

Manchester School District

School Improvement Grant

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Intent to Apply

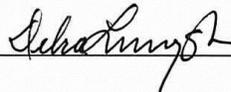
Title I 1003(g) School Improvement Grant FY 2013 for school year 2014-2015 Intent to Apply & Planning Grant Application

LEA/District: **Manchester School District**

SAU#: **37**

Superintendent Name: **Debra Livingston, Ed.D.**

This document is an official notification that the above LEA/district intends to apply for a Title I 1003(g) School Improvement Grant.

Superintendent's Signature:  Date: 5/1/14

In the grid below list the schools your LEA is committing to serve with a School Improvement Grant.

ELIGIBLE SCHOOL NAME				Planning to Apply
Beech Elementary				Yes
Wilson Elementary				Yes

District Mailing Address:
195 McGregor Street, Suite 201, Manchester, NH 03102

Phone: **603-624-6300** Fax: **603-624-6337** E-Mail: **dlivingston@mansd.org**

Name Title I 1003(g) School Improvement Grant Coordinator (if different from above): **Patricia Snow**
Mailing Address (if different from above):

Phone: **603-624-6300 x149** Fax: **603-623-5283** E-Mail: **psnow@mansd.org**

MSD-13

Manchester School District Improvement Planning Committee

Manchester School District Improvement Planning Committee Members	
Name	Group representing (School staff, district staff, parents, or outside expert/facilitator)
Debra Livingston	MSD superintendent
Karen Burkush	MSD assistant superintendent
David Ryan	MSD assistant superintendent
Polly Golden	MSD federal projects director
Pat Snow	MSD executive director— innovation zone
Jeff DeLangie	MSD IT director
Ginny Mahan	MSD grant writer
Linda Durand	Wilson assistant principal (retiring June 2014)
Sharon DeVincent	Wilson assistant principal
Deb Thayer	Wilson Title I reading specialist
Candy Rhinehart	Wilson parent
Molly Sawyer-Tuplin	Wilson parent
Elizabeth Gosslin	Wilson parent
Nicole Pucstis	Wilson social worker
Christine Brennan	Beech principal (hired January 2014)
Michele Smith	Beech Title I
Danielle Longo	Beech social work
Abby St. Pierre	Beech Title I
Susan Crockett	Beech Kindergarten teacher

Lindsay Smart	Beech grade 5 teacher
Jacqui Barrios	Beech parent

**Title I 1003(g) School Improvement Grant 2014
Planning Grant Template**

Planning grants of \$3,000 funded by Title I 1003(a) are available for any LEA that has at least one eligible priority school and plans to submit a complete Title I 1003(g) School Improvement Grant application. These budget items must also be entered into the NH Online Grant Management System.

Activity	Person Responsible	Benchmark / Evidence of Accomplishment	Start Date	Completion Date	Expenditures or Required Resources
<p>Planning meetings with stakeholders to determine the gaps and at Beech and Wilson, and to identify activities to address the identified gaps and needs. Then, the stakeholders will develop a coordinated and comprehensive plan to be implemented by them.</p>	<p>Pat Snow</p>	<p>School improvement plans for Beech and Wilson that are included in the Manchester School District School Improvement Grant Application.</p>	<p>May 5, 2014</p>	<p>May 30, 2014</p>	<ul style="list-style-type: none"> • \$1,528.10 for substitutes to cover classrooms when Beech and Wilson staff members are attending planning meetings (20 days @ \$70/day = \$1,400) and corresponding benefits (FICA \$107.10; WC \$21) • \$924.83 for 30 stipend hours for staff attending meetings beyond the school day (30 hours @ \$25/hr = \$750 and corresponding benefits (FICA \$57.38; WC \$11.25, Retirement \$106.20) • \$511.53 for supplemental supplies for meetings. • \$35.55 for indirect

Title I 1003(g) School Improvement Grant 2014-2015

LEA Application

SAU#: 37 District Name: Manchester School District

Superintendent: Debra Livingston

Address: 195 McGregor Street, Suite 201

City: Manchester Zip: 03102 Tel: 603-624-6300

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

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

Name: Patricia Snow

Address: 195 McGregor Street, Suite 201

City: Manchester Zip: 03102 Tel: 603-624-6300 x149

E-mail: psnow@mansd.org Fax: 603-623-5283

Manchester School District Improvement Planning Committee Members	
Name	Group representing (School staff, district staff, parents, or outside expert/facilitator)
Debra Livingston	MSD superintendent
Karen Burkush	MSD assistant superintendent
David Ryan	MSD assistant superintendent
Polly Golden	MSD federal projects director
Pat Snow	MSD executive director— innovation zone
Jeff DeLangie	IT director
Donna Crook	MSD data analyst

Ginny Mahan	MSD grant writer
Linda Durand	Wilson assistant principal (retiring June 30, 2014)
Sharon DeVincent	Wilson assistant principal
Deborah Thayer	Wilson Title I reading specialist
Kandy Rhinehart	Wilson parent
Molly Sawyer-Tuplin	Wilson parent
Elizabeth Gosselin	Wilson parent
Nicole Pukstis	Wilson social worker
Christine Brennan	Beech principal (hired January 2014)
Michele Smith	Beech Title I
Danielle Longo	Beech social work
Abby St. Pierre	Beech Title I
Susan Crockett	Beech Kindergarten teacher
Lindsay Smart	Beech grade 5 teacher
Kim Warren	Beech librarian
Jacqueline (Jacqui) Berrios	Beech parent

Title I 1003(g) School Improvement Grant Action Plans

(Please complete one per school)

School name: **Beech Elementary School**

Goal	Provide a specific, measurable goal citing intended changes in teaching and learning tied to improvement in student achievement. To review models and implementations of smaller learning community transformations in elementary schools across the country while participating in teambuilding professional development opportunities necessary to implement the academy model to determine if implementing a smaller learning community at Beech is plausible and to determine if doing so will offer benefits for Beech students and their families.					
Strategy	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: <input type="checkbox"/> Turnaround model <input type="checkbox"/> Restart model <input type="checkbox"/> School closure model <input checked="" type="checkbox"/> Transformation model					
Proposed Activities for 2014-2015 <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>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will this activity begin and end?</i>	Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	Monitoring (Implementation) <i>What evidence will be collected to document implementation? How often and by whom?</i>	Monitoring (Effectiveness) <i>What evidence will be collected to assess effectiveness? How often and by whom?</i>	Title I School Improvement Funds <i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form.</i>
Team building professional development to build, maintain, and strengthen communication and trust among school staff	Team building contracted services, stipends	August 2014- June 2015	Principal, Ex Dir – Innovation Zone, Classroom Teachers, Specialists	Log sheets of attendees of team building events, reports by members of what they learned with regard to challenges that must be overcome to	Increased communication and understanding among Beech educators as a foundation to implement the academy model and	\$59,000 (contracted services, stipends, substitutes)

members				implement the academy model	improve teaching and learning results	
Team members visits to other K-5 schools that have restructured their schools to implement the academy model	Travel, stipend, substitutes days	August 2014- June 2015	Principal, Ex Dir – Innovation Zone, Classroom Teachers, Specialists, Parents	Trip reports by teams describing what they saw, challenges overcome, challenges remaining, recommendations for Beech	Trip reports by teams describing what they saw, challenges overcome, challenges remaining, recommendations for Beech	\$40,000 (travel, stipends, substitutes)
Parent workshops to build, maintain, and strengthen communication and trust between parents and school	Contracted services for parent workshops, stipends, books	August 2014- June 2015	Principal, Ex Dir – Innovation Zone, Title I Reading and Math Specialists	Parent surveys of their satisfaction with workshop? What did they like? What didn't they like? What would they like to see more of?	Increased communication and understanding among Beech educators and Beech parents	\$22,000 (contracted services, books, supplies, stipends)
Six supplemental certified instructors to support the academy redesign	Part-time salaries, benefits	August 2014- June 2015	Principal, Ex Dir – Innovation Zone, Classroom teachers	Increase one-on-one tutoring	Are students receiving services making academic improvements?	\$107,840
Community building branding and incentives for the academies	Supplies, equipment	August 2014- June 2015	Principal, Ex Dir – Innovation Zone, Classroom teachers	Log sheets with the supplies and equipment purchased	Increase in school spirit, increase in positive behaviors to building support and enthusiasm	\$14,500 (supplies, equipment)
To extend parent nights to the school day to	Substitutes	September	Principal, Ex Dir – Innovation	Log sheets with the names and times of	Improved parental understanding of	\$4,000 (substitutes)

include more scheduled meetings with parents		2014- June 2015	Zone, Classroom teachers	scheduled meeting times with parents	the school mission in general and for their children	
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School name: Wilson Elementary School

Goal	<p>Provide a specific, measurable goal citing intended changes in teaching and learning tied to improvement in student achievement.</p> <p>To provide the foundation within the Wilson School Community on which Wilson students and their families will be better positioned to make academic gains.</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</p>					
<p>Proposed Activities for 2014-2015</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>Resources</p> <p><i>What existing and/or new resources will be used to accomplish the activity?</i></p>	<p>Timeline</p> <p><i>When will this activity begin and end?</i></p>	<p>Oversight</p> <p><i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i></p>	<p>Monitoring (Implementation)</p> <p><i>What evidence will be collected to document implementation?</i></p> <p><i>How often and by whom?</i></p>	<p>Monitoring (Effectiveness)</p> <p><i>What evidence will be collected to assess effectiveness?</i></p> <p><i>How often and by whom?</i></p>	<p>Title I School Improvement Funds</p> <p><i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form.</i></p>
<p>Dr. Bob parent sessions on Creating Mindsets: Developing Strategies for Impacting Achievement, Motivation, and Relationship Building — That Last!”</p>	<p>Dr. Bob Greenleaf parent sessions</p>	<p>August 2014- June 2015</p>	<p>Principal, Ex Dir – Innovation Zone</p>	<p>Log sheets of attendees, Title I Reading Specialist</p>	<p>Increase in parent involvement</p>	<p>\$2,100 (contracted service)</p>
<p>Field trips by grade level to reinforce learning and help students to make the connection between</p>	<p>Aligned to content in Manchester Academic</p>	<p>August 2014- June</p>	<p>Principal, Ex Dir – Innovation Zone</p>	<p>Grade level surveys of what students saw and experienced while</p>	<p>Attendance on field trip days by classroom teachers; collected when</p>	<p>\$38,785 (entry fees and transportation)</p>

classroom learning and learning beyond the classroom	Standards	2015		on the field trip	students have field trips	
School supplies for at home learning and projects for all Wilson students	Each grade level's instruction set for home projects	August 2014- June 2015	Principal, Ex Dir – Innovation Zone, Classroom teachers	Increase in participation and quality of grade level projects	Increase in participation and quality by classroom teachers; collected when projects are assigned	\$15,720 (supplies)
Implementation of PBIS	Contracted services, stipends, substitutes	August 2014- June 2015	Principal, Ex Dir – Innovation Zone, Classroom teachers	Log sheets with names of PBIS meeting attendees	Decrease in discipline incidents; increase in positive behaviors to support a safe school and safe classroom environments	\$23,000 (contracted services, stipends, substitute days)
Tablets pre-loaded with instructional videos to support parents in supporting their children in homework	Equipment, stipends	August 2014- June 2015	IT Department, Principal, Ex Dir – Innovation Zone, Title I Reading and Math specialists, Classroom teachers	Log sheets of parents checking the tablets out for at-home use	Increase of parent interaction with school; increase parental understanding of their important role in their children's education	\$20,000 (equipment)
Supplemental afternoon fruit or vegetable snack for students (100 days)	Food	September 2014- June 2015	Food Service, Ex Dir – Innovation Zone, Title I Reading and Math specialists, Classroom	Log sheets of what students were served on each day	Survey classroom teachers: Are children more engaged in their afternoon session? Is this activity worth	\$11,850

			teachers		the effort?	
Incentives for PBIS, school attendance, celebrations, parents, etc.	Supplies	August 2014- June 2015	Principal, Ex Dir – Innovation Zone, Classroom teachers	Log sheets. What was awarded to students or parents by what staff member for doing what?	Has attendance improved? Has truancy decreased? Are more parents coming to school events? Are students making academic and social progress?	\$6,000
CPR training to reduce cost of field trips	Contracted services, substitutes	August 2014- June 2015	Principal, Ex Dir – Innovation Zone, Classroom teachers	Log sheets of training attendees	How many times was a nurse required for a field trip?	\$2,200
Participation in professional learning communities	Stipends, substitutes	August 2014- June 2015	Principal, Ex Dir – Innovation Zone, Classroom teachers	Log sheets of meeting attendees	Are we making academic improvements? Is instruction across grade levels consistent? Are grade levels working as one?	\$4,200
Part-time employee to make phone calls to check on absent students	Part-time employee, FICA, workers comp	Sep 2014- June 2015	Principal, Ex Dir – Innovation Zone, Social Worker	Daily log of calls made	Are parents gaining understanding that they have to get their children to school? And to get them there on time?	\$10,649
Professional development for	Contracted	August 2014-	Principal, Ex Dir – Innovation	Participation in training events, onsite	Is principal spending more time	\$14,100

principal — National SAM Innovation Project	Services	June 2015	Zone	coaching by SAM consultant	in the classroom?	
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Schools to Be Served

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Tier I, Tier II, and Tier III school, or each priority school, as applicable, the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school, or in each priority school, as applicable.

SCHOOL NAME	NCES ID #	PRIORITY (if applicable)	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II/PRIORITY ONLY)			
						turnaroun d	restar t	clsur e	transformatio n
Beech	330459000241								<input type="checkbox"/>
Wilson E Wilson	330459000263								<input type="checkbox"/>

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

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

- (1) For each Tier I and Tier II school, or **each priority school**, that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, and selected interventions for each school aligned to the needs each school has identified.

INTRODUCTION

The Manchester School District (MSD) is New Hampshire's largest and most racially diverse (64.8% white, non-Hispanic) school district. The most recent data on English Learners (ELs) on the NH Department of Education website (2013-14 Title III allocations) shows that Manchester has 1,966 or 41.9% of the state's 4,690 ELs. Manchester also has one of the highest free and reduced lunch eligibility rates (51%) in the state. **Beech and Wilson have the highest free and reduced lunch eligibility rates in the MSD with 89.6% and 87.3% respectively** and with the exception of a one-student charter school and the eight-student North Country Class, Beech and Wilson have **the highest free and reduced lunch eligibility rates of any school in New Hampshire**. Both schools offer full-day Kindergarten. Kindergarten data is not part of the NH DoE's published (official October 1, 2013) free and reduced lunch rate. Both schools have large numbers of ELs with 205 (34.2%) students eligible for EL services at Beech and 103 students (21.7%) eligible for EL services at Wilson.

Furthermore, the New Hampshire Department of Education has identified both schools as Priority Schools.

BEECH ELEMENTARY NEEDS ASSESSMENT

Members of the Manchester School District Improvement Planning Committee conducted a needs analysis of Beech Elementary. Team members looked at the school's data — academic, discipline, truancy, student attendance, teacher attendance, and overall school climate. They shared ideas as to why there are performance issues at Beech.

Beech has a very large English Learner population, on any given day between one third and one half of the students. Beech students come from 19 countries and speak 23 languages. The population is transient. From the period beginning in June 2013 through October 15, 2013, 153 Beech students have left, and 261 are new registrations or transfers, which was 64% of our population; 96% of our students receive free and reduced lunch; 33% are ELs; 9% are homeless; 13% are Special Education Students. Beech is a school wide Title I school. More than 200 students attend the 21st Century Community Learning Centers Afterschool Program; another 80 Beech students attend the YMCA afterschool program.

Ethnicity: 14 Native Americans; 221 Hispanic; 50 Asian; 125 Black; 194 White.

Beech students come from Albania, all parts of Africa, Bhutan, Dominican Republic, El Salvador, Germany, Guatemala Haiti, Honduras, Iraq, Jordan, Nepal, Pakistan, Portugal, Puerto Rico, Russia, Vietnam, and the United States of America.

Beech students speak the following languages: Albanian, Arabic, Bantu, Bosnian, Croatian, Dinka, English, French, Krio, Lao, MaayMaay, Nepali, Portuguese, Russian, Rwanda, Somali, Spanish, Swahili, Turkish, Ukranian, Urdu, Vietnamese, and Yoruba.

100% of BEECH CHILDREN HAVE POTENTIAL TO SUCCEED.

The Beech school building is bursting at the seams. In fact, the children's playground is populated with four portable classrooms. The children cross a very busy Beech Street when they go out for recess. When coupled with the very tight living quarters, which is home for many Beech children, it is no surprise that behavioral issues are on the rise.

Beech is a large school with many students. Enrollment is 599, which includes full-day Kindergarten. Almost half of the students are English language learners. The official (NH DoE, March 7, 2014) free and reduced lunch rate is 90%. Almost half of the students are English learners. The neighborhoods of Beech students are densely packed. Like the families in the Wilson district, many Beech families move often. Very little is stable in the life of many Beech students. For these reasons, many committee members expressed the need to create smaller learning communities. By doing so, they feel they will be better positioned to build trust with parents, and build trust among educators at the school and provide their students with some stability. Over the past year, the Beech School Improvement Team have been researching "90/90/90 schools," which originally were schools that had at least 90% of students who were impoverished, at least 90% of students belonged to minority

groups, and at least 90% of students met the state academic standards in reading or another area. However, 90/90/90 schools now describe thriving academic performance in schools with high percentages of free and reduced-price lunch participation and minority students.

Members of the Manchester School District Improvement Planning Committee conducted a needs analysis of Beech Elementary. They are excited about this opportunity.

As Beech School Improvement teams have done many times before, members of the Manchester School District Improvement Planning Committee reviewed data — academic, discipline, truancy, student attendance, teacher attendance, and overall school climate, and shared ideas for why there were performance issues. Over the years, Beech has implemented many reform efforts with little success, as too many Beech students continue to struggle academically. Committee members are excited about the opportunity that this School Improvement Grant offers and want to use it to make real and lasting reform that will truly transform the lives of Beech students and their families.

BEECH ELEMENTARY PLAN AND ACTIVITIES

The Beech Committee would like to transform Beech from one very large school to five smaller academies where parents, teachers, and students get to build and strengthen relationship over time. Each academy would have a K-2 pod and a 3-5 pod. Each academy will include a special education teacher, an EL teacher, a certified instructor, and a paraprofessional. The rationale for the academy approach is to provide a more stable environment for parents and students, and a safe environment that will not only improve school climate but will provide the foundation necessary for academic growth. As they progress through Beech, students will remain in the same academy. They will know who their teachers are going to be. They will get to build relationships with fellow students in their academy. Families will attend the same academy. Parents will get to know the staff in their children's academy. We expect this decentralized approach will help to improve communication and provide other benefits.

As this would be a radical transformation of the school, the Beech team requests funding to use the first year of the SIG to review models and implementations of smaller learning community transformations in other elementary schools across the country while participating in teambuilding professional development opportunities necessary to implement the academy model. The committee members will visit implementations of the academy model and share findings of successes and failures in overcoming challenges with their peers. The goal would be to study successful transformations in similar environments to gain a solid understand of what such a transformation would mean to the Beech community and determine whether there is broad support for this reform effort. If it is determined that this plan is plausible at Beech, academies, pods, teacher and student distributions will be determined.

This innovative plan includes all Seven Turnaround Principles:

1. Supports strong leadership by providing the principal with the operational flexibility to make this change happen.
2. Improves instruction, by building trust within the faculty and among parents, while trying to

reduce the educator-to-student ratio. There will be more understanding between the school and the students, and the school and the parents better. Relationships will grow and be strengthened over time. The same special education and the same English Learner teacher belong the same academy. Families will be assigned to the same academies. Families, teachers, and other staff members in the academy will build relationships over time. These relationships will support improved and efficient communication. Stability is another benefit of this model. There is very little stability in many Beech students' lives.

3. Redesigns the school infrastructure around teacher collaboration. To be successful, teachers, families, and the community must work together to make this change happen. By involving stakeholder representatives in the design of this proposed change, we expect to build and strengthen community relationships as the design is developed and implemented. All stakeholders are invested in its success.
4. Strengthens the school instructional program by aligning instruction to student needs. Educators, students, and their families in the academies will get to know one another and understand their instructional and learning styles over time, which will create an environment where academic growth flourishes.
5. Uses data to inform instruction. Beech students will take the NWEA assessments thrice yearly. Beech educators will work together to analyze results, which will inform instruction.
6. Supports an environment that improves school community (safety) and build relationships. By having mixed grade levels at lunch and recess, we expect to decrease behavioral incidents, which improves overall school community.
7. Provides ongoing mechanism for family and community engagement by providing more communication with parents and more opportunities for parents to interact with school educators and other staff members. Families will become familiar with their children's academy staff members.

WILSON ELEMENTARY NEEDS

Wilson is densely populated with students and staff. There is a portable classroom (trailer) in the middle of the playground. Most children live in apartment buildings with little room to play outside. Wilson has a multipurpose room that's used for physical education, lunch, assemblies, and the afterschool program. Although breakfast and lunch are offered, there is no kitchen. Meals are delivered from a central location.

Members of the Manchester School District Improvement Planning Committee conducted a needs analysis of Wilson Elementary. Committee members are excited about the opportunity that this SIG offers to the school community.

They reviewed data — academic, discipline, truancy, transiency, student attendance, teacher

attendance, and overall school climate, and shared ideas for why there were performance issues. Over the years, many reform activities have taken place at Wilson.

Parents' concerns — Parents mentioned that when their children used to go on field trips, they returned so excited about what they had experienced. They reminisced about a Museum of Science trip and remembered their children coming home from school excited about what they had seen at the museum. The Wilson educators mentioned that field trips are difficult for the Wilson community because parents have little, if any, surplus cash to support them. They agreed that field trips have enhanced classroom learning. Parents also suggested more hands-on activities.

Another suggestion was to send a survey home with the students with their thrice- yearly progress reports. The parents and their children would complete the survey together. The survey would ask students about what they are learning at the school and ask students how they learn best (to gain a better understanding of their learning styles).

Parents shared that their children have told them that the afternoons are too long. Children have breakfast when they arrive at school and shortly thereafter they have snack. There is a long time between lunch and the end of the day. Their children are hungry. They asked if it would be possible to move the snack to the afternoon. Some teachers have already made this adjustment and others will.

Transiency — Wilson families move often. As of May 22, 2014, there were eight pages of students who transferred into Wilson and another eight pages of students who transferred out of Wilson.

Wilson had an official stability rate of 89.1% for 2011-12 (most recent data from MSD data analyst).

Manchester School District

2011-2012

School	Enrollment 10/1/2011	Stability Numbers	Stability Rate	Mobility Numbers	Mobility Rate
Bakersville School	372	13	96.5%	56	5.1%
Beech Street School	602	45	92.5%	94	15.6%
Gossler Park School	392	35	91.1%	68	17.3%
Green Acres School	576	4	99.3%	31	5.4%
Hallsville School	329	11	96.7%	25	7.6%
Henry J. McLaughlin Middle School	836	39	95.3%	64	7.7%
Highland-Goffs Falls School	489	12	97.5%	28	5.7%
Hillside Middle School	870	38 9	5.6%	76	8.7%
Jewett School	404	11	97.3%	52	12.9%

Manchester Central High School	2235	97	95.7%	111	5.0%
Manchester Memorial High School	2012	69	96.6%	79	3.9%
Manchester West High School	1296	80	93.8%	77	5.9%
McDonough School	545	37	93.2%	83	15.2%
Middle School At Parkside	740	49	93.4%	58	7.8%
Northwest Elementary School	640	25	96.1%	78	12.2%
Parker-Varney School	508	20	96.1%	88	17.3%
Smyth Road School	408	6	98.5%	31	7.6%
Southside Middle School	820	22	97.3%	73	8.9%
Webster School	455	16	96.5%	48	10.5%
Weston School	604	12	98.0%	38	6.3%
Wilson School	403	44	89.1%	48	11.9%
Grand Total	15536	685	95.6%	1306	8.4%

Stability Rate - The number of students who are enrolled at a school for an entire academic year as a percentage of total enrollment for that academic year. These students have an Average Daily Membership (ADM) greater than 90% and therefore used in accountability for AYP. It was calculated using the 2011-2012 BOY and EOY data files where the following was true:

Entry Date is before 10/1/2011

Entry Code does not equal R12 (Change in fiscal town responsibility) or R1 (Same School)

Exit Date is not before 10/1/2011

Exit Code does not equal W1 (Same School), W11 (Graduated Mid Year) or W12 (Fiscal Responsibility)

Mobility Rate - The number of students who leave or enter a school in one academic year as a percentage of the total enrollment for that academic year. Also known as the joiners plus leavers formula and students can count multiple times. Same as above for calculation except Entry Date is on or after 10/1/2011 and these students do not count towards accountability for AYP.

GRAND TOTAL does mean district numbers since students who moved between schools within the same district would not count.

However, the transfers out and new registrations suggest more movement. Please take a look at the following pages that show the new students who registered during the September 2013 through May

2014 time frame:

2013-2014

New Registrations

<u>Start Date</u>	<u>Transferred From</u>	<u>Reg. Cum.</u>	<u>Revd. Cum.</u>	
9/4/13	Weston	/	8/26/13	
9/4/13	Hallsville	/	8/26/13	
9/4/13	Beech	/	8/26/13	
9/4/13	Beech	/	8/26/13	never came went to Spaulding Memorial
9/4/13	Beech	/	8/26/13	
9/4/13	Weston	/	8/26/13	
9/4/13	Hallsville	-staying @ Hallsville		
9/4/13	Weston	/	8/26/13	
9/4/13	Beech	/	8/26/13	was a no show
9/4/13	Northwest	moved to Deepy		
9/4/13	Beech	/	8/26/13	
9/4/13	Beech	/	8/26/13	
9/4/13	Beech	/	8/26/13	
9/4/13		/		
9/4/13	Alpha Bits	9/17/13	9/17/13	very little fuel
9/4/13		/		
9/4/13	Ymca	9/17/13		
9/4/13	Beech	/	8/26/13	
9/4/13	Webster	/	8/26/13	
9/4/13	Beech	/	8/26/13	
9/4/13	Beech	/	8/26/13	
9/4/13	Jevrett	/	8/26/13	friends to mcd
9/4/13	Gossler	/	8/26/13	
9/4/13	Gossler	/	8/26/13	

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2013-2014

New Registrations

<u>Start Date</u>	<u>Transferred From</u>	<u>Reg. Cum.</u>	<u>Revd. Cum.</u>	
9/4/13	Hallsville - staying @ Hallsville		9/10/13	
9/4/13	Hallsville		9/10/13	
9/4/13	Beech		8/20/13	
9/4/13	South		8/20/13	going to Shelburne
9/4/13	Beech		8/20/13	
9/4/13	Beech		8/20/13	
9/4/13	Weston		8/24/13	
9/4/13	Beech		8/24/13	
9/4/13	Hallsville		8/20/13	
9/4/13	Bakersville		8/20/13	moved to Texas
9/4/13	Beech		8/20/13	
9/4/13	Beech		8/20/13	
9/4/13	Hallsville		9/10/13	
9/4/13	Beech		8/20/13	never came. went to Spaulding town
9/4/13	Beech		8/20/13	
9/4/13	Beech		8/20/13	never came went to Bowden
9/4/13	Beech		8/20/13	
9/4/13	McDonough		8/20/13	
9/4/13	Hallsville		8/20/13	
9/4/13	Hallsville - staying @ Hallsville		9/10/13	
9/4/13	Hallsville		9/10/13	
9/4/13	Northwest		9/10/13	
9/4/13	Beech		8/20/13	
9/4/13	Beech		8/20/13	

t on 9/4/13 had to go out to fam. emergency. 13 - had moved over McDonough district after Necap (10/17/13)

(8)

2013-2014

New Registrations

<u>Start Date</u>	<u>Transferred From</u>	<u>Req. Cum.</u>	<u>Revd. Cum.</u>
9/4/13	Weston	/	8/24/13
9/4/13	Beech	/	8/24/13
9/4/13	Beech	/	8/26/13
9/4/13	Beech	/	8/26/13
9/4/13	Beech	/	8/26/13
9/4/13	Beech	/	8/26/13
9/4/13	Beech	/	8/26/13
9/4/13	Beech	staying @ Back	8/26/13
9/4/13	Beech	/	8/26/13
9/4/13	Beech	/	8/26/13
9/4/13	Beech	/	8/26/13
9/4/13	New Boston Central	9/17/13	9/20/13
9/4/13	Garden Grove CA New Hope Clem	9/17/13	
9/4/13	Webster	/	8/26/13
9/4/13	McDonough	9/5/13	9/20/13
9/4/13			
9/4/13	McDonough	9/5/13	9/20/13
9/4/13			
9/4/13	McDonough	9/5/13	9/20/13
9/4/13	Gossler	/	9/10/13
9/4/13	Beech	/	9/10/13
9/4/13	Northwest	/	9/10/13
9/4/13	Deer Village	9/17/13	9/25/13
9/4/13	Raritan NJ JFK Clem	9/17/13	9/25/13
9/4/13	Beech	/	9/10/13

moved to Texas

never came

2013-2014

New Registrations

<u>Start Date</u>	<u>Transferred From</u>	<u>Reg. Cum.</u>	<u>Revd. Cum.</u>
9/4/13	McDonough	/	9/10/13
9/4/13	Gosslek	/	9/10/13
9/10/13	S.C. Simpsonville	8/29/13	
9/10/13	West Beech in K JFA	9/17/13	9/17/13
9/9/13	Bensley Elem	9/17/13	
9/10/13	S.C. Grove Elem	8/29/13	
9/4/13	Florence Ridout	9/17/13	9/23/13
9/4/13	East Derry Elem	9/17/13	9/23/13
9/4/13	McDonough	9/4/13	9/24/13
9/5/13	Roswell JFA Mumasa Elem	9/17/13	10/7/13
9/5/13	Londonderry Matthew Thornton	9/17/13	9/26/13
9/5/13	Epsom Central	9/17/13	9/23/13
9/5/13	McDonough	9/5/13	9/20/13
9/5/13	Washur De Cresp	9/17/13	9/19/13
9/5/13	Londonderry Moose Hill	9/17/13	9/26/13
9/4/13	Illinois Northwest	9/17/13	
9/4/13	Epsom Central	9/17/13	9/20/13
9/4/13	Kiddie Corner	9/17/13	
9/5/13	/	/	/
9/4/13	man. Com. Dev. Ctr	9/17/13	9/19/13
9/4/13	Epsom Central		
9/4/13	Londonderry Matthew Thornton	9/17/13	9/20/13
9/4/13	McDonough	9/5/13	9/20/13
9/5/13	JFA Mumasa Elem	9/17/13	10/7/13

Wille faxed

faxed medicals 9/17

faxed med 9/17, 11/13

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2013-2014

New Registrations

<u>Start Date</u>	<u>Transferred From</u>	<u>Reg. Cum.</u>	<u>Rcvd. Cum.</u>
9/4/13	Beech	/	9/10/13
9/4/13	Northwest	/	8/30/13
9/4/13	Beech	/	9/10/13
9/4/13	Rochester, WI Chamberlin St. Sch.	9/17/13	10/10/13
9/4/13	Alphabits	9/17/13	
9/4/13	Berry Barka Glen	9/17/13	
9/4/13	Hallsville	/	9/10/13
9/4/13	McDonough	stayed @ McDonough	
9/4/13	Northwest	/	8/30/13
9/4/13	Northwest	/	9/10/13
9/4/13	Northwest	/	9/10/13
9/4/13	Weston	/	9/10/13
9/4/13	Hallsville	/	9/10/13
9/4/13	Bakersville	/	9/10/13
9/4/13	Beech	/	9/10/13
9/4/13	Weston	/	9/10/13
9/4/13	Bakersville	/	9/10/13
9/4/13	Gossler	/	9/10/13
9/4/13	Gossler	/	9/10/13
9/4/13	Gossler	/	9/10/13
9/4/13	Gossler	/	9/10/13
9/4/13	Gossler	/	9/10/13
9/4/13	Gossler	/	9/10/13
9/4/13	Beech	/	9/10/13

9/17/13
medical

(3)

2013-2014

New Registrations

<u>Start Date</u>	<u>Transferred From</u>	<u>Reg. Cum.</u>	<u>Rcvd. Cum.</u>
9/4/13	Dashua Hedge St.	9/17/13	9/19/13
9/4/13	Berry Mill Rd Jaguers Elem.	/	9/16/13
9/4/13	East Montpelier	9/19/13	
9/4/13	Putland Rd Glenwood Elem.	went to mcd - back w/ mom	
9/4/13	Concord Beaver Meadow	9/19/13	9/25/13
9/4/13	Auburn Village	8/29/13	9/4/13
9/11/13	Beech	/	9/13/13
9/11/13	never fin kind@ Beech		
9/12/13	Beech	9/12/13	9/27/13
9/16/13	McDonough	9/12/13	9/20/13
9/16/13	Madbury 4th Moharimet Elem.	9/17/13	9/23/13
9/23/13	Jewett	9/23/13	10/11/13
9/23/13	Jewett	9/23/13	10/11/13
9/19/13	Northwest	9/19/13	9/20/13
9/19/13	Northwest	9/19/13	9/20/13
9/19/13	/	/	/
9/25/13	Paul Smith Farming 2nd NH	9/25/13	10/7/13
9/25/13	Valley View	9/25/13	10/7/13
9/16/13	McDonough	/	10/29/13
10/31/13	Dashua Sunset Heights	10/31/13	12/3/13
11/6/13	Crossler	11/6/13	11/15/13
11/15/13	Lamar Elem	11/14/13	11/21/13
12/2/13	Goffstown Maple Ave.	11/20/13	12/3/13
12/11/13	Nashua, NH Dr Crisp	12/13/13	

2013-2014

New Registrations

<u>Start Date</u>	<u>Transferred From</u>	<u>Req. Cum.</u>	<u>Recd. Cum.</u>
12/7/13	Nashua Dr. Crisp	12/13/13	
1/8/14	Lincoln H th Linwood Elem	1/7/14	1/10/14
1/8/14	Lincoln H th Linwood Elem	1/7/14	1/10/14
1/8/14	Lincoln H th Linwood Elem	1/7/14	1/10/14
1/13/14	Maine Biddeford Interm.	1/9/14	1/16/14
1/15/14	Maine Biddeford Primary	1/9/14	
1/16/14	Lynn, MA Lynn Woods Elem	1/12/13	1/10/14 ^{some} 5000
1/17/14	Raymond Hampton River	1/6/14	1/17/14
1/28/14	Lynn, MA Edward Sisson	1/27/14	
1/28/14	Lynn, MA Edward Sisson	1/27/14	
2/20/14	Chester - prior to Home Schooled	2/20/14	3/1/14
2/20/14	Derry Village	2/5/14	3/14/14
2/20/14	Derry Village	3/5/14	3/4/14
3/1/14	Northwest ^{up ch}	3/4/14	3/1/14
3/4/14	Northwest ^{up ch}	3/4/14	3/1/14
3/4/14	Northwest ^{up ch}	3/4/14	3/1/14
3/4/14	Laurens MA Frost Elem	3/4/14	
3/4/14	Laurens MA Frost Elem	3/4/14	3/7/14 ^{1st} faxed
3/4/14			
3/5/14	Beech	3/5/14	
3/5/14	Beech ^{report read}	3/5/14	3/14/14
3/5/14	Beech	3/5/14	3/21/14
3/5/14	Beech	3/5/14	
	Beech magnet-		

2013-2014

New Registrations

<u>Start Date</u>	<u>Transferred From</u>	<u>Reg. Cum.</u>	<u>Revd. Cum.</u>
3/7/14	Gossler	3/7/14	3/21/14
3/11/14	Puerto Rico		
3/11/14	P Vanney Puerto Rico	3/11/14	3/21/14
3/31/14			
4/1/14	Dekey Greenville	4/1/14	4/10/14
4/9/14	Bakersville	4/9/14	4/11/14
4/22/14	Beaver Meadow	4/14/14	4/21/14
4/23/14	Central America		4/25/14
4/23/14	Central America		4/25/14
4/23/14	Central America		4/25/14
4/23/14	Central America		4/25/14
5/5/14	Webster	5/5/14	5/9/14
5/5/14	Webster	5/5/14	5/9/14
5/5/14	St. Croix	mailed 5/6/14	
5/6/14	Beeh Had Road Central America	5/6/14	5/9/14
5/8/14	Nigeria		
5/8/14	Nigeria		
5/15/14	Woodsford, CT Citizens Edm	5/7/14	

Records @ Beech

Now, please take a look at the following pages to review the students who transferred out of Wilson during the June 21, 2013 through May 22, 2014 time frame.

2013-2014

Transfers

	<u>Last Day</u>	<u>Transferring To</u>	<u>Reg. Cum.</u>	<u>Sent Cum.</u>
a	6/21/13	Beech	/	6/27/13
	6/21/13	McDonough	/	6/27/13
l	6/21/13	Gossler	/	6/20/13
Case	6/21/13	Webster	/	6/27/13
under	6/21/13	Weston	/	7/1/13
re	6/21/13	Hallsville	/	6/27/13
ott	6/21/13	Northwest	/	6/27/13
i	6/21/13	Hallsville	/	6/27/13
ell	6/21/13	Gossler	/	6/27/13
xell	6/21/13	Hallsville	/	6/27/13
z	6/21/13	Beech	/	6/27/13
stg	6/21/13	McDonough	/	6/27/13
	6/21/13	Beech	/	6/27/13
ure	6/21/13	Jewett	/	6/27/13
ko	6/21/13	Gossler	/	6/27/13
cott	6/21/13	Northwest	/	6/27/13
	6/21/13	Concord Beaver Meadow	6/12/13	8/28/13
	6/21/13	Beech	/	6/27/13
illam	6/21/13	Within NH Florence Rideout	8/21/13	8/28/13
ved	6/21/13	Lou don NH London Elm	8/21/13	8/28/13
uzen	6/21/13	Northwest	8/22/13	8/28/13
	6/21/13	Rome, GA Garden Lakes	8/22/13	8/28/13
	6/21/13	Rome, GA Garden Lakes	8/22/13	8/28/13
re	6/21/13	Beech	/	8/28/13

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2013-2014

Transfers

<u>Last Day</u>	<u>Transferring To</u>	<u>Req. Cum.</u>	<u>Sent Cum.</u>
6/21/13	Beech		8/28/13
6/21/13	Claremont, NH Maple Ave	8/23/13	8/28/13
6/21/13	Northwest	8/22/13	8/28/13
6/21/13	permom 6/21/13 MIAMI, FL		
6/21/13	Hooksett	8/23/13	8/28/13
6/21/13	Tennessee	9/12/13	9/10/13
6/21/13	Franklin, NH Paul Smith	8/26/13	8/28/13
6/21/13	Beech		8/28/13
6/21/13	Parker Urney		8/28/13
6/21/13	Bakersville		8/28/13
6/21/13	McDonough		8/28/13
	Hallsville - stayed @ Hallsville		
	Hallsville - stayed @ Hallsville		
	Jewett - stayed @ Jewett		
removed in June 2013	Parker Urney	8/23/13	8/28/13
6/21/13	Puerto Rico	per MOM 8/28/13	
6/21/13	Beech		8/28/13
6/21/13	Hallsville		8/28/13
6/21/13	McDonough		8/28/13
6/21/13	McDonough		8/28/13
6/21/13	Beech		8/28/13
6/21/13	Bakersville		9/24/13
	McDonough	stayed @ mcd	
6/21/13	McDonough		9/13/13

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2013-2014

Transfers

<u>Last Day</u>	<u>Transferring To</u>	<u>Req. Cum.</u>	<u>Sent Cum.</u>
y	mc Donough	from Jewett	9/13/13
	Nashville		9/13/13 <i>stayed @ Nashville</i>
	9/21/13 Northwest	9/1/13	9/24/13
	Bakersville	9/4/13	9/24/13
02	9/21/13 Beech		9/13/13
2	9/21/13 Beech		9/13/13
	9/21/13 Jewett		9/13/13
	9/21/13 Goslen		9/13/13
on	9/21/13 Goslen		9/13/13
	9/21/13 ^{Keene} Jonathan Daniels	called on 12/19	12/20/13
man	9/21/13 ^{Woodland Heights} hawonia	9/12/13	9/20/13
Brinda	Concord from Beech		
2	mc Donough	never showed	<i>stayed @ mcd.</i>
han	9/21/13 St. Anthony	9/1/13	9/20/13
ido	9/21/13 Mc Donough	stayed @	Wilson
do	9/21/13 New York	9/20/13	9/27/13
to	9/21/13 New York	9/20/13	9/27/13
	9/21/13 no show this year	9/16/13	9/20/13
son	9/21/13 ^{Goslen} no show this year		9/27/13
2	9/21/13 ^{New Braunfels TX} Lamar Plets	9/1/13	9/20/13
2	9/21/13 Fannie Fitzgerald	9/17/13	9/20/13
	9/21/13 Virginia	9/17/13	9/20/13
son	9/16/13 (Bow)	mon called 9/12	9/20/13
er	9/16/13 Northwest	9/1/13	9/21/13

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2013-2014

Transfers

<u>Last Day</u>	<u>Transferring To</u>	<u>Req. Cum.</u>	<u>Sent Cum.</u>
9/12/13	Bakersville	/	9/11/13
9/12/13	McDonough	9/12/13	9/13/13
9/9/13	Beech	was out of dist	9/13
9/9/13	Beech	was out of dist	9/13
9/9/13	Beech	was out of dist	9/13
9/10/13	Beech	/	9/24/13
9/14/13	Beech	/	9/24/13
9/14/13	Texas		
9/16/13	Texas		
9/17/13	Texas hamar Elem	9/12/13	
9/18/13	Mills ^{PH} Elem	9/17/13	9/20/13
9/18/13	Litchfield	10/3/13	
9/19/13	Beech magnet	/	9/20/13
9/21/13	no show per Johann		9/20
9/20/13	Beech	9/23/13	9/27/13
9/20/13	Beech	9/23/13	9/27/13
9/20/13	Beech	9/23/13	9/27/13
9/20/13	Beech	9/23/13	9/27/13
9/20/13	Bakersville	9/23/13	9/27/13
9/20/13	Highland	9/23/13	9/27/13
9/20/13	Jewett	9/23/13	9/27/13
9/27/13	Hallsville	/	10/4/13
9/27/13	Hallsville	/	10/4/13
9/27/13	Hallsville	/	10/4/13
9/20/13	Hallsville	/	10/4/13

over crowding

(35)

2013-2014

Transfers

<u>Last Day</u>	<u>Transferring To</u>	<u>Req. Cum.</u>	<u>Sent Cum.</u>
6/21/13	Beech		8/28/13
6/21/13	Claremont NH Maple Ave	8/23/13	8/28/13
6/21/13	Northwest	8/22/13	8/28/13
6/21/13	per mem 6/21/13 MIAMI, FL		
6/21/13	Hooksett	8/23/13	8/28/13
6/21/13	Tennessee	9/12/13	9/20/13
6/21/13	Franklin NH Paul Smith	8/26/13	8/28/13
6/21/13	Beech		8/28/13
6/21/13	Parker Urney		8/28/13
6/21/13	Bakersville		8/28/13
6/21/13	McDonough		8/28/13
	Hallsville - stayed @ Hallsville		
	Hallsville - stayed @ Hallsville		
	Jewett - stayed @ Jewett		
removed in June 2013	Parker Urney	8/23/13	8/28/13
6/21/13	Puerto Rico	per mem 8/28/13	
6/21/13	Beech		8/28/13
6/21/13	Hallsville		8/28/13
6/21/13	McDonough		8/28/13
6/21/13	McDonough		8/28/13
6/21/13	Beech		8/28/13
6/21/13	Bakersville		9/24/13
	McDonough	stayed @ mcd	
6/21/13	McDonough		9/13/13

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2013-2014

Transfers

<u>Last Day</u>	<u>Transferring To</u>	<u>Req. Cum.</u>	<u>Sent Cum.</u>
y	mc Donough	from Jewett	9/13/13
	Nashville		9/13/13 <i>stayed @ Nashville</i>
	9/21/13 Northwest	9/1/13	9/24/13
	Bakersville	9/4/13	9/24/13
02	9/21/13 Beech		9/13/13
2	9/21/13 Beech		9/13/13
	9/21/13 Jewett		9/13/13
	9/21/13 Goslen		9/13/13
on	9/21/13 Goslen		9/13/13
	9/21/13 <i>Keene</i> Jonathan Daniels	<i>called on 12/19</i>	12/20/13
man	9/21/13 <i>Woodland Heights</i> haconia	9/12/13	9/20/13
<i>Bonds to</i>	Concord from Beech		
2	mc Donough	<i>never showed</i>	<i>stayed @ mcd.</i>
han	9/21/13 St. Anthony	9/1/13	9/20/13
ido	9/21/13 Mc Donough		<i>stayed @ Wilson</i>
do	9/21/13 New York	9/20/13	9/27/13
to	9/21/13 New York	9/20/13	9/27/13
	9/21/13 <i>Goslen</i> no show this year	9/16/13	9/20/13
son	9/21/13 <i>Goslen</i> no show this year		9/27/13
2	9/21/13 <i>New Braunfels TX</i> Lamar Plets	9/1/13	9/20/13
2	9/21/13 <i>Fannie Fitzgerald</i> Virginia	9/17/13	9/20/13
	9/21/13 <i>Fannie Fitzgerald</i> Virginia	9/17/13	9/20/13
son	9/16/13 (Bow)	<i>mom called 9/12</i> 9/16/13	9/20/13
er	9/16/13 Northwest	9/1/13	9/21/13

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2013-2014

Transfers

<u>Last Day</u>	<u>Transferring To</u>	<u>Req. Cum.</u>	<u>Sent Cum.</u>
9/12/13	Bakersville	/	9/11/13
9/12/13	McDonough	9/12/13	9/13/13
9/9/13	Beech	was out of dist	9/13
9/9/13	Beech	was out of dist	9/13
9/9/13	Beech	was out of dist	9/13
9/10/13	Beech	/	9/24/13
9/14/13	Beech	/	9/24/13
9/14/13	Texas		
9/16/13	Texas		
9/17/13	Texas hamar Elem	9/12/13	
9/18/13	Milford Elem	9/17/13	9/20/13
9/25/13	Litchfield	10/3/13	
9/19/13	Beech magnet	/	9/20/13
9/21/13	no show per Johann		9/20
9/20/13	Beech	9/23/13	9/27/13
9/20/13	Beech	9/23/13	9/27/13
9/20/13	Beech	9/23/13	9/27/13
9/20/13	Beech	9/23/13	9/27/13
9/20/13	Bakersville	9/23/13	9/27/13
9/20/13	Highland	9/23/13	9/27/13
9/20/13	Jewett	9/23/13	9/27/13
9/27/13	Hallsville	/	10/4/13
9/27/13	Hallsville	/	10/4/13
9/27/13	Hallsville	/	10/4/13
9/20/13	Hallsville	/	10/4/13

over-crowding

(35)

2013-2014

Transfers

<u>Last Day</u>	<u>Transferring To</u>	<u>Req. Cum.</u>	<u>Sent Cum.</u>
9/27/13	Hallsville	/	10/4/13
9/27/13	Hallsville	/	10/4/13
9/27/13	Hallsville	/	10/4/13
9/27/13	Hallsville	/	10/10/13
9/27/13	Hallsville	/	10/10/13
9/27/13	Hallsville	/	10/4/13
9/27/13	Hallsville	/	10/4/13
9/27/13	Beech	/	10/4/13
9/27/13	Beech	/	10/4/13
9/27/13	Beech	/	10/4/13
9/27/13	Beech	/	10/4/13
9/27/13	Beech	/	10/4/13
9/27/13	Beech	/	10/4/13
9/27/13	Weston	/	10/4/13
9/27/13	Beech	/	10/4/13
10/1/13	Hallsville	/	10/4/13
10/2/13	Beech	/	10/4/13
10/4/13	Smyth	10/7/13	10/10/13
10/2/13	Hallsville	10/7/13	10/10/13
10/2/13	Hallsville	10/7/13	10/10/13
10/3/13	Northwest	10/7/13	10/10/13
10/8/13	McDonough	10/8/13	10/10/13
10/9/13	Goslen	10/7/13	10/11/13
10/7/13	Goslen	10/7/13	10/11/13

Sharon

Sharon

(24)

2013-2014

Transfers

<u>Last Day</u>	<u>Transferring To</u>	<u>Req. Cum.</u>	<u>Sent Cum.</u>
10/4/13	Beech	/	10/10/13
10/4/13	Beech	/	10/10/13
10/4/13	Beech	/	10/10/13
10/10/13	Lincoln, ME RSU #17	10/9/13	10/18/13
10/10/13	Lincoln, ME RSU #17	10/9/13	10/18/13
10/11/13	Beech	10/14/13	10/29/13
10/11/13	Brooklyn, Browton Brooklyn, NY	10/11/13	10/18/13
10/11/13	Brooklyn, Browton Brooklyn, NY	10/11/13	10/18/13
10/21/13	W West	10/16/13	10/25/13
left on 10/11 10/25/13	Lynn, MA	11/13/13	11/15/13
10/25/13	Hampton, NH Centre Elem.	10/25/13	11/8/13
11/1/13	Wash Charlotte Ave.	11/1/13	11/15/13
11/1/13	Wash Charlotte Ave.	11/1/13	11/15/13
11/1/13	Beech	11/6/13	11/15/13
11/29/13	Lowell Granite, MA	11/29/13	12/3/13
11/29/13	Lowell Granite, MA	11/29/13	12/3/13
11/15/13	Hallsville	/	12/10/13
11/15/13	Hallsville	/	12/10/13
11/15/13	? left the country?	back on	12/4/13
11/22/13	Northwest	11/25/13	12/3/13
11/25/13	McDonough	12/2/13	12/3/13
11/25/13	McDonough	12/2/13	12/3/13
11/27/13	Parker Cherry	12/2/13	12/3/13
12/2/13	Webster	12/3/13	1/10/14

never started
misplaced
file at
beg of
yr.

Offered
Offered

Offered
Offered
Offered
Offered
Offered

Close To
Transfer

2013-2014

Transfers

Last day	Trans. To	Req Cum	Sent Cum	Offered to stay
12/2/13	Webster	12/3/13	12/13/13	yes, wanted neighborhood sch
11/27/13	Pine Haven Boys Center			
12/6/13	Derry, NH Greenell	12/9/13	1/24/14	no out of dist.
12/9/13	McDonough	12/10/13	1/14/14	yes, wanted neighborhood sch
12/9/13	Dover? removed after 10 days absent	1/7/14	4/18/14	
12/10/13	Central Falls Rhode Island	12/10/13	1/4/14	no out of state
12/10/13	Central Falls Rhode Island	12/10/13	1/3/14	no out of state
12/13/13	Gosler		1/24/14	yes wanted neighborhood sch
1/16/14	New York	removed him (no req)		
1/21/14	New York	2/4/14 - removed him (no req)	2/11/14	
1/17/14	Nashua Amherst St School	1/21/14	1/24/14	no out of state
1/17/14	Nashua Amherst St School	1/21/14	1/28/14	no out of state
1/27/14	Hooksett Fred Underhill	1/27/14	3/18/14	no out of district
1/27/14	Hooksett Memorial	1/27/14	1/31/14	no out of district
1/28/14	Concord NH Abbott Downing	1/28/14	1/31/14	no out of district
2/2/14	Bakersville	2/10/14	2/11/14	yes, not able to transp
2/7/14	Bakersville	2/10/14	2/11/14	yes, not able to transp
withdrew 2/11/14	Library St. Hudson	3/27/14		no out of dist
2/18/14	Jerry Jenkins Carrollton, TX	2/18/14	3/14/14	no out of state
2/21/14	Gosler	2/21/14	3/18/14	yes, wanted neighborhood sch
2/21/14	Upson Lee Georgia	2/24/14	3/4/14	no out of state
3/4/14	Jewett	3/5/14	3/18/14	yes transp issue
3/4/14	Jewett	3/5/14	3/14/14	yes transp issue
3/4/14	Nashua Ledge St	3/4/14	3/11/14	no out of dist.
2/4/14	withdrew - after 10 days whereabouts unknown			

2013-2014
Transfers

<u>Last day</u>	<u>Trans. To</u>	<u>Req Cum</u>	<u>Sent Cum</u>	<u>Offered to stay</u>
removed 3/20/14	Indiana	3/20/14	4/2/14	
get reg 3/24/14	Somersworth	3/24/14	4/2/14	
3/14/14	home schooled			
3/14/14	home schooled			
4/2/14	Rindge, NH?			removed after 10 days
4/2/14	Park Varney	4/8/14	5/6/14	yes, wants to make friends in night
4/4/14	Longwood, FL Woodlands Elem	4/7/14	4/11/14	
4/9/14	P-Varney	4/10/14		} wanted neighborhood school
4/9/14	P-Varney	4/10/14	4/18/14	
4/8/14	Danville NH Danville Elem	4/8/14	4/15/14	no-out of dist
4/8/14	Danville NH Danville Elem	4/8/14	4/15/14	no-out of dist
4/8/14	Danville NH Danville Elem	4/8/14	4/15/14	no-out of dist
4/25/14	Exeter NH Main St School	5/5/14	5/14/14	no-out of dist
4/23/14	Cassler	4/24/14	5/21/14	yes, declined Can't transp until he gets answer about bussing
5/9/14	Salem School Dist	5/9/14		
5/9/14	Deery NH South Range	5/9/14		

The committee hopes this exercise has helped you understand the ever-changing classroom and school community that is Wilson Elementary.

The 2012-13 NECAP results in both reading and math for non-transient students indicate higher levels of proficiency than the schoolwide data. Of the 2012-13 class of 59 fifth graders, only 15 students were at Wilson for at least 4 years. Below is a longitudinal look at NECAP scores for those 15 students in both Math and Reading over three years:

Reading NECAP Assessment Scores:

	Grade 3	Grade 4	Grade 5	Special Ed	EL
Student 1	3	3	3		
Student 2	2	2	2		
Student 3	3	3	3		
Student 4	3	4	3		
Student 5	4	4	3		
Student 6	4	4	3		
Student 7	2	3	3		
Student 8	3	3	2		
Student 9	3	3	3		
Student 10	3	3	3		
Student 11	1	2	2		
Student 12	2	3	3		
Student 13	2	2	3		
Student 14	3	2	2		
Student 15	2	2	3		

Based on the above data, 11 out of 15 Wilson students, or 73% of Wilson students for at least four years, scored proficient or proficient with distinction on their Fifth Grade Reading NECAP Assessment.

Math NECAP Assessment Scores:

	Grade 3	Grade 4	Grade 5	Special Ed	EL
Student 1	3	2	3		
Student 2	2	2	2		
Student 3	3	3	2		
Student 4	3	4	4		
Student 5	4	4	4		
Student 6	4	4	4		
Student 7	3	3	3		
Student 8	3	3	3		
Student 9	3	3	3		
Student 10	3	3	3		
Student 11	2	3	1		
Student 12	3	3	3		
Student 13	2	3	3		
Student 14	2	2	2		
Student 15	2	2	3		

Based on the above data, 11 out of 15 Wilson students, or 73% of Wilson students for at least four years, scored proficient or proficient with distinction on their Fifth Grade Math NECAP Assessment.

Does stability in the home and at school provide the foundation for academic success? If that is so,

then implementing activities that enhance stability in the school community should foster academic success.

Truancy —103 (**23.73%**) Wilson students of the 433 Wilson students enrolled on October 1, 2012, were truant as defined by ten or more half days of unexcused absence during the 2012-13 school year. The parent members of the SIG Planning Committee shared that they don't always write a note to excuse their children's absences. They mentioned that they thought they needed a doctor's note to excuse the absence. Both had looked at the school's handbook. However, the handbook is packed with information and some critical information might be lost or might not have been communicated effectively. Another reason for the increase in truancy numbers (221 as of May 13, 2014 compared to 103 for the 2013-14 school year) might be that some parents might be unsure of how to write a note to their child's teacher. Still another might be that last year, a staff member made calls to parents between 8am and 10am when children were not in school. That communication with parents might have been instrumental in getting children to get to school. The principal and social worker mentioned another interesting piece of information with regard to Wilson parents. They don't always answer the phone. They might be avoiding bill collectors or because their phone bill was not paid, they no longer have a phone.

Please take a look at the document on the following page, which represents a snapshot (April 7, 2014) of Wilson's absenteeism:

Daily Attendance Totals

April 7, 2014

4/4/2014 - 4/4/2014

Code	Excused	Unexcused	Total
YOG 2021			
A	2	3	5
T	1	7	8
Subtotals	3	10	13
YOG 2022			
A	0	4	4
D	2	1	3
T	1	3	4
Subtotals	3	8	11
YOG 2023			
A	1	5	6
D	3	0	3
T	1	8	9
Subtotals	5	13	18
YOG 2024			
A	3	9	12
T	0	7	7
Subtotals	3	16	19
YOG 2025			
A	0	4	4
D	3	0	3
T	1	10	11
Subtotals	4	14	18
YOG 2026			
A	1	9	10
D	1	0	1
T	0	10	10
Subtotals	2	19	21
Totals	20	80	100

Total number of attendance records: 96

20% excused

On April 4, 2014, there were 39 students absent yet only 7 students had notes from their parents excusing their absence. This snapshot might reinforce that many parents might not understand that they are required to write a note to excuse their child's absence.

A review of Wilson's Schoolwide Program (SWP) School Plan for the 2012-13 school year indicates that the home language of 108 of the 428 Wilson students is Spanish. The principal, who has been at the school for more than 40 years, and the social worker mentioned that unlike the speakers of many other languages in Manchester, many, if not most of Wilson's Spanish speaking families, do not have advocates from international organizations. Some might even be in this country illegally. They might be afraid to complete the free and reduced-lunch forms. For those Spanish-speaking parents who are here legally, many don't want to cause trouble and are timid when it comes to advocating for themselves or their children. Still, another reason might be that like many other Wilson parents, they have little time as they are working multiple jobs to help their families survive.

Wilson's official (NH DoE, March 7, 2014) free and reduced lunch rate is 87%. Parents mentioned that when their children have projects, they sometimes don't have funds available to buy poster board, glue, tape, scissors, clay, markers, and other supplies. They also mentioned that their children enjoy doing the projects.

The social worker, Title I Reading specialist, and the principal shared information about the challenges that many Wilson parents face— many are single parents with limited support systems; some have limited education; some are dealing with substance abuse; some have been or are currently incarcerated; many suffer from domestic abuse and other forms of violence; many have limited financial support; and many have multiple issues.

The social worker recently attended a workshop that included information about the US Government's Center for Disease Control and Prevention (CDC) Adverse Childhood Experiences (ACE) Study. She, the principal, and Title I Reading specialist said that many Wilson parents and their children have and/or are experiencing the "childhood abuse, neglect, and exposure to other traumatic stressors that the CDC calls adverse childhood experiences (ACE). The short- and long-term outcomes of these childhood exposures include a multitude of health and social problems — both mental and physical — substance abuse, PTSD, domestic violence, single-parent families, grandparents raising grandchildren, incarcerated parents. The ACE Study uses the ACE Score, which is a total count of the number of ACEs reported by respondents. The ACE Score is used to assess the total amount of stress during childhood and has demonstrated that as the number of ACE increase, the risk for the following health problems increases in a strong and graded fashion. They include: alcoholism and alcohol abuse; chronic obstructive pulmonary disease; depression; illicit drug use; risk for intimate partner violence; multiple sexual partners; sexually transmitted diseases; smoking; suicide attempts; unintended pregnancies; early initiation of smoking; early initiation of sexual activity; adolescent pregnancy."

Source: Center for Disease Control and Prevention. Prevalence of Individual Adverse Childhood Experiences. Retrieved from <http://www.cdc.gov/violenceprevention/acestudy/prevalence.html> on 23-May-2014.

The Wilson principal was a second grade teacher for about thirty years before moving in to administration. She has spent her entire career at Wilson. Over the years, she has developed relationships with Wilson parents, students and students who become parents. As a result, she has learned a lot about the neighborhood and the challenges that Wilson families face. The Title I

Reading specialist, the social worker, the assistant principal, and the school secretary also have developed relationships with Wilson families. The principal, Title I Reading specialist, the social worker, and the assistant principal looked at the questions on the ACE Survey (following page) and said that, if Wilson students took the survey, many of them would answer Yes to eight or more factors.

Finding Your ACE Score

While you were growing up, during your first 18 years of life:

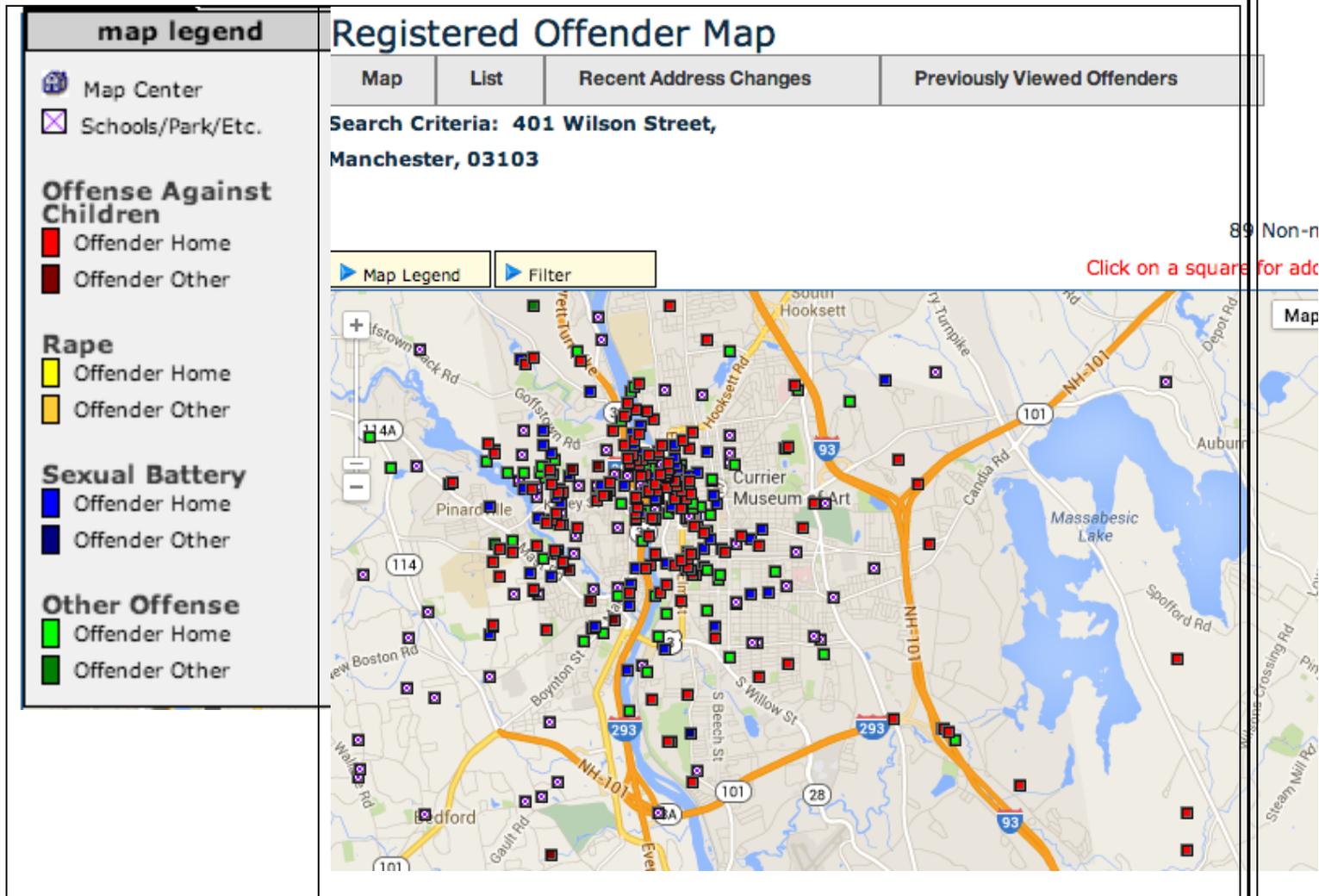
1. Did a parent or other adult in the household **often or very often**...
Swear at you, insult you, put you down, or humiliate you?
or
Act in a way that made you afraid that you might be physically hurt?
Yes No If yes enter 1 _____
2. Did a parent or other adult in the household **often or very often**...
Push, grab, slap, or throw something at you?
or
Ever hit you so hard that you had marks or were injured?
Yes No If yes enter 1 _____
3. Did an adult or person at least 5 years older than you **ever**...
Touch or fondle you or have you touch their body in a sexual way?
or
Attempt or actually have oral, anal, or vaginal intercourse with you?
Yes No If yes enter 1 _____
4. Did you **often or very often** feel that ...
No one in your family loved you or thought you were important or special?
or
Your family didn't look out for each other, feel close to each other, or support each other?
Yes No If yes enter 1 _____
5. Did you **often or very often** feel that ...
You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you?
or
Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?
Yes No If yes enter 1 _____
6. Were your parents **ever** separated or divorced?
Yes No If yes enter 1 _____
7. Was your mother or stepmother:
Often or very often pushed, grabbed, slapped, or had something thrown at her?
or
Sometimes, often, or very often kicked, bitten, hit with a fist, or hit with something hard?
or
Ever repeatedly hit at least a few minutes or threatened with a gun or knife?
Yes No If yes enter 1 _____
8. Did you live with anyone who was a problem drinker or alcoholic or who used street drugs?
Yes No If yes enter 1 _____
9. Was a household member depressed or mentally ill, or did a household member attempt suicide?
Yes No If yes enter 1 _____
10. Did a household member go to prison?
Yes No If yes enter 1 _____

Now add up your "Yes" answers: _____ This is your ACE Score.

092406RA4CR

Source: Adverse Childhood Experiences Study. Centers for Disease Control and Prevention. Retrieved from <http://www.cdc.gov/violenceprevention/acestudy/findings.html> on 22-May-2014.

As mentioned, Wilson students have limited space. Most live in multiunit apartment buildings with little room inside and few areas outside to play. A portable classroom sits in the middle of their school playground. They don't have a single-use gymnasium; rather, a multipurpose room is used for both lunch and physical education. In addition, their section of Manchester has a high number of registered offenders. Most have committed offenses against children as the red squares on the following map indicate.



Source: Family Watchdog Registered Offender Map for 401 Wilson Street, Manchester, NH 03103. Retrieved from <http://www.familywatchdog.us/default.asp> on 22-May-2014.

Discipline issues — Possible reasons for the high number of discipline issues might be that for many Wilson students, there is a lack of consistency between classrooms and home and also different

ideas among teachers, parents, and students of what defines appropriate behavior.

According to the Manchester Housing Authority website, “Former recipients of federal housing assistance who left a program owing back rent or other charges must pay the balance owed before being considered for the Public Housing Program. Those with a history of drug and/or alcohol related or violent criminal activity which might threaten the health, safety or peaceful existence of others may be grounds for disqualification from Public Housing eligibility.” Source: Manchester Housing Authority. Retrieved from <http://www.manchesterhousing.org/faqs/public-housing-faq/> on 22-May-2014.

Many Wilson families have been expelled from public housing because they don't follow rules.

Another consideration for discipline issues might be that Wilson is a large school (474), which includes the full day Kindergarten students. Every room and every closet is used.

WILSON ELEMENTARY PLAN TO ADDRESS IDENTIFIED NEEDS

Improving academic engagement — Use grant funds so Wilson children can participate in field trips that are aligned with the curriculum. According to Greene, Bowen, and Kisida (Retrieved on 20-May-2014 from <http://educationnext.org/the-educational-value-of-field-trips/>) , there are many benefits to field trips, including:

- “Research suggests that students actually retain a great deal of factual information from their field trips. Students who received a tour of a museum were able to recall details about the paintings they had seen at very high rates.
- “Visiting a museum exposes students to a diversity of ideas, peoples, places and time periods. That broadening experience imparts greater appreciation and understanding.
- “Perhaps the most important outcome of a school tour is whether it cultivates an interest among students in returning to cultural institutions in the future.
- “Children shouldn't just acquire work skills from their education; they should also develop into civilized people who appreciate the breadth of human accomplishments. The school field trip is an important tool for meeting this goal.
- The research shows that cognitive-learning outcomes occur when teachers invest time in field-trip planning, and especially when students can make multiple trips to the same museum. Museum visits can also have valuable attitudinal and motivational outcomes such as increased interest in a subject or in a potential career.”

The committee recommended both local half-day and full-day trip lengths for each grade level.

Parent involvement — There are many parent/family nights at Wilson — literacy, numeracy, and specials, but sometimes parents need more support so they understand what their children are doing academically. Some parents might be embarrassed to ask for help, or embarrassed that they need to ask a second or a third time. An example was given of lattice math: although the teachers showed parents examples at the Numeracy Night, by the time the parents had to do it with their children, some had already forgotten how to do it. The team talked about the video clips available online, such as the Khan Academy. The parent committee members shared that they don't have Internet access at home. Although Comcast offers a program for families with children eligible for free and reduced lunch, if you move frequently, and have not paid your bill from your previous residence, or you have

missed payments, the program is not offered to you. These requirements exclude many Wilson families. To address this need, we request grant funds to extend Wilson family nights and help parents to support their children. The team recommended using grant funds to purchase a cart of tablets dedicated to parents. These tablets will be loaded with instructional video clips (those made by classroom teachers and those available online by learning organizations, such as the Khan Academy) that parents could check out of the Wilson library and use to learn the new academic concepts, such as lattice math, so they can be partners in helping their children to succeed academically. The tablets with video clips and other important school information address the issue of no Internet access at home.

In addition, the team suggested using grant funds to hire Dr. Bob Greenleaf, former Professional Development Specialist at Educational Alliance at Brown University, to do parent information sessions. Dr. Greenleaf has done presentations for teachers and Wilson staff members want to extend that information to Wilson parents. Dr. Greenleaf will present to parents on “Creating Mindsets: Developing Strategies for Impacting Achievement, Motivation, and Relationship Building — That Last!” According to Dr. Robert Greenleaf, “Behaviors, attitudes and dispositions can heavily influence performance. Generating and establishing ‘ways to be’ in the learning environment are essential to social, emotional, and academic outcomes. His seminars will address the question: “Is the creation of a ‘can-do’ attitude a process we can influence?”

School and community climate — to support students, parents, and teachers with determining and using appropriate behaviors, we request grant funds to implement Positive Behavior Intervention and Supports (PBIS) at Wilson to address the school climate and culture issues. When all stakeholders — students, parents, teachers, administrators — understand what the appropriate behaviors are, there should be fewer inappropriate behaviors. This approach improves understanding and enhances communication. Howard Muscott recommended beginning with a universal team, which will be made up of 6-8 Wilson team members—school staff a parent rep (parent, social worker, a teacher from each grade level [k-1, 2-3, 4-5]). There will be monthly meetings with full faculty meetings and one to two days over summer.

Parents’ concerns — A three-question survey will be included with the students’ thrice-yearly progress reports. The parents and their children would complete the survey together, which will ask students for their input about their learning, which will help to communicate that students also need to be responsible for their own learning.

Snack has and/or will be moved from the morning to the afternoon to address parents’ concerns that the afternoons are too long.

Truancy — The SIG team will create a sample absence excuse form that parents can just check to identify the reason why their child was not in school. This form either will be translated or will use symbols. By doing this, we will be improving communication so that parents will understand what defines an excused absence and that they are required to write a note, or check the reason on the form, to ensure that if their child was home for an excusable reason, the school has been notified. We expect to have fewer unexcused absences. In addition, Wilson requests grant funds to recruit a social work student from a local college/university to make calls to parents between 8am and 11am when

children are not in school.

School supplies — Wilson requests using grant funds to address the issue that many parents do not have surplus funds to buy poster board, glue, tape, scissors, clay, markers, and other supplies required for students' home projects. Since we have asked parents for their input, we need to listen to what they are saying. By listening to their needs, we will reinforce the message that communication is indeed two-way, and that parents and school staff members need to work together to support their children's academic success.

Family Involvement — Scheduling changes — snack will be moved from the morning to the afternoon to address the afternoon lulls and hunger issues. It was also suggested that we provide healthy snacks, such as fruits and vegetables. Research supports using low-sugar snacks to combat the afternoon blood sugar drop. The Wilson team requests using grant funds to extend the current fruits and vegetables project to provide more fruit and vegetable days.

The new Wilson principal will participate in training events aligned to the 7 Turnaround Principles. Training will include: the National SAM Innovation Project to support the principal in spending more of his or her time having instructional conversations with teachers by shifting time away from administrative issues; School Turnaround Leaders at Harvard Graduate School of Education; Mentoring from Public Consulting Group; NH Department of Education events for leaders of priority schools.

LEA's with school(s) receiving SIG funds will sign an assurance that they will commit any State and Local funds to the school(s) and those resources will be aligned to the selected intervention model. This will be monitored through budget checks during onsite visits and through monitoring of the LEA's online grants management system housed at the NHDOE. **Debra Livingston, Superintendent of Manchester School District, has signed the assurance forms, and it is included in this application.**

(2) The Manchester School District has taken, or will:

- Determine its capacity to provide adequate resources and related support to each priority school, identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected; LEA's will complete the capacity rubric found in LEA appendix D – located on page LEA 35. **MSD Improvement Planning Committee completed this task.**
- Design and implement interventions consistent with the final requirements of the turnaround model, restart model, school closure, or transformation model; After selecting one of the four intervention models the LEA will use their self-assessment tool to set goals and objectives which would be found in the action plan located on LEA 20. **Manchester School District will be consistent with the transformation model.**
- Recruit, screen, and select external providers, if applicable, to ensure their quality; The LEA will follow guidelines outlined in Toolkit on External Provider by the SEA as found in the LEA Application Technical Assistance Workshop – October 31, 2013.
- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; The LEA will sign assurances that speak to operational flexibility. This assurance will be found in Section D – LEA 25.
- Sustain the reforms after the funding period ends. The LEA will align other resources with the interventions this includes other local, state or federal funds including 1003(a). Title I, Part A; Title II; Title III and IDEA funds. Modify practices to more fully and effectively implement interventions by revisiting union and board agreements, hiring and staffing practices and flexibility in budgeting,

time/schedules, and curriculum. Building staff capacity, repurposing staff and resource allocation will also be monitored.

Timelines

- (3) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II School, or each priority school, identified in the LEA’s application.

Beech Timeline to Implement Requested Transformation Activities

Date	Task
July 2014	<p>Notification of Beech School Improvement Grant Award</p> <ul style="list-style-type: none"> ▪ Communicate award to all Beech stakeholders (school web page on district’s web site and letter to parents; contact District community relations coordinator to notify the press) ▪ Invite all stakeholders (students, parents, staff, district administrators, and other community) to a pre-implementation celebration ▪ Identify implementation subcommittees
July-August 2014	<ul style="list-style-type: none"> ▪ Celebrate SIG award with Beech community. Explain what it means for Beech students, parents, teachers, and the greater community. ▪ 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. ▪ Identify vendors for team building professional development and formalize contracts with them ▪ Identify schools that have successfully implemented an academy model. ▪ Order equipment ▪ Adopt monitoring procedures for transformation strategies (establish common feedback tools (Indistar, collaborative web spaces, etc.) ▪ Recruit, interview, and hire supplemental certified instructors to support the academy implementation. ▪ Recruit and interview stakeholders (parents, teachers, administrators, school board members, potential funders) to participate in team building PD necessary for the academy model ▪ Recruit and interview stakeholders (parents, teachers, administrators, school board members, potential funders) of the Beech community to visit schools that have successfully implemented an academy model ▪ Work with stakeholders to create schedules for this year’s professional development ▪ Submit purchase orders for supplies, equipment
September 2014	<ul style="list-style-type: none"> ▪ The District’s Educator Evaluation System will be introduced to Beech educators and will be implemented ▪ Establish regular two-way communication about SIG project activities with staff, administration, parents, and other stakeholders and community members ▪ Meet with all stakeholders to update them on academy plan. Request input. ▪ Publish dates of supplemental in-school parent conference visits ▪ Identify stakeholders for collecting participant feedback, evaluation of professional development team building activities ▪ Publish a monthly communiqué on school’s webpage of district website and in letter to parents.
September 2014– May 2015	<ul style="list-style-type: none"> ▪ Continue monthly communication with stakeholders and community ▪ Continue calendar of professional development team building activities. ▪ Establish times to meet and review reports from stakeholder teams that made school visits

	<ul style="list-style-type: none"> ▪ Consider strategies to avoid mistakes made by schools that have implemented the academy model ▪ Publish reports of visits, professional development, and recommendations with the Beech stakeholder community and request input ▪ Select contracted service to do community surveys ▪ Conduct quarterly evaluations of providers; feedback surveys of stakeholders ▪ Track attendance on field trip and supplemental snack days ▪ Report transformation implementation progress to NH DOE as required (SIG coordinator) ▪ Take time out to recognize and celebrate success with all stakeholders! 	
May 2015	<ul style="list-style-type: none"> ▪ Submit annual progress report to NH DoE of Ed (SIG coordinator) 	
June 2015	<ul style="list-style-type: none"> ▪ Prepare progress reports for school and community ▪ Conduct analysis of feedback and evidence of impact; revise project plans accordingly ▪ Prepare for implementing the academy model in September 2015 ▪ Initiate discussions of sustaining practices, external programs with stakeholders, policy makers, and potential funders 	
YEAR 2		
July / August 2015	<ul style="list-style-type: none"> ▪ SIG coordinator, school leadership team reviews participant feedback, progress, outcomes achieved for the first year ▪ Engage educators and parents in planned summer professional development activities (team building) ▪ Update project plans, analyze Year 1 feedback, revise outcomes, objectives and activities coming year 	
September 2015	<ul style="list-style-type: none"> ▪ School leadership team will work with stakeholders to update schedules for this year's professional development and family/community engagement activities. ▪ Communicate 2015-16 SIG plans with all stakeholders 	
September 2015 – May 2016	<ul style="list-style-type: none"> ▪ Implement the academy model ▪ Continue monthly communication with stakeholders and community. This is especially important for this implementation year ▪ Continue calendar of professional development team building activities. ▪ Continue to meet and review reports from stakeholder teams that made school visits ▪ Work closely with SIG coordinator to monitor academy implementation ▪ Publish reports of visits, professional development, and recommendations with the Beech stakeholder community and request input ▪ Select contracted service to do community surveys ▪ Conduct quarterly evaluations of providers; feedback surveys of stakeholders ▪ Track attendance on field trip and supplemental snack days ▪ Report transformation implementation progress to NH DOE as required (SIG coordinator) ▪ Take time out to recognize and celebrate success with all stakeholders! 	
May 2016	<ul style="list-style-type: none"> ▪ Submit annual progress report to NH DOE of Ed (SIG coordinator) ▪ 	
June 2016	<ul style="list-style-type: none"> ▪ Prepare progress reports for school and community ▪ Conduct analysis of feedback and evidence of impact; revise implementation plans accordingly ▪ Continue discussions of sustaining practices, external programs with stakeholders, policy makers, and potential funders 	
YEAR 3		
July / August 2016	<ul style="list-style-type: none"> ▪ SIG coordinator, school leadership team reviews participant feedback, progress, outcomes achieved for the second year ▪ Update project plans, analyze Year 2 feedback (but first year of academy implementation), revise outcomes, objectives and activities ▪ Review findings of sustaining practices, external programs with stakeholders, policy makers, and potential funders 	

September 2016	<ul style="list-style-type: none"> ▪ School leadership team will work with stakeholders to update schedules for this year's professional development and school visits. ▪ Communicate year's plans with all stakeholders
September 2016– May 2017	<ul style="list-style-type: none"> ▪ Continue monthly communication with stakeholders and community ▪ Continue team building professional development activities, making adjustments from feedback (these are winding down) ▪ Continue with implementation of District's Educator Evaluation System ▪ Continue to work with contracted service to survey Beech community ▪ Beech will continue to extend parent visits to the school day ▪ Continue regular collection of evidence of impact of professional development and the academy model implementation ▪ Conduct quarterly evaluations of providers; feedback surveys of stakeholders ▪ Report transformation implementation progress to NH DOE as required (SIG coordinator) ▪ Continue periodic evaluations of providers; feedback surveys of stakeholders and community organizations to support maintaining these activities ▪ Take time out to recognize and celebrate success with all stakeholders!
May 2017	<ul style="list-style-type: none"> ▪ Submit final progress report to NH DoE (SIG coordinator) ▪ Continue discussions of sustaining practices, external programs with stakeholders, policy makers, and potential funders
June 2017	<ul style="list-style-type: none"> ▪ Prepare final report for school and community ▪ Conduct analysis of feedback and evidence of impact; revise project plans accordingly ▪ Publish findings of sustaining practices, external programs with stakeholders, policy makers and potential funders

Wilson Timeline to Implement Requested Transformation Activities

Date	Task
July 2014	<p>Notification of Wilson School Improvement Grant Award</p> <ul style="list-style-type: none"> ▪ Communicate award to all Wilson stakeholders (school web page on district's web site and letter to parents; contact District community relations coordinator to notify the press) ▪ Invite all stakeholders (students, parents, staff, district administrators, and other community) to a pre-implementation celebration ▪ Identify implementation subcommittees
July-August 2014	<ul style="list-style-type: none"> ▪ Celebrate SIG award with Wilson community. Explain what it means for Wilson students, parents, teachers, and the greater community. ▪ 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. ▪ Formalize contracts with CBIS for PBIS and NH Parent Information Center (PIC), Dr. Bob Greenleaf, Manchester Transit Authority ▪ Adopt monitoring procedures for transformation strategies (establish common feedback tools(Indistar, collaborative web spaces, etc.) ▪ Recruit, interview, and hire part-time employee to make calls (ideally, a social work student at one of the local colleges) ▪ Work with stakeholders to create schedules for this year's professional development ▪ Submit purchase orders for supplies, equipment
September 2014	<ul style="list-style-type: none"> ▪ The District's Educator Evaluation System will be introduced to Wilson educators and will be implemented ▪ Grade-level teachers will work together to select relevant field trips to reinforce classroom learning and publish schedules ▪ Grade-level teachers will determine the project schedules and student

	<ul style="list-style-type: none"> supplies ▪ Recruit members (teachers, admin, parents) for PBIS Universal team ▪ Recruit teachers and parents to participate in Parent Information Resource Sessions afterschool training. ▪ Establish regular communication about SIG project activities with staff, administration, parents, and other stakeholders and community members ▪ Communicate to parents that SIG funding has made possible digital tablets with educational videoclips for them to borrow from the library ▪ Publish dates of Math, Reading, and Specials parent nights ▪ Identify stakeholders for collecting participant feedback, evaluation of professional development activities ▪ Publish a monthly communiqué on school's webpage of district website and in letter to parents. 	
September 2014– May 2015	<ul style="list-style-type: none"> ▪ Continue monthly communication with stakeholders and community ▪ Wilson community will participate in educational field trips to enhance classroom learning ▪ Wilson students will participate in more at-home projects to extend their learning beyond the school day ▪ Communicate parent offerings (Dr. Bob, Parent Information Center) in letter to parents and on school web page ▪ Continue calendar of professional development services. ▪ Supplement afternoon snack three times weekly ▪ Continue regular collection of evidence of impact of professional development services, field trips, supplies, PBIS ▪ Publish Parent Information Center and Dr. Bob Greenleaf sessions on school website ▪ Conduct quarterly evaluations of providers; feedback surveys of stakeholders ▪ Track attendance on field trip and supplemental snack days ▪ Report transformation implementation progress to NH DOE as required (SIG coordinator) ▪ Take time out to recognize and celebrate success with all stakeholders! 	
May 2015	<ul style="list-style-type: none"> ▪ Recruit educators and parents for summer PBIS PD activities ▪ Submit annual progress report to NH DoE (SIG coordinator) 	
June 2015	<ul style="list-style-type: none"> ▪ Prepare progress reports for school and community ▪ Conduct analysis of feedback and evidence of impact; revise project plans accordingly ▪ Initiate discussions of sustaining practices, external programs with stakeholders, policy makers, and potential funders 	
YEAR 2		
July / August 2015	<ul style="list-style-type: none"> ▪ SIG coordinator, school leadership team reviews participant feedback, progress, outcomes achieved for the first year ▪ Engage educators and parents in planned summer professional development activities (PBIS) ▪ Update project plans, analyze Year 1 feedback, revise outcomes, objectives and activities coming year 	
September 2015	<ul style="list-style-type: none"> ▪ School leadership team will work with stakeholders to update schedules for this year's professional development and family engagement activities. ▪ Communicate 2015-16 SIG plans with all stakeholders 	
September 2015 – May 2016	<ul style="list-style-type: none"> ▪ Continue monthly communication with stakeholders and community ▪ Continue PLCs and PBIS, professional development activities, making adjustments from feedback ▪ Continue to implement the District's Educator Evaluation System ▪ Wilson community will continue to participate in educational field trips to enhance classroom learning ▪ Wilson students will continue to participate in more at-home projects to extend their learning beyond the school day ▪ Continue to work with Parent Information Center and Dr. Bob Greenleaf to increase communication with parents and support them in helping their 	

	<ul style="list-style-type: none"> children to succeed academically and socially ▪ Continue implementation of PBIS strategies from PD work. ▪ Continue regular collection of evidence of impact of professional development services ▪ Conduct quarterly evaluations of providers; feedback surveys of stakeholders ▪ Report transformation implementation progress to NH DOE as required (SIG coordinator) ▪ Continue periodic evaluations of providers; feedback surveys of stakeholders ▪ Report transformation implementation progress to NH DOE as required ▪ Take time out to recognize and celebrate success with all stakeholders! 	
May 2016	<ul style="list-style-type: none"> ▪ Recruit educators and parents for summer PBIS PD activities ▪ Submit annual progress report to NH DOE of Ed (SIG coordinator) ▪ 	
June 2016	<ul style="list-style-type: none"> ▪ Prepare progress reports for school and community ▪ Conduct analysis of feedback and evidence of impact; revise project plans accordingly ▪ Continue discussions of sustaining practices, external programs with stakeholders, policy makers, and potential funders 	
YEAR 3		
July / August 2016	<ul style="list-style-type: none"> ▪ SIG coordinator, school leadership team reviews participant feedback, progress, outcomes achieved for the first year ▪ Engage educators and parents in planned summer PD activities (PBIS) ▪ Update project plans, analyze Year 2 feedback, revise outcomes, objectives and activities ▪ Review findings of sustaining practices, external programs with stakeholders, policy makers, and potential funders 	
September 2016	<ul style="list-style-type: none"> ▪ School leadership team will work with stakeholders to update schedules for this year's professional development. ▪ Communicate year's plans with all stakeholders 	
September 2016– May 2017	<ul style="list-style-type: none"> ▪ Continue monthly communication with stakeholders and community ▪ Continue PLCs and PBIS professional development activities, making adjustments from feedback ▪ Continue with implementation of District's Educator Evaluation System ▪ Continue to work with Parent Information Center and Dr. Bob Greenleaf to increase communication with parents and support them in supporting their children's academic and social needs ▪ Wilson community will continue to participate in educational field trips to enhance classroom learning ▪ Wilson students will continue to participate in more at-home projects to extend their learning beyond the school day ▪ Continue regular collection of evidence of impact of professional development services ▪ Conduct quarterly evaluations of providers; feedback surveys of stakeholders ▪ Report transformation implementation progress to NH DOE as required (SIG coordinator) ▪ Continue periodic evaluations of providers; feedback surveys of stakeholders and community organizations to support maintaining these activities ▪ Take time out to recognize and celebrate success with all stakeholders! 	
May 2017	<ul style="list-style-type: none"> ▪ Recruit educators and parents for summer PD activities ▪ Submit final progress report to NH DoE (SIG coordinator) ▪ Continue discussions of sustaining practices, external programs with stakeholders, policy makers, and potential funders 	
June 2017	<ul style="list-style-type: none"> ▪ Prepare final report for school and community ▪ Conduct analysis of feedback and evidence of impact; revise project plans accordingly ▪ Publish findings of sustaining practices, external programs with stakeholders, 	

- (4) The LEA must describe how it will monitor each Tier I and Tier II school, or each priority school, that receives school improvement funds including by-
- Establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics; The LEA will submit annual updated action plans based also on their collection and analysis of beginning of the year, middle of the year and end of the year data.
 - Measuring progress on the leading indicators as defined in the final requirements. **The Manchester School District will submit the leading indicators through the INDISTAR system.**
- (5) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.
N/A
- (6) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.
N/A
- (7) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools or in its priority schools, as applicable. The LEA will sign an assurance that consultation with relevant stakeholders takes place. LEA's will complete the chart on LEA 16 – listing members of the Improvement Committee Page. The LEA will also keep notes including dates of relevant stakeholders meetings. These will be viewed annually by the NHDOE monitoring staff.

A Beech parent representative who does not work at Beech was invited to the May 13th meeting. However, she did not attend. The Beech social worker has been sharing information with parent representatives and the SIG team. In addition, Beech teacher representatives, the recently hired (January 2014) Beech principal, the Beech social worker, Beech Title I representatives, and administrators from the Manchester School District met on May 8, May 14, 2014 and on May 20 to discuss this School Improvement Grant. The Beech parent participated in the May 20 meeting. Information was also shared via Internet. Telephone and email conversations continued throughout the process of developing this application. Information was also shared through email or by printing documents and making them available to all Manchester School District Improvement Planning Committee representatives.

Wilson parent representatives who do not work at Wilson or for the Manchester School District, Wilson teacher representatives, the retiring (June 30, 2014) Wilson principal, the Wilson social worker, Wilson Title I representatives, and administrators from the Manchester School District met on May 14, 2014 to discuss needs within the Wilson Community and possible activities to address these needs made possible with this School Improvement Grant. Meetings with stakeholders were held on May 6, 2014, and May 13, and telephone and email conversations continued throughout the process of developing this application. Information was also shared through email or by printing documents and making them available to all Manchester School District Improvement Planning Committee representatives.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each priority school, it commits to serve.

Budgets

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Tier I and Tier II school, or priority school, it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools or priority schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.

Note: An LEA’s budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Priority school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA’s three-year budget plan.

An LEA’s budget for each year may not exceed the number of priority schools, it commits to serve multiplied by \$2,000,000 (not to exceed \$6,000,000 per school over three years).

Page LEA-23 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. LEA-24 requires a detailed school budget for the first year. If your LEA is awarded funding, a progress report that is reviewed through the steps in the action plan will need to be submitted each year. As part of the first progress report (due May 31, 2015), the LEA will be required to answer questions regarding the first year of implementation, update the three year budget overview if needed and provide a detailed budget narrative for year two. The progress report and included budgets will have to be approved by the NHDOE 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.

Using the example below, please complete the LEA Overview Budget grid below, providing the LEA and school level budget information.

Example:

LEA XX BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
Priority ES #1	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$3,938,000
Priority ES #2	\$125,500	\$890,500	\$846,500	\$795,000	\$2,657,500
Priority MS #1	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$4,800,000
Priority HS #1	\$530,000	\$1,470,000	\$1,960,000	\$1,775,000	\$5,735,000
LEA-level Activities	\$250,000		\$250,000	\$250,000	\$750,000
Total Budget	\$6,279,000		\$5,981,500	\$5,620,000	\$17,880,500

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

Manchester School District
\$1,203,561.87
Budget

School Name	Year I Budget		Year 2 Budget	Year 3 Budget	Three Year Total
	Pre-implementation	Year 1 - Full Implementation			
Beech Elementary		288,587.68	\$193,906.02	\$174,488.02	656,981.72
Wilson Elementary		197,117.61	180,947.84	168,514.70	546,580.15
LEA-level Activities					
Total Budget					1,203,561.87

Beech Three-Year School Budget Plan

Account Category	Year 1 Pre-Implementation Budget Description	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
Salaries and Benefits <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i>	100 stipend hours	1,000stipend hours to support teachers beyond the contract @\$25/hr in PD and teambuilding, parent workshops	800 stipend hours to support teachers beyond the contract @\$25/hr in PD and teambuilding, parent workshops	800 stipend hours to support teachers beyond the contract @\$25/hr in PD and teambuilding, parent workshops	30,827.50	24,662.00	24,662.00
		six Cis to supplement the academies (34 weeks * 29 hours * \$16/hr * 6 Cis) + FICA + WC	six Cis to supplement the academies (34 weeks * 29 hours * \$16/hr * 6 Cis) + FICA + WC	six Cis to supplement the academies (34 weeks * 29 hours * \$16/hr * 6 Cis) + FICA + WC	103,317.02	103,317.02	103,317.02
		180 substitute days to cover classrooms while teachers are doing PD and meeting with parents@70/day + FICA + WC	180 substitute days to cover classrooms while teachers are doing PD and meeting with parents@70/day + FICA + WC	180 substitute days to cover classrooms while teachers are doing PD and meeting with parents@70/day + FICA + WC	13,752.90	13,752.90	13,752.90
Contracted Services <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development & Contracted Services Justification Form (LEA Appendix E) must be completed</i>	Determine vendors for team building PD	Team building PD to support the academy model	Team building PD to support the academy model	Team building PD to support the academy model	36,000.00	18,000.00	8,000.00
		Consultants to assist Beech educators in strengthening relationships with parents and other stakeholders	Consultants to assist Beech educators in strengthening relationships with parents and other	Consultants to assist Beech educators in strengthening relationships with parents and other	3,500.00	3,500.00	3,500.00

			stakeholders	stakeholders			
		Contracted service to do community surveys	Contracted service to do community surveys	Contracted service to do community surveys	1,500.00	1,500.00	1,500.00
Supplies and Materials <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>							
Books <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>	Pre-reading books as takeaways for parents and preschoolers who attend family engagement events	Pre-reading books as takeaways for parents and preschoolers who attend family engagement events	Pre-reading books as takeaways for parents and preschoolers who attend family engagement events	Pre-reading books as takeaways for parents and preschoolers who attend family engagement events	10,000.00	7,000.00	5,000.00
Supplies	Community building branding and incentives for the academies - 1,000 @ \$10	Community building branding and incentives for the academies - 1,000 @ \$10	Community building branding and incentives for the academies - 1,000 @ \$8	Community building branding and incentives for the academies - 1,000 @ \$4	10,000.00	7,000.00	4,000.00
	Supplies, books, and other incentives to support parent workshops and meetings	Supplies, books, and other incentives to support parent workshops and meetings	Supplies, books, and other incentives to support parent workshops and meetings	Supplies, books, and other incentives to support parent workshops and meetings	10,000.00	7,000.00	5,000.00
Equipment <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>		2 carts with 30 iPads on each @21,989 for students to become more adept using digital devices to access information,	N/A	N/A	43,978.00	0.00	0.00

		including					
		42" digital signage software and player to communicate to community about the academies' accomplishments, homework assignments, school events, etc. (3 @ \$1,500)	N/A	N/A	4,500.00	0	0
		Presentation stations 5 @ \$600	N/A	N/A	3,000.00	0	0
Professional Development Activities <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development & Contracted Services Justification Form LEA (Appendix E) must be completed</i>		Vendor contracted services for team building, travel to visit academy schools, stipends, and substitutes already entered are the Beech PD activities	Vendor contracted services for team building, travel to visit academy schools, stipends, and substitutes already entered are the Beech PD activities	Vendor contracted services for team building, travel to visit academy schools, stipends, and substitutes already entered are the Beech PD activities	0	0	0
Travel <i>Summarize your activities including the number of days, people involved and associated costs.</i>		Team (admin, teacher, parents) visits to K-5 schools that have adopted the academy model	Team (admin, teacher, parents) visits to K-5 schools that have adopted the academy model	Team (admin, teacher, parents) visits to K-5 schools that have adopted the academy model	12,000.00	4,000.00	2,000.00
Administration					0	0	0
Indirect Costs		@ 2.2%	@ 2.2%	@ 2.2%	6,212.26	\$4,174.10	\$3,756.10

Total					288,587.68	\$193,906.02	\$174,488.02
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Wilson Three-Year School Budget Plan

Account Category	Year 1 Pre-Implementation Budget Description	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
Salaries and Benefits <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i>	100 stipend hours to support activities to prepare for this SIG	1,000 stipend hours to support teachers beyond the contract @\$25/hr (PLCs, PBIS, supporting these grant activities)	800 stipend hours	600 stipend hours	30,827.50	24,662.00	18,496.50
	-	180 substitute days to cover classrooms while teachers are doing PD for PBIS, PLCs and other activities to support this SIG @70/day	140 substitute days	140 substitute days	13,752.90	10,696.70	10,696.70
	-	Part-time employee to make phone calls (\$15/hr*3hrs*170days) to check on absent students			8,349.98	8,349.98	8,349.98
Contracted Services <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development & Contracted Services Justification Form (LEA Appendix E) must be completed</i>		Field trip fees (3 trips/524 [474 students+60 chaperones]/yr 2day and 1 half-day @\$22)			34,585.00	34,585.00	34,585.00
		Implementation of PBIS			20,000.00	20,000.00	20,000.00
		CPR and first aid training for staff to reduce field trip costs			1,200.00	1,200.00	1,200.00

		Dr. Bob Greenleaf parent info sessions 3/yr (2/yr, 2/yr) @ \$700	2,100.00	1,400.00	1,400.00
		Professional development for principal — National SAM Innovation Project	12,900.00	9,000.00	6,000.00
Student Transportation		Field trip buses - 2 one-day trips for each of the six grades* 2 buses * \$300	7,200.00	7,200.00	7,200.00
		Field trip buses - 1 half-day trips for each of the six grades* 2 buses * \$100	1,200.00	1,200.00	1,200.00
Supplies and Materials <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>		At-home project supplies (474+50transfer students @\$30)	15,720.00	15,720.00	15,720.00
		Supplemental afternoon snack (\$0.25/fruit*474students*100 days)	11,850.00	11,850.00	11,850.00
	Wilson School Community Celebration to announce this grant	Incentives for PBIS, school attendance, discipline, celebrations, etc)	10,000.00	8,000.00	5,000.00
Books <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>					
Equipment <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>		Cart with 30 tablets for parent borrowing; tablets will be equipped with instructional video clips	21,989.00	21,989.00	21,989.00

Professional Development Activities <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development & Contracted Services Justification Form LEA (Appendix E) must be completed</i>		Professional development activities are included in the contracted services, stipends, substitutes, and travel			0	0	0
Travel <i>Summarize your activities including the number of days, people involved and associated costs.</i>		New principal annual SAM conference (flights)			\$1,200.00	\$1,200.00	\$1,200.00
Administration <i>Include other costs associated with supporting plan implementation.</i>							
Indirect Costs					4,243.24	3,895.16	3,627.52
Total					197,117.61	180,947.84	168,514.70

Beech One-Year Detailed School Budget Narrative 2014-2015

Use this form to provide sufficient detail regarding proposed expenditure for the 2014-2015 project period, including pre-implementation expenses. Complete all appropriate justification forms (Appendix E and F, pages LEA 42-43). These must be linked to the action plan created for school improvement.

School Name: *Beech Elementary School*

Account Category	Budget Detail		
	Narrative	Pre-Implementation Costs	Total Costs
Salaries and Benefits <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i>	Six Cis to supplement the academies (34 weeks * 29 hours * \$16/hr * 6 Cis) + FICA and WC		103,317.02
	1,000 stipend hours to support teachers beyond the contract @\$25/hr in PD and teambuilding, parent workshops	3,082.75	30,827.50
	180 substitute days to cover classrooms while teachers are doing PD and meeting with parents @70/day		13,752.90
Contracted Services <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development & Contracted Services Justification Form (LEA Appendix E) must be completed</i>	Team building PD (we'll determine vendor(s) in June and July		36,000.00
	Consultants to assist Beech educators in strengthening relationships with parents and other stakeholders		3,500.00
	Contracted service to do community surveys		1,500.00
Books	Take-aways (pre-reading books) for parents and their preschoolers who attend family engagement events	1,000.00	10,000.00

Supplies and Materials <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>	Community building branding and incentives for the academies -1,000 @ \$10	1,000.00	10,000.00
	Supplies, books, and other incentives to support parent workshops and meetings	0	10,000.00
Equipment <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>	2 carts with 30 iPads on each @21,989 for students to become more adept using digital devices to access information, including e-books	43,978.00	43,978.00
	42" digital signage software and player to communicate to community about the academies' accomplishments, homework assignments, school events, etc. (3 @ \$1,500)	4,500.00	4,500.00
	Presentation stations 5 @ \$600	3,000.00	3,000.00
Professional Development Activities <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development & Contracted Services Justification Form LEA (Appendix E) must be completed</i>	Vendor contracted services for team building, travel to visit academy schools, stipends, and substitutes already entered are the Beech PD activities	0	0
Travel <i>Summarize your activities including the number of days, people involved and associated costs.</i>	Team (admin, teacher, parents) visits to K-5 schools that have adopted the academy model		12,000.00
Administration <i>Include other costs associated with supporting plan implementation.</i>			
Indirect Costs	@2.2%		6,212.26
Total			288,587.68

Wilson One-Year Detailed School Budget Narrative 2014-2015

Use this form to provide sufficient detail regarding proposed expenditure for the 2014-2015 project period, including pre-implementation expenses. Complete all appropriate justification forms (Appendix E and F, pages LEA 42-43). These must be linked to the action plan created for school improvement.

School Name: Wilson Elementary School

Account Category	Budget Detail		
	Narrative	Pre-Implementation Costs	Total Costs
Salaries and Benefits <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i>	1,000 stipend hours to support teachers beyond the contract @\$25/hr (PLCs, PBIS, supporting these grant activities)	3,000.00	30,827.50
	180 substitute days to cover classrooms while teachers are doing PD for PBIS, PLCs and other activities to support this SIG @70/day	0	13,752.90
	Part-time employee to make phone calls (\$15/hr*3hrs*170days) to check on absent students	0	8,349.98
Contracted Services <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development & Contracted Services Justification Form (LEA Appendix E) must be completed</i>	Field trip fees (3 trips/524 [474 students+60 chaperones]/yr 2day and 1 half-day @\$22)		34,585.00
	CPR and first aid training for staff to reduce field trip costs		1,200.00
	PBIS (year 1)		20,000.00
	Principal PD – National SAM Innovation Project		12,900.00
Supplies and Materials <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>	Dr. Bob Greenleaf parent info sessions 3/yr @ \$700	0	2,100.00

<p>Supplies <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>	<p>At-home project supply kits for students (474+50transfer students @\$30)</p>	<p>15,720.00</p>	<p>15,720.00</p>
	<p>Supplemental afternoon snack (\$0.25/fruit*474students*100 days)</p>	<p>0</p>	<p>11,850.00</p>
	<p>Incentives for PBIS, school attendance, discipline, celebrations, etc)</p>	<p>2,000.00</p>	<p>10,000.00</p>
<p>Equipment <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></p>	<p>Cart with 30 tablets for parent borrowing that will be equipped with instructional video clips</p>	<p>21,989.00</p>	<p>21,989.00</p>
<p>Professional Development Activities <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development & Contracted Services Justification Form LEA (Appendix E) must be completed</i></p>	<p>PBIS—first year. Universal team (reps from admin, grade levels, parent) and monthly whole school faculty meetings; Substitutes and stipends to support PLCs, parent outreach, PBIS, and SAM</p>		<p>0</p>
<p>Student Transportation</p>	<p>Field trip buses - 2 one-day trips for each of the six grades* 2 buses * \$300</p>		<p>7,200.00</p>
	<p>Field trip buses - 1 half-day trips for each of the six grades* 2 buses * \$100</p>		<p>1,200.00</p>
<p>Travel <i>Summarize your activities including the number of days, people involved and associated costs.</i></p>	<p>New principal annual SAM conference (flight)</p>		<p>1,200.00</p>
<p>Administration <i>Include other costs associated with supporting plan implementation.</i></p>			<p>0</p>
<p>Indirect Costs</p>	<p>@ 2.2%</p>		<p>4,243.24</p>
<p>Total</p>		<p>\$62,709.00</p>	<p>\$197,117.61</p>

Assurances

D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school, or each priority school, that the LEA commits to serve consistent with the final requirements;
- (2) 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, or priority school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, or priority school, 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;
- (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and,
- (6) Report to the SEA the school-level data required under section III of the final requirements.

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):

- Use its School Improvement Grant to implement fully and effectively an intervention in each priority school that the LEA commits to serve consistent with the final requirements (US ED requirement);
- 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 (NHDOE requirement);
- Administration of the program, activities, and services covered within the attached application(s) will be in accordance with all applicable federal, state, regulations (NHDOE requirement);
- Design and implementation of the interventions will be consistent with the Title I 1003(g) School Improvement Grant final requirements (NHDOE requirement);
- The funds received under this grant will be used to address the goals set forth in the attached application (NHDOE requirement);
- Fiscally related information will be provided with the timeliness established for the program(s) (NHDOE requirement);
- 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 (US ED requirement):
 - **Number of minutes within the school year that all students were required to be at school and any additional learning time (e.g. before or after school, weekend school, summer school) for which all students had the opportunity to participate.**
 - **Does the school provide any of the following in order to offer increased learning time:**
 - longer school day
 - before or after school
 - summer school
 - weekend school
 - Other
 - **The number of school days during the school year (plus summer, if applicable, if part of implementing the restart, transformation or turnaround model) students attended school divided by the maximum number of days students could have attended school during the regular school year;**
 - **The number of students who completed advanced coursework (such as Advanced Placement International Baccalaureate classes, or advanced mathematics);**
 - **The number of high school students who complete at least one class in a postsecondary institution;**
 - **The number of students who complete advance coursework AND complete at least one class in a postsecondary institution;**
 - **The number of FTE days teachers worked divided by the maximum number of FTE-teacher working days;**

- Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
 - Dropout rate;
 - Student attendance rate;
 - Discipline incidents;
 - Truants;
 - Distribution of teachers by performance level on an LEA's teacher evaluation system (when available); and
 - 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 (NHDOE requirement);
 - 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 (NHDOE requirement);
 - The LEA will establish annual goals for student achievement 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 priority school that our LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its priority schools that receive school improvement funds (US ED requirement);
 - If the LEA implements a restart model in a priority 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 (US ED requirement);
 - 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 (NHDOE requirement);
 - Recruitment, screening, and selection of external providers, if applicable, will be conducted in a manner that ensures a high level of quality of service (NHDOE requirement);
 - Additional resources will be aligned with the interventions (NHDOE requirement);
 - LEA's practices or policies will be modified, if necessary, to enable the LEA to implement the interventions fully and effectively (NHDOE requirement); and
 - The reforms will be sustained after the funding period ends (NHDOE requirement).



 Superintendent's signature


 School Board Chair

5/28/14

 Date signed
 5/29/14

 Date signed

Manchester School District Educator Evaluation System

MSD Design Team - Guiding Principles

The original MSD Design Team identified five Guiding Principles for the development of the Educator Evaluation Plan.

The process with which the Manchester School District evaluates educator effectiveness...

- Must be focused on student growth and the collection, analysis, and response to evidence of student growth
- Must maintain high expectations of all educators
- Must blend self-reflective and collaborative processes
- Must be equitable and fair to all educators
- Must recognize distinguished teaching, provide support for basic and proficient teaching, and provide remedies for unsatisfactory teaching

“educator evaluation has sometimes been a meaningless exercise, endured by both educators and administrators. As the education reform movement focuses on educator quality, however, schools and districts have discovered that they can shape an evaluation system so that it contributes substantially to the quality of teaching. Evaluation systems should merge the requirements of quality assurance and professional development. Good systems differentiate evaluation for educators at different career stages...”

-- Charlotte Danielson

“Education is the most powerful weapon you can use to change the world.” Nelson Mandela.

MSD Appendix C: Beech Baseline School Data Profile

School: Beech Elementary	2012-2013	2013-2014	2014-2015
Number of minutes within the school year that all students were required to be at school and any additional learning time (e.g. before or after school, weekend school, summer school) for which all students had the opportunity to participate	(Number of minutes in a day — 8:35-2:30) 355 minutes * 180 (days) = 63,900 minutes	(Number of minutes in a day — 8:20-2:50) 390 minutes * 169 (days) = 65,910 minutes	
Does the school provide any of the following in order to offer increased learning time: <ul style="list-style-type: none"> longer school day before or after school summer school weekend school Other	No	Yes	No
The number of school days during the school year (plus summer, if applicable, if part of implementing the restart, transformation or turnaround model) students attended school divided by the maximum number of days students could have attended school during the regular school year	180/180	169/169	SIG coordinator will update
Student dropout rate (annual/four-year cumulative)	<i>Official data not yet available</i>	SIG coordinator will update	SIG coordinator will update
Student attendance rate	94.3%	SIG coordinator will update	SIG coordinator will update
The number of students who completed advanced coursework (such as Advanced Placement International Baccalaureate classes, or advanced mathematics)	489	SIG coordinator will update	SIG coordinator will update
The number of high school students who complete at least one class in a postsecondary institution	489	SIG coordinator will update	SIG coordinator will update
The number of students who complete advance coursework AND complete at least one class in a postsecondary institution	N/A	SIG coordinator will update	SIG coordinator will update
Number of discipline incidents	10	SIG coordinator will update	SIG coordinator will update
Number of truant students (Truancy as defined by 10 or more half days of unexcused absences Enrollment: October 1, 2012)	133 of 571 enrolled = 23.29%	SIG coordinator will update	SIG coordinator will update
The number of FTE days teachers worked divided by the maximum number of FTE-teacher working days	<i>MSD database cannot provide historical data.</i>	SIG coordinator will send request to Payroll (B. Baril) after school year is complete and	SIG coordinator will request to Payroll (B. Baril) after school year is complete and

School: Beech Elementary	2012-2013	2013-2014	2014-2015
		before June 30.	before June 30.
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup	See Beech NECAP data on pages that follow this table		
Distribution of teachers by performance level on an LEA's teacher evaluation system	N/A	N/A	First year of implementation
Teacher attendance rate	answer coming from Joey		



Fall 2013 - Beginning of Grade 3 NECAP Tests Grade 3 Students in 2013-2014 Disaggregated Reading Results

School:	Beech Street School
District:	Manchester
State:	New Hampshire
Code:	037-335-21600

REPORTING CATEGORIES	School													District					State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	93	5	0	88	1	1	32	36	20	23	35	40	334	1,087	8	48	23	21	341	13,390	21	56	14	9	348
Gender																									
Male	44	3	0	41	0	0	16	39	12	29	13	32	336	556	7	47	24	22	341	6,898	18	56	15	11	347
Female	49	2	0	47	1	2	16	34	8	17	22	47	333	531	9	49	22	19	342	6,492	24	55	13	7	350
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	39	1	0	38	0	0	10	26	8	21	20	53	331	227	2	38	26	34	336	742	8	52	21	20	342
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										3						52	12	52	21	15	344
Asian	2	0	0	2										48	8	56	21	15	344	446	26	55	13	7	351
Black or African American	17	1	0	16	0	0	5	31	3	19	8	50	334	93	4	40	26	30	338	248	8	47	25	20	342
Native Hawaiian or Pacific Islander	1	0	0	1										1						8					
White	29	3	0	26	1	4	14	54	7	27	4	15	340	660	10	52	23	15	343	11,558	22	56	14	8	349
Two or more races	5	0	0	5										55	16	49	20	15	344	336	22	57	12	9	349
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	45	5	0	40	0	0	7	18	11	28	22	55	330	199	2	36	26	37	335	536	4	46	25	25	339
Former LEP student - monitoring year 1	1	0	0	1										6						32	28	72	0	0	356
Former LEP student - monitoring year 2	0	0	0	0										0						3					
All Other Students	47	0	0	47	1	2	24	51	9	19	13	28	338	882	10	50	23	17	343	12,819	21	56	14	8	349
IEP																									
Students with an IEP	15	0	0	15	0	0	5	33	2	13	8	53	329	149	1	22	23	53	330	1,756	3	33	28	36	335
All Other Students	78	5	0	73	1	1	27	37	18	25	27	37	336	938	9	52	23	15	343	11,634	23	59	12	5	350
SES																									
Economically Disadvantaged Students	78	0	0	78	1	1	28	36	19	24	30	38	335	592	4	41	27	28	338	3,896	10	50	21	18	343
All Other Students	15	5	0	10	0	0	4	40	1	10	5	50	334	495	13	56	19	12	345	9,494	25	58	12	5	350
Migrant																									
Migrant Students	1	0	0	1										4						4					
All Other Students	92	5	0	87	1	1	32	37	20	23	34	39	335	1,083	8	48	23	20	341	13,386	21	56	14	9	348
Title I																									
Students Receiving Title I Services	87	2	0	85	1	1	32	38	20	24	32	38	335	592	5	43	26	26	339	3,336	10	50	23	17	343
All Other Students	6	3	0	3										495	12	54	20	15	344	10,054	24	58	12	6	350

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2013 - Beginning of Grade 3 NECAP Tests Grade 3 Students in 2013-2014 Disaggregated Mathematics Results

School: Beech Street School
District: Manchester
State: New Hampshire
Code: 037-335-21600

REPORTING CATEGORIES	School													District					State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	93	0	0	93	7	8	11	12	24	26	51	55	331	1,097	10	38	25	27	339	13,418	24	46	18	12	345
Gender																									
Male	44	0	0	44	4	9	7	16	13	30	20	45	333	561	11	39	24	27	339	6,914	25	46	17	12	346
Female	49	0	0	49	3	6	4	8	11	22	31	63	329	536	10	37	25	28	338	6,504	23	46	18	13	345
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	39	0	0	39	1	3	4	10	8	21	26	67	329	229	4	27	28	41	335	754	11	37	25	27	339
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										3						52	8	48	27	17	340
Asian	2	0	0	2										51	10	33	31	25	338	459	39	36	14	10	348
Black or African American	17	0	0	17	1	6	3	18	3	18	10	59	328	94	2	35	26	37	334	251	8	37	27	29	338
Native Hawaiian or Pacific Islander	1	0	0	1										1						8					
White	29	0	0	29	2	7	4	14	11	38	12	41	333	664	13	43	23	22	341	11,559	25	47	17	11	346
Two or more races	5	0	0	5										55	25	27	20	27	341	335	25	41	19	14	345
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	45	0	0	45	0	0	3	7	12	27	30	67	327	210	2	23	30	45	333	576	7	33	26	34	337
Former LEP student - monitoring year 1	1	0	0	1										6						32	47	53	0	0	352
Former LEP student - monitoring year 2	0	0	0	0										0						3					
All Other Students	47	0	0	47	6	13	8	17	12	26	21	45	334	881	12	41	23	23	340	12,807	25	46	17	11	346
IEP																									
Students with an IEP	15	0	0	15	1	7	0	0	6	40	8	53	329	149	3	19	28	50	331	1,753	6	30	27	37	336
All Other Students	78	0	0	78	6	8	11	14	18	23	43	55	331	948	12	41	24	24	340	11,665	27	48	16	8	347
SES																									
Economically Disadvantaged Students	78	0	0	78	6	8	9	12	22	28	41	53	331	593	6	31	27	35	336	3,890	12	41	24	22	340
All Other Students	15	0	0	15	1	7	2	13	2	13	10	67	328	504	16	45	21	18	342	9,528	29	48	15	8	347
Migrant																									
Migrant Students	1	0	0	1										4						4					
All Other Students	92	0	0	92	7	8	11	12	24	26	50	54	331	1,093	11	38	25	27	339	13,414	24	46	18	12	345
Title I																									
Students Receiving Title I Services	87	0	0	87	7	8	11	13	24	28	45	52	332	596	6	33	28	33	337	3,031	13	39	26	23	340
All Other Students	6	0	0	6										501	15	43	21	21	341	10,387	28	48	15	9	347

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2013 - Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2013-2014

Disaggregated Reading Results

School: Beech Street School
District: Manchester
State: New Hampshire
Code: 037-335-21600

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	102	4	0	98	4	4	31	32	30	31	33	34	435	1,057	12	44	25	20	441	13,775	23	52	17	9	447
Gender																									
Male	43	3	0	40	1	3	10	25	13	33	16	40	432	518	10	40	28	23	439	6,925	19	52	19	11	445
Female	59	1	0	58	3	5	21	36	17	29	17	29	437	539	14	47	23	17	443	6,850	27	52	14	7	449
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	37	2	0	35	0	0	10	29	12	34	13	37	433	201	3	35	30	31	435	708	9	47	26	17	441
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										1						46	15	46	24	15	442
Asian	7	2	0	5										56	13	41	32	14	441	439	35	45	13	7	450
Black or African American	18	0	0	18	2	11	5	28	7	39	4	22	439	71	6	44	30	21	438	241	12	50	23	15	442
Native Hawaiian or Pacific Islander	0	0	0	0										0						14	43	50	7	0	454
White	36	0	0	36	1	3	13	36	10	28	12	33	436	692	15	46	22	17	443	12,048	24	53	16	8	447
Two or more races	4	0	0	4										36	6	47	28	19	440	279	20	50	18	12	445
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	28	4	0	24	0	0	2	8	11	46	11	46	429	85	1	11	39	49	429	236	4	22	34	39	433
Former LEP student - monitoring year 1	16	0	0	16	2	13	8	50	5	31	1	6	443	86	7	43	42	8	441	237	9	52	32	7	443
Former LEP student - monitoring year 2	3	0	0	3										11	18	64	9	9	445	36	31	53	14	3	450
All Other Students	55	0	0	55	0	0	20	36	14	25	21	38	434	875	13	47	22	18	442	13,266	24	52	16	8	447
IEP																									
Students with an IEP	20	0	0	20	0	0	3	15	3	15	14	70	425	156	1	12	24	62	427	1,877	4	28	32	36	435
All Other Students	82	4	0	78	4	5	28	36	27	35	19	24	438	901	13	49	25	12	443	11,898	26	56	14	4	449
SES																									
Economically Disadvantaged Students	88	0	0	88	3	3	29	33	26	30	30	34	435	542	5	36	32	26	437	3,874	12	47	25	17	442
All Other Students	14	4	0	10	1	10	2	20	4	40	3	30	436	515	18	51	18	13	445	9,901	27	54	13	5	449
Migrant																									
Migrant Students	1	0	0	1										4						4					
All Other Students	101	4	0	97	4	4	31	32	30	31	32	33	435	1,053	12	44	25	19	441	13,771	23	52	17	9	447
Title I																									
Students Receiving Title I Services	89	1	0	88	3	3	29	33	26	30	30	34	435	524	6	39	31	23	438	3,084	12	47	26	16	442
All Other Students	13	3	0	10	1	10	2	20	4	40	3	30	436	533	17	48	19	16	444	10,691	26	53	14	7	448

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2013 - Beginning of Grade 4 NECAP Tests Grade 4 Students in 2013-2014 Disaggregated Mathematics Results

School: Beech Street School
District: Manchester
State: New Hampshire
Code: 037-335-21600

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	102	0	0	102	6	6	34	33	19	19	43	42	434	1,064	14	42	21	24	441	13,800	27	46	16	11	447
Gender																									
Male	43	0	0	43	2	5	14	33	6	14	21	49	435	522	13	40	23	24	440	6,935	27	45	16	11	447
Female	59	0	0	59	4	7	20	34	13	22	22	37	434	542	14	43	19	24	441	6,865	27	46	16	11	447
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	37	0	0	37	0	0	11	30	9	24	17	46	433	204	3	33	25	39	434	719	13	38	25	24	440
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										1						46	15	48	20	17	443
Asian	7	0	0	7										59	14	42	22	22	441	452	43	38	10	10	451
Black or African American	18	0	0	18	2	11	5	28	1	6	10	56	433	71	7	38	20	35	436	245	9	43	22	27	439
Native Hawaiian or Pacific Islander	0	0	0	0										0						14	36	43	21	0	452
White	36	0	0	36	3	8	15	42	6	17	12	33	438	693	18	44	20	18	443	12,046	28	47	16	10	447
Two or more races	4	0	0	4										36	6	47	22	25	440	278	22	43	17	18	445
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	28	0	0	28	0	0	5	18	6	21	17	61	427	93	1	20	26	53	429	267	5	26	25	44	433
Former LEP student - monitoring year 1	16	0	0	16	2	13	7	44	4	25	3	19	441	86	5	50	26	20	439	237	10	46	27	16	442
Former LEP student - monitoring year 2	3	0	0	3										10	40	50	0	10	449	35	43	46	9	3	451
All Other Students	55	0	0	55	2	4	21	38	9	16	23	42	435	875	15	43	20	21	442	13,261	28	46	16	10	447
IEP																									
Students with an IEP	20	0	0	20	1	5	3	15	2	10	14	70	428	155	4	18	19	59	429	1,872	6	29	26	39	435
All Other Students	82	0	0	82	5	6	31	38	17	21	29	35	436	909	15	46	21	18	443	11,928	30	48	15	7	449
SES																									
Economically Disadvantaged Students	88	0	0	88	5	6	31	35	17	19	35	40	435	543	7	38	24	31	437	3,872	12	43	24	20	441
All Other Students	14	0	0	14	1	7	3	21	2	14	8	57	430	521	21	45	18	17	444	9,928	33	47	13	8	449
Migrant																									
Migrant Students	1	0	0	1										4						4					
All Other Students	101	0	0	101	6	6	34	34	19	19	42	42	434	1,060	14	42	21	24	441	13,796	27	46	16	11	447
Title I																									
Students Receiving Title I Services	88	0	0	88	4	5	31	35	17	19	36	41	434	526	9	40	23	28	439	2,869	13	43	24	21	441
All Other Students	14	0	0	14	2	14	3	21	2	14	7	50	434	538	18	43	19	20	443	10,931	30	47	14	9	448

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2013 - Beginning of Grade 5 NECAP Tests Grade 5 Students in 2013-2014 Disaggregated Reading Results

School: Beech Street School
District: Manchester
State: New Hampshire
Code: 037-335-21600

REPORTING CATEGORIES	School												District					State							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	91	2	1	88	2	2	30	34	29	33	27	31	535	971	9	51	26	14	542	13,765	20	59	17	5	548
Gender																									
Male	53	1	0	52	1	2	17	33	17	33	17	33	535	508	5	49	29	18	540	7,132	13	60	21	7	546
Female	38	1	1	36	1	3	13	36	12	33	10	28	536	463	13	54	22	10	545	6,633	27	58	12	3	551
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	30	0	0	30	0	0	11	37	11	37	8	27	536	168	3	48	29	20	539	639	8	54	27	11	543
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										2						40	15	50	28	8	547
Asian	13	0	1	12	0	0	2	17	4	33	6	50	529	51	4	35	35	25	537	446	28	52	15	5	550
Black or African American	13	0	0	13	1	8	3	23	7	54	2	15	535	81	11	35	35	20	540	248	13	48	29	10	544
Native Hawaiian or Pacific Islander	0	0	0	0										2						10	10	50	30	10	543
White	29	2	0	27	1	4	13	48	5	19	8	30	538	613	11	56	23	11	544	12,118	20	60	16	5	549
Two or more races	6	0	0	6										54	6	56	30	9	544	264	19	54	21	6	547
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	23	2	0	21	0	0	0	0	7	33	14	67	524	77	0	10	38	52	528	202	1	22	45	33	533
Former LEP student - monitoring year 1	9	0	0	9										26	0	50	42	8	541	85	7	48	38	7	543
Former LEP student - monitoring year 2	8	0	0	8										61	2	52	34	11	541	188	8	62	26	4	545
All Other Students	51	0	1	50	2	4	20	40	15	30	13	26	537	807	10	55	24	11	544	13,290	20	59	16	5	549
IEP																									
Students with an IEP	8	0	0	8										154	0	25	27	48	531	1,968	2	35	39	24	537
All Other Students	83	2	1	80	2	3	29	36	28	35	21	26	536	817	10	56	26	7	544	11,797	22	63	13	2	550
SES																									
Economically Disadvantaged Students	83	0	0	83	2	2	28	34	27	33	26	31	535	531	5	43	31	21	539	3,741	10	54	26	11	543
All Other Students	8	2	1	5										440	13	61	20	6	546	10,024	23	61	13	3	550
Migrant																									
Migrant Students	0	0	0	0										1						1					
All Other Students	91	2	1	88	2	2	30	34	29	33	27	31	535	970	9	51	26	14	542	13,764	20	59	17	5	548
Title I																									
Students Receiving Title I Services	86	2	0	84	2	2	28	33	28	33	26	31	535	504	5	48	27	20	540	2,839	10	54	26	10	544
All Other Students	5	0	1	4										467	13	55	25	8	545	10,926	22	60	14	4	549

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2013 - Beginning of Grade 5 NECAP Tests Grade 5 Students in 2013-2014 Disaggregated Mathematics Results

School: Beech Street School
District: Manchester
State: New Hampshire
Code: 037-335-21600

REPORTING CATEGORIES	School												District					State							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	91	0	0	91	1	1	24	26	16	18	50	55	533	979	9	41	22	28	540	13,783	21	52	15	12	546
Gender																									
Male	53	0	0	53	1	2	17	32	8	15	27	51	534	510	11	41	20	29	539	7,141	22	51	15	12	546
Female	38	0	0	38	0	0	7	18	8	21	23	61	532	469	7	42	23	27	540	6,642	21	53	15	11	546
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	30	0	0	30	0	0	9	30	7	23	14	47	534	168	5	33	26	36	536	645	9	43	23	25	540
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										2						40	18	53	13	18	545
Asian	13	0	0	13	0	0	2	15	2	15	9	69	531	55	9	29	15	47	535	456	37	40	11	12	549
Black or African American	13	0	0	13	1	8	1	8	1	8	10	77	528	82	4	27	16	54	533	249	10	39	21	30	539
Native Hawaiian or Pacific Islander	0	0	0	0										2						10	10	40	20	30	539
White	29	0	0	29	0	0	11	38	6	21	12	41	536	616	11	47	22	20	542	12,118	21	53	15	10	546
Two or more races	6	0	0	6										54	6	41	24	30	539	265	17	52	15	15	544
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	23	0	0	23	0	0	1	4	1	4	21	91	523	84	0	7	19	74	526	222	2	23	22	54	532
Former LEP student - monitoring year 1	9	0	0	9										26	4	31	31	35	536	85	8	42	29	20	539
Former LEP student - monitoring year 2	8	0	0	8										61	5	36	25	34	538	188	12	51	19	18	543
All Other Students	51	0	0	51	1	2	15	29	12	24	23	45	536	808	10	46	21	23	541	13,288	22	53	15	11	546
IEP																									
Students with an IEP	8	0	0	8										154	2	21	17	60	530	1,968	4	34	24	38	536
All Other Students	83	0	0	83	1	1	23	28	15	18	44	53	534	825	10	45	23	22	541	11,815	24	55	14	7	548
SES																									
Economically Disadvantaged Students	83	0	0	83	1	1	22	27	16	19	44	53	534	532	4	33	25	39	536	3,737	9	47	22	22	541
All Other Students	8	0	0	8										447	15	52	18	15	544	10,046	26	54	13	8	548
Migrant																									
Migrant Students	0	0	0	0										1						1					
All Other Students	91	0	0	91	1	1	24	26	16	18	50	55	533	978	9	41	22	28	540	13,782	21	52	15	12	546
Title I																									
Students Receiving Title I Services	85	0	0	85	1	1	22	26	16	19	46	54	533	505	7	34	25	35	537	2,687	11	45	22	22	541
All Other Students	6	0	0	6										474	12	50	18	20	542	11,096	24	54	14	9	547

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2013 - Beginning of Grade 5 NECAP Tests Grade 5 Students in 2013-2014 Disaggregated Writing Results

School: Beech Street School
District: Manchester
State: New Hampshire
Code: 037-335-21600

REPORTING CATEGORIES	School												District					State							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	91	2	1	88	0	0	18	20	36	41	34	39	529	971	8	34	37	21	537	13,751	16	46	28	10	542
Gender																									
Male	53	1	0	52	0	0	10	19	19	37	23	44	528	508	4	27	40	29	533	7,122	8	42	35	14	539
Female	38	1	1	36	0	0	8	22	17	47	11	31	531	463	13	41	33	13	540	6,629	23	51	20	6	546
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	30	0	0	30	0	0	4	13	16	53	10	33	528	168	2	26	50	23	534	638	7	41	38	14	538
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										2						40	18	48	23	13	543
Asian	13	0	1	12	0	0	1	8	4	33	7	58	525	51	6	29	27	37	533	446	25	46	21	9	546
Black or African American	13	0	0	13	0	0	5	38	5	38	3	23	533	81	6	32	35	27	535	247	9	41	34	16	539
Native Hawaiian or Pacific Islander	0	0	0	0										2						10	10	50	30	10	538
White	29	2	0	27	0	0	7	26	9	33	11	41	530	613	11	36	34	19	538	12,105	16	47	28	10	542
Two or more races	6	0	0	6										54	7	39	35	19	537	265	14	44	29	13	541
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	23	2	0	21	0	0	1	5	5	24	15	71	521	77	0	8	36	56	524	200	1	20	38	42	529
Former LEP student - monitoring year 1	9	0	0	9										26	12	27	38	23	538	85	8	38	39	15	538
Former LEP student - monitoring year 2	8	0	0	8										61	2	31	51	16	536	188	6	49	37	8	540
All Other Students	51	0	1	50	0	0	11	22	23	46	16	32	530	807	10	37	35	18	538	13,278	16	47	28	10	542
IEP																									
Students with an IEP	8	0	0	8										154	0	12	31	58	525	1,964	1	18	42	39	530
All Other Students	83	2	1	80	0	0	18	23	34	43	28	35	530	817	10	38	38	14	539	11,787	18	51	26	6	544
SES																									
Economically Disadvantaged Students	83	0	0	83	0	0	18	22	33	40	32	39	529	531	2	29	40	29	533	3,733	7	38	36	18	537
All Other Students	8	2	1	5										440	15	40	33	13	541	10,018	19	49	25	7	544
Migrant																									
Migrant Students	0	0	0	0										1						1					
All Other Students	91	2	1	88	0	0	18	20	36	41	34	39	529	970	8	34	36	21	537	13,750	16	46	28	10	542
Title I																									
Students Receiving Title I Services	86	2	0	84	0	0	17	20	35	42	32	38	529	504	3	30	41	25	534	2,834	8	39	37	16	538
All Other Students	5	0	1	4										467	14	37	31	17	539	10,917	18	48	26	9	543

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.

MSD Appendix C: Wilson Baseline School Data Profile

School: Wilson Elementary	2012-2013	2013-2014	2014-2015
Number of minutes within the school year that all students were required to be at school and any additional learning time (e.g. before or after school, weekend school, summer school) for which all students had the opportunity to participate	(Number of minutes in a day — 8:??-2:??) n minutes * 180 (days) = minutes	(Number of minutes in a day — 8:20-2:50) 390 minutes * 169 (days) = 65,910 minutes	
Does the school provide any of the following in order to offer increased learning time: <ul style="list-style-type: none"> longer school day before or after school summer school weekend school Other	No	Yes	SIG coordinator will update
The number of school days during the school year (plus summer, if applicable, if part of implementing the restart, transformation or turnaround model) students attended school divided by the maximum number of days students could have attended school during the regular school year	180/180	169/169	SIG coordinator will update
Student dropout rate	SIG coordinator will update	SIG coordinator will update	SIG coordinator will update
Student attendance rate	93.1%	SIG coordinator will update	SIG coordinator will update
The number of students who completed advanced coursework (such as Advanced Placement International Baccalaureate classes, or advanced mathematics)	489	SIG coordinator will update	SIG coordinator will update
The number of high school students who complete at least one class in a postsecondary institution	489	SIG coordinator will update	SIG coordinator will update
The number of students who complete advance coursework AND complete at least one class in a postsecondary institution	N/A	SIG coordinator will update	SIG coordinator will update
Number of discipline incidents	0	SIG coordinator will update	SIG coordinator will update
Number of truant students (Truancy as defined by 10 or more half days of unexcused absences Enrollment: October 1, 2012)	103 of 433 enrolled = 23.73%	SIG coordinator will update	SIG coordinator will update
The number of FTE days teachers worked divided by the maximum number of FTE-teacher working days	answer coming from Joey	SIG coordinator will send request to Payroll (B. Baril) after school year is	SIG coordinator will request to Payroll (B. Baril) after school year is

School: Wilson Elementary	2012-2013	2013-2014	2014-2015
		complete and before June 30.	complete and before June 30.
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup	See Wilson NECAP data on pages that follow this table	SIG coordinator will update	SIG coordinator will update
Distribution of teachers by performance level on an LEA's teacher evaluation system	N/A	SIG coordinator will update	SIG coordinator will update
Teacher attendance rate	<i>MSD database cannot provide historical data.</i>	SIG coordinator will update	SIG coordinator will update



Fall 2013 - Beginning of Grade 3 NECAP Tests Grade 3 Students in 2013-2014 Disaggregated Reading Results

School: Wilson School
District: Manchester
State: New Hampshire
Code: 037-335-21640

REPORTING CATEGORIES	School												District					State							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	70	0	0	70	4	6	19	27	25	36	22	31	337	1,087	8	48	23	21	341	13,390	21	56	14	9	348
Gender																									
Male	30	0	0	30	1	3	7	23	10	33	12	40	336	556	7	47	24	22	341	6,898	18	56	15	11	347
Female	40	0	0	40	3	8	12	30	15	38	10	25	338	531	9	49	22	19	342	6,492	24	55	13	7	350
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	26	0	0	26	0	0	9	35	6	23	11	42	335	227	2	38	26	34	336	742	8	52	21	20	342
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										3						52	12	52	21	15	344
Asian	2	0	0	2										48	8	56	21	15	344	446	26	55	13	7	351
Black or African American	10	0	0	10	0	0	3	30	3	30	4	40	336	93	4	40	26	30	338	248	8	47	25	20	342
Native Hawaiian or Pacific Islander	0	0	0	0										1						8					
White	30	0	0	30	4	13	6	20	13	43	7	23	340	660	10	52	23	15	343	11,558	22	56	14	8	349
Two or more races	2	0	0	2										55	16	49	20	15	344	336	22	57	12	9	349
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	22	0	0	22	0	0	6	27	7	32	9	41	334	199	2	36	26	37	335	536	4	46	25	25	339
Former LEP student - monitoring year 1	0	0	0	0										6						32	28	72	0	0	356
Former LEP student - monitoring year 2	0	0	0	0										0						3					
All Other Students	48	0	0	48	4	8	13	27	18	38	13	27	339	882	10	50	23	17	343	12,819	21	56	14	8	349
IEP																									
Students with an IEP	9	0	0	9										149	1	22	23	53	330	1,756	3	33	28	36	335
All Other Students	61	0	0	61	4	7	18	30	22	36	17	28	338	938	9	52	23	15	343	11,634	23	59	12	5	350
SES																									
Economically Disadvantaged Students	59	0	0	59	3	5	14	24	22	37	20	34	337	592	4	41	27	28	338	3,896	10	50	21	18	343
All Other Students	11	0	0	11	1	9	5	45	3	27	2	18	342	495	13	56	19	12	345	9,494	25	58	12	5	350
Migrant																									
Migrant Students	2	0	0	2										4						4					
All Other Students	68	0	0	68	4	6	19	28	25	37	20	29	338	1,083	8	48	23	20	341	13,386	21	56	14	9	348
Title I																									
Students Receiving Title I Services	65	0	0	65	4	6	17	26	22	34	22	34	337	592	5	43	26	26	339	3,336	10	50	23	17	343
All Other Students	5	0	0	5										495	12	54	20	15	344	10,054	24	58	12	6	350

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2013 - Beginning of Grade 3 NECAP Tests
 Grade 3 Students in 2013-2014
Disaggregated Mathematics Results

School: Wilson School
 District: Manchester
 State: New Hampshire
 Code: 037-335-21640

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	70	0	0	70	2	3	14	20	27	39	27	39	334	1,097	10	38	25	27	339	13,418	24	46	18	12	345
Gender																									
Male	30	0	0	30	1	3	5	17	10	33	14	47	334	561	11	39	24	27	339	6,914	25	46	17	12	346
Female	40	0	0	40	1	3	9	23	17	43	13	33	334	536	10	37	25	28	338	6,504	23	46	18	13	345
Not Reported	0	0	0	0									0	0					0	0					
Race/Ethnicity																									
Hispanic or Latino	26	0	0	26	0	0	4	15	10	38	12	46	333	229	4	27	28	41	335	754	11	37	25	27	339
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0									3							52	8	48	27	17	340
Asian	2	0	0	2									51	10	33	31	25	338	459	39	36	14	10	348	
Black or African American	10	0	0	10	0	0	3	30	4	40	3	30	333	94	2	35	26	37	334	251	8	37	27	29	338
Native Hawaiian or Pacific Islander	0	0	0	0									1							8					
White	30	0	0	30	2	7	7	23	10	33	11	37	335	664	13	43	23	22	341	11,559	25	47	17	11	346
Two or more races	2	0	0	2									55	25	27	20	27	341	335	25	41	19	14	345	
No Race/Ethnicity Reported	0	0	0	0									0							0					
LEP Status																									
Current LEP student	22	0	0	22	0	0	2	9	10	45	10	45	331	210	2	23	30	45	333	576	7	33	26	34	337
Former LEP student - monitoring year 1	0	0	0	0									6							32	47	53	0	0	352
Former LEP student - monitoring year 2	0	0	0	0									0							3					
All Other Students	48	0	0	48	2	4	12	25	17	35	17	35	335	881	12	41	23	23	340	12,807	25	46	17	11	346
IEP																									
Students with an IEP	9	0	0	9									149	3	19	28	50	331	1,753	6	30	27	37	336	
All Other Students	61	0	0	61	2	3	14	23	23	38	22	36	335	948	12	41	24	24	340	11,665	27	48	16	8	347
SES																									
Economically Disadvantaged Students	59	0	0	59	2	3	11	19	24	41	22	37	334	593	6	31	27	35	336	3,890	12	41	24	22	340
All Other Students	11	0	0	11	0	0	3	27	3	27	5	45	335	504	16	45	21	18	342	9,528	29	48	15	8	347
Migrant																									
Migrant Students	2	0	0	2									4							4					
All Other Students	68	0	0	68	2	3	14	21	27	40	25	37	334	1,093	11	38	25	27	339	13,414	24	46	18	12	345
Title I																									
Students Receiving Title I Services	65	0	0	65	2	3	12	18	26	40	25	38	334	596	6	33	28	33	337	3,031	13	39	26	23	340
All Other Students	5	0	0	5									501	15	43	21	21	341	10,387	28	48	15	9	347	

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2013 - Beginning of Grade 4 NECAP Tests Grade 4 Students in 2013-2014 Disaggregated Reading Results

School: Wilson School
District: Manchester
State: New Hampshire
Code: 037-335-21640

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	60	0	1	59	3	5	13	22	19	32	24	41	432	1,057	12	44	25	20	441	13,775	23	52	17	9	447
Gender																									
Male	30	0	0	30	1	3	4	13	10	33	15	50	429	518	10	40	28	23	439	6,925	19	52	19	11	445
Female	30	0	1	29	2	7	9	31	9	31	9	31	436	539	14	47	23	17	443	6,850	27	52	14	7	449
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	26	0	1	25	2	8	5	20	8	32	10	40	431	201	3	35	30	31	435	708	9	47	26	17	441
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										1						46	15	46	24	15	442
Asian	4	0	0	4										56	13	41	32	14	441	439	35	45	13	7	450
Black or African American	2	0	0	2										71	6	44	30	21	438	241	12	50	23	15	442
Native Hawaiian or Pacific Islander	0	0	0	0										0						14	43	50	7	0	454
White	25	0	0	25	1	4	7	28	7	28	10	40	433	692	15	46	22	17	443	12,048	24	53	16	8	447
Two or more races	3	0	0	3										36	6	47	28	19	440	279	20	50	18	12	445
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	8	0	0	8										85	1	11	39	49	429	236	4	22	34	39	433
Former LEP student - monitoring year 1	7	0	0	7										86	7	43	42	8	441	237	9	52	32	7	443
Former LEP student - monitoring year 2	0	0	0	0										11	18	64	9	9	445	36	31	53	14	3	450
All Other Students	45	0	1	44	1	2	11	25	13	30	19	43	432	875	13	47	22	18	442	13,266	24	52	16	8	447
IEP																									
Students with an IEP	11	0	0	11	0	0	0	0	1	9	10	91	419	156	1	12	24	62	427	1,877	4	28	32	36	435
All Other Students	49	0	1	48	3	6	13	27	18	38	14	29	435	901	13	49	25	12	443	11,898	26	56	14	4	449
SES																									
Economically Disadvantaged Students	54	0	1	53	2	4	10	19	19	36	22	42	432	542	5	36	32	26	437	3,874	12	47	25	17	442
All Other Students	6	0	0	6										515	18	51	18	13	445	9,901	27	54	13	5	449
Migrant																									
Migrant Students	0	0	0	0										4						4					
All Other Students	60	0	1	59	3	5	13	22	19	32	24	41	432	1,053	12	44	25	19	441	13,771	23	52	17	9	447
Title I																									
Students Receiving Title I Services	53	0	1	52	3	6	12	23	17	33	20	38	433	524	6	39	31	23	438	3,084	12	47	26	16	442
All Other Students	7	0	0	7										533	17	48	19	16	444	10,691	26	53	14	7	448

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2013 - Beginning of Grade 4 NECAP Tests Grade 4 Students in 2013-2014 Disaggregated Mathematics Results

School:	Wilson School
District:	Manchester
State:	New Hampshire
Code:	037-335-21640

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	60	0	1	59	4	7	18	31	16	27	21	36	436	1,064	14	42	21	24	441	13,800	27	46	16	11	447
Gender																									
Male	30	0	0	30	3	10	6	20	9	30	12	40	434	522	13	40	23	24	440	6,935	27	45	16	11	447
Female	30	0	1	29	1	3	12	41	7	24	9	31	438	542	14	43	19	24	441	6,865	27	46	16	11	447
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	26	0	1	25	1	4	8	32	5	20	11	44	433	204	3	33	25	39	434	719	13	38	25	24	440
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										1						46	15	48	20	17	443
Asian	4	0	0	4										59	14	42	22	22	441	452	43	38	10	10	451
Black or African American	2	0	0	2										71	7	38	20	35	436	245	9	43	22	27	439
Native Hawaiian or Pacific Islander	0	0	0	0										0						14	36	43	21	0	452
White	25	0	0	25	3	12	8	32	9	36	5	20	440	693	18	44	20	18	443	12,046	28	47	16	10	447
Two or more races	3	0	0	3										36	6	47	22	25	440	278	22	43	17	18	445
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	8	0	0	8										93	1	20	26	53	429	267	5	26	25	44	433
Former LEP student - monitoring year 1	7	0	0	7										86	5	50	26	20	439	237	10	46	27	16	442
Former LEP student - monitoring year 2	0	0	0	0										10	40	50	0	10	449	35	43	46	9	3	451
All Other Students	45	0	1	44	3	7	11	25	14	32	16	36	436	875	15	43	20	21	442	13,261	28	46	16	10	447
IEP																									
Students with an IEP	11	0	0	11	0	0	1	9	3	27	7	64	428	155	4	18	19	59	429	1,872	6	29	26	39	435
All Other Students	49	0	1	48	4	8	17	35	13	27	14	29	438	909	15	46	21	18	443	11,928	30	48	15	7	449
SES																									
Economically Disadvantaged Students	54	0	1	53	4	8	14	26	16	30	19	36	436	543	7	38	24	31	437	3,872	12	43	24	20	441
All Other Students	6	0	0	6										521	21	45	18	17	444	9,928	33	47	13	8	449
Migrant																									
Migrant Students	0	0	0	0										4						4					
All Other Students	60	0	1	59	4	7	18	31	16	27	21	36	436	1,060	14	42	21	24	441	13,796	27	46	16	11	447
Title I																									
Students Receiving Title I Services	52	0	1	51	4	8	17	33	13	25	17	33	436	526	9	40	23	28	439	2,869	13	43	24	21	441
All Other Students	8	0	0	8										538	18	43	19	20	443	10,931	30	47	14	9	448

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2013 - Beginning of Grade 5 NECAP Tests Grade 5 Students in 2013-2014 Disaggregated Reading Results

School: Wilson School
District: Manchester
State: New Hampshire
Code: 037-335-21640

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	67	1	1	65	0	0	32	49	18	28	15	23	538	971	9	51	26	14	542	13,765	20	59	17	5	548
Gender																									
Male	36	0	1	35	0	0	13	37	10	29	12	34	535	508	5	49	29	18	540	7,132	13	60	21	7	546
Female	31	1	0	30	0	0	19	63	8	27	3	10	542	463	13	54	22	10	545	6,633	27	58	12	3	551
Not Reported	0	0	0	0									0	0					0	0					
Race/Ethnicity																									
Hispanic or Latino	27	0	0	27	0	0	13	48	7	26	7	26	537	168	3	48	29	20	539	639	8	54	27	11	543
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1									2							40	15	50	28	8	547
Asian	4	0	0	4									51	4	35	35	25	537	446	28	52	15	5	550	
Black or African American	9	1	0	8									81	11	35	35	20	540	248	13	48	29	10	544	
Native Hawaiian or Pacific Islander	0	0	0	0									2						10	10	50	30	10	543	
White	21	0	1	20	0	0	11	55	6	30	3	15	540	613	11	56	23	11	544	12,118	20	60	16	5	549
Two or more races	5	0	0	5									54	6	56	30	9	544	264	19	54	21	6	547	
No Race/Ethnicity Reported	0	0	0	0									0						0	0					
LEP Status																									
Current LEP student	15	1	0	14	0	0	3	21	4	29	7	50	531	77	0	10	38	52	528	202	1	22	45	33	533
Former LEP student - monitoring year 1	3	0	0	3									26	0	50	42	8	541	85	7	48	38	7	543	
Former LEP student - monitoring year 2	7	0	0	7									61	2	52	34	11	541	188	8	62	26	4	545	
All Other Students	42	0	1	41	0	0	23	56	11	27	7	17	540	807	10	55	24	11	544	13,290	20	59	16	5	549
IEP																									
Students with an IEP	10	0	0	10	0	0	3	30	0	0	7	70	530	154	0	25	27	48	531	1,968	2	35	39	24	537
All Other Students	57	1	1	55	0	0	29	53	18	33	8	15	540	817	10	56	26	7	544	11,797	22	63	13	2	550
SES																									
Economically Disadvantaged Students	57	0	1	56	0	0	27	48	16	29	13	23	538	531	5	43	31	21	539	3,741	10	54	26	11	543
All Other Students	10	1	0	9									440	13	61	20	6	546	10,024	23	61	13	3	550	
Migrant																									
Migrant Students	0	0	0	0									1							1					
All Other Students	67	1	1	65	0	0	32	49	18	28	15	23	538	970	9	51	26	14	542	13,764	20	59	17	5	548
Title I																									
Students Receiving Title I Services	65	1	1	63	0	0	31	49	17	27	15	24	538	504	5	48	27	20	540	2,839	10	54	26	10	544
All Other Students	2	0	0	2									467	13	55	25	8	545	10,926	22	60	14	4	549	

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2013 - Beginning of Grade 5 NECAP Tests Grade 5 Students in 2013-2014 Disaggregated Mathematics Results

School: Wilson School
District: Manchester
State: New Hampshire
Code: 037-335-21640

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	67	0	1	66	2	3	16	24	23	35	25	38	535	979	9	41	22	28	540	13,783	21	52	15	12	546
Gender																									
Male	36	0	1	35	1	3	8	23	10	29	16	46	534	510	11	41	20	29	539	7,141	22	51	15	12	546
Female	31	0	0	31	1	3	8	26	13	42	9	29	536	469	7	42	23	27	540	6,642	21	53	15	11	546
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	27	0	0	27	2	7	7	26	9	33	9	33	536	168	5	33	26	36	536	645	9	43	23	25	540
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										2						40	18	53	13	18	545
Asian	4	0	0	4										55	9	29	15	47	535	456	37	40	11	12	549
Black or African American	9	0	0	9										82	4	27	16	54	533	249	10	39	21	30	539
Native Hawaiian or Pacific Islander	0	0	0	0										2						10	10	40	20	30	539
White	21	0	1	20	0	0	5	25	10	50	5	25	535	616	11	47	22	20	542	12,118	21	53	15	10	546
Two or more races	5	0	0	5										54	6	41	24	30	539	265	17	52	15	15	544
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	15	0	0	15	0	0	1	7	4	27	10	67	529	84	0	7	19	74	526	222	2	23	22	54	532
Former LEP student - monitoring year 1	3	0	0	3										26	4	31	31	35	536	85	8	42	29	20	539
Former LEP student - monitoring year 2	7	0	0	7										61	5	36	25	34	538	188	12	51	19	18	543
All Other Students	42	0	1	41	2	5	10	24	15	37	14	34	536	808	10	46	21	23	541	13,288	22	53	15	11	546
IEP																									
Students with an IEP	10	0	0	10	0	0	1	10	3	30	6	60	529	154	2	21	17	60	530	1,968	4	34	24	38	536
All Other Students	57	0	1	56	2	4	15	27	20	36	19	34	536	825	10	45	23	22	541	11,815	24	55	14	7	548
SES																									
Economically Disadvantaged Students	57	0	1	56	2	4	11	20	23	41	20	36	535	532	4	33	25	39	536	3,737	9	47	22	22	541
All Other Students	10	0	0	10	0	0	5	50	0	0	5	50	535	447	15	52	18	15	544	10,046	26	54	13	8	548
Migrant																									
Migrant Students	0	0	0	0										1						1					
All Other Students	67	0	1	66	2	3	16	24	23	35	25	38	535	978	9	41	22	28	540	13,782	21	52	15	12	546
Title I																									
Students Receiving Title I Services	65	0	1	64	2	3	15	23	22	34	25	39	535	505	7	34	25	35	537	2,687	11	45	22	22	541
All Other Students	2	0	0	2										474	12	50	18	20	542	11,096	24	54	14	9	547

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2013 - Beginning of Grade 5 NECAP Tests Grade 5 Students in 2013-2014 Disaggregated Writing Results

School: Wilson School
District: Manchester
State: New Hampshire
Code: 037-335-21640

REPORTING CATEGORIES	School													District					State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	67	1	1	65	2	3	20	31	28	43	15	23	534	971	8	34	37	21	537	13,751	16	46	28	10	542
Gender																									
Male	36	0	1	35	0	0	6	17	15	43	14	40	529	508	4	27	40	29	533	7,122	8	42	35	14	539
Female	31	1	0	30	2	7	14	47	13	43	1	3	539	463	13	41	33	13	540	6,629	23	51	20	6	539
Not Reported	0	0	0	0									0	0					0	0					0
Race/Ethnicity																									
Hispanic or Latino	27	0	0	27	0	0	10	37	12	44	5	19	534	168	2	26	50	23	534	638	7	41	38	14	538
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1									2							40	18	48	23	13	543
Asian	4	0	0	4									51	6	29	27	37	533	446	25	46	21	9	546	
Black or African American	9	1	0	8									81	6	32	35	27	535	247	9	41	34	16	539	
Native Hawaiian or Pacific Islander	0	0	0	0									2						10	10	50	30	10	538	
White	21	0	1	20	1	5	5	25	9	45	5	25	535	613	11	36	34	19	538	12,105	16	47	28	10	542
Two or more races	5	0	0	5									54	7	39	35	19	537	265	14	44	29	13	541	
No Race/Ethnicity Reported	0	0	0	0									0						0	0					0
LEP Status																									
Current LEP student	15	1	0	14	0	0	1	7	8	57	5	36	527	77	0	8	36	56	524	200	1	20	38	42	529
Former LEP student - monitoring year 1	3	0	0	3									26	12	27	38	23	538	85	8	38	39	15	538	
Former LEP student - monitoring year 2	7	0	0	7									61	2	31	51	16	536	188	6	49	37	8	540	
All Other Students	42	0	1	41	1	2	14	34	16	39	10	24	535	807	10	37	35	18	538	13,278	16	47	28	10	542
IEP																									
Students with an IEP	10	0	0	10	0	0	3	30	1	10	6	60	526	154	0	12	31	58	525	1,964	1	18	42	39	530
All Other Students	57	1	1	55	2	4	17	31	27	49	9	16	535	817	10	38	38	14	539	11,787	18	51	26	6	544
SES																									
Economically Disadvantaged Students	57	0	1	56	1	2	20	36	22	39	13	23	534	531	2	29	40	29	533	3,733	7	38	36	18	537
All Other Students	10	1	0	9									440	15	40	33	13	541	10,018	19	49	25	7	544	
Migrant																									
Migrant Students	0	0	0	0									1							1					
All Other Students	67	1	1	65	2	3	20	31	28	43	15	23	534	970	8	34	36	21	537	13,750	16	46	28	10	542
Title I																									
Students Receiving Title I Services	65	1	1	63	2	3	20	32	26	41	15	24	534	504	3	30	41	25	534	2,834	8	39	37	16	538
All Other Students	2	0	0	2									467	14	37	31	17	539	10,917	18	48	26	9	543	

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.

MSD Appendix D: LEA Capacity Rubric

Criteria	Poor	Satisfactory	Strong	LEA Self-Assessment
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	<input type="checkbox"/> Poor <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Strong
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	<input type="checkbox"/> Poor <input type="checkbox"/> Satisfactory <input checked="" type="checkbox"/> Strong
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	<input type="checkbox"/> Poor <input type="checkbox"/> Satisfactory <input checked="" type="checkbox"/> Strong
Development of schools as professional learning communities	The school has not yet begun to address the practice of a professional learning community or an effort has been made to address the practice of professional learning communities, but has not yet begun to impact a critical mass of staff members.	A critical mass of staff has begun to engage in professional learning community 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 professional learning communities 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.	<input type="checkbox"/> Poor <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Strong
Identification of district leadership team and assignment of responsibilities	No district leadership team nor identified person assigned for monitoring implementation	Lacks specific identification of personnel for the district leadership team and for monitoring implementation.	A specific district leadership team is identified and one or more persons are assigned for monitoring implementation.	<input type="checkbox"/> Poor <input type="checkbox"/> Satisfactory <input checked="" type="checkbox"/> Strong
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.	<input type="checkbox"/> Poor <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Strong

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 on capacity.

MSD Appendix E: Professional Development & Contracted Services Justification Form

1. Description of Activity:

Beech staff members and other stakeholders will identify, interview, and select appropriate team building professional development vendors... vendors tbd

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

Close working relationships and collaboration are necessary for pods within the academy to succeed. Beech School Improvement Team will identify, interview, and select appropriate team building vendors to work with the entire Beech staff to support developing, maintaining, and strengthening relationships within the pods, the academy, and the Beech community.

3. Name of Contractor:

TBD

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).* We have budgeted \$36,000 for year 1, \$18,000 for year 2, and 8,000 for year 3 for the contracted services portion of this activity. In addition, we expected to use two thirds of our stipend and substitute allocations over the three-year grant period to support this activity.

6. Beginning Date: August 2014

Ending Date: June 2017

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.)* PD for entire Beech staff and then shared with the Beech community

8. Participants: Beech staff members and Beech community stakeholders

9. Evaluation Process: *(Describe how you will evaluate that services have been delivered successfully.)* Surveys will be distributed during and collected after the PD events.

MSD Appendix E: Professional Development & Contracted Services Justification Form

10. Description of Activity:

Dr. Bob parent sessions on Creating Mindsets: Developing Strategies for Impacting Achievement, Motivation, and Relationship Building — That Last!”

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

Reaching out to the parent community is an important component of the goal. Wilson will support parents in supporting their children.

12. Name of Contractor:

Dr. Bob Greenleaf

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

Robert Greenleaf was formerly a professional development specialist at the Education Alliance at Brown University. Having taught in all grades K-12, he has 20 years experience in public education ranging from superintendent of schools to assistant superintendent of schools, elementary school principal, teaching principal, teacher, and special education assistant. He served as adjunct professor at Thomas College in Maine.

14. Budget: *(Include costs such as staff compensation, materials, contracted services and other related costs).* \$700/session (3 sessions planned in first year, 2 in years 2 and 3)

15. Beginning Date: August 2014

Ending Date: June 2017

16. 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.)* Evening presentations for parents

17. Participants: Wilson parents

18. Evaluation Process: *(Describe how you will evaluate that services have been delivered successfully.)* Surveys will be distributed during and collected after the presentations.

MSD Appendix E: Professional Development & Contracted Services Justification Form

1. **Description of Activity:**

Principal PD— National SAM Innovation Project

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

According to the National SAM Innovation Project, independent and external research has shown that principals gain the equivalent of 27 extra days of instructional leadership time in their first year using the SAM process. By the third year of implementing this process, principals gain instructional leadership time that exceeds 55 days. The process is designed to help principals to think deeply and carefully about how to best work with teachers to improve teaching and learning in their schools (PSA, 2011).*

3. **Name of Contractor:**

National SAM Innovation Project

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

NSIP has been evaluated by the Wallace Foundation.

5. **Budget:** *(Include costs such as staff compensation, materials, contracted services and other related costs).* \$12,900 +1200 (travel) Year 2; \$9,000 + \$12,000 Year 2; \$6,000 +1,200 Year 3

6. **Beginning Date:** August 2014

Ending Date: June 2017

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.)* Onsite consulting services and offsite annual conference

8. **Participants:** Wilson principal

* Turnbull, B. J., Erikson, A., & Sinclair, S. (2011). *Implementation of the national sam innovation project: A comparison of project designs*. Policy Studies Associates, Inc., For the Wallace Foundation

9. **Evaluation Process:** *(Describe how you will evaluate that services have been delivered successfully.)*
Surveys will be distributed during and collected after the presentations.

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

Reaching out to the parent community is an important component of the goal. Wilson will support parents in supporting their children.

2. **Name of Contractor:**

Dr. Bob Greenleaf

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

Robert Greenleaf was formerly a professional development specialist at the Education Alliance at Brown University. Having taught in all grades K-12, he has 20 years experience in public education ranging from superintendent of schools to assistant superintendent of schools, elementary school principal, teaching principal, teacher, and special education assistant. He served as adjunct professor at Thomas College in Maine.

4. **Budget:** *(Include costs such as staff compensation, materials, contracted services and other related costs).* \$700/session (3 sessions planned in first year, 2 in years 2 and 3)

5. **Beginning Date:** August 2014

Ending Date: June 2017

6. **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.)*

7. **Participants:** Wilson parents

8. **Evaluation Process:** *(Describe how you will evaluate that services have been delivered successfully.)*
Surveys will be distributed during and collected after the presentations.

MSD Appendix F: Equipment Justification Form

<p>Item Description: 2 cart with 30 iPads on each for students to use to become more adept using digital devices to access information, including e-books</p>		
<p>Number to be purchased: 2 carts with 30 iPads one each cart</p>	<p>Approximate cost per item: tablets + insurance \$686; cart \$1400 include per student or per teacher information</p>	<p>Total Cost: 43,978.00</p>
<p>Location: The cart will be located in the Beech library. Students will borrow from the library.</p>		
<p>Purpose: Detail the following:</p> <ul style="list-style-type: none"> • How will it support the program? Beech students need more experience using digital devices. We want to support personalized and self-directed learning. We want to inspire our students by leveling the playing field. • Who will use it? Beech students <ul style="list-style-type: none"> • How many students/staff will use it? The carts will be available to all Beech students 		
<p>Reasonableness:</p> <ul style="list-style-type: none"> • Justify the need; Beech students need more experience using digital devices. We want to support personalized and self-directed learning. We want to inspire our students by leveling the playing field. • Explain how it is not otherwise available through the district. 		
<p>Storage: Where will the equipment be located/stored Beech library</p>		
<p>Inventory and Tracking: Identify the person responsible the following:</p> <p>Entering equipment on Title I Equipment Inventory Report Beech Title I supervisor</p> <p>Tracking equipment if moved from above location Beech Title I supervisor</p> <p>Signing equipment in and out if equipment is approved for student use Beech Title I supervisor, Beech librarian</p> <p>Storing equipment over the summer Beech Title I supervisor, Beech librarian; however, we want the equipment to be used over the summer</p>		

<p>Item Description: 42" digital signage software and player to communicate to community about the academies' accomplishments, homework assignments, school events, etc. (3 @ \$1,500)</p>		
<p>Number to be purchased: 3 digital signage players with player signage software</p>	<p>Approximate cost per item: \$500</p>	<p>Total Cost: \$1500</p>
<p>Location: The signs will be used at Beech to communicate with Beech parents after they enter the school</p>		
<p>Purpose: Detail the following:</p> <ul style="list-style-type: none"> • How will it support the program? We want to get parents involved. We want to use the signs to build school community and spirit and get parents in the habit of entering the school. • Who will use it? Beech teachers will load the software <ul style="list-style-type: none"> • How many students/staff will use it? Any one who enters the Beech school building 		
<p>Reasonableness:</p> <ul style="list-style-type: none"> • Justify the need; Parents and the community will be informed of school events. <ul style="list-style-type: none"> • Explain how it is not otherwise available through the district. Other schools might have these signs, but they were not purchased with District general funding. 		
<p>Storage: Where will the equipment be located/stored Within the Beech school building</p>		
<p>Inventory and Tracking: Identify the person responsible the following:</p> <p>Entering equipment on Title I Equipment Inventory Report Beech Title I supervisor</p> <p>Tracking equipment if moved from above location Beech Title I supervisor</p> <p>Signing equipment in and out if equipment is approved for student use N/A</p> <p>Storing equipment over the summer: The signs will remain within the school building</p>		

Item Description: Cart with 30 standalone tablets for parents to borrow from the Wilson library		
Number to be purchased: 30 tablets and one cart	Approximate cost per item: tablets +videos+ insurance \$686; cart \$1400 include per student or per teacher information	Total Cost: 21,989.00 (year 1, if the program is successful, we request funds to extend the program in years 2 and 3
Location: The cart will be located in the Wilson library. Parents will borrow tablets from the library.		
Purpose: Detail the following:		
<ul style="list-style-type: none"> • How will it support the program? Parents who attend the Wilson parent nights have mentioned that they don't always remember how to do, for example, lattice math. By loading videoclips on a tablet that requires no Internet to use, we are supporting parents in our mission to help their children attain academic success. • Who will use it? Wilson parents with Wilson students <ul style="list-style-type: none"> • How many students/staff will use it? The carts will be available for all Wilson parents 		
Reasonableness:		
<ul style="list-style-type: none"> • Justify the need; and Parents have requested support. That's what we're trying to do. • Explain how it is not otherwise available through the district. Although different schools sites might post items on their websites, if you don't have a digital device with an Internet connection, you cannot access. 		
Storage: Where will the equipment be located/stored Wilson Library		
Inventory and Tracking:		
Identify the person responsible the following:		
Entering equipment on Title I Equipment Inventory Report Wilson Title I supervisor		
Tracking equipment if moved from above location Wilson Title I supervisor		
Signing equipment in and out if equipment is approved for student use Wilson Title I supervisor, Wilson librarian		
Storing equipment over the summer Wilson Title I supervisor, Wilson librarian; however, we want the equipment to be used over the summer		

<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 priority 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 priority 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 & Budget Alignment Rubric in the SEA application-Appendix E .</p>	0	1	2	4	6	
<p>3) Provided an explanation for any eligible Priority 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"> • Design and implement interventions consistent with the final SIG requirements; • 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; • How the LEA will align other resources with the interventions; • How the LEA will modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively; and • How the LEA and school will sustain the reforms after the funding period ends. <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 priority school identified in the LEA application.</p>	0	1	2	4	6	
<p>6) As part of the LEA's plan to monitor progress in each priority school included in this application, provided the LEA's annual student achievement goals in Reading and Mathematics for each priority school's assessment results.</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	
<p>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.</p>	0	1	2	4	6	
<p>Action Plan</p> <p>Year 1 Action Plan is complete including:</p> <ul style="list-style-type: none"> • Goal • Strategy • Activities target the needs identified in the needs assessment and will have the greatest impact on student achievement. • Resources • Timeline • Oversight • Monitoring of implementation • Monitoring of effectiveness • Funds needed <p>The model chosen is clearly connected to the activities chosen in the Action Plan.</p>	0	1	2	4	6	

C – Budget

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	
3) Completed the One Year (2014-2015) 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	
D - Assurances						
1) Signed Assurance page	0	0	0	0	1	
E - Waivers						
1) Is the LEA applying for any waivers?	0	0	0		0	

