



NH Department of Education

Guidelines and Materials for Developing the District Improvement Plan

As required by New Hampshire RSA 193-H and Federal Law 107-110

June 15, 2005

**NH Department of Education
Dr. Lyonel B. Tracy, Commissioner
Offices of Accountability and Title I
101 Pleasant Street
Concord, NH 03301
www.ed.state.nh.us**

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STATUTORY REQUIREMENTS

Many districts currently use local education improvement plans as their roadmap for achieving excellence. Such plans are often intentionally broad, serving as an umbrella for plans dedicated to specific purposes, such as professional development or technology. The district improvement plan required by state and federal accountability law also has a specific focus and purpose, in that the plan's goals and proposed strategies must be directly related to improving the areas in which the district did not make adequate yearly progress.

Required Content

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

- (1) the area(s) in which the district did not make adequate yearly progress for two consecutive years, resulting in the designation as a district in need of improvement; and
- (2) strategies to improve conditions or factors impacting student achievement in the content area(s) that caused the district to be identified for improvement.

Plans for districts receiving Title I funds must also meet the requirements set forth in Section 1116 (b) of the *No Child Left Behind Act of 2001*. In addition to (1) and (2) above, plans for districts receiving Title I funds must include:

- (3) specific measurable improvement goals and objectives;
- (4) the professional development needs of the instructional staff serving the district;
- (5) improvement plan strategies that:
 - a. address the fundamental teaching and learning needs in the schools;
 - b. address the specific academic problems of low-achieving students;
 - c. are supported by scientifically-based research;
 - d. have the greatest likelihood of improving the achievement of students;
 - e. promote effective parent involvement in the schools; and
 - f. incorporate as appropriate, activities before, after school, during the summer and during an extension of the school year;
- (6) an assurance that parents, school staff and others were consulted in designing the plan;
- (7) technical assistance requested from the NH Department of Education or other technical assistance providers;
- (8) signed assurances (see Page 8) that certain practices and policies are established and implemented; and
- (9) a detailed budget narrative, together with a completed Form 1, if the district is requesting Title I improvement funds. (See **Appendix A** for details regarding Title I funding).

STATUTORY REQUIREMENTS

Plan Components

The plan is divided into three sections, each one having a specific due date. They are:

- | | |
|---------|---------------------------------|
| Phase 1 | June 30, 2005. |
| Phase 2 | August 15, 2005; and |
| Phase 3 | No later than October 31, 2005. |

Duration of the Plan

The improvement plan is in effect for a period of two years (2005-06 and 2006-07 school years). The designation as a district in need of improvement is removed once the district has made adequate yearly progress for two consecutive years in the area(s) that caused the designation.

Review and Approval Process

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

Annual Progress Review

At the end of the first year, state law requires a review of the identified district's progress in implementing its plan. The law states: "...*On or before the one-year anniversary of being designated as a school or school district in need of improvement, the commissioner shall designate a progress review team to evaluate the implementation of the improvement plans and the progress towards state performance targets. The progress review team shall deliver a report to the state board...*" The reviewers will use the district's approved plan as the baseline from which to assess the district's progress.

TIMELINE FOR PLAN COMPONENTS

Phase 1 - Where Are We Now?

Products due June 30, 2005

During this phase your district will (1) collect, sort and select data; (2) build and analyze a district portfolio; and (3) prioritize a list of challenges that need to be addressed to have all students reach high standards. The products due at the end of this phase are:

- 1A District Improvement Plan Cover Page
- 1B District Overview
- 1C Memorandum of Understanding – This page must be submitted with an original signature.
- 1D Root Cause Analysis Synopsis
 - Priority Areas of Improvement Worksheets from Session 5

Phase 2 – What is Our Target? Where are We Going?

Products due August 15, 2005

During this phase your district will attend the HOPE Institute at which your team will: (1) set and prioritize improvement goals; and (2) study and select best practices. At the Institute your team will be able to work together through the goal setting process and will participate in multiple sessions on best practices in reading and mathematics. The products due at the end of this phase are:

- 2A District Cover Page
- 2B Goals and Strategies Summary (Based on the Priority Areas of Improvement)

Phase 3 – How Will We Get There?

Products due no later than October 31, 2005

During this phase your district will create action plans. The products due at the end of this phase are:

- 3A District Cover Page
- 3B District Improvement Monitoring Committee
- 3C District Improvement Action Plan. - Complete an action plan for each goal identified on form B-2 to summarize the decisions made by the district's improvement committee.
- 3D Title I Budget Summary – Include a summary of the proposed activities for which you are requesting Title I funds. The dollar amounts included on this page must match those included on an OBM Form 1.
- 3E Parent Notification Letter - Please submit a copy of the letter that was sent to parents regarding notification of district improvement status.

ORGANIZING AND SUBMITTING THE PLAN

Plan Format

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

Submission of the Plan Components

All required products must be submitted as follows:

1. An original and 3 copies
2. The Department will be requesting that districts submit an electronic version **after** the approval of the completed plan. District can submit this either on a CD or disk.

Submit information to:

Carol Angowski
Office of Accountability
NH Department of Education
101 Pleasant Street
Concord, NH 03301
603-271-8392



Phase 1: <i>Where Are We Now?</i>	
Product 1A	<i>Due June 30, 2005</i>

District Improvement Plan Cover Page

SAU#:
District Name:
Superintendent of Schools
Address:
City: Zip:
Tel: Fax: E-mail:

Secondary Contact:

Name:
Title:
Address:
City: Zip:
Tel: Fax: E-mail:

Data Team:

Name	Title

Phase 1: <i>Where Are We Now?</i>
Product 1B - District Overview <i>Due June 30, 2005</i>

Instructions: In two pages or less, provide a narrative responding to (a) through (c) below.

- a) Describe the characteristics of your school district, such as the number of schools in the district, grade levels, enrollment, and identify any factors that impact the district as well as the communities the district serves;
- b) Describe the area(s) in which the district did not make adequate yearly progress in 2003 and 2004, resulting in the designation as a district in need of improvement; and
- c) Summarize any major improvement efforts the district is currently engaged in which are designed to improve the area(s) described in (b) above.

Phase 1: Where Are We Now?**Product 1C: Memorandum of Understanding***Due June 30, 2005*

The New Hampshire Department of Education has developed a planning and implementation model to guide and support districts as they reaffirm or redesign district structures to ensure that all children reach New Hampshire's academic standards.

To meet compliance requirements of Title I, Part A of the *No Child Left Behind Act of 2001*, a district identified as "In Need of Improvement" must complete and submit this form. In addition, the Department, under state statutes has included here additional standards of participation for districts in need of improvement.

The Superintendent assures that:

- _____ The district has submitted the required documents to complete Phase 1 within the required timeframe.
- _____ Phase 2 and Phase 3 required documents will be submitted in a timely manner meeting set forth in this document.
- _____ The district-wide planning team will include a parent whose student is currently enrolled in a school Title I program and/or a parent representative from a population of students that did not meet the adequately yearly progress standards.
- _____ Consultation for the development of the district improvement plan included input from representatives of parents, school staff and others (i.e. community members, outside experts).
- _____ The district has identified a District Improvement Coordinator. The coordinator will attend monthly meetings with the Department of Education to track the progress of action plans and determine the success and effectiveness of the improvement plan.
- _____ Not less than 10% of the Title I funds received by the district for each fiscal year that the district is identified for improvement is spent for professional development.
- _____ The district will use Title I Improvement funds to supplement and not supplant any activities previously funded by district funds.
- _____ A copy of the parent notification letter for the 2005-2006 school year will be included with Phase 3 of this document.

The New Hampshire Department of Education will provide the following technical assistance to Districts In Need of Improvement:

Root Cause Analysis Course
Monthly Technical Assistance Meetings

HOPE 2005 Summer Institute
Content Support Institute

Signature of Superintendent	Date	Signature of Commissioner of Education	Date

Priority Areas of Improvement (Session 5)

Considering all of the information on Worksheets I (Curriculum, Instruction, Assessment, Design Processes, Leadership, and Culture and Climate), what are the priority areas of improvement for your District Improvement Plan that you will focus on during HOPE to develop strategies for change? Please fill out one sheet for each Priority Area that you identify.

Location of performance gap:
Student learning goals:

Priority Area #__:

The “essential priority needs” for improvement in this priority area (From Session 5, Activity 2, reviewing all hypotheses):

Hoped-for Changes in Practice/Process Outcomes

Duplicate as needed for each root cause area.

Priority Areas of Improvement: Sample

Considering all of the information on Worksheets 1 (Curriculum, Instruction, Assessment, Design Processes, Leadership, and Culture and Climate), what are the priority areas of improvement for your District Improvement Plan that you will focus on during HOPE to develop strategies for change? Please fill out one sheet for each Priority Area that you identify.

The location (from Session 1) identifies where performance gaps related to content area, subgroup, grade can be found.

A student learning goal states the change in performance that you want to achieve in measurable terms. Student learning goals address the identified student performance gaps.

Location of performance gap: (7) Students with disabilities are scoring below levels on the assessment. Students without disabilities are reaching proficiency.
Student learning goals: Students with disabilities in the novice category will decrease by 10%. Student without disabilities in the novice category will decrease by 15%.

Priority Area #1: Standards/State and Local GLEs: The district curriculum needs to be aligned to the state/local GLEs; the district needs benchmark assessments aligned to the state/local GLEs; teachers need to know how to use state/local GLEs for instructional purposes.

The "essential priority needs" for improvement in this priority area (From Session 5, Activity 2, reviewing all hypotheses):

1. Review of the curriculum shows that it is not aligned with the state/local GLEs.
2. There are currently no district benchmark assessments that could show how our students are progressing toward meeting state/local GLEs.
3. Survey of teachers indicated that 90% want more professional development around state/local GLEs and how to use them to guide instruction.

Priority areas will most likely consolidate hypotheses from more than one areas (i.e. curriculum, assessment, leadership, etc.)

Hoped-for Changes in Practice/Process Outcomes

1. Alignment of curriculum with state/local GLEs: will help teachers to align classroom teaching with state standards.
2. District-wide aligned benchmark assessments: will help to identify students who are struggling early and will lead to targeted instruction.
3. Teachers will know how to use state/local GLEs in classroom teaching: as teachers receive PD on state/local GLEs, this will deepen their understanding and use of both the aligned curriculum and the benchmark assessments.

Duplicate as needed for each root cause area.



District Improvement Plan Cover Page
for
Phase 2: *What is Our Target? Where are We Going?*

Product 2A*Due August 15, 2005*

SAU#:		
District Name:		
Superintendent of Schools		
Address:		
City:	Zip:	
Tel:	Fax:	E-mail:

District Improvement Coordinator Contact:

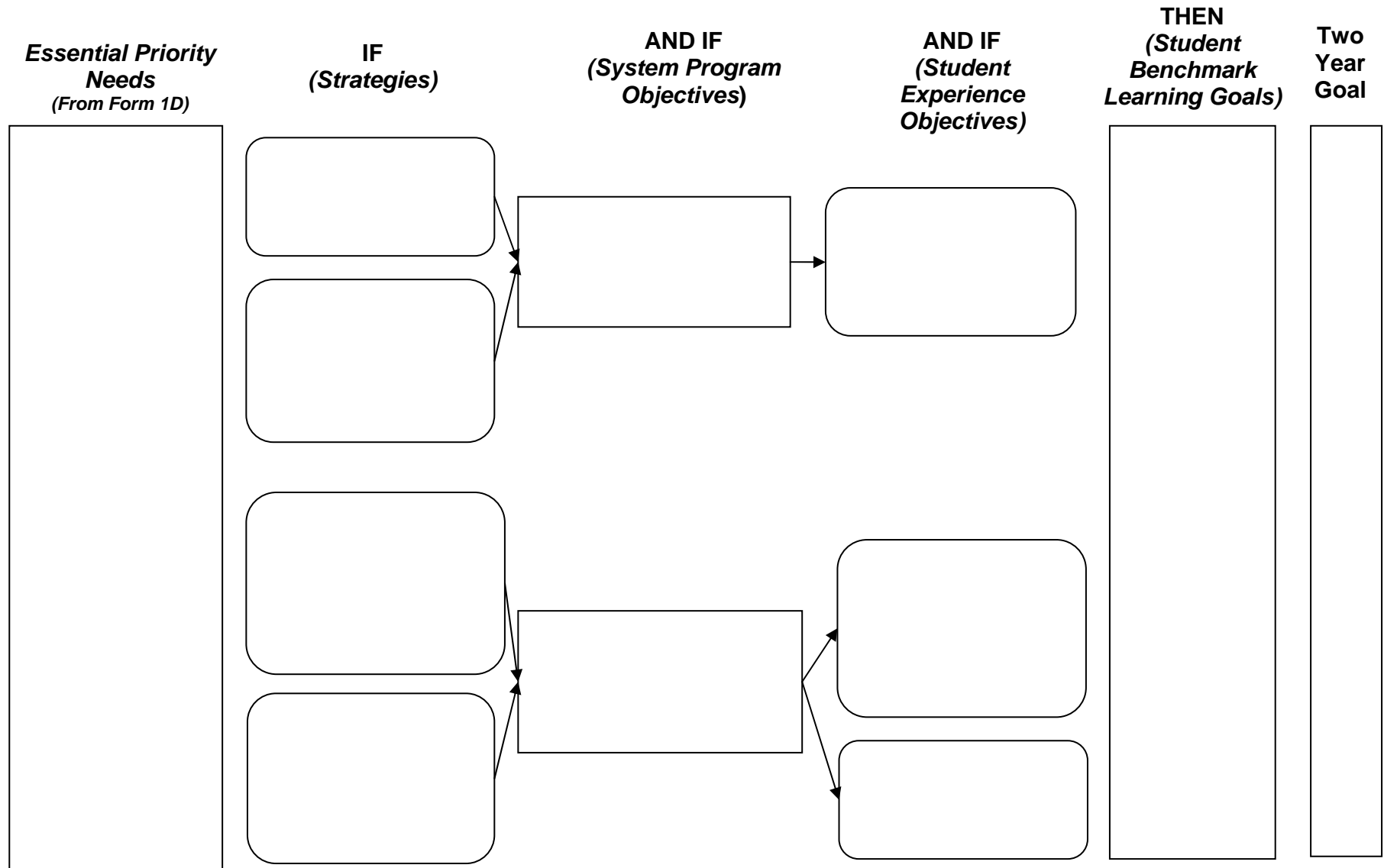
Name:		
Title:		
Address:		
City:	Zip:	
Tel:	Fax:	E-mail:

District Improvement Planning Team:

Name	Title

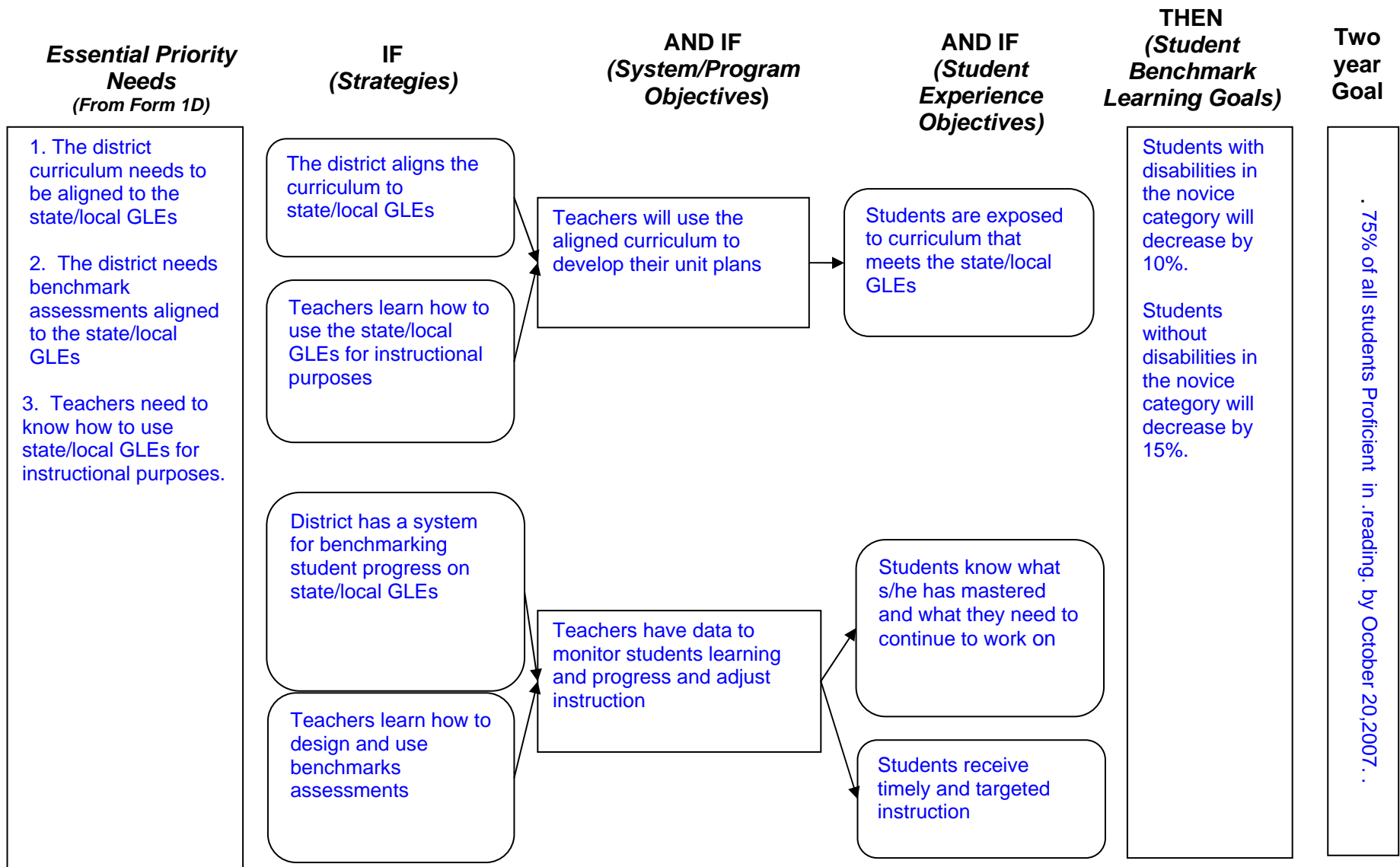
Location of performance gap:

Priority Area of Improvement: _____



Location of performance gap: (1) Students with disabilities are scoring at the lowest levels on the state assessment;
 (2) 50% of those not reaching proficiency are students without disabilities.

Priority Area of Improvement No. 1: Standards/Grade Level Expectations





District Improvement Plan Cover Page
for
Phase 3: *How Will We Get There?*

Product 3A

Due no later than Oct. 31, 2005

SAU#:		
District Name:		
Superintendent of Schools		
Address:		
City:	Zip:	
Tel:	Fax:	E-mail:

District Improvement Coordinator:

Name:		
Title:		
Address:		
City:	Zip:	
Tel:	Fax:	E-mail:

District Improvement Monitoring Team

Name	Title

Phase 3: <i>How Will We Get There?</i>

Product 3B: District Improvement Monitoring Team	<i>Due no later than Oct. 31, 2005</i>
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Instructions: In two pages or less provide a description of the district team responsible for monitoring the plan. Include:

- a) the process and timeline established by the team for reviewing the progress of the proposed strategies, and making revisions as necessary to the proposed strategies.
- b) the process and timeline for communicating with parent/community to gain knowledge about the plan and the opportunities to participate in district improvement.

Product 3C: District Improvement Action Plan *Due no later than Oct. 31, 2005*

2 Year Goal (Taken from Product 2B)		<i>Check all that apply</i> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Addresses teaching and learning needs of all students</i> <input type="checkbox"/> <i>Addresses needs of low-achieving students</i> <input type="checkbox"/> <i>Scientifically Based Research</i> <input type="checkbox"/> <i>Professional Development</i> <input type="checkbox"/> <i>Internal or External Technical Assistance</i> <input type="checkbox"/> <i>Extended-Time Learning</i> <input type="checkbox"/> <i>Parent and Community Involvement</i>
Strategy #		
Objectives	1. System/Program 2. Student Experience	

Activities*	Resources	Timeline	Who is responsible? Who is involved?	Monitoring implementation	Requesting Title I DINI Funds	Status of Activity
<i>What actions will occur? What steps will staff take?</i>	<i>What are the existing and new resources that will be used to accomplish the activity?</i>	<i>When will this activity begin and end?</i>	<i>Who will take primary responsibility/ leadership? Who else need to be involved?</i>	<i>What evidence will be gathered to document implementation of the activity?</i>	<i>Include amount if applicable</i>	<i>Insert date when completed</i>

*For each strategy, make sure you consider activities related to professional development and parent/community involvement
 Duplicate as necessary – Complete 1 sheet per strategy from Product 2B

2 Year Goal (Same as 2 Year Goal on Product 2B)	District will meet AYP for all subgroups in (Reading).	<i>Check all that apply</i> <ul style="list-style-type: none"> <input type="checkbox"/> Addresses teaching and learning needs of all students <input checked="" type="checkbox"/> Addresses needs of low-achieving students <input type="checkbox"/> Scientifically Based Research <input checked="" type="checkbox"/> Professional Development <input type="checkbox"/> Internal or External Technical Assistance <input type="checkbox"/> Extended-Time Learning <input type="checkbox"/> Parent and Community Involvement 				
Strategy #1	The district will align the curriculum to state/local GLEs in (Reading).					
Objectives	(System/Program) Teachers will use the aligned curriculum to develop their unit plans. (Student Experience) Students will be exposed to curriculum that meets the state/local GLEs					
Activities* <i>What actions will occur? What steps will staff take?</i>	Resources <i>What are the existing and new resources that will be used to accomplish the activity?</i>	Timeline <i>When will this activity begin and end?</i>	Who is responsible? Who is involved? <i>Who will take primary responsibility/ leadership? Who else need to be involved?</i>	Monitoring implementation <i>What evidence will be gathered to document implementation of the activity?</i>	Requesting Title I DINI Funds <i>Include amount if applicable</i>	Status of Activity <i>Insert date when completed</i>
Form grade level teams Gr. 1-8		9/1/05 - 9/30/05	curriculum coordinator/ principals	Roster of grade level teams completed for each grade	No funds needed for this activity	
identify trainer for curriculum mapping prof. development; develop training schedule		9/15/05 to 10/15/05	curriculum coordinator	Trainer contract in place; p.d. schedule developed		
Curriculum mapping training occurs ... <i>provide a detailed description of the activity</i>	trainer; substitutes	10/30/05 - 11/30/05	Consultant with curriculum coordinator	Sign-in sheets, schedule completed as planned	\$ consultant stipends/ substitutes	
Grade level teams meet to do the mapping... <i>(provide a detailed description of the activity)</i>		Oct 05 – Mar 06	Curriculum coordinator/ Team members	Minutes of team meetings and final product	Stipends/ substitutes	

*For each strategy, make sure you consider activities related to professional development and parent/community involvement
 Duplicate as necessary – Complete 1 sheet per strategy from Product 2B

Account Category	Budget Detail	
	Narrative	Total Costs
<p>Salaries and Benefits</p> <p><i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i></p>		
<p>Contracted Services</p> <p><i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered.</i></p>		
<p>Supplies and Materials</p> <p><i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>		
<p>Books</p> <p><i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>		
<p>Equipment</p> <p><i>Each item must be listed separately along with a justification of why you need it to support your plan.</i></p>		
<p>Professional Development Activities</p> <p><i>Summarize your activities including the number of days, people involved and associated costs.</i></p>		
<p>Travel</p> <p><i>Summarize your activities including the number of days, people involved and associated costs.</i></p>		
<p>Administration</p> <p><i>Include other costs associated with supporting plan implementation.</i></p>		
<p>Indirect Costs</p>		

Insert here a copy of the district's parent notification letter. Label it Product 3-E.



Appendices

APPENDIX A

Title I District Improvement Funding

Purpose of the Funds:

As part of this District Improvement Plan, Title I districts can apply for additional funds to support the implementation of their improvement plan activities. Funds are designed to be available to support the improvement plan. Districts are charged to identify those activities which will have the greatest likelihood of improving the quality of the instruction for those students not meeting the State's academic standards. Requests for funds will be evaluated using these parameters.

Timeframe to Apply:

Funds **will be available** beginning **September 1, 2005 and ending on June 30, 2006**. To access funds an OBM (Office of Business Management) Form 1 must accompany Phase 3 required products. The start date of the implementation of Phase 3 cannot be prior to the receipt of all Phase 3 required products at the Department of Education. For example: if the district submits all Phase 3 products on September 15th, the first date that funds can be expended is September 15th. All activities for which you are requesting funds must occur within the approved project period.

Amount of Funds Available:

At amount not to exceed the amount designated for your district on page 15 may be requested by a Title I school for implementation of approved activities during the above-noted project period.

Review Process:

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

Use of Funds:

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

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

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

TITLE I DISTRICT IN NEED OF IMPROVEMENT

PERCENT POVERTY	SCALE POINTS
1-10	1
10-15	2
15-25	3
OVER 25	4

DETERMINATION OF FUNDS

STUDENT ENROLLMENT	SCALE POINTS
Under 1000	1
1000-3000	2
3001-5000	3
OVER 5000	4

DISTRICT	STUDENT ENROLLMENT 10/1/2004	FREE & REDUCED LUNCH POVERTY PERCENTAGE 10/31/04	TOTAL POINTS
Chester	658	3.04	2
Dover	3796	19.70	6
Exeter Regional Coop.	2946	5.47	3
Farmington	1285	31.28	6
Governor Wentworth	2616	25.19	6
Hooksett	1370	8.83	3
Manchester	16546	30.48	8
Merrimack	4639	5.41	4
Nashua	12353	27.42	8
Raymond	1484	22.04	5
Rochester	4413	31.08	7
Sanborn Regional	1680	7.14	3
Wakefield	507	26.63	5
Winnacunnet Cooperative	1309	11.69	4
Winnisquam Regional	1604	22.76	5

TOTAL POINTS	TITLE I DISTRICT IMPROVEMENT FUNDS
2-4	\$25,000
5-6	\$50,000
7-8	\$75,000

C. Professional Development

Number of unduplicated (count participants only once) participants in all Districts Title II-A professional development activities.

Public

Administrators	Teachers	Paraprofessionals	Pupil Services Personnel

Private

Administrators	Teachers	Paraprofessionals	Pupil Services Personnel

Please complete this section for each professional development activity supported through Title II-A funds.

Description of <u>PD Activity 1</u>
Measurable Outcomes from Application
Outcomes/Results

Description of <u>PD Activity 2</u>
Measurable Outcomes from Application
Outcomes/Results

Description of <u>PD Activity 3</u>
Measurable Outcomes from Application
Outcomes/Results

Description of <u>PD Activity 4</u>
Measurable Outcomes from Application
Outcomes/Results

Description of <u>PD Activity 5</u>
Measurable Outcomes from Application
Outcomes/Results

Description of <u>PD Activity 6</u>
Measurable Outcomes from Application
Outcomes/Results

Description of <u>PD Activity 7</u>
Measurable Outcomes from Application
Outcomes/Results

Description of <u>PD Activity 8</u>
Measurable Outcomes from Application
Outcomes/Results

Description of <u>PD Activity 9</u>
Measurable Outcomes from Application
Outcomes/Results

Who should attend?

- Teachers who are working on Highly Qualified Teacher or Individual Professional Development Plans.
- Middle School teachers who are seeking to match their skills to NH Professional Standards for Mathematics Grades 5-8.
- Teachers seeking review of mathematics content to prepare for Praxis II Content tests.
- Teachers building lessons based on Grade Level Expectations.

Priority in Registration

Priority will be given to teachers from schools or districts that are identified as in need of improvement in mathematics.

Capacity is limited. Please register early!

Cost?

\$85.00 per session (1.5 days)

\$75.00 *early registration discount* at
- register by **June 23, 2006**.

Optional **three graduate credits** are available from Plymouth State University. Additional fees and assignments apply.

Sponsored by the NHDOE, Local Education Support Center Network sites in Gorham, Keene and Penacook, and the Content Enhancement Instructional Leadership (CEIL) Project. at SERESC.



Mathematics Seminars

For
Middle School
Teachers
July 2006

Created and Presented by
NH Department of Education
Distinguished Mathematics
Educators

*These seminars continue the work of
the NHDOE 2005 Summer
Content Support Institute.*

**All seminars are available at the following
locations:**

SERESC in Bedford, NH

*and by videoconference, with
mathematics mentors on site, to*

**North Country Education Services in
Gorham, and Southwest NH Regional
Education Center in Keene**

Seminar IV is also available
CACES in Penacook

Sessions will be conducted from 8:45am - 3:00pm on the first day and 8:45 - 11:45am on the second day.

Continental Breakfast will be available at the site on both days. Lunch will be served on day one.

Registration and continental breakfast is at 8:15. Lunch (at SERESC) is from 11:45am - 12:30pm

Session I: July 10 and 11, 2006.

Title: Algorithms and Good Number Sense:

Number operations, number sense, fluency in arithmetic computation for solving mathematical problems.

Description: Be a student in this seminar.

Create and share and explain computational methods; experiment with numbers; create, explain, critique strategies for developing computational fluency, number sense and confidence in your students.

Presenter: Kathleen Fowler, Grade 6 Teacher, Timberlane Regional Middle School, and NH Department of Education Distinguished Mathematics Educator

Session II: July 12 and 13, 2006.

Title: Algebra Across the Grades

Description: Using the Navigations Series, participants will come away with instructional strategies that focus on repeating and growing patterns, concepts on variable and equality, examine functions and relations, construct growing patterns using the Isosceles triangle, analyze situations with constant or varying rates of change and observe and represent patterns in an array.

Presenter: Betty Erickson, Mathematics Coordinator, Kearsarge Regional School District and NH Department of Education Distinguished Mathematics Educator

Session III: July 17 and 18, 2006

Title: Opening Up: Open-ended and open-process problems encourage students of various levels to experience rigorous mathematics.

Description: Draw on current research regarding questioning strategies to you develop open-process and open-ended questions from closed, skill-based problems. *Bring your current text.*

Presenter: Caroline Herold, M.Ed., experienced middle school mathematics teacher and NH Department of Education Distinguished Mathematics Educator

Session IV: July 19 and 20, 2006

Title: Analyze This!: Probability, statistics, and data analysis.

Description: Participants will take a closer look at probability, statistics, and data analysis with particular emphasis given to Grade Level Expectations for these topics. There will be an opportunity to work together in small groups on "hands-on" activities including the Probability Application of TI 83-83 graphing calculators.

Presenter: Phil Loud, High School Mathematics Teacher, Dover School District and NH Department of Education Distinguished Mathematics Educator

Session V: July 24 and 25, 2006

Title: Proportional Reasoning, Numbers and Operations, Algebra and Functions, and Geometry:

Proportional reasoning numbers, operations, algebra, and functions.

Description: Develop an in-depth understanding of proportional reasoning, and connect to math concepts such as percents, similarity, scaling, transformations, linear equations, slope and probability. Develop classroom activities that can be used to promote proportional reasoning. *Bring the text that you plan to use for the Fall of 2006.*

Presenter: Christine Downing, Grade 8 Mathematics Teacher, Pennichuck Middle School, Nashua and NH Department of Education Distinguished Mathematics Educator

Registration Form **Mathematics**

Advanced Registration is Required

Confirmation and directions will be sent via e-mail or letter upon receipt of completed registration form and payment.

Registration/Refund Deadline: July 5, 2006

Registration Location: (circle one)
SERESC, NCES, SWNHESC, CACES (IV only)

Name _____

Title _____

Address _____

City/State/Zip _____

Day/Eve. Phone #'S _____

SAU# _____ School Town _____

School Name _____

E-Mail _____

Certification Status:

__ I am certified in _____

__ I am seeking recertification.

__ I am seeking Highly Qualified Status in Mathematics under the new No Child Left Behind Legislation through
__ 30 graduate credits __ NH HOUSSE process __ Praxis II.

__ I will use this workshop to meet Highly Qualified Teacher Professional Development needs.

__ Please send information and application form to register for graduate credits from Plymouth State University for this course.

Check Session(s) you would like to attend:

- Session I** **Session II** **Session III**
 Session IV **Session V**

COMPLETE AND RETURN THIS FORM WITH PAYMENT TO

**SERESC, 29 Commerce Drive,
Bedford, NH 03110-6835, Attn: Robin Knight**

Check made Payable to: SERESC
Payment must be received before attendance

Cost: \$ 85.00 per session

Early registration before 6/23/06- \$75.00 per session

Online Registration

**To register click on link below or
type address below into your browser:**

<http://www.seresc.net/events>

For MasterCard or Visa payment please complete the following information and use billing address above for all locations:

M/C ___ Visa ___ Amount: _____

Expiration date: _____

Card holder's name _____

Card# _____

Signature: _____



Middle School Math Content Review

for Middle School Teachers, ESL Teachers and Special Educators working on Highly Qualified Teacher Status

At SERESC in
Bedford

November 18, 2006

8:30 am - 2:00 pm

Cost is \$65.00

**Early Registration Cost:
\$45.00 before 11/1/06**

Registration Deadline is Nov. 7, 2006

Pre-registration is required

Cost includes continental breakfast,
lunch, & certificate of participation for
five contact hours.

Who should attend?

Middle and Elementary School
Teachers, including Special Educators
and English as a Second Language

Teachers who are working on
professional development plans or
preparing for a rigorous content test
such as the Praxis II Middle School
Mathematics Test .

Sponsored by CEIL

(Content Enhancement Instructional Leadership)
CEIL, located at the Southeastern Regional Education Service Center
(SERESC), is supported by a grant from the NH Department of
Education. Additional partners are Plymouth State University,
Manchester School District and North Country Education Services.



SERESC

New Hampshire
Department
of
Education

Schedule

Middle School Math Review

8:30 am - 2:00 pm

8:30 am - 9:00 am Registration, Continental Breakfast

9:00 am - 2:30 pm

Mathematics Review: Presenter: **Robert F. Lukasiak, Jr.**,

Rob will take participants through mathematics topics
that are listed in the Praxis II Middle School
Mathematics Test. Test at a glance.

<http://www.ets.org/Media/Tests/PRAxis/pdf/0069.pdf>

12:00 pm - 12:30 pm *Break for lunch at SERESC*

About the Presenter

Robert F. Lukasiak, Jr., Rob Lukasiak has an MST in
Mathematics and has been teaching math to teenagers and adults
for 25 years. He is currently a math consultant for the CEIL
Project at SERESC as well as to several school districts in New
Hampshire. His love of mathematics along with his unique and
entertaining style make him a popular presenter.

Questions??

Information regarding **Highly Qualified Teacher requirements**
contact Carolyn Woodman at 603-206-6835 or email
cwoodman@seresc.net
Or Anne Davis at NHDOE
603-271-6052 or email adavis@ed.state.nh.us

Information regarding **registration** contact Robin Knight at
603-206-6816 or email rknight@seresc.net



Registration

Middle School Math Review 11/18/2006

Name _____ Title _____

Address _____ City/State/Zip _____

Day/Eve. Phone # _____

E-Mail _____

School Name _____ SAU/Town _____

Supplemental Data for Project Evaluation Purposes

Number of years as a teacher _____ Teaching assignment _____

I teach in a Title I School-Wide School Yes No

I teach in a Title I Targeted Assistance School Yes No

I am a Title I Teacher, Title II-A Funded Teacher

My certification is in _____

I teach content to children who are unable to access content in regular classrooms, in a setting outside of the classroom. I am responsible for giving them a grade for their work. Yes No.

I supplement the work of classroom teachers through pre-teaching, review, or in-classroom support. The classroom teacher is responsible for assigning the grade for the work that I assist children with.

Confirmation with directions will be sent upon receipt of registration form.

Cost is \$65.00

Pre-Registration is required.

Early Registration Cost: \$45.00 before November 1, 2006

Registration Deadline is November 7, 2006

The *Praxis II Elementary Content Study Guide* will be available for purchase for \$25/copy at the workshop.

Mail completed registration form to:

SERESC
29 Commerce Drive
Bedford, NH 03110-6835
Attn: Robin Knight

Check made Payable to: SERESC
Or

NEW! ONLINE REGISTRATION

To register click on below link or type address below into your browser:

<http://www.seresc.net/events>

Payment of registration fee must be made before attendance.
 cash/credit card/check only.

For MasterCard or Visa payment please complete the following information and use billing address above:

M/C Visa Amt: _____

Expiration Date _____

Card holder's name:

Card # _____

Signature: _____

Content Review for Elementary Teachers, ESL Teachers and Special Educators working on Highly Qualified Teacher Status in *Math, Science, Social Studies*



At SERESC in
Bedford

December 9, 2006

8:30 am - 3:30 pm

Cost is \$70.00

(for one session or both sessions)

**Early Registration Cost:
\$50.00 before 11/21/2006**

Registration Deadline is 11/29, 2006

Pre-registration is required

Cost includes continental breakfast,
lunch, & certificate of participation
do up to six contact hours.

Who should attend?

Elementary Teachers, including Special Educators and English as a Second Language Teachers who are preparing for a rigorous content test such as the **Praxis II Elementary Content Test (0014)**.

Questions??

Information regarding **registration** contact
Robin Knight at 206-6816 or email
rknight@seresc.net

Information regarding **Highly Qualified Teacher requirements** contact Carolyn
Woodman at 603-206-6835 or email
cwoodman@seresc.net

Or Anne Davis at NHDOE

603-271-6052 or email adavis@ed.state.nh.us

Schedule

**Content Reviews
8:30 am - 3:30 pm**

8:30 am - 9:00 am Registration, Continental Breakfast

9:00 am - 12:00 pm Morning Session – there will be three options to choose from for both the morning and afternoon sessions:

Mathematics Review: Presenter: Rob Lukasiak

Rob will review mathematics topics that are listed in the Praxis II Elementary Content Test (0014) Test at a glance. Please bring a calculator.

<http://www.ets.org/praxis/prxorder.html#testgla>.

or

Science Review: Presenter: Sandy Kent

The emphasis will be on life science in the am session and physical/earth science in the afternoon. Sandy will review science topics that are listed in the Praxis II Elementary Content Test (0014) Test at a glance.

<http://www.ets.org/praxis/prxorder.html#testgla>

or

Social Studies Review: Presenter: Jane Weber.

Jane will review social studies topics that are listed in the Praxis II Elementary Content Test (0014) Test at a glance.

<http://www.ets.org/praxis/prxorder.html#testgla>

12:00 pm - 12:30 pm Break for **lunch** at SERESC

12:30 pm - 3:30 pm **All Reviews are also available in the afternoon. Please check the descriptions for the morning session for more information.**

Sponsored by CEIL

(Content Enhancement Instructional Leadership)
CEIL, located at the Southeastern Regional Education Service Center (SERESC), is supported by a grant from the NH Department of Education. Additional partners are Plymouth State University, Manchester School District and North Country Education Services.





Registration Content Review 12/9/2006

Name _____ Title _____

Address _____ City/State/Zip _____

Day Phone # _____ Evening Phone # _____

E-Mail _____

School Name _____ SAU/Town _____

Please check one per session.

I will be attending: *Morning Session* ___ *Math* ___ *Science* ___ *Social Studies* ___
Afternoon Session ___ *Math* ___ *Science* ___ *Social Studies* ___

Supplemental Data for Project Evaluation Purposes

Number of years as a teacher _____ Grade Level Assignment _____

I teach in a Title I School-Wide School ___ Yes ___ No

I teach in a Title I Targeted Assistance School ___ Yes ___ No

I am a ___ Title I Teacher, ___ Title II-A Funded Teacher

I am certified in: _____

___ I teach content to children who are unable to access content in regular classrooms, in a setting outside of the classroom. I am responsible for giving them a grade for their work. ___ Yes ___ No.

___ I supplement the work of classroom teachers through pre-teaching, review, or in-classroom support. The classroom teacher is responsible for assigning the grade for the work that I assist children with.

Confirmation with directions will be sent upon receipt of registration form.

Cost is \$70.00

Pre-Registration is required.

Early Registration Cost: \$50.00 before 11/21/2006

Registration Deadline is November 29, 2006

The Praxis II Elementary Content Study Guide will be available for purchase for \$25/copy at the workshop.

COMPLETE AND RETURN THIS FORM WITH PAYMENT TO:

SERESC
29 Commerce Drive
Bedford, NH 03110-6835
Attn: Robin Knight

Check made Payable to: SERESC
Or

NEW! ONLINE REGISTRATION

To register click on below link or type address below into your browser:

<http://www.seresc.net/events>

Payment of registration fee must be made before attendance.
cash/credit card/check only.

For MasterCard or Visa payment please complete the following information and use billing address above:

M/C ___ Visa ___ Amt: _____

Expiration Date _____

Card holder's name:

Card # _____

Signature: _____

About this Conference

Participants will spend two days in the world of facts and artifacts: visual, written, architectural, musical, archived and newly discovered. Objects and documents from the past can help us understand the events and actions of history, and how they relate to our times.

How do we analyze documents for authenticity and relevance to the work of social studies students? What do we have in NH that is readily available to use? Where can teachers look to find primary sources and how can those sources be used to help young people engage with the past?

Audrey and Mark will give participants tools to incorporate Primary Sources into the work of the social studies classroom, and will take a closer look at NH Primary Sources that can enrich learning.

Who Should Attend?

This conference is designed for middle and high school social studies teachers who are interested in promoting primary source research and related inquiry in their classrooms. Elementary teachers, special educators, and others are welcome.

Cost? \$95.00

Early Registration Cost \$ 70.00
before 11/20/06

Includes light snacks, certificate of attendance for up to 6 hours, and ongoing consultation from the presenter through March 2007.

Registration Deadline: Nov. 28, 2006



SERESC
29 Commerce Drive
Bedford, NH 03110

Forensics in History

Raising Questions
Finding Answers

using **Primary Sources**
in

Middle and High School Social Studies
Classrooms

with

Audrey Rogers, M.Ed., M.A.
President, NH Council for the Social
Studies

and

Mark Foynes, M.A.
Director of Education, New
Hampshire Historical Society

Sponsored by The Content Enhancement
Instructional Leadership Project (CEIL) and the
NH Historical Society, with assistance from the
Teaching American History Project at SERESC

At SERESC, Bedford, NH
December 7 and 14, 2006
4:00 pm - 7:00 pm

About the Presenters

Audrey Rogers, M.Ed., M.A.

Audrey is President of the NH Council for the Social Studies. She is a former high school teacher who has degrees in history from Tufts University and the University of NH She is now Lead Scholar for the development of a web-based curriculum at the Fort No. 4 Living History Museum in Charlestown, NH.



Mark Foynes, M.A. Mark is the Director of Education at the New Hampshire Historical Society He holds degrees in history from St. Anselm College in Manchester and the University of New Hampshire. As a museum educator, Mark specializes in using artifacts and other primary materials to teach history to students of all ages.



Looking for content that supports your Highly Qualified Teacher or Individual Professional Development Plan?

Here are some references to the NH Professional Standards for Social Studies 5-12 that may help you decide if this is the conference for you.

5. e. Design learning activities which employ research methods unique to the social sciences such as oral history, survey instruments and census data.

1. Develop effective instructional and learning experiences which use community resources and community projects.

6. In the area of professionalism, the ability to :
c. Demonstrate a knowledge of resources for student instruction in the social studies, such as **primary sources**.

Brought to you with support from the **Content Enhancement Instructional Leadership Project**. CEIL, located at the Southeastern Regional Education Service Center (SERESC), is supported by a grant from the NH Department of Education. Additional partners are Plymouth State University, Manchester School District and North Country Education Services.

Objectives

Participants will :

- *Distinguish between primary and secondary sources;*
- *List all the types of primary sources;*
- *Discover ways to access a range of primary sources;*
- *Analyze primary sources using formal and informal methods;*
- *Apply their knowledge to primary sources from different historical time periods;*
- *Find NH primary source material;*
- *Learn ways to use primary sources in the classroom.*

Daily Schedule

4:00-7:00 pm Registration at 3:30 pm

Thursday December 7, 2006

3:30 pm Registration, snacks

4:00 pm Introduction to Primary and Secondary Sources with Audrey Rogers

5:15 pm Break

5:30 - 6:15 pm Document Detectives with Mark Foynes

6:15 - 7:00 pm Analyzing Primary Sources using formal and informal methods with Audrey Rogers

Thursday, December 14, 2006

3:30 pm Registration, snacks

4:00 pm Assessing and Applying Primary Sources in the Classroom with Audrey Rogers

5:15 pm Break

5:30 - 6:15 pm New Hampshire Goes to War with Mark Foynes

6:15 - 7:00pm Curriculum Planning Using Primary Sources with Audrey Rogers

QUESTIONS? - Contact Robin Knight at 603-206-6818 or email rknight@seresc.net

Registration Form

Primary Sources

Advanced Registration is Required

Confirmation and directions will be sent via e-mail or letter upon receipt of completed registration form and payment.

Registration / Refund Deadline: November 28, 2006

Name _____

Address _____

City/State/Zip _____

Day/Eve. Phone # _____

E-Mail _____

SAU#/Town _____

School Name _____

Certification Status:

I am certified in _____

I am seeking recertification.

I am seeking Highly Qualified Status in Social Studies under No Child Left Behind Legislation through

NH HOUSSE process 30 graduate credits Praxis II

I will use this workshop to meet Highly Qualified Teacher Professional Development needs.

COMPLETE AND RETURN THIS FORM WITH PAYMENT TO

SERESC,

29 Commerce Drive

Bedford, NH 03110-6835

Attn: Robin Knight

- **Check made Payable to: SERESC**
- **Payment must be received before attendance**

Cost: \$ 95.00

Early registration before 11/20/06- \$70.00

Online Registration

To register click on link below or type address below into your browser:

<http://www.seresc.net/events>

For MasterCard or Visa payment please complete the following information and use billing address above:

M/C Visa Amount: _____

Expiration date: _____

Card holder's name: _____

Card# _____

Signature: _____



TEMPLATE FOR STATE TEACHER EQUITY PLAN

The purpose of this template is to help state education agencies develop and refine NCLB-required state plans to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, and out-of-field teachers. The legislation states that the plan must identify the specific steps that the SEA will take, as well as the measures that the SEA will use to evaluate and publicly report progress toward such steps.

CCSSO recommends that states consider the following eight elements as they develop and implement their state plans:

1. **Data and Reporting Systems**

How is the state planning to develop the teacher data and reporting systems needed to identify and correct inequities in the distribution of quality teachers in high-poverty/high-minority schools vs. low-poverty/low-minority schools?

2. **Teacher Preparation**

How is the state planning to build a pipeline of prospective teachers for high-poverty, low-performing schools?

3. **Out-of-Field Teaching**

How is the state planning to reduce the incidence of out-of-field teaching (particularly in mathematics, science, special education, and bilingual education/English as a Second Language) in high-poverty, low-performing schools?

4. **Recruitment and Retention of Experienced Teachers**

How is the state planning to build a critical mass of qualified, *experienced* teachers willing to work in hard-to-staff schools?

5. **Professional Development**

How is the state planning to strengthen the skills, knowledge, and qualifications of teachers already working in high-poverty, low-performing schools?

6. **Specialized Knowledge and Skills**

How is the state planning to ensure that teachers have the specialized knowledge and skills they need to be effective with the populations of students typically served in high-poverty, low-performing schools (including Native American students, English language learners, and other students at risk)?

7. **Working Conditions**

How is the state planning to improve the conditions in hard-to-staff schools that contribute to excessively high rates of teacher turnover?

8. **Policy Coherence**

How is the state planning to improve internal processes or revise state policies that may inadvertently contribute to local staffing inequities?

Acknowledgments

This document is a product of CCSSO's State Teacher Quality Network. Its purpose is to help state education agencies analyze, plan, and implement strategies that will strengthen teacher quality (particularly in high-poverty, low-performing schools) and create a more equitable distribution of teachers. Generous support for this project is provided by the Joyce Foundation.

The author would like to thank Gail Lieberman of the Illinois State Board of Education, Marilyn Troyer and Lucy Ozvat of the Ohio Department of Education, and Laurie Derse of the Wisconsin Department of Public Instruction for their thoughtful comments on an earlier version of this instrument. The author would also like to thank Kavita Mittapalli for providing research assistance.

The source for this document is: Prince, C. (forthcoming). *Good faith efforts: What states can do to ensure quality teachers for the students who need them most.* Washington, DC: Council of Chief State School Officers.

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1. Data and Reporting Systems

How is the state planning to develop the teacher data and reporting systems needed to identify and correct inequities in teacher distribution in high-poverty/high-minority schools vs. low-poverty/low-minority schools?

A. Inventory of current policies and programs

Potential state strategies:	State's role:	What New Hampshire is already doing:
1. Collect and report data on teacher turnover and projected teacher shortages	Build systems, inform	<ul style="list-style-type: none"> • NH is developing a new web based Educator Information System (EIS) to track HQT, certification, and employment. • The HQT Survey collects data on the number of classes taught by HQT teachers in core content areas. • The Bureau of Credentialing (BOC) surveys the LEA's yearly. The Institutions of Higher Education (IHE) calculate a critical shortage list.
2. Collect and report data on teacher salaries by school to identify intra-district funding inequities (i.e. concentrations of inexperienced, lower-paid teachers in high-poverty, high-minority schools)	Build systems, inform	<ul style="list-style-type: none"> • Information Services maintains a list of salaries on the annual report card. http://www.measuredprogress.org/nhprofile/ http://www.ed.state.nh.us/education/data/staffing.htm • Title I school districts submit a comparability study each year to determine equity between schools.
3. Develop district- and school-level data bases to analyze teacher distribution patterns	Build systems, inform	<ul style="list-style-type: none"> • The State is developing a new EIS system to track HQT, certification, and employment in the Bureau of Credentialing. Districts will have appropriate access to the EIS data base.
4. Develop electronic teacher data systems to provide current data on teacher certificates held and ensure that all teachers are properly	Build systems, inform	<ul style="list-style-type: none"> • BOC currently checks endorsement area with major teaching assignment twice each year (October and February). The new system will allow greater access and districts will be able to monitor "real-time" status.

credentialed in the subjects they are assigned to teach		
5. Develop state teacher data systems that allow teacher qualifications to be linked to student achievement	Build systems, inform	<ul style="list-style-type: none"> • The State Assigned Student Identifier (SASID) number will make it possible to integrate student records across many Department programs, such as Limited English Proficiency, Special Education, Migrant, and Free & Reduced Lunch eligibility. • The Initiative for School Empowerment and Excellence (i4see) is based on the principle that we should not only collect data for reporting needs, but that we should add value to the data being collected and provide information back to schools to empower teachers and administrators to increase student achievement.
6. Collect and report school-level data on working conditions associated with high teacher turnover	Build systems, inform	<ul style="list-style-type: none"> • “Study of Teacher Quality and Retention In Ten High Performing High Schools in New Hampshire” (NHDOE, 8/23/05) provides information on working conditions and teacher turnover.
7. Evaluate and report the impact of teacher reforms to assess their strengths and weaknesses and make mid-course corrections	Inform	<ul style="list-style-type: none"> • “Report on New Hampshire Educators: Credentialing and Employment Trends” (NHDOE, 6/29/06) has just been completed. • The Title II report to ED from the NH Bureau of Credentialing describes efforts to improve teacher quality. Teacher testing results are posted on the NHDOE website.

B. Specific Strategies New Hampshire will adopt:

1. The new EIS system will be designed to provide current data on teacher certification and HQT.
2. i4see will be an asset for collecting data to provide feedback from student performance.

C. Specific steps to implementation:

Steps:	Agency, area, and person(s) responsible for developing program or policy	Resources required	Will initiative require rules, legislative action, and/or State Board action?		Timeline for completion
			Yes	No	
1. Build capacity to track teacher distribution patterns and demographic	1. IT/ BOC/Project manager for EIS	Staff and additional		X	2006-2008

Source: Prince, C. (forthcoming). *Good-faith efforts: What states can do to ensure quality teachers for the students who need them most.* Washington, DC: Council of Chief State School Officers.

information.					
2. Build capacity to link teacher information to student progress.	2. IT/BOC/Accountability/i4see	Funding		X	2006-2008

D. Measures New Hampshire will use to evaluate and publicly report progress:

Measure	Agency, area, responsible for eval. and reporting	Resources required	Means of reporting (e.g., annual report, post on website)	Timeline
1. EIS and i4see data will be able to interface so that reports may be run and analyzed.	IT /BOC /Accountability		Public Access to teacher directory on the DOE website and links to reports, Key Messages, and Press Releases	2006-2008

2. Teacher Preparation
How is the state planning to build a pipeline of prospective teachers for high-poverty, low-performing schools?

A. Inventory of current policies and programs

Potential state strategies:	State's role:	What New Hampshire is already doing:
1. Establish college scholarships, loans, and loan forgiveness programs to channel prospective teachers toward schools that have difficulty attracting sufficient numbers of qualified teachers	Provide funding	<ul style="list-style-type: none"> • Enterprise Teacher Program, part of the Teacher Quality Enhancement Grant (TQE), is a loan repayment program of up to \$20,000 for Alternative 1 or Alternative IV certification candidates who commit to teach for five years and are provided a mentor by the school district. http://www.enterpriseteacher.org • The New Hampshire Higher Education Assistance Foundation (NHHEAF) awards scholarships to students who major in special education (up to \$17,500 yearly http://www.nhheaf.org). • Teachers for New Hampshire program (\$1500-6000) is another loan forgiveness program for teachers • Grant information is available via a link from the NHDOE website at:

		http://www.nheon.org/grants/?PHPSESSID=60f4ed6dc7f62c260c1786890c7f8b8f <ul style="list-style-type: none"> • Workforce Incentive Program (WIP) http://www.state.nh.us/postsecondary/finwork.html
2. Create additional incentive programs to attract teachers to high-poverty, low-performing schools	Provide funding, information	<ul style="list-style-type: none"> • Teach North http://teachnorth.org (recruitment in the North Country-rural NH) • Innovation grants through TQE to IHE's to attract secondary math and science teachers • Project Across: Mentoring for teachers in critical shortage areas http://www.ed.state.nh.us/across
3. Establish grow-your-own programs to encourage middle and high school students to pursue teaching careers in high-need schools	Provide funding	<ul style="list-style-type: none"> • The Future Educators Academy recruits high school students into teaching (Scholarships paid from TQE) http://nheon.com/nh_projects/pathways/FEPPathway.htm • New Hampshire has a newly established Personnel Center with a focus on special education. The center's goal is to increase New Hampshire's capacity to provide an adequate number of high quality, diverse, and certified personnel to serve students with disabilities. • USNH Project Mentor: College students interested in teaching serve as mentors to middle school students
4. Expand and support high-quality alternative route programs	Regulatory, provide funding	<ul style="list-style-type: none"> • The State is modifying the existing alternative IV route for candidates to meet the bachelor's degree requirement for HQT before entering the classroom. • The State provides support for mentoring through the Statewide Induction-with-Mentoring toolkit : http://www.nheon.org/prof_dev/mentoring/index.php • NH Troops to Teachers program www.nnettt.org • The BOC has increased its in-service training for districts (to support teachers on alternative certification plans). • Several IHEs help mentor and support, on a one-to-one basis, candidates who are working through alts IV and V. • ABCTE tests are accepted in secondary biology, English, and mathematics, as well as elementary education and general science (gr. 5-9).

B. Specific strategies NH will adopt:

1. Operationalize a data collection procedure for periodic reporting to the Bureau of Special ED/Division of Instruction on

candidates.

2. Establish a large subgroup including IHEs, schools, and DOE to collect information pertaining to current preparation programs in relation to needs for new programs.
3. Collaborate with local districts and statewide organizations to develop and promote incentive programs

C. Specific steps to implementation:					
Steps	Agency, area, and person(s) responsible for developing program or policy	Resources required	Will initiative require rules, legislative action, and/or State Board action?		Timeline for completion
			Yes	No	
1. The Special Education Personnel Center Project will convene a statewide team to collect data, identify barriers and resources, and then develop strategies to recruit, prepare and retain high quality special educators.	BOC, Special Education	Personnel Center Resources are available		X	2006-2008

D. Measures NH will use to evaluate and publicly report progress:				
Measure	Agency, area, and person(s) responsible for evaluation and reporting	Resources required	Means of reporting (e.g., annual report, post on website)	Timeline
1. Information sharing between BOC and other departments including Special Education Bureau	1. Division of Program Support /Division of Instruction		Relevant reports are posted on the DOE website.	2006-2008

3. Out-of-Field Teaching

How is the state planning to reduce the incidence of out-of-field teaching (particularly in mathematics, science, special education, and bilingual education/English as a Second Language) in high-poverty, high-minority, and low-performing schools?

A. Inventory of current policies and programs

Potential state strategies:	State's role:	What New Hampshire is already doing:
1. Discourage or ban the hiring of out-of-field teachers in high-poverty, low-performing schools	Regulatory	<ul style="list-style-type: none"> • NH teachers are certified • New HQT requirements for teachers in grades 7+8 require HQT for each content course that they teach. • All new hires in Title I schools must be HQT upon hire. • All new hires for Reduced Size Classes (RCS) in Title II-A must be HQT upon hire.
2. Establish scholarships, loans, and forgivable loans to channel teachers of hard-to-fill subjects toward high-need schools	Provide funding	<ul style="list-style-type: none"> • NHHEAF Teachers for New Hampshire \$1500-6000 loan forgiveness program • Special ed workforce incentive program • Troops to Teachers. • Future Educators Academy recruits high school students into teaching (Scholarships paid from TQE) • Enterprise Teachers is a loan repayment program of up to \$20,000. for Alternative 1 or Alternative IV certification candidates who commit to teach for five years and are provided a mentor by the school district. Schools need to meet criteria which includes demonstrated difficulty in recruiting or retaining teachers especially in critical shortage areas
3. Create targeted teacher preparation programs	Build systems, provide funding	<ul style="list-style-type: none"> • IHE's promote programs to meet identified needs. A program is under development to pair IHE's with candidates who need coursework in the critical shortage areas. • The SETT program at Granite State College encourages candidates to complete a flexible special education program through Alternative IV.
4. Expand alternative route programs to allow individuals with relevant training in hard-to-fill subjects to enter the	Build systems	<ul style="list-style-type: none"> • Project Across, through a transition to teaching grant, targeted 60 candidates plus mentors in critical shortage areas over a two year period. • Troops to Teachers has helped place 20 new teachers in the last 3 years, mostly in critical shortage areas.

profession		<ul style="list-style-type: none"> • NH has a strong alternative certification program. • The State recognizes National Certification Programs.
5. Work in partnership with institutions of higher education to train already licensed teachers to become certified in high-need subject areas	Build systems	<ul style="list-style-type: none"> • There is currently no formal plan, but IHE's are recruiting through their conversion programs. The numbers of math and science candidates are very low. New elementary education standards are more rigorous in content areas and will take some time to implement. • Teachers in grades 7-8 will need the equivalent of a content major in each core content course. This may encourage more math and science coursework in teacher preparation programs.
6. Create a state job bank targeted to districts that experience the greatest difficulty competing for teachers of hard-to-fill subjects	Build systems	<ul style="list-style-type: none"> • BOC is currently planning to include this initiative as a part of EIS. • The School Administrators Association has created a website for positions www.edjobsnh.com • Personnel Center strategy: To develop Special ed data base that aligns with Credentialing relative to supply and demand • Teach North links to job opportunities in the North Country of NH • Other links on the State website (under Employment Opportunities) include: Teach Wave, Want to Teach.com and NH-NEA.
7. Establish formal arrangements that enable districts to recruit and hire qualified international teachers of hard-to-fill subjects and specializations	Regulatory	<ul style="list-style-type: none"> • The BOC can certify international teachers. • Hiring is done at the district level in NH.
8. Disseminate information about other federal, state, or local initiatives intended to reduce out-of-field teaching in hard-to-staff schools	Inform	<ul style="list-style-type: none"> • The BOC has increased its in-service for districts (for teachers on alt certifications). • A critical shortage list is published every year in response to a state-wide survey on shortages and a review of graduates of teacher preparation programs. • Key Messages, the State website, and DOE listservs are used to disseminate information.
9. Create financial incentives to help districts attract teachers of hard-to-fill subjects to	Provide funding	<ul style="list-style-type: none"> • Enterprise Teachers loan repayment program. • The State looks for federal programs and funding to provide opportunities to supply HQ teachers in all areas where they are needed.

high-need schools		
10. Expand the use of distance learning to permit student access to qualified teachers in other schools	Build capacity	<ul style="list-style-type: none"> • Some LEAs use Virtual High School ((VHS). • Several Charter Schools are using VHS. • There are local collaboratives for Distance Learning. • Use of six regional support centers with distance learning capacity.
11. Require and fund mentoring and induction for teachers of hard-to-fill subjects in low-performing schools	Provide funding	<ul style="list-style-type: none"> • There are standards for Master Teachers, but there is no State financial incentive. • The Enterprise Teachers Program requires a mentor. • Alternatives IV and V certification (includes critical shortage areas) require a mentor be provided by the school. • Several pilot induction/mentoring programs in districts are being funded by TQE through the regional support centers. Priority is given to high need districts.
12. Target intensive professional development to out-of-field teachers in high-poverty, low-performing schools	Build capacity	<ul style="list-style-type: none"> • SAHE grant (CEIL) Content Enhanced Instructional Leadership provides content HQPD for all teachers including those teaching out of field/ must have a high need partnership. • Math Impact Center targets all areas, but also has a high need district as a partner. • New RFP for a Reading Impact Center for this fall. • A common mission of two of the Math Impact regional support centers is to facilitate implementation of exemplary standards-based math and science programs in grades k-12 in New England. • Online programs are allowed for recertification if they are approved regionally and for alternative candidates. • Distinguished Educators offer summer workshops that target struggling schools. • Title I SINI's (schools in need of improvement) must have mentoring as a component of their School Improvement Plan. • OPEN-NH delivers HQPD to educators and targets high-need schools and their learning communities (http://www.nheon.org/opennh/)
13. Upgrade inadequate laboratories and equipment in high-poverty schools	Provide funding	<ul style="list-style-type: none"> • The new School Building Aid Formula provides additional funding to high need districts.

B. Specific strategies NH will adopt:

1. Locate and examine connections to Federal loan cancellation programs for teachers who work with low-income students.
2. Expand the existing data base for funding opportunities for LEAs and teachers .
3. Conduct a PR campaign for the certification process including all routes to certification, including special education. Create a certification flow chart .
4. Complete the revision of current certification rules.

C. Specific steps to implementation:

Steps:	Agency, area, and person(s) responsible for developing program or policy	Resources required	Will initiative require rules, legislative action, and/or State Board action?		Timeline for completion
			Yes	No	
1. Designate a team or department to be responsible for updating and researching opportunities.	1. Division Directors Statewide School Support System	May need to fund a position		X	2006-2008
2. Work with the Personnel Center PR model.	2. BOC			X	on-going
3. Professional Standards Board and subcommittees to participate in the development of the flow chart.	3. Division of Program Support and Division of Instruction			X	2006-2008

D. Measures NH will use to evaluate and publicly report progress:

Measure	Agency, area, and person(s) responsible for evaluation and reporting	Resources required	Means of reporting (e.g., annual report, post on website)	Timeline
1. A data base will be maintained and be available on the website. 2. Flow chart will be available online 3. New Certification regulations.	As above		Data base Website and annual report card	2006-2008

4. Recruitment and Retention of Experienced Teachers
 How is the state planning to build a critical mass of qualified, *experienced* teachers willing to work in hard-to-staff schools?

A. Inventory of current policies and programs

Potential state strategies:	State's role:	What New Hampshire is already doing:
1. Create programs to recruit accomplished teachers to serve on teams to assist low-performing schools	Provide funding, build capacity	<ul style="list-style-type: none"> • Distinguished Educators are hired to provide technical assistance and HQPD statewide.
2. Create incentives to attract and retain accomplished teachers in hard-to-staff schools	Provide funding, build capacity	<ul style="list-style-type: none"> • Provide grant information on the State website. • NEA lists grants for experienced teachers. • Personnel Center goals on recruitment have been developed and will be implemented. • \$1000 stipend for NBPST candidates
3. Structure National Board Certified Teacher stipends to encourage or require NBCTs to work in high-need schools	Regulatory, provide funding	<ul style="list-style-type: none"> • NH has stipend system for this at the State level of \$1000.00
4. Rehire retired teachers and principals specifically to work in high-need schools	Provide funding, build capacity	<ul style="list-style-type: none"> • The use of peer support (and retiree labor pool) is being discussed as part of the State System of Support for schools and districts in need of improvement.

Source: Prince, C. (forthcoming). *Good-faith efforts: What states can do to ensure quality teachers for the students who need them most.* Washington, DC: Council of Chief State School Officers.

B. Specific strategies NH will adopt:

1. Create a grant and scholarship data base and make it available on the State website.
2. Create a special education data base that aligns with Credentialing relative to supply and demand.
3. Participate in 4th annual minority employment and education conference.
4. Hold a critical shortage recruitment conference with a strand for special ed and include a certification workshop component.

C. Specific steps to implementation:

Steps:	Agency, area, and person(s) responsible for developing program or policy	Resources required	Will initiative require rules, legislative action, and/or State Board action?		Timeline for completion
			Yes	No	
<ol style="list-style-type: none"> 1. Create a grants data base 2. Create a Special Ed data base 3. Participate in the Cultural Diversity Conference 4. Host a Critical Shortage Conference 	Divisions of Instruction and Program Support			X	2006-2007

D. Measures NH will use to evaluate and publicly report progress:

Measure	Agency, area, and person(s) responsible for evaluation and reporting	Resources required	Means of reporting (e.g., annual report, post on website)	Timeline
<ol style="list-style-type: none"> 1. Report progress and information through Key Messages 2. Public Relations Campaign 3. Continued use of expert consultants to create reports on employment trends and teacher quality and retention. 	Divisions of Instruction and Program Support		Website	2006-2007

5. Professional Development
 How is the state planning to strengthen the skills, knowledge, and qualifications of teachers already working in high-poverty, low-performing schools?
A. Inventory of current policies and programs

Potential state strategies:	State's role:	What New Hampshire is already doing:
1. Target additional state funding for teacher mentoring and induction to hard-to-staff schools.	Provide funding	<ul style="list-style-type: none"> • Induction with mentoring as part of the TQE grant • Title I SINI's are required to have a mentoring component in their School Improvement Plan. The SINI's receive additional financial support to implement their school improvement plans.
2. Develop statewide teacher coaching programs to assist teachers in the lowest-performing schools.	Build capacity, provide funding	<ul style="list-style-type: none"> • Math/Science Partnership Program. • Use of six Local Educational Support Centers. • Math Impact Center has a coaching component. • Reading First uses coaches. • Reading Impact Center will have a coaching component.
3. Target statewide professional development to under prepared teachers	Build capacity	<ul style="list-style-type: none"> • CEIL (math and science workshops and other areas) Over 700 teachers, administrators participated in targeted content HQPD last year. • Local Educational Support Centers, Math Impact Centers at PSU and UNH, and the Math/Science Partnership Program provide HQPD in content areas. • CEIL middle school math project with Granite State College for Manchester
4. Develop statewide programs to assign master teachers, coaches to teachers in struggling schools	Build capacity, provide funding	<ul style="list-style-type: none"> • Master Teacher certification is available. The DOE will contract to have guidelines developed. • Local Educational Support Centers have coaching and HQPD for regional areas and must partner with at least one high need school. • CEIL content consultants and curriculum consultants provide technical assistance and HQPD to assist individuals, schools, and districts with professional development.

Source: Prince, C. (forthcoming). *Good-faith efforts: What states can do to ensure quality teachers for the students who need them most.* Washington, DC: Council of Chief State School Officers.

B. Specific strategies NH will adopt:

1. Continue to work with the existing programs for professional Development including (TQE, CEIL, Local Educational Support Centers, Math Impact Center).
2. Establish a Reading Impact Center to target scientifically-based reading instruction to teachers.

C. Specific steps to implementation:

Steps:	Agency, area, and person(s) responsible for developing program or policy	Resources required	Will initiative require rules, legislative action, and/or State Board action?		Timeline for completion
			Yes	No	
1. Monitor and enhance existing programs.	1. DOE staff	Existing funding		X	2006-2007
2. RFPs will be coming in by July 2006 and the Reading program is anticipated to begin this fall.	2. Title IIA program manager			X	2006-2007

D. Measures NH will use to evaluate and publicly report progress:

Measure	Agency, area, and person(s) responsible for evaluation and reporting	Resources required	Means of reporting (e.g., annual report, post on website)	Timeline
1. Program evaluations for CEIL and math impact Center, and eventually for Reading Center	Program managers and PR department		Post links to HQPD on the HQT page, publish evaluation results	2006-2007

6. Specialized Knowledge and Skills

How is the state planning to ensure that teachers have the specialized knowledge and skills they need to be effective with the populations of students typically served in high-poverty, low-performing schools (including Native American students, English language learners, and other students at risk)?

A. Inventory of current policies and programs

Potential state strategies:	State's role:	What New Hampshire is already doing:
1. Develop professional development and training materials for teachers	Build capacity	<ul style="list-style-type: none"> • NH's Education Commissioner Lyonel Tracy has developed a priority for professional development to implement his "Follow the Child" initiative. • Standards are currently being revised in elementary education, early childhood, middle school social studies and middle school language arts. All revisions will reflect more content and pedagogy to meet the needs of diverse learners • Title III supports teachers who work with diverse populations
2. Establish certification requirements for cultural competence for teachers	Regulatory	<ul style="list-style-type: none"> • The Professional Standards Board has been reviewing the professional education standards including cultural competence for teachers.
3. Support and fund grow-your-own programs for teachers or paraprofessionals from the community	Build systems, provide funding	<ul style="list-style-type: none"> • Center for Paraeducator Professional Development (SAHE grant) is designed to meet HQT for Title I, part A. The connection encourages some candidates to begin teacher preparation programs. • NH Personnel Center vision is to continue to add candidates into the special education teacher pipeline. • Granite State SETT program works with paraeducators who want to transition to the classroom as teachers. • Future Educators Academy targets high school juniors and seniors. • Teach North promotes teaching opportunities for the Northern portion of the state.
4. Require all teacher training institutions to prepare teachers to work with diverse groups of students	Regulatory	<ul style="list-style-type: none"> • The Professional Standards Board has been reviewing the professional education standards including cultural competence for teachers.
5. Require teachers to participate in professional development designed to improve their ability to teach diverse learners effectively.	Regulatory, build capacity	<ul style="list-style-type: none"> • This is part of the State regulations for certification and recertification. Prep programs cover this with teacher candidates.
6. Require state or district mentoring and induction	Regulatory, build	<ul style="list-style-type: none"> • In the mentoring guidelines, Alt IV and Alt V must meet the State standards which include teaching diverse learners.

Source: Prince, C. (forthcoming). *Good-faith efforts: What states can do to ensure quality teachers for the students who need them most*. Washington, DC: Council of Chief State School Officers.

programs for new teachers to include instruction in the teaching of diverse learners.	systems, build capacity	
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B. Specific strategies NH will adopt:

1. Develop a connection with the New Hampshire Cultural Awareness Diversity Council (NHCADC) and other non-profit agencies and participate in the Cultural Diversity Conference.

C. Specific steps to implementation:

Steps:	Agency, area, and person(s) responsible for developing program or policy	Resources required	Will initiative require rules, legislative action, and/or State Board action?		Timeline for completion
			Yes	No	
1. Participate in the 4 th Cultural Diversity Conference this fall to recruit and to inform participants of the teaching opportunities in NH.	1. DOE Staff as part of the PR and recruitment campaign through the Personnel Center.			X	2006-2007
2. Identify and post online courses and trainings and disseminate information to teachers and LEAs.	2. DOE staff				on-going

D. Measures NH will use to evaluate and publicly report progress:

Measure	Agency, area, and person(s) responsible for evaluation and reporting	Resources required	Means of reporting (e.g., annual report, post on website)	Timeline
1. Attend and participate in the conference.	DOE staff/Personnel Center		Report in the Key Messages on the DOE website.	2006-2007

Source: Prince, C. (forthcoming). *Good-faith efforts: What states can do to ensure quality teachers for the students who need them most.* Washington, DC: Council of Chief State School Officers.

7. Working Conditions

How is the state planning to improve the conditions in hard-to-staff schools that contribute to excessively high rates of teacher turnover?

A. Inventory of current policies and programs

Potential state strategies:	State's role:	What New Hampshire is already doing:
1. Survey teachers to identify and correct conditions that contribute to staffing shortages in certain schools	Build systems	<ul style="list-style-type: none"> • New Hampshire has developed a Personnel Center for recruitment and retention of teachers with a focus on critical shortages in special education.
2. Strengthen leadership in low-performing schools	Build capacity	<ul style="list-style-type: none"> • Encourage “Breaking Ranks” and Positive Behavior Interventions and Strategies (PBIS) models. • NH School Principals and DOE are creating a principal’s network. • Mentors for Principals (NHASP).
3. Reduce disparities in resources across districts by allocating state funds according to need	Provide funding	<ul style="list-style-type: none"> • New Hampshire’s school funding formula has an economic need factor. • School Improvement Funds are provided to Title I schools.
4. Reduce disparities in teacher salaries across districts	Provide funding	<ul style="list-style-type: none"> • Salary schedules are established at the local level.

B. Specific strategies NH will adopt:

1. Promote best practices.
2. Provide leadership training.
3. Provide increased support for educators (special education goal).
4. Provide PD to schools around collaboration, time management.
5. Collaborate with other conferences to promote retention and an online opportunity for teachers to share experiences and best practices and practice leadership skills with mentor projects such as teachers as leaders
6. Establish an annual report based on a survey regarding satisfaction and concerns.

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| <ol style="list-style-type: none"> 7. NHSAA (Administrators Association) is developing an Ed.D./Ph.D program in Ed. Leadership. 8. Provide opportunities for personnel to advance in the field, and for other incentives including stipends to support professional growth. |
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C. Specific steps to implementation:					
Steps:	Agency, area, and person(s) responsible for developing program or policy	Resources required	Will initiative require rules, legislative action, and/or State Board action?		Timeline for completion
			Yes	No	
<ol style="list-style-type: none"> 1-5. Use the Special Education Personnel Center Plan as a model. 6-7. Survey the field through recertification process 8. Utilize the SAHE grants and State Activities funds 	Special Ed Bureau and Other DOE staff			X	2006-2008

D. Measures NH will use to evaluate and publicly report progress:					
Measure	Agency, area, and person(s) responsible for evaluation and reporting	Resources required	Means of reporting (e.g., annual report, post on website)		Timeline
1. The Bureau of Credentialing has contracted with educational experts for two reports which have statistics on turnover and working conditions.	BOC	completed	Website		2006-2007

8. Policy Coherence
 How is the state planning to improve internal processes or revise state policies that may inadvertently contribute to local staffing inequities?

A. Inventory of current policies and programs

Potential state strategies:	State's role:	What New Hampshire is already doing:
1. Ensure that state testing policies and systems of rewards and sanctions do not inadvertently drive teachers and principals away from schools that serve the lowest-achieving students	Build systems, provide funding	<ul style="list-style-type: none"> • Advocate for the continued use of HOUSSE in New Hampshire as teachers enter from other states and as other experienced teachers are asked to take on new teaching assignments. The teachers may benefit from the HOUSSE option to demonstrate HQT for their new assignments and the continued use of HOUSSE will help to expand the labor pool of experienced educators.

B. Specific strategies NH will adopt:

1. Make HQT review possible for certified teachers who are not currently employed in the public schools and thereby increase the pool of qualified candidates.
2. Propose the continued use of HOUSSE for experienced teachers to demonstrate the content requirement for additional areas or newly assigned areas.

C. Specific steps to implementation:

Steps:	Agency, area, and person(s) responsible for developing program or policy	Resources required	Will initiative require rules, legislative action, and/or State Board action?		Timeline for completion
			Yes	No	
1. The State Board has entered rulemaking to allow the documentation review for HQT at the State level for those teachers who are	1. BOC and HQT	Fee for review	X		2006-2007

Source: Prince, C. (forthcoming). *Good-faith efforts: What states can do to ensure quality teachers for the students who need them most.* Washington, DC: Council of Chief State School Officers.

<p>not currently teaching in the public schools.</p> <p>2. Continue to use HOUSSE to enable experienced teachers to demonstrate content knowledge.</p>	<p>2. BOC and Title IIA</p>			<p>X</p>	<p>2006-2008 (reauthorization)</p>
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<p>D. Measures NH will use to evaluate and publicly report progress:</p>				
<p>Measure</p>	<p>Agency, area, and person(s) responsible for evaluation and reporting</p>	<p>Resources required</p>	<p>Means of reporting (e.g., annual report, post on website)</p>	<p>Timeline</p>
<p>1. Letter to be sent to all educators needing State review for HQT documentation.</p> <p>2. Letter to be sent to all currently employed in the public sector who may want to use HOUSSE for additional areas that they are not currently teaching, but might teach in the future.</p>	<p>BOC and HQT</p>			<p>2006</p>

number of schools	04-05 Enroll ment	AYP/S Risk	04-05% F/R	04-05 Core Classes			04-05 Core Teacher			Sept 2006 Teachers			Out of field
				Total	NOT HQT	NOT HQT	Total	NOT HQT	NOT HQT %	Total	< 3yr Exp.	< 3yr %	

ELEMENTARY

State Average/Total	289	92,860	0.7	20%	10,101	352	3.5%	5,987	164	2.7%	6,377	762	12%	122
Risk Level 4 or 5 (SINI- 2nd or 3rd ye	11	5,067	4.2		416	22	5.3%	308	8	2.6%	312	42	13%	16
Risk Level 3 (SINI - 1st year)	18	8,553	3.0		815	35	4.3%	505	18	3.6%	538	83	15%	12
Risk Level 1 or 2 (missed AYP 1-2 yr	96	38,443	1.0		3,984	188	4.7%	2,386	88	3.7%	2,589	328	13%	54
Risk Level 0 (made AYP for 2 years)	164	40,797	0.0		4,886	107	2.2%	2,788	50	1.8%	2,938	309	11%	40
Amherst Street School	Nashua	306	5	67%	18	0	0%	18	0	0%	20	2	10%	0
Valley View Community Elemer	Farmington	423	5	41%	22	0	0%	22	0	0%	17	7	41%	1
Mt. Pleasant School	Nashua	333	4	46%	21	0	0%	21	0	0%	17	1	6%	0
Fairgrounds Elementary Schoo	Nashua	593	4	45%	33	0	0%	31	0	0%	29	0	0%	0
Northwest Elementary School	Manchester	712	4	42%	34	0	0%	34	0	0%	42	8	19%	0
Towle Elementary School	Newport	155	4	38%	11	0	0%	11	0	0%	14	1	7%	2
Hillsboro-Deering Elementary	Hillsboro-Dee	592	4	34%	80	0	0%	30	0	0%	38	3	8%	0
Charlestown Middle School	Fall Mountain	209	4	31%	74	11	15%	18	4	22%	13	4	31%	4
Lamprey River Elementary Sch	Raymond	554	4	28%	36	0	0%	36	0	0%	42	3	7%	4
Paul Elementary School	Wakefield	507	4	27%	41	6	15%	41	4	10%	34	3	9%	1
Chester Academy	Chester	683	4	3%	46	5	11%	46	0	0%	46	10	22%	4

MIDDLE/JUNIOR HIGH

State Average/Total	63	37,855	2.0	20%	10,108	744	7.4%	2,690	274	10.2%	2,345	426	18%	149
Risk Level 4 or 5 (SINI- 2nd or 3rd ye	13	8,556	4.0		2,078	128	6.2%	530	52	9.8%	547	109	20%	52
Risk Level 3 (SINI - 1st year)	17	12,605	3.0		3,081	253	8.2%	849	98	11.5%	760	156	21%	32
Risk Level 1 or 2 (missed AYP 1-2 yr	22	12,097	1.1		3,799	335	8.8%	963	111	11.5%	725	120	17%	57
Risk Level 0 (made AYP for 2 years)	11	4,597	0.0		1,150	28	2.4%	348	13	3.7%	313	41	13%	8
Henry J. McLaughlin Middle Sc	Manchester	873	4	41%	238	1	0%	50	1	2%	58	12	21%	11
Southside Middle School	Manchester	958	4	39%	198	19	10%	49	5	10%	54	14	26%	1
Memorial Middle School	Laconia	629	4	39%	100	0	0%	22	0	0%	39	10	26%	8
Newport Middle School	Newport	283	4	39%	70	5	7%	20	1	5%	19	9	47%	5
Claremont Middle School	Claremont	459	4	36%	145	20	14%	30	0	0%	32	2	6%	3
Hillside Middle School	Manchester	957	4	35%	245	16	7%	73	7	10%	67	6	9%	4
Rochester Middle School	Rochester	1,111	4	34%	256	12	5%	57	0	0%	72	16	22%	2
Berlin Junior High School	Berlin	296	4	30%	64	6	9%	23	6	26%	18	4	22%	2
Kingswood Regional Middle Sc	Gov Wentwor	482	4	26%	119	10	8%	37	10	27%	36	8	22%	6
Winnisquam Regional Middle S	Winnisquam f	451	4	26%	159	25	16%	51	10	20%	29	5	17%	1
Iber Holmes Gove Middle Scho	Raymond	481	4	23%	59	0	0%	4	0	0%	32	7	22%	2
Epping Middle School	Epping	264	4	17%	86	9	10%	21	3	14%	9	3	33%	2
Cooperative Middle School	Exeter Regior	1,312	4	6%	339	5	1%	93	9	10%	82	13	16%	5

HIGH SCHOOL

State Average/Total	68	59,044	1.9	13%	14,242	730	5.1%	3,334	280	8.4%	3,382	705	21%	131
Risk Level 4 or 5 (SINI- 2nd or 3rd ye	17	23,980	4.6		5,354	232	4.3%	1,159	86	7.4%	1,230	280	23%	46
Risk Level 3 (SINI - 1st year)	12	10,499	3.0		2,717	247	9.1%	591	60	10.2%	613	123	20%	27
Risk Level 1 or 2 (missed AYP 1-2 yr	16	14,173	1.1		3,444	163	4.7%	864	76	8.8%	851	173	20%	31
Risk Level 0 (made AYP for 2 years)	16	10,392	0.0		2,727	88	3.2%	720	58	8.1%	688	129	19%	27
Berlin Senior High School	Berlin	605	5	28%	87	4	5%	35	4	11%	32	11	34%	2
Laconia High School	Laconia	825	5	25%	189	13	7%	46	0	0%	50	14	28%	5
Manchester Central High Scho	Manchester	2,424	5	22%	465	2	0%	100	3	3%	99	21	21%	0

Spaulding High School	Rochester	1,622	5	21%	401	23	6%	72	7	10%	78	20	26%	2
Nashua High School South	Nashua	2,189	5	21%	524	4	1%	108	2	2%	105	20	19%	6
Farmington Senior High School	Farmington	450	5	20%	96	6	6%	19	2	11%	21	3	14%	2
Kingswood Regional High School	Gov Wentworth	917	5	20%	234	21	9%	53	4	8%	54	5	9%	1
Dover Senior High School	Dover	1,625	5	14%	366	15	4%	90	8	9%	83	19	23%	11
Manchester West High School	Manchester	2,141	5	14%	408	10	2%	97	5	5%	99	23	23%	6
Manchester Memorial High School	Manchester	2,218	5	13%	391	32	8%	100	23	23%	104	21	20%	2
Winnisquam Regional High School	Winnisquam Falls	557	4	19%	160	2	1%	29	2	7%	33	8	24%	0
Pembroke Academy	Pembroke	1,040	4	8%	270	16	6%	48	5	10%	56	9	16%	1
Goffstown High School	Goffstown	1,294	4	6%	349	24	7%	70	13	19%	76	28	37%	2
Salem High School	Salem	2,276	4	6%	513	0	0%	89	0	0%	106	18	17%	0
Sanborn Regional High School	Sanborn Regional	578	4	5%	85	10	12%	37	8	22%	42	19	45%	1
Merrimack High School	Merrimack	1,677	4	4%	384	47	12%	87	0	0%	96	17	18%	2
Timberlane Regional High School	Timberlane Regional	1,542	4	4%	432	3	1%	79	0	0%	96	24	25%	3

G. School Improvement Plan Development Technical Assistance Workshop

According to the standards established by PL 107-110 (No Child Left Behind Act of 2001) and NH RSA 193-H, once a school's designation as being a school in need of improvement becomes final on the close of the appeal period (September 27, 2006) then it is required to develop and submit a School Improvement Plan within ninety (90) days (January 3, 2007).

To support the development of this plan, the NH Department of Education is making available a School Improvement Plan Development Technical Assistance Workshop. This workshop will be held on October 11, 2006 from 9:00-12:00 p.m. in room 15 at the NH Department of Education, 101 Pleasant Street, Concord. A tentative agenda for this meeting is: Welcome and Introductions; Plan Development and Timeline; Root Cause Analysis Overview; Facilitators to Support Your Planning Work; Plan Review Process; Funding; Sanctions, Technical Assistance and Supports; Questions and Answers.

More information regarding the workshop will be sent directly to superintendents and principals.

Contact: Gary Guzouskas, 271-5873, gguzouskas@ed.state.nh.us