized and staff would resist attempts to abandon the practice.	Satisfactory
Identification of district leadership team and assignment of	No district leadership team nor identified person assigned for monitoring	Lacks specific identification of personnel for the district leadership team and for	A specific district leadership team is identified and one or more persons are assigned for	Satisfactory

responsibilities	implementation	monitoring implementation.	monitoring implementation.	
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School Leadership Team	School leadership team members are identified on the district and school level, but little evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been met.	School leadership team members are identified on the district and school level and evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been met.	School leadership team members are identified on the district and school level and include a wide range of stakeholders. Evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been exceeded.	Satisfactory
This LEA self-assessment will be reviewed in the application review process as a means of understanding the current state of capacity in the LEA. Needs in this area may be identified which may lead to a focus on development of this area in the application. If there are areas of concern, conversations will be held with the LEA to reach a conclusion regarding LEA capacity.				

## Appendix E: Manchester School District Professional Development & Contracted Services Justification Forms

### 1. Description of Activity: Everyday Mathematics

Manchester School District will contract with CEMSE (or a high quality local provider e.g., Betty Erickson) to provide intensive support to new and experienced teachers in effective use of the Everyday Mathematics program. SIG funds will allow staff at Parker Varney and Gossler Park Elementary Schools to access in-class coaching, demonstration teaching, and collaborative problem-solving led by experienced trainers. The provider will be expected to conduct a needs assessment to allow the ongoing professional development to be individualized and differentiated to better target individual teacher needs. The description below is taken from the CEMSE website:

“Professional Development Services: *Everyday Mathematics* – Center for Elementary Mathematics and Science Education (CEMSE) offers a variety of professional development services designed to help teachers and teacher-trainers implement and support *Everyday Mathematics* effectively. These include leadership development, classroom coaching, and workshop sessions and series designed for both new and experienced users.

“In-school coaching: Classroom visits and planning and debriefing sessions with individual teachers or with grade-level teams. In-school coaching focuses on areas of established needs and priorities in the school or district.” <http://cemse.uchicago.edu/node/121>

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

Providing intensive and targeted professional development in use of the *Everyday Mathematics* program and materials meets the requirement of the *Transformation Model i: Develop and Increase Teacher and School Leader Effectiveness* -- provide staff ongoing high quality job-embedded professional development. Teachers at Gossler and Parker Varney participated in previous opportunities for *Everyday Mathematics* training in 2008-2009. In order for the high quality instructional practices to “take root,” ongoing, sustained support will be provided using the SIG funds if awarded.

### 3. Name of Contractor:

**Center for Elementary Mathematics and Science Education**  
**5640 S. Ellis Ave. EFI Box 15 Chicago, IL 60637**  
 (773) 702-3921 | Fax: (773) 702-4312 | © 2007 CEMSE

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

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

	<b>Gossler</b>	<b>Parker Varney</b>
<b>Participants:</b>	30 teachers, includes classroom, Special Ed, ELL	30 teachers, includes classroom, Special Ed, ELL,
<b>Fees:</b>	Job-embedded PD, 12 days during the school	Job-embedded PD, 14 days during the school

	<b>Gossler</b>	<b>Parker Varney</b>
	year; 2 days during the summer @ \$800 per day \$11,200	year @ \$800 per day \$11,200
<b>Stipends:</b>	Stipends for 30 teachers to participate in two days of summer Everyday Math training; 30 teachers x6 hours x 2 days x \$30 \$10,800	During the school day
<b>Substitutes</b>	10 substitute days; substitutes will cover classrooms while consultants are working in their grade-level peers' classrooms 10 days x \$75 (substitute pay) + (FICA [7.65%] and WC [0.9] 8.55%) \$6.41 \$8,164.10	10 substitute days; substitutes will cover classrooms while consultants are working in their grade-level peers' classrooms 10 days x \$75 (substitute pay) + (FICA [7.65%] and WC [0.9] 8.55%) \$6.41 \$8,164.10
<b>TOTAL</b>	<b>\$30,164.10</b>	<b>\$31,364.10</b>

6. **Beginning Date:** August 2010

**Ending Date:** June,2013

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.)*

Following a needs assessment of teachers in each school, the provider will work with teachers develop a targeted “professional learning plan” built around Everyday Mathematics essential competencies (samples below). To allow cost efficiencies and provide collegial interaction, the provider will cluster teachers by grade level or similar skill level.

(from CEMSE website: <http://cemse.uchicago.edu/node/13>) “The workshops listed below include both one-time sessions and ongoing series. Unless otherwise specified, many of the workshops have half-day or full-day options. We can work with you to customize sessions to your needs and available time.

- **Overview of Everyday Mathematics, Cross-Grade (1-6) or Grade-Specific (PK-6)**  
History and philosophy of the program; and overview of components, assessment, and differentiation.
- **Kindergarten Everyday Mathematics**  
History and philosophy of the program; and overview of components, assessment, and differentiation.
- **Everyday Mathematics Unit-Specific Sessions, Grade-Specific**  
Previews of the content of every unit in Everyday Mathematics, including major content ideas, games, routines, and assessment. These are half-day grade-level sessions, specific

to each unit. Together, they comprise a series of school-year workshops for each grade level.

- **Everyday Mathematics Content-Focused Sessions, Cross-Grade (PK-6)**  
In-depth explorations of specific content areas, such as geometry, measurement, fractions, algebra, or others. These are cross-grade sessions that focus on how concepts and skills in specific content areas develop over multiple grades in Everyday Mathematics.
- **Assessment and Differentiation in Everyday Mathematics, Cross-Grade (K-6)**  
Assessment and differentiation strategies in Everyday Mathematics. Participants engage in examining student work.
- **Managing an Everyday Mathematics Lesson, Cross-Grade (K-6)**  
Lesson planning, using manipulatives and games, organizing students for instruction, pacing multi-part lessons, and other logistical issues.
- **Ongoing Practice in Everyday Mathematics, Cross-Grade (K-6)**  
Identifying practice opportunities and routines in Everyday Mathematics and incorporating practice in daily classroom instruction.
- **Writing and Mathematics, Cross-Grade (K-6)**  
Identifying and using the writing opportunities in Everyday Mathematics to develop students' abilities to communicate their learning and deepen their thinking.
- **Problem-Solving in Everyday Mathematics, Cross-Grade (PK-6)**  
Formulating a common definition of problem solving, exploring the roles and characteristics of key components of the problem solving process, and facilitating the development of students' problem-solving skills.
- **Everyday Mathematics and Algorithm Development, Cross-Grade (K-6)**  
Investigating the development of algorithms and algorithmic thinking across the grades. Teachers experience a variety of algorithms and investigate how they work.
- **Everyday Mathematics and Fact Power, Cross-Grade (K-6)**  
Exploring the development of fact power across the grades. Teachers investigate definitions of fact power, the need for fact power, and techniques for increasing students' fact power.
- **Everyday Mathematics Games, Cross-Grade (PK-6)**  
Exploring Everyday Mathematics games from different grades and strands, discussing their role in the curriculum, and sharing strategies for using and managing them in the classroom.
- **Using Everyday Mathematics Manipulatives and Tools (PK-6)**  
Exploring various manipulatives and tools that are used frequently throughout Everyday Mathematics , such as pattern blocks, base-10 blocks, number grids, and many others.
- **Transitioning from Second to Third Edition Everyday Mathematics**  
Assisting teachers with the transition from EM2 to EM3, with a focus on new features for assessment and differentiation.

- **Participants:**

<b>Gossler Park</b>	<b>Parker Varney</b>
30 teachers, includes classroom, Special Ed, ELL	30 teachers, includes classroom, Special Ed, ELL

Evaluation framework A SAMPLE

Evaluation questions	Data/evidence needed	Data source	Data collection method	Data analysis method	Timeline	Responsible person(s)
How frequently are teachers integrating technology into their mathematics lessons?	Teacher behavior	Teacher self-report	Survey	Count	Administer survey in May	Technology coordinator
		Principal observations	Logs	Count with description	Principal observations October through May	Principal
		Lesson plans	Artifacts	Quality analysis	Collect artifacts in February and May	Technology coordinator
How do students use technology in mathematics?	Student behavior	Student self-report	Interviews	Patterns	Conduct student interviews in May	Graduate students
		Classroom assignments	Artifacts	Quality analysis	Collect artifacts in February and May	Technology coordinator
		Samples of student work	Artifacts	Quality analysis		
Is student achievement in mathematics increasing as expected? (10% on state tests by 2005)	Student knowledge and skills	State test	Artifacts	Comparing	April	District testing coordinator
		Classroom tests	Artifacts	Comparing	October-June	Teachers
		Student grades	Artifacts	Comparing	June	District testing coordinator

- **Evaluation Process:** *(Describe how you will evaluate that services have been delivered successfully.)*
- For all Manchester professional development activities provided under the SIG program, evaluation will be based on the National Staff Development Council (NSDC) Standards for Professional Learning. Guidance for evaluating professional learning can be viewed at <http://www.nsd.org/standards/evaluation.cfm>. A sample pd evaluation framework for a technology implementation initiative is shown below. Similar frameworks will be developed for *Everyday Mathematics* professional development services.

## **Description of Activity: America's Choice (Literacy) Implementation Support**

Background: America's Choice literacy was piloted in six Manchester Elementary Schools during the 2009-2010 school year. Participants included literacy coaches, principals, and Title 1 teachers. On the spring 2010 survey conducted by the America's Choice consultant, 119 participants (22 from Gossler, 19 from Parker Varney) reported changes in literacy practices in their buildings consistent with the expectations of the instructional model. Forty-three (43) respondents provided comments on the program. They expressed interest in further refining and developing their skill in overseeing the implementation of the instructional practices, and addressing gaps they perceived in 'coverage' of the full set of grade level expectations (GLEs). Manchester used the "train the trainer" (T3) model of professional development.

Manchester School District has contracted with America's Choice to continue the T3 professional development during the 2010-2011 school year. To intensify the literacy strategies at Gossler Park and Parker Varney, SIG funds will be used to expand and enhance the training and coaching for at least 10 staff members for each of the 2011-2012 and 2012-2013 school years.

Activities: Specific services will be negotiated with America's Choice to maintain consistency with the successful elements of their instructional model. Core elements of the services will include: targeted training for literacy leaders in each of the schools, as well as principals and assistant principals; in-class coaching, demonstration teaching, facilitated regular professional learning community (plc) grade level meetings. Special attention will be included for teachers of English language learners and students with disabilities to ensure that all students at these schools have access to the core literacy program.

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

Expanding and enhancing professional support for America's Choice implementation meets several components of the Transformation Intervention Model:

- i. Develop and Increase Teacher and School Leader Effectiveness
  - provide staff ongoing, high quality job-embedded professional development
- ii. Comprehensive Instructional Reform Strategies
  - identify and implement a research based instructional program

- **Name of Contractor:** America's Choice

Contact: Jennifer Weiss (technical assistance contact) 1919 M Street NW Suite 310  
Washington, DC 20036

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

Accessed online May 25, 2010 at: <http://www.americaschoice.org/cprepressrelease>

### **America's Choice Outperforms Other Reform Programs in Unprecedented Study**

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**"Students in AC schools grew at a significantly faster rate than students in comparison schools and faster than students in all other schools"**

**January 19, 2010, WASHINGTON, D.C.** – A landmark study on school improvement programs shows that America’s Choice surpasses other programs in increasing academic achievement.

Released in late 2009, School Improvement by Design is the capstone report of the Study of Instructional Improvement, a 13-year project of the Consortium for Policy Research in Education that received more than \$20 million in federal and foundation money. A major, quasi-experimental study, School Improvement by Design analyzed the design, implementation, and instructional effectiveness of America’s Choice and two other comprehensive school reform (CSR) programs in elementary schools.

America’s Choice is a leading education organization offering states, districts, and schools instructional intervention solutions and programs.

Over four years, researchers collected data from 115 elementary schools throughout the United States, including 31 America’s Choice schools, to determine how practices in CSR schools differ from those in more typical schools, and whether these differences impact academic achievement. Researchers focused on literacy achievement because of literacy’s importance to students’ greater academic success. Without a mastery of reading and writing, students are unable to “read to learn,” specifically to handle the literacy demands that accompany more advanced subject matter.

America’s Choice schools excelled over all other schools studied in increasing achievement at the upper elementary grades. Researchers found that “[students] in AC schools grew at a significantly faster rate than students in comparison schools and faster than students in all other schools.”

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

	<b>Gossler</b>	<b>Parker Varney</b>
<b>Participants:</b>	All classroom teachers	All classroom teachers
<b>Fees:</b>	12 days x \$800/day (\$9,600)	\$800/day x 18 days \$14,400
<b>Stipends:</b>	Stipends for 30 teachers to participate in two days of summer Literacy training (30 teachers x6 hours x 2 days x \$30)  \$10,800	During school day
<b>Substitutes</b>	10 substitute days; substitutes will cover classrooms while consultants are working in their grade-level peers’ classrooms 10 days x \$75 (substitute pay) + (FICA [7.65%] and WC	10 substitute days; substitutes will cover classrooms while consultants are working in their grade-level peers’ classrooms 10 days x \$75 (substitute pay) + (FICA [7.65%] and WC

	[0.9] 8.55%) \$6.41 \$8,164.10	[0.9] 8.55%) \$6.41 \$8,164.10
<b>TOTAL Year 1</b>	\$28,564.10	\$22,564.10

- **Beginning Date:** August 2010                      **Ending Date:** June 2013

\*anticipate adjustments to the intensity, participants pending assessment of developing skills and changes in staff

- **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.)*
- America’s Choice consultant will provide job embedded PD in each grade level coaching teachers, modeling lesson strategies, and facilitating professional learning community meetings
- **Evaluation Process:** *(Describe how you will evaluate that services have been delivered successfully.)*

For all Manchester professional development activities provided under the SIG program, evaluation will be based on the National Staff Development Council (NSDC) Standards for Professional Learning. Guidance for evaluating professional learning can be viewed at <http://www.nsd.org/standards/evaluation.cfm>. A sample pd evaluation framework for a technology implementation initiative is shown below. Similar frameworks will be developed for America’s Choice literacy professional development services.

**Evaluation framework A SAMPLE**

Evaluation questions	Data/ evidence needed	Data source	Data collection method	Data analysis method	Timeline	Responsible person(s)
How frequently are teachers integrating technology into their mathematics lessons?	Teacher behavior	Teacher self-report	Survey	Count	Administer survey in May	Technology coordinator
		Principal observations	Logs	Count with description	Principal observations October through May	Principal
		Lesson plans	Artifacts	Quality analysis	Collect artifacts in February and May	Technology coordinator
How do students use technology in mathematics?	Student behavior	Student self-report	Interviews	Patterns	Conduct student interviews in May	Graduate students
		Classroom assignments	Artifacts	Quality analysis	Collect artifacts in February and May	Technology coordinator
		Samples of student work	Artifacts	Quality analysis		
Is student achievement in mathematics increasing as expected? (10% on state tests by 2005)	Student knowledge and skills	State test	Artifacts	Comparing	April	District testing coordinator
		Classroom tests	Artifacts	Comparing	October-June	Teachers
		Student grades	Artifacts	Comparing	June	District testing coordinator

**Services Justification Form: PBIS at Southside**

8. **Description of Activity:** Implement PBIS at Southside—PBIS will be reintroduced to veteran staff and introduced to new staff at Southside. NH CEBIS will train Southside staff over two years.

9. **Describe how this request is connected to the specific goals of the Title I 1003(g) School Improvement Grant:** A SIG goal is to improve school climate. Increasing teachers' understanding and capacity to implement PBIS (positive behavioral intervention and supports) is a key activity to improving school climate. PBIS will provide the model and platform on which a safe school climate is realized, one where all students have opportunities to learn and achieve.

10. **Name of Contractor:** NH CEBIS

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

Positive Behavioral Intervention and Supports (PBIS) at Southside

Background:

Year 1

**NH CEBIS Staff:**

Director	1 day/month	12	1200	14400
Evaluation Coordinator	1 day/month	12	600	7200
Project Associate	1 day/week	52	125	6500
Benefits for PA				1202.5

TOTAL

<b>29302.5</b>
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**Supplies & Materials**

Universal Team Manuals	5/school	1 school	\$100	500
Coaches Manuals	2/school	1 school	\$50	100
Chart Paper		5	30	150
Nametags		2	50	100

Photocopies	500
Misc. Office Supplies	150

TOTAL	<b>1500</b>
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**Contracted Services**

Facilitators	2 days/month	1 school	1000	20000
SWIS Training of 3 people	1/2 day		1200	600
Leadership Team/SAU Meetings	1 day/month		1200	14400
SWIS & CICO Subscription	300/school	1 school		300
Whole-School Trainings (2/year)			1200	2400

<b>37700</b>
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Item	Cost
NH CEBIS Staff	\$29,302.50
Supplies & Materials	\$1,500.00
Contracted Services	\$37,700.00
Trainings	\$11,082.50
Travel	\$0.00
<b>TOTAL</b>	<b>\$79,585.00</b>

Year 2

**NH CEBIS Staff:**

Director	1 day/month	12	1200	14400
Evaluation Coordinator	1 day/month	12	600	7200
Project Associate	1 day/week	52	125	6500
Benefits for PA				1202.5
<b>TOTAL</b>				<b>29302.5</b>

**Supplies & Materials**

Targeted Team Manuals	5/school	1 school	\$100	500
Coaches Manuals	2/school	1 school	\$50	100
Chart Paper		5	30	150
Nametags		2	50	100
Photocopies				500
Misc. Office Supplies				150
<b>TOTAL</b>				<b>1500</b>

**Contracted Services**

Facilitators	2 days/month	1 school	1000	20000
SWIS Training of 3 people	1/2 day		1200	600
Leadership Team/SAU Meetings	1 day/month		1200	14400
SWIS & CICO Subscription	300/school	1 school		300
Whole-School Trainings (2/year)			1200	2400
<b>TOTAL</b>				<b>37700</b>

Item	Cost
NH CEBIS Staff	\$29,302.50
Supplies & Materials	\$1,500.00
Contracted Services	\$37,700.00
Trainings	\$15,002.50
Travel	\$0.00
<b>TOTAL</b>	<b>\$83,505.00</b>

## Services Justification Form: Solid Foundation at Gossler Park, Parker Varney, and Southside

### 12. Description of Activity: Solid Foundation at Gossler Park, Parker Varney, and Southside

13. Describe how this request is connected to the specific goals of the Title I 1003(g) School Improvement Grant: As part of involving parents in their children's academic and social growth, Gossler Park, Parker Varney, and Southside, will contract with the NH Parent Information Resource Center to bring the **Solid Foundation**, a Research-Based Parent Involvement Program, to their school community. NH PIRC will facilitate training events for parents, teachers, and other staff members.

14. Name of Contractor: **NH PIRC**, The New Hampshire State PIRC builds the capacity of parents and school personnel to effectively communicate, expand parent involvement education, build strong school-family-community partnerships, and link families to community resources. As a result, students will have access to the support they need to achieve high standards (source: <http://www.nationalpirc.org/directory/NH.html>)

### 15. Qualifications of Contractor: *NH PIRC* **Solid Foundation**

The NH Parent Information and Resource Center (NH State PIRC) is a US Department of Education-funded program aimed at improving student academic performance by increasing parental involvement in children's education. The NH State PIRC promotes parent involvement in education through information, products, trainings, workshops, publications, toolkits, and technical assistance to parents, schools, school districts, PTAs, and community organizations.

As part of a school-based partnership, the NH State PIRC offers **Solid Foundation**, a Research-Based Parent Involvement Program <http://www.adi.org/solidfoundation/>.

What is **Solid Foundation**?

**Solid Foundation** is a school-based team process that helps:

- Strengthen family-school connections
- Engage parents in their children's learning
- Improve student academic and social learning

Working with an External Partner (a trained coach from the district, state, PIRC, or community group), the school adopts one of the **Solid Foundation** Paths.

**Solid Foundation** is a tool used to build strong school communities that support student success. The school community is realized *through proven practices that make up Solid Foundation's Building Blocks – Shared Leadership, Education, Policies, Communication, and Connection*. Reading skills grow...creating a strong foundation for all other learning; study habits are formed...propelling student success in school and beyond; responsible behavior is

cultivated...resulting in respect for self and others. In Solid Foundation the connection between parents and their child's learning is not left to chance.

**Solid Foundation:**

- Evaluates perceptions of stakeholders
- Identifies areas where stronger partnerships are needed
- Offers evidence based strategies that improve partnerships

**Solid Foundation** provides a school team with the tools, resources, and a proven process to develop, implement, and monitor a two-year plan based on a data-rich needs assessment. The web-based Resource Manual is full of research-based strategies, trainings, curriculum, forms, and tools that assist the school team in implementing its action plan. The Resource Manual includes field-tested materials developed by ADI in hundreds of schools and is now supplemented with resources from *Beyond the Bake Sale*, the classic book on evidence-based parent engagement strategies. Solid Foundation's online system provides agendas, resources, planning tools, and systematic documentation of implementation of a high-quality plan for improved parent involvement and a strong school community. The school community--families, school staff, volunteers--together build students' *solid foundation* of skills, habits, and qualities of character that will serve them for a lifetime: Reading, Studying, Respect, and Responsibility.

**Solid Foundation** is a parent engagement process within a web-based structure to assess, plan, implement, and monitor parent involvement at the school level. Features of the web-based structure include:

- Step by step approach
- Quality Resources
- Self-Sustaining Methods
- Flexible Options
- External Partner Support
- Site-Based Decision Making
- Web-Based Monitoring

10 Efficient Steps:

1. School Team Meets with External Partner for Orientation Meeting
2. Principal Completes School Information Form
3. Gather Key Documents
4. External Partner Completes Policy Analysis
5. School Team Meets with External Partner to Review School Community Index
6. Principal Downloads and Prints Resource Manual
7. Team Completes Needs Assessment
8. Team Creates Action Plan with External Partner
9. Team Implements Action Plan
10. Team and External Partner Monitor and Evaluate

Contact: **New Hampshire *Solid Foundation* Network**, Karen Gerdts at the NH PIRC  
[kgerdts@nhpirc.org](mailto:kgerdts@nhpirc.org), 603-8-5667.

The Parent Information Center | PO Box 2405 | Concord, NH 03302  
(603) 224-7005 | (603) 224-4365 (FAX)

**Cost: \$5,000 per school /per year + \$1,700 for facilitator services per school in Year 2 and Year 3 (NH PIRC has secured grant funding for facilitator services in Year 1.**

**Description of Activity: AIMSweb Assessment and Data Management for RTI at Gossler Park, Parker Varney, and Southside**

AIMSweb is a benchmark and progress monitoring system based on direct, frequent and continuous student assessment. The results are reported to students, parents, teachers and administrators via a web-based data management and reporting system to determine response to intervention. The AIMSweb system components provide one comprehensive progress monitoring and RTI Solution:

Benchmark – Assess all students three times per year for universal screening (early identification), general education progress monitoring, and AYP accountability.

Strategic Monitor – Monitor at-risk students monthly and evaluate the effectiveness of instructional changes.

Progress Monitor – Write individualized annual goals and monitor more frequently for those who need intensive instructional services (source: <http://www.aimsweb.com/>)

16. **Costs:** Year 1 costs: 12,024.60 at Gossler; \$12,024.60 at Parker Varney; \$24,869.20 at Southside

17. **Describe how this request is connected to the specific goals of the Title I 1003(g) School Improvement Grant:** A SIG Transformation goal is to promote the continued use of student data to inform and differentiate instruction. In order to move all students forward academically, and especially for our subgroups whose academic progress lags behind others, specifically, our ELL and Special Education populations we need to be able to accurately assess them for services and then to monitor their progress. Mrs. Azevedo, principal of Southside Middle School, and her team researched student assessment and monitoring tools. They were encouraged by AIMSweb's claims and by the ease of use that Special Ed staff members have experienced. They shared their info with Mr. Kew (Gossler) and Mrs. Turner (Parker Varney). They decided to use it at their schools, too. The Manchester School District will contract with the AIMSweb for student subscriptions (\$5/student/year), training, and workbooks. Cohorts of 30 staff can train at one time. Gossler will train 30 staff over two days; Parker Varney will training 30 staff over two days; Southside will train two cohorts of 30 in two two-day training sessions. Another strength of this product is that it works with Response to Intervention, which is an initiative at all three SIG schools.

18. **Name of Contractor:** AIMSweb, a Pearson Brand @ 866.313.6194. For more information, see <http://www.aimsweb.com/>

**Qualifications of Contractor:**

### **Description of Activity: Response to Intervention (RtI) at Gossler Park, Parkside, and Southside**

RTI is a school improvement strategy that depends on a collaborative, data-driven approach to improve student outcomes. At its core is the use of rigorous, standards-based curricula and regular progress monitoring to identify struggling students and provide supports of varying intensity depending on each student's needs. The RTI framework is a component of the 2004 reauthorization of IDEA, (Individuals with Disabilities Education Act), as an alternative to traditional methods of identifying learning disabilities. Its applicability to the wider school population has reduced the numbers of students misidentified as learning disabled, and has reached many students with learning issues whom the traditional method may have overlooked (source: <http://www.education.nh.gov/news/2009/20090629.htm>).

In July 2009, more than 40 Manchester School District leaders attended a statewide institute on Response to Intervention (RTI), sponsored by the New Hampshire Department of Education. The July 2009 RTI institute featured Shannon Harken, an Iowa educator and a leader in implementing RTI in the Midwest. When district leaders returned, they began to implement RtI; however, the process has not been formalized. Gossler Park, Parker Varney, and Southside have contacted Ms. Harken about doing onsite training at their schools. She is the preferred vendor for this activity.

**19. Describe how this request is connected to the specific goals of the Title I 1003(g)**

**School Improvement Grant:** Delivering the instructional service that an individual student needs is critical to their academic success. When educators are able to accurately identify struggling students and provide them with the supports of varying intensity depending on each student's needs. Educators at all schools need

20.

**Name of Contractor:** Shannon Harken

21. Heartland AEA 11, Iowa

**Qualifications of Contractor:** The NH Dept of Ed contracted with Shannon Harken for its three-day RTI summer institute in 2009.

## **Services Justification Form: Differentiated Instruction at Gossler Park and Southside**

### **Description of Activity:**

Planning and preparation for differentiated learning is a skill set that is new and challenging for educators who approach learning in a whole class format. Using the principles of pre-assessment, anchor activities, and tiered learning, teachers can break into meeting the needs and challenges of struggling and advanced learners.

A suggested model for the PD is that the DI consultant will provide job-embedded PD in classrooms, and the classroom teachers receiving the DI will become coaches for their peers.

### **22. Describe how this request is connected to the specific goals of the Title I 1003(g)**

**School Improvement Grant:** If we have such disparities between the achievement of the school's population and the subgroups, especially the Special Education and English language learners, we are missing opportunities to connect with these students. We are looking at differentiated learning as an activity to close those gaps.

**Costs:** 10 days at Southside at \$800/day in Year 1; 11 days at Gossler Park at \$800/day in Year 1. Total Year 1 costs: \$16,800.

**Name of Contractor:** Rose L. Colby, Competency Based Learning and Assessment Specialist, 7 Blackford Lane, Epping, NH 03042, email: [rosecolby@comcast.net](mailto:rosecolby@comcast.net), tel: 603-498-2376 (c)

**23. Qualifications of Contractor:** Rose Colby has been an adjunct faculty member of Plymouth State University and is well known as a presenter throughout the state, at national conferences such as NASSP and NABT. She has served as Principal in Residence for the NH Bill and Melinda Gates Foundation project during the 2001-02 school year.

## **Description of Activity: Apex Learning at Southside Middle School**

As part of its plan to increase the student day, Southside will contract with Apex Learning, an online curriculum that students can use to augment their in-school efforts. According to its website, Apex provides standards-based instructional content specifically developed for online delivery, with assessment opportunities integrated throughout, scaffolding to support learning for all students, and resources to support effective teaching (<http://www.apexlearning.com/Curriculum/Overview.htm>)

Southside would purchase Individualize Instruction to Provide Targeted Remediation

Skills deficiencies in literacy and math must be addressed for many secondary students before they are prepared for success in grade-level courses. Apex Learning digital curriculum offers the opportunity to individualize instruction to address the unique remediation needs of each student.

### **Develop Basic Skills with Age-Appropriate Content**

Apex Learning Foundations courses are specifically designed to address the interests and maturity of students ages 13 and older. Moving at an individual pace, each student is able to take as much — or as little — time as they need to acquire skills appropriate to grades 3 to 8. Interactive multimedia instructional content, extensive scaffolding, frequent opportunities for practice, and integrated formative assessment help students succeed where they did not in the past.

### **Prepare Students for Success in Algebra I**

Success in Algebra I is an important predictor of whether a student will drop out or remain in high school and graduate, yet many secondary students are ill prepared for the rigors of Algebra I. Math Foundations courses integrate carefully paced, guided instruction with interactive practice to remediate math skills required for students to succeed in Algebra I and beyond.

### **Support Literacy Development for Struggling Readers and Writers**

Literacy issues pose significant challenges to preparing students for success in high school. Offering solutions for below-basic and below-proficient readers, English Foundations courses are designed for adolescents who need structured remediation in reading and writing. Scaffolded instruction and extensive practice focus on the development of reading comprehension skills and strategies, as well as writing and composition (<http://www.apexlearning.com/Solutions/Remediation.htm>).

Apex Learning also supports academic success for ELL students. As the pressure mounts to raise academic scores and improve graduation rates for all students, there is growing emphasis on closing the achievement gap for English Language Learners. Educators are challenged to offer effective solutions for ELL students who struggle with academic coursework while they are developing proficiency in English.

## **Provide Scaffolding to Increase Comprehension**

Apex Learning offers online courses with extensive scaffolding for students who are not proficient in English. Controlled vocabulary and syntax, chunked text, and short page lengths with limited scrolling facilitate reading comprehension. The option to listen to instructional text read aloud in English (and in Spanish for math courses), rollover vocabulary supporting academic language proficiency, the use of media to provide multiple representations of concepts, and interactive self-assessments with immediate feedback provide critical assistance to ELL students.

## **Match Instruction to Individual Student Needs**

Depending on the formal education received in their native country, their first-language literacy level, and their level of English proficiency, ELL students come to school with an especially diverse range of skills and knowledge. Apex Learning multiple course pathways make it possible to provide the right level of instruction to meet the unique needs of each ELL student.

- **Develop Literacy and Math Skills with Age-Appropriate Content.** Designed specifically for students ages 13 years and older, Foundations courses provide structured remediation focused on developing reading, writing, and math skills and strategies appropriate to grades 3 to 8, preparing basic- and intermediate-level ELL students for grade-level academic content.
- **Support Success in Required High School Courses.** Literacy Advantage courses in math, science, English, and social studies provide embedded literacy scaffolding. This scaffolding supports ELL students at the basic or intermediate level in comprehending grade-level academic content and progressing in high school courses required for graduation while simultaneously developing their capacity as readers and writers.
- **Foster Higher Achievement for More Proficient ELL Students.** The learning scaffolding in the Apex Learning Core courses benefits intermediate- or advanced-level ELL students who are more capable but may still not be achieving to their potential in their academic coursework because they are not fully proficient in English (source: <http://www.apexlearning.com/Solutions/ELL.htm>).

24. **Describe how this request is connected to the specific goals of the Title I 1003(g) School Improvement Grant:** A SIG Transformation goal is to increase the academic day for students. This activity provides an extended day for 50 students in Year 1 and 100 students in Years 2 and 3.

25. **Name of Contractor:** Apex Learning, 1215 Fourth Ave., Suite 1500, Seattle, WA 98161  
Phone: 1 (206) 381-5600, Fax: 1 (206) 381-5601

**26. Description of Activity: Apple Educational Technology Consultants at Gossler Park and Parker Varney**

Gossler Park and Parker Varney will be using SIG funds to secure technology for students' hands-on use. Hands-on learning will be built around mobile carts featuring Apple's iPads and interactive white boards, document cameras, and laptops to lead the learning. To maximize this investment, we need a well-trained staff to implement this activity.

Apple Professional Development (APD) provides professional development and consultation to K–12 educators to help maximize the educational return on their technology investment. Apple consultants are current and former educators chosen for their expertise integrating technology into learning. They focus on your learning objectives with content aligned to the ISTE National Technology Standards for Teachers (NETS-T) and based on effective design standards from the National Staff Development Council (NSDC).

**Leadership and Planning** provides multiday sessions for school and district leaders focused on creating a sustainable vision, with actionable management strategies, and strong technology integration assessments.

**Digital Literacy** provides teachers with foundational technology skills and high quality integration strategies to become confident and comfortable with the technology in their classrooms. Real classroom learning objectives and projects are the hub of learning and projects.

**Technology Infused Learning** helps teachers apply their classroom digital resources more effectively to enhance teaching and learning. Teachers infuse their own projects and lessons with digital tools for research, collaboration, communication and content creation (source: Apple Professional Development Catalog, June 2010).

Apple consultants will work onsite in classrooms providing coaching and train-the-trainer sessions with the technology that teachers can infuse into their lesson plans.

**27. Describe how this request is connected to the specific goals of the Title I 1003(g)**

**School Improvement Grant:** Extending and expanding teachers capacity to integrate technology into their lesson plans, and extending and expanding students access to technology are two goals in Gossler Park's plan and Parker Varney's plan. Another goal is to use extend the school day. Teachers properly trained in using these 21<sup>st</sup> Century tools will support our success in achieving those goals.

**28. Name of Contractor:** Apple Inc, contact Rick Hampson, email: [hampson@apple.com](mailto:hampson@apple.com)

**Qualifications of Contractor:** The iPad was developed by Apple. They know how it works, and how it works in education. They have a long history of helping teachers integrate technology into their lesson plans.

**Budget:** Gossler Park, Year 1: \$2,900/day x 7 days = \$20,300; Parker Varney, Year 1: \$2,900/day x 7 days = \$20,300

**29. Description of Activity: Educational Technology Consultant at Southside**

Southside will be using SIG funds to secure technology for students' hands-on learning. Hands-on technology will be built around mobile carts featuring Apple's iPads and interactive white boards, document cameras, and laptops so teachers can lead the learning. To maximize this investment, we need a well-trained staff to implement this activity.

Southside will look for a technology consultant skilled in using and integrating the iPad into the middle school curriculum. Ideally, the consultant will be current and/or former educators who have a track record of integrating technology into learning. The educational technology consultants must be able to align content with the ISTE National Technology Standards for Teachers (NETS-T) and the ISTE National Technology Standards for Students (NETS-S) based on effective design standards from the National Staff Development Council (NSDC).

In New Hampshire, all grade eight students are required to have Digital Portfolios. Because Dr. Cathy Higgins of the NH Dept of Ed has been managing the Title IID (Enhancing Education Through Technology) grants in New Hampshire, we would request her guidance in staff this contract.

- 30. Describe how this request is connected to the specific goals of the Title I 1003(g) School Improvement Grant:** Extending and expanding teachers' capacity to integrate technology into their lesson plans, and extending and expanding students' access to technology are two goals in Southside's plan.

- 31. Name of Contractor:** TBD

**Qualifications of Contractor:** Contractor qualifications will match

**Budget:** A technical integration consultant (\$800/day) will work one day/month with each of Southside's seven teams (\$800 x 7 teams x 9 months = \$50,400).

**Gossler Technology Justification**

<p><b>Item Description:</b> 4 Four mobile carts will be shared by the school's teams. These 21<sup>st</sup> Century carts will each have 30 iPads, a document camera, an LCD projector, a Promethean interactive board, and a laptop.</p>		
<p><b>Number to be purchased: 4 carts with 30 iPads each</b></p> <p><b>120 total</b></p>	<p><b>Approximate cost per item: \$766.99</b> 1 iPad + complementary equipment (doc camera, interactive white board shared by approximately 4 students)</p>	<p><b>Total Cost: \$92,038.60</b></p>
<p><b>Location:</b> Where will the equipment be used? The equipment will be used in Gossler Park classrooms by teachers and their students. Each of the two wings will share two carts. The mobile carts will also be used after school; four Gossler Park teachers will staff four rooms open to 30 students each (120 students will be served).</p>		
<p><b>Purpose:</b> Detail the following:</p> <ul style="list-style-type: none"> <li>• How will it support the program? Current access to technology at the school is limited. The school has one old cart that Title I purchased. Demand exceeds the current supply. The iPads will provide students with a hands-on tool so they can be in charge of their own learning. If the 21<sup>st</sup> Century goal is for student-centered learning, technology must play a role. There are thousands of apps that come with the iPads. Students can also use the iPad as an e-reader. Also research has shown that technology is effective in engaging Special Ed and English language learners and moving their academic progress forward</li> <li>• Who will use it? Students and teachers will use the tools during the day and four teachers will staff classrooms with a cart to extend the day for 120 learners.</li> <li>• How many students/staff will use it? The 120 iPads will be shared by approximately 400 students and 40 staff members.</li> </ul>		
<p><b>Reasonableness:</b></p> <ul style="list-style-type: none"> <li>• Justify the need; Technology is a part of 21<sup>st</sup> Century Learning. Our students are at a disadvantage without this learning tool.</li> <li>• Explain how it is not otherwise available through the district. There is no funding for technology for student carts.</li> </ul>		
<p><b>Storage:</b> Where will the equipment be located/stored? The equipment will be stored in teachers' classrooms. Two teachers in each of the two wings will keep a cart each in their classrooms; then the carts will rotate to another four teachers. Time will be shared equally so all teachers have equal access.</p>		

**Inventory and Tracking:**

Identify the person responsible the following:

Entering equipment on Title I Equipment Inventory Report: Federal Projects Office

Tracking equipment if moved from above location: Gossler Park Principal

Signing equipment in and out if equipment is approved for student use: Gossler Park Media Specialist

Storing equipment over the summer Gossler Park Principal

**Parker Varney Technology Justification**

**Item Description:** 4 Four mobile carts will be shared by the school’s teams. These 21<sup>st</sup> Century carts will each have 30 iPads, a document camera, an LCD projector, a Promethean interactive board, and a laptop in Year 1. 4 Four mobile carts will be shared by the school’s teams. These 21<sup>st</sup> Century carts will each have 30 iPads, a document camera, an LCD projector, a Promethean interactive board, and a laptop. In Year 2.

<p><b>Number to be purchased:</b> 4 carts with 30 iPads each in Year 1; 4 carts with 30 iPads each in Year 2</p>	<p><b>Approximate cost per item:</b> 240 iPads shared by approximately 400 students; 2 students will share 1 iPad include per student or per teacher information</p>	<p><b>Total Cost: \$184,077.20</b>                  \$92,038.60 Year 1                  \$92,038.60 Year 2</p>
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**Location:**  
 Where will the equipment be used? In Year 1, the equipment will be used in Parker Varney classrooms by teachers and their students. There are two sections on each floor. Each section on each floor will share a cart. The mobile carts will also be used after school; four Parker Varney teachers will staff a room open to 30 students each (120 students will be served). In Year 2, another 4 carts will be purchased. Then, the equipment will be used in Parker Varney classrooms by teachers and their students. There are two sections on each floor. Each section on each floor will have two carts to share. The mobile carts will also be used after school; four Parker Varney teachers will staff four room open to 30 students each (120 students will be served).in Year 1; eight Parker Varney teachers will staff 8 rooms open to 30 students each (240 students will be served).in Years 2 and 3.

**Purpose:**  
 Detail the following:

- How will it support the program? Current access to technology at the school is limited. The school has one old cart that Title I purchased. Demand exceeds the current supply. The iPads will provide students with a hands-on tool so they can be in charge of their own learning. If the 21<sup>st</sup> Century goal is for student-centered learning, technology must play a role. There are thousands of apps that come with the iPads. Students can also use the iPad as an e-reader. Also research has shown that technology is effective in engaging Special Ed and English language learners and moving their academic progress forward
- Who will use it? Students and teachers will use the tools during the day. These carts have potential for extended day/year use.
- How many students/staff will use it? The 120 iPads will be shared by approximately 400 students and 40 staff members in Year 1 and 240 iPads will be shared by approximately 400 students and 40 staff members in Years 2 and 3.

**Reasonableness:**

- Justify the need; Technology is a part of 21<sup>st</sup> Century Learning. Not all students have access to technology after school. Our students are at a disadvantage without this learning tool.
- Explain how it is not otherwise available through the district. There is no funding for technology for student carts.

**Storage:**

Where will the equipment be located/stored? Two carts will be stored on each of the two floors in Year 1. Four carts will be stored on each of the two floors in Year 2. Teachers will keep in their classrooms for a specified amount of time. The mobile carts will then be moved to more teachers' rooms so that in a year's time teachers and students have equal access to equipment.

**Inventory and Tracking:**

Identify the person responsible the following:

Entering equipment on Title I Equipment Inventory Report: Federal Projects Office

Tracking equipment if moved from above location: Parker Varney Principal

Signing equipment in and out if equipment is approved for student use: Parker Varney Media Specialist

Storing equipment over the summer Parker Varney Principal

## Southside Technology Justification

<p><b>Item Description:</b> 4 Four mobile carts will be shared by the school's teams. These 21<sup>st</sup> Century carts will each have 30 iPads, a document camera, an LCD projector, a Promethean interactive board, and a laptop.</p>		
<p><b>Number to be purchased:</b> 4 mobile carts, each holding an interactive white board, a document camera, a laptop and 30 iPads (120 total)</p>	<p><b>Approximate cost per item:</b> \$778.24; approximately 7 students will be able to share 1 iPad.</p>	<p><b>Total Cost:</b> \$93,388.10</p>
<p><b>Location:</b> Where will the equipment be used? The equipment will be used in classrooms by teachers and their students. Each content area (language arts, math, social studies, and science) will have its own cart. Two carts will be stored in the language arts/social studies PLC room and two carts will be stored in the math/science PLC room. Teachers will share the carts so all teachers and their students have equal access to the equipment.</p>		
<p><b>Purpose:</b> Detail the following:</p> <ul style="list-style-type: none"> <li>• How will it support the program? Current access to technology at the school is limited. Through the Title IID program, we have purchased mobile laptop and netbook carts. However, the demand is greater than the supply. The iPads will provide students with a hands-on tool so they can be in charge of their own learning. If the 21<sup>st</sup> Century goal is for student-centered learning, technology must play a role. There are thousands of apps that come with the iPads. Students can also use the iPad as an e-reader. Also research has shown that technology is effective in engaging Special Ed and English language learners and moving their academic progress forward.</li> <li>• Who will use it? Students and teachers will use the tool.</li> <li>• How many students/staff will use it? The 120 iPads will be shared by approximately 800 students and 80 staff members.</li> </ul>		
<p><b>Reasonableness:</b></p> <ul style="list-style-type: none"> <li>• Justify the need; Technology is a part of 21<sup>st</sup> Century Learning. Not all students have access to technology after school. Our students are at a disadvantage without this learning tool.</li> <li>• Explain how it is not otherwise available through the district. There is no funding for technology for student carts.</li> </ul>		
<p><b>Storage:</b> Where will the equipment be located/stored: Two carts will be stored in the language arts/social studies PLC room and two carts will be stored in the math/science PLC room. Teachers will share the carts so all teachers and their students have equal access to the equipment.</p>		
<p><b>Inventory and Tracking:</b></p>		

Identify the person responsible the following:

Entering equipment on Title I Equipment Inventory Report: Federal Projects Office

Tracking equipment if moved from above location: Southside Principal

Signing equipment in and out if equipment is approved for student use: Southside Media Specialist

Storing equipment over the summer Southside Principal

**Manchester School District: Application Scoring Rubrics**  
**New Hampshire Department of Education**  
**1003(g) School Improvement Grant (SIG)**  
**District Scoring Rubric**

**This version is to be used for any LEA that has at least one Tier I and/or Tier II AND a Tier III school.**

SAU#: 37

District Name: Manchester School District

Total # of Schools Applying: 3

Reviewer Name: \_\_\_\_\_  
 \_\_\_\_\_

**District Score:**

Directions: Circle the appropriate point values and total each column	Information Not	Lacks Sufficient	Marginal: requires clarification	Good: clear & complete	Exemplary: well conceived	Reader Comments
1) LEA has submitted a completed district cover page and listed the names and titles of SIG coordinator and committee members.	0	0	0	1	2	
<i>A - Schools to be served:</i>						
1) The name(s) of all schools in the SAU applying for funds was provided and all fields were completely filled in.	0	0	0	0	0	
<i>B - Descriptive Information – Evidence for each Tier I and Tier II school</i>						

<p>1) The needs assessment adequately addressed all areas on the <i>Needs Assessment Review Feedback Rubric</i> and the <i>Baseline School Data Profile</i> was complete. The LEA described the results of the needs assessment conducted for each Tier I and Tier II school the LEA proposes to serve, and the relationship of those results to the selection of the Intervention Model indicated above.</p>	0	1	2	4	6	
<p>2) Consider LEA's self assessment on the LEA Capacity Rubric (SEA application-Appendix D- must receive score of 20 or higher).</p> <p>The LEA also, described the LEA's capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school to ensure the full and effective implementation of the Intervention Model selected for each school.</p> <p>Base rating on measurements from the Intervention &amp; Budget Alignment Rubric in the SEA application-<i>Appendix E</i>.</p>	0	1	2	4	6	
<p>3) Provided an explanation for any eligible Tier I school the LEA has elected to NOT include in its application to support the LEA's decision that it lacks the capacity to serve such school(s).</p>	0	0	0	0	0	

<p><b>4) For each school the LEA is committed to serve, a brief summary was provided that describes actions the LEA has taken, or will take to:</b></p> <ul style="list-style-type: none"> <li>• Design and implement interventions consistent with the final SIG requirements;</li> <li>• If planning to contract with a service provider to assist in implementing an intervention model, how the LEA will recruit, screen, and select external providers to ensure their quality;</li> <li>• How the LEA will align other resources with the interventions;</li> <li>• How the LEA will modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively; and</li> <li>• How the LEA and school will sustain the reforms after the funding period ends.</li> </ul> <p><b>Base rating on measurements from the Commitment to Assurances Rubric in the SEA application-Appendix F</b></p>	<b>0</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>6</b>	
<p><b>5) Provided a timeline delineating the steps the LEA will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA application.</b></p>	<b>0</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>6</b>	

<p>6) As part of the LEA’s plan to monitor progress in each Tier I and Tier II school included in this application, provided the LEA’s annual student achievement goals in Reading and Mathematics for each Tier I and Tier II school’s state assessment results.</p>	0	1	2	4	6	
<p>7) Described the intervention model proposed for each <u>Tier III</u> school the LEA has committed to serve. (Note: Priority in terms of grant approval and funding will be given to Tier III schools proposing to implement one of the four Intervention Models required for Tier I and Tier II schools).</p>	0	1	2	4	6	
<p>8) Described the goals the LEA has established (subject to approval by the NH DOE) in order to hold accountable the Tier III schools that receive SIG funds.</p>	0	1	2	4	6	
<p>9) Described how the LEA consulted with relevant stakeholders regarding the LEA’s application and implementation of SIG intervention models.</p>	0	1	2	4	6	
<p>10) Described the process the LEA will use to (a) recruit a new principal for the purpose of effective implementation of the turnaround or transformation model; and (b) a description of existing partnerships or potential partnerships the LEA will form to effectively implement a restart model.</p>	0	1	2	4	6	

<b>11) Described the commitment of the school community (school board, school staff, parents/guardians, etc.) to eliminate barriers and change policies and practices to support the intervention models.</b>	0	1	2	4	6	
<b>Action Plan</b>  <b>Year 1 Action Plan is complete including:</b> <ul style="list-style-type: none"> <li>• Goal</li> <li>• Strategy</li> <li>• Activities target the needs identified in the needs assessment and will have the greatest impact on student achievement.</li> <li>• Resources</li> <li>• Timeline</li> <li>• Oversight</li> <li>• Monitoring of implementation</li> <li>• Monitoring of effectiveness</li> <li>• Funds needed</li> </ul> <b>The model chosen is clearly connected to the activities chosen in the Action Plan.</b>	0	1	2	4	6	
<b>C – Budget</b>						
<b>1) Completed the Overview Budget grid</b>	0	0	0	0	1	
<b>2) Completed the Three Year School Budget Plan (1 per school)</b>	0	0	0	0	1	

3) Completed the One Year (2010-2011) Detail School Budget Narrative and justification forms (if applicable). <i>Include in comments section remarks as to the reasonableness of the expenses as presented.</i>	0	0	0	0	1	
<b>D - Assurances</b>						
1) Signed Assurance page	0	0	0	0	1	
<b>E - Waivers</b>						
1) Is the LEA applying for any waivers?	0	0	0	0	0	

LEA Appendix F: Application Scoring Rubrics

**New Hampshire Department of Education  
1003(g) School Improvement Grant (SIG)  
District Scoring Rubric**

**This version is to be used for LEA's that have Tier I and/or Tier II schools only.**

SAU#: _____ District Name: _____ Total # of Schools Applying: _____ Reviewer Name: _____ District Score: _____						
Directions: Circle the appropriate point values and total each column	Information Not	Lacks Sufficient	Marginal: requires clarification	Good: clear & complete; all areas	Exemplary: well conceived	Reader Comments
<b>1) LEA has submitted a completed district cover page and listed the names and titles of SIG coordinator and committee members.</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	
<b><i>A - Schools to be served:</i></b>						
<b>1) The name(s) of all schools in the SAU applying for funds was provided and all fields were completely filled in.</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b><i>B - Descriptive Information – Evidence for each Tier I and Tier II school</i></b>						

<p>1) The needs assessment adequately addressed all areas on the <i>Needs Assessment Review Feedback Rubric</i> and the <i>Baseline School Data Profile</i> was complete. Described the results of the needs assessment conducted for each Tier I and Tier II school the LEA proposes to serve, and the relationship of those results to the selection of the Intervention Model indicated above.</p>	0	1	2	4	6	
<p>2) Consider LEA's self assessment on the LEA Capacity Rubric (SEA application-Appendix D- must receive score of 20 or higher).</p> <p>The LEA also, described the LEA's capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school to ensure the full and effective implementation of the Intervention Model selected for each school.</p> <p>Base rating on measurements from the Intervention &amp; Budget Alignment Rubric in the SEA application-Appendix E.</p>	0	1	2	4	6	
<p>3) Provided an explanation for any eligible Tier I school the LEA has elected to NOT include in its application to support the LEA's decision that it lacks the capacity to serve such school(s).</p>	0	0	0	0	0	

<p><b>4) For each school the LEA is committed to serve, a brief summary was provided that describes actions the LEA has taken, or will take to:</b></p> <ul style="list-style-type: none"> <li>• Design and implement interventions consistent with the final SIG requirements;</li> <li>• If planning to contract with a service provider to assist in implementing an intervention model, how the LEA will recruit, screen, and select external providers to ensure their quality;</li> <li>• How the LEA will align other resources with the interventions;</li> <li>• How the LEA will modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively; and</li> <li>• How the LEA and school will sustain the reforms after the funding period ends.</li> </ul> <p><b>Base rating on measurements from the Commitment to Assurances Rubric in the SEA application-Appendix F</b></p>	<b>0</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>6</b>	
<p><b>5) Provided a timeline delineating the steps the LEA will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA application.</b></p>	<b>0</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>6</b>	

<p>6) As part of the LEA's plan to monitor progress in each Tier I and Tier II school included in this application, provided the LEA's annual student achievement goals in Reading and Mathematics for each Tier I and Tier II school's state assessment results.</p>	0	1	2	4	6	
<p>7) Described the intervention model proposed for each <u>Tier III</u> school the LEA has committed to serve. (Note: Priority in terms of grant approval and funding will be given to Tier III schools proposing to implement one of the four Intervention Models required for Tier I and Tier II schools).</p>	0	0	0	0	0	N/A
<p>8) Described the goals the LEA has established (subject to approval by the NH DOE) in order to hold accountable the Tier III schools that receive SIG funds.</p>	0	0	0	0	0	N/A
<p>9) Described how the LEA consulted with relevant stakeholders regarding the LEA's application and implementation of SIG intervention models.</p>	0	1	2	4	6	
<p>10) Described the process the LEA will use to (a) recruit a new principal for the purpose of effective implementation of the turnaround or transformation model; and (b) a description of existing partnerships or potential partnerships the LEA will form to effectively implement a restart model.</p>	0	1	2	4	6	

<b>11) Described the commitment of the school community (school board, school staff, parents/guardians, etc.) to eliminate barriers and change policies and practices to support the intervention models.</b>	0	1	2	4	6	
<b>Action Plan</b>  <b>Year 1 Action Plan is complete including:</b> <ul style="list-style-type: none"> <li>• Goal</li> <li>• Strategy</li> <li>• Activities target the needs identified in the needs assessment and will have the greatest impact on student achievement.</li> <li>• Resources</li> <li>• Timeline</li> <li>• Oversight</li> <li>• Monitoring of implementation</li> <li>• Monitoring of effectiveness</li> <li>• Funds needed</li> </ul> <b>The model chosen is clearly connected to the activities chosen in the Action Plan.</b>	0	1	2	4	6	
<b>C – Budget</b>						
1) Completed the Overview Budget grid	0	0	0	0	1	
2) Completed the Three Year School Budget Plan (1 per school)	0	0	0	0	1	

<b>3) Completed the One Year (2010-2011) Detail School Budget Narrative and justification forms (if applicable). <i>Include in comments section remarks as to the reasonableness of the expenses as presented.</i></b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	
<b><i>D - Assurances</i></b>						
<b>1) Signed Assurance page</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	
<b><i>E - Waivers</i></b>						
<b>1) Is the LEA applying for any waivers?</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	

**N/A LEA Appendix F: Application Scoring Rubrics**

**New Hampshire Department of Education  
1003(g) School Improvement Grant (SIG)  
District Scoring Rubric**

**This version is to be used for any LEA that has a Tier III school only.**

SAU#:	District Name:	Total # of Schools Applying:				
Reviewer Name: _____					District Score:	
Directions: Circle the appropriate point values and total each column						
	Information Not	Lacks Sufficient	Marginal: requires clarification	Good: clear & complete; all areas	Exemplary: well conceived	
1) LEA has submitted a completed district cover page and listed the names and titles of SIG coordinator and committee members.	0	0	0	1	2	
<b><i>A - Schools to be served:</i></b>						
1) The name(s) of all schools in the SAU applying for funds was provided and all fields were completely filled in.	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b><i>B - Descriptive Information – Evidence for each Tier I and Tier II school</i></b>						

<p>1) The needs assessment adequately addressed all areas on the <i>Needs Assessment Review Feedback Rubric</i> and the <i>Baseline School Data Profile</i> was complete. Described the results of the needs assessment conducted for each Tier I and Tier II school the LEA proposes to serve, and the relationship of those results to the selection of the Intervention Model indicated above.</p>	0	0	0	0	0	N/A
<p>2) Consider LEA's self assessment on the LEA Capacity Rubric (SEA application-Appendix D- must receive score of 20 or higher).</p> <p>The LEA also, described the LEA's capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school to ensure the full and effective implementation of the Intervention Model selected for each school.</p> <p>Base rating on measurements from the Intervention &amp; Budget Alignment Rubric in the SEA application-Appendix E .</p>	0	0	0	0	0	N/A
<p>3) Provided an explanation for any eligible Tier I school the LEA has elected to NOT include in its application to support the LEA's decision that it lacks the capacity to serve such school(s).</p>	0	0	0	0	0	

<p>4) For each school the LEA is committed to serve, a brief summary was provided that describes actions the LEA has taken, or will take to:</p> <ul style="list-style-type: none"> <li>• Design and implement interventions consistent with the final SIG requirements;</li> <li>• If planning to contract with a service provider to assist in implementing an intervention model, how the LEA will recruit, screen, and select external providers to ensure their quality;</li> <li>• How the LEA will align other resources with the interventions;</li> <li>• How the LEA will modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively; and</li> <li>• How the LEA and school will sustain the reforms after the funding period ends.</li> </ul> <p>Base rating on measurements from the Commitment to Assurances Rubric in the SEA application-<i>Appendix F</i></p>	0	1	2	4	6	
<p>5) Provided a timeline delineating the steps the LEA will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA application.</p>	0	0	0	0	0	N/A

<p>6) As part of the LEA’s plan to monitor progress in each Tier I and Tier II school included in this application, provided the LEA’s annual student achievement goals in Reading and Mathematics for each Tier I and Tier II school’s state assessment results.</p>	0	0	0	0	0	N/A
<p>7) Described the intervention model proposed for each <u>Tier III</u> school the LEA has committed to serve. (Note: Priority in terms of grant approval and funding will be given to Tier III schools proposing to implement one of the four Intervention Models required for Tier I and Tier II schools).</p>	0	1	2	4	6	
<p>8) Described the goals the LEA has established (subject to approval by the NH DOE) in order to hold accountable the Tier III schools that receive SIG funds.</p>	0	1	2	4	6	
<p>9) Described how the LEA consulted with relevant stakeholders regarding the LEA’s application and implementation of SIG intervention models.</p>	0	1	2	4	6	
<p>10) Described the process the LEA will use to (a) recruit a new principal for the purpose of effective implementation of the turnaround or transformation model; and (b) a description of existing partnerships or potential partnerships the LEA will form to effectively implement a restart model.</p>	0	1	2	4	6	

<b>11) Described the commitment of the school community (school board, school staff, parents/guardians, etc.) to eliminate barriers and change policies and practices to support the intervention models.</b>	0	1	2	4	6	
<b>Action Plan</b>  <b>Year 1 Action Plan is complete including:</b> <ul style="list-style-type: none"> <li>• Goal</li> <li>• Strategy</li> <li>• Activities target the needs identified in the needs assessment and will have the greatest impact on student achievement.</li> <li>• Resources</li> <li>• Timeline</li> <li>• Oversight</li> <li>• Monitoring of implementation</li> <li>• Monitoring of effectiveness</li> <li>• Funds needed</li> </ul> <b>The model chosen is clearly connected to the activities chosen in the Action Plan.</b>	0	1	2	4	6	
<b>C – Budget</b>						
1) Completed the Overview Budget grid	0	0	0	0	1	
2) Completed the Three Year School Budget Plan (1 per school)	0	0	0	0	1	

<b>3) Completed the One Year (2010-2011) Detail School Budget Narrative and justification forms (if applicable). <i>Include in comments section remarks as to the reasonableness of the expenses as presented.</i></b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	
<b><i>D - Assurances</i></b>						
<b>1) Signed Assurance page</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	
<b><i>E - Waivers</i></b>						
<b>1) Is the LEA applying for any waivers?</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	

## **Appendix I: Manchester School District School Improvement Grant Coordinator**

### **Manchester School District: 2010 School Improvement Grant (SIG) Application Description of Services, Competencies, Commitments: SIG Coordinator**

The SIG Coordinator will provide the needed enhancement to District capacity to oversee the multiple components of the SIG Transformation model at Gossler Park Elementary, Parker Varney Elementary, and Southside Middle Schools.

**Responsibilities:** The SIG Coordinator will function primarily at the school level with initial work at the district level. The SIG Coordinator will

- Ensures that Gossler Park, Parker Varney, and Southside Middle School are implementing the Transformation Model as is written in this School Improvement Grant Application.
- Identifies areas of non-implementation and address with the school's principal and the assistant superintendent for curriculum and instruction so each school's implementation conforms to this School Improvement Grant Application and remains on schedule.
- Facilitates the activities of special topics work groups (e.g, Evaluation Models Task Force; Incentives Task Force; Transformation Leader Recruitment, each school's Implementation Advisory Board, and Interview Committee).
  - Coordinates provider schedules and activities for all contracted services.
  - Monitors the compliance of provider services in accordance with contracts/ agreements and makes appropriate adjustments.
  - Collects regular and frequent feedback from all stakeholders about the quality, usefulness, and relevance of provider services, and shares with the principals and Assistant Superintendent for Curriculum and Instruction
- Provides regular status reports on SIG activities to the Assistant Superintendent for Curriculum and Instruction, NH Dept of Education, and the schools' communities.
- Collects the feedback required to prepare reports for the NH Dept of Education.
- Plans and conducts targeted outreach to stakeholders both within the district and across the community

**Capacities:** The SIG Coordinator will be required to demonstrate the following capacities:

- Project management skills, including (a) needs assessment across varied dimensions; (b) scheduling, (c) coordination, (d) documentation, (e) communication
- Knowledge of a broad range of school improvement providers and services available in core curriculum areas, as well as in professional skills development (i.e., professional learning communities; leadership)
- Familiarity with structures, protocols, and tools with evidence of effectiveness in high-needs schools and districts and the ability to transfer that knowledge to the school communities to affect lasting change
- Facilitation and interpersonal skills to assist stakeholders in implementing the TRANSFORMATION plan
- Skilled in collecting data, and analyzing data collection, and communicating rationale for collecting and analyses approaches to school teams implementing the TRANSFORMATION plan
- Knowledge of local, state and federal education priorities and programs
- Ability to adapt and adjust project plans in response to unforeseen changes in local, state and federal conditions

**Commitments:** To perform the responsibilities listed above, the 2010 SIG Application includes 30 days of service from the SIG Coordinator for each of the three SIG schools undertaking implementation of the Transformation model (90 days total). The total is based on allocating 30 days per year per school year. At a rate of \$800 per day, the total fee for SIG Coordinator contracted services is \$72,000.

**Evaluation:** The SIG Coordinator reports to the Manchester School District Assistant Superintendent for Curriculum and Instruction. Assessment of the Coordinator's services will be conducted quarterly using measures including (a) feedback from school leaders, staff; (b) feedback from providers; and (c) performance ratings across the services listed above. Evaluation instruments similar to those described in the PD justification forms in the application will be adapted to fit the expectations of the SIG Coordinator functions.

## Appendix J: Manchester School District Elementary Principal Job Description

### Manchester School District, SAU #37 Job Description

<b>Position Title:</b> Elementary School Principal	<b>Exempt:</b> Yes
<b>Salary Grade/Range:</b> Per AMP Contract	<b>Non-Exempt:</b> No
<b>Date Last Revised:</b> *7/12/2010	<b>Salaried:</b> Yes
<b>Approved By:</b> Board of School Committee	<b>Hourly:</b> No
<b>Incumbent:</b>	<b>Work Year:</b> See contract
<b>Reports To:</b> Assistant Superintendent for Curriculum and Instruction	<b>Unit Affiliation:</b> AMP

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#### **Minimum Qualifications and Requirements:**

Master's Degree in educational administration and/or equivalent as required for state certification.

5 to 7 years of classroom experience and 3 to 5 years as an administrator at the elementary level

New Hampshire Educator certification of Principal.

#### **Responsibilities of the Position:**

- Coordinates curriculum development, implementation and evaluation.
  1. Monitors textbook programs and replacement priorities.
  2. Reviews New Hampshire Assessment Test results.
  3. Utilizes the New Hampshire Curriculum Frameworks.
  4. Evaluates curriculum effectiveness.
- Develops budget.
  1. Establishes priorities commensurate with school goals and objectives.
  2. Works with grade-level representatives and Assistant Principal in developing budget requests.
  3. Reviews all requests to establish an overall budget.
  4. Prepares and submits budget to the Assistant Superintendent and Business Administrator.
- Facilitates the scheduling of art, music, physical education, health education, library science, and any other school based activities.
- Coordinates the activities of the school's in-service training program.
  1. Initiates an annual needs assessment.
  2. Identifies in-house and in-district staff to present workshops.
  3. Contacts outside consultants as needed.
  4. Establishes budgetary needs.
- Provides community involvement.
  1. Works with faculty to generate press releases and/or newsletter.
  2. Encourages community participation and involvement in the school.
  3. Works with local civic organizations.
  4. Supports the school's parent-teacher organization.
  5. Coordinates parent orientation programs.

- 6. Communicates and interprets school policies and procedures.
- Monitors the athletic and intramural programs.
- Hires new staff as needed (preliminary screening, initial interviews by committee and Assistant Principal).
- Implements the teacher evaluation program.
- Staff Management and Development
  1. Certified
    - a. Responsible for leadership in the evaluation of the staff in cooperation with the appropriate Central Office Administrators.
    - b. Periodic classroom visitations and personal conferences with staff and reporting all evaluation documentation to appropriate members of the Evaluation Team.
    - c. Responsible for appropriate assignment, promotion, retention and dismissal recommendations to the appropriate supervisory personnel.
  2. Non-certified
    - a. Responsible for appropriate assignment, promotion, retention and dismissal recommendations to the appropriate supervisory personnel.
  - In cooperation with the appropriate Central Office Administrators, shall be responsible for organizing, planning and auditing the staff development program.
  - Oversees the organization and implementation of all school systems and operations.
  - Oversees the Special Education Program.
    1. Attends all SST and SEEP/T Meetings.
    2. Is involved in the developing of appropriate schedules for specialists, educational assistants, and students.
    3. Monitors the implementation of IEP's by specialists and classroom teachers.
    4. Handles special education discipline, when necessary.
    5. Coordinates the student activities account
      1. Annual reports indicating receipts and expenditures.
      2. Calendar events of the school.
      3. Attends all meetings related to the activities of the school except in cases where an Assistant Principal or Teacher Sponsor has been designated.
      4. Establishes the procedure for the use of the checkbook.
      5. Collects money for student activities.
      6. Deposits funds from the various activities in school.
      7. Keeps accurate records of deposits and withdrawals, in the following areas:
        - a. Fund raising
        - b. Food sales
        - c. Donations
        - d. Class activities
        - e. Field trips
        - f. Equipment and fixtures
        - g. Administrative supplies
        - h. Maintenance
        - i. Staff morale
        - j. Miscellaneous
- Facility Maintenance and Management

1. Responsible for monitoring the proper care of the building and grounds.
2. Exercise general supervision of the building and facilities.
3. Cooperates with the Director of Public Building Services in the discharge of this responsibility.
- Administrative Reporting
  1. Shall be responsible for the timely and accurate preparation of all cumulative records, registers, and reports.
  2. Responsible for keeping district offices informed of all pertinent information regarding all phases of the school operation.
- Health Care Administration
  1. With the assistance of the school nurse, maintain and enforce immunization controls based on state laws and district policies.
- Emergency Administration
  1. Responsible for effectively managing all emergency situations (i.e., fires, bomb scares, etc.)
- Student Assignment Administration and Personnel Management
  1. Responsible for the promotion, retention, and placement of students in cooperation with staff.
  2. Responsible for all matters pertaining to student personnel management in accordance with the Code of Conduct, School Board policies, school policies, and federal and state laws.
- Communication Skills
  1. Responsible for the effective written and oral communications with students, staff, parents, supervisory personnel and other constituents.
- School Climate
  1. Responsible for the promotion and maintenance of a school climate that is conducive to effective teaching and learning.
- Personal Professional Development
  1. Assume responsibility for personal and professional growth and development through current educational technique including reading, coursework, and professional activities.
- Other
  1. Perform any other duties assigned by the Superintendent of Schools or his designees to include the Assistant Superintendent of Schools and appropriate Central Office Administrators in accordance with local School Board policies, state statutes and regulations of the State Board of Education.
  2. Shall cooperate with all appropriate Central Office Administrators and project and program directors and other administrative personnel.

**Specific Core Function:**

To use leadership, supervisory, and administrative skills so as to promote the educational development of each student.

**Supervisory Responsibilities – Required Special Qualifications:**

Supervises staff members designated by the Board of the Superintendent, Assistant Superintendents, and appropriate Central Office Administrators.

**Essential Physical Abilities:**

- Sufficient clarity of speech and hearing or other communication capabilities, with or without reasonable accommodation, which permits the employee to communicate effectively.
- Sufficient vision or other powers of observation, with or without reasonable accommodation, which permits the employee to review a wide variety of materials in electronic or hardcopy form.
- Sufficient manual dexterity with or without reasonable accommodation, which permits the employee to operate a personal computer, telephone and related equipment.
- Sufficient personal mobility and physical reflexes, with or without reasonable accommodation, which permits the employee to function within the general office environment.

**Specified Length/Hours of Position:**

- This is an affiliated position as negotiated in the AMP contractual agreement.

**Evaluation:**

- Evaluation of this position shall be by the Assistant Superintendent for Curriculum and Instruction in accordance with provisions of the Board's policy on evaluation of administrative personnel.
- The principal shall be directly responsible to the Assistant Superintendent for Curriculum and Instruction. He/she shall also cooperate with all appropriate Central Office Administrators and Project and Program Directors and other administrative personnel.

My signature below indicates that I have read and understand the contents of this Job Description.

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**Signature**

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**Date**

## **Appendix K: Manchester School District School Middle School Principal Job Description**

Manchester School District, SAU #37

### Job Description

Position Title: Middle School Principal                      Exempt:              Yes

Salary Grade/Range: Per AMP Contract              Non-Exempt: No

Date Last Revised: \*7/12/2010                      Salaried:      Yes

Approved By: Board of School Committee              Hourly:              No

Incumbent:    Work Year:              See contract

Reports To: Assistant Superintendent for              Unit Affiliation: AMP

Curriculum and Instruction                                      Union Affiliation:      AMP

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### Minimum Qualifications and Requirements:

Master's Degree in Educational Administration or equivalent required for certification.

New Hampshire Educator certification of Principal.

\*5 to 7 years of classroom experience and 3 to 5 years as an administrator at the secondary level (grades 6-12)

Must have strong commitment to Middle School Concept.

### Specific Core Function:

Provides instructional leadership to staff including: curriculum planning, review and implementation, and professional development. Responsible for building administration and the safety and welfare of both students and staff.

### Essential Duties and Responsibilities of the Position:

Uses leadership, supervisory and administrative skills to provide educational development of each student.

Interacts with students to encourage each individual to perform at their highest level.

Manages all building staff personnel.

Assigns teachers to classrooms and students to classes.

Resolves staff problems and provides support to teachers.

Provides general supervision to students.

Supervises extracurricular activities.

Evaluates performance and completes performance appraisal of teachers, staff and programs.

Provides in-service training to teachers as needed.

Prepares the school budget.

Maintains relationships with parents, parent groups, school volunteers and outside agencies.

Implements policy and procedure changes from the Board, or the State and Federal level at the building level.

#### Language Skills:

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information, and respond to questions from groups of managers, clients, customers, and the general public.

#### Mathematical Skills:

Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.

#### Reasoning Ability:

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instruction in mathematical or diagram form with several abstract and concrete variables.

#### Other Skills and Abilities:

Ability to apply knowledge of current research and theory in specific field. Ability to establish and maintain effective working relationships with students, staff and the community. Ability to communicate clearly and concisely both in oral and written form.

Ability to perform duties with awareness of all district requirements and Board of Education policies.

Other:

The school principal shall perform any other duties assigned by the Superintendent of Schools or his designees to include the Assistant Superintendents and appropriate Central Office Administrators in accordance with local School Board policies, state statutes and regulations of the State Board of Education. The principal shall also cooperate with all appropriate Central Office Administrators and project and program directors and other administrative personnel.

Supervisory Responsibilities – Required Special Qualifications:

Supervises all employees in the Middle School.

Is responsible for overall direction, coordination, and evaluation of this unit.

Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws.

Responsibilities include interviewing, hiring, and training employees, planning, assigning and directing work; appraising performance, rewarding and disciplining employees and students, addressing complaints and resolving problems.

Qualification Requirements:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential function.

Essential Physical Abilities:

The physical demands here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand, walk, sit, talk, and hear.

The employee is occasionally required to reach with hands and arms and stoop, kneel, crouch, or crawl.

The employee must occasionally lift and/or move up to 10 pounds.

Specific vision abilities required by this job include close vision and distance vision.

**Work Environment:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential function of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in this environment is quiet to loud depending upon the activity in the particular part of the day.

**Specified Length/Hours of Position:**

This is an affiliated position as negotiated in the AMP contractual agreement.

**Evaluation:**

Evaluation of this position shall be by the Assistant Superintendent for Curriculum and Instruction in accordance with provisions of the Board's policy on evaluation of administrative personnel.

The principal shall be directly responsible to the \*Assistant Superintendent for Curriculum and Instruction. He/she shall also cooperate with all appropriate Central Office Administrators and Project and Program Directors and other administrative personnel.

My signature below indicates that I have read and understand the contents of this Job Description.

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Signature

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Date