

New Hampshire Department of Education



Title I School Improvement Plan Template

For Title I Schools Entering In Need of Improvement Status for School Years 2009-2010 and 2010-2011

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

May 2009

**Lyonel B. Tracy, Commissioner
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301
www.ed.state.nh.us**

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STATUTORY REQUIREMENTS

Required Content

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

- (1) the area(s) in which the school did not make adequate yearly progress for two consecutive years, resulting in the designation as a school in need of improvement;
- AND
- (2) the activities the school will implement to address and improve the underlying issues most likely affecting student achievement in the designated area(s).

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

- (3) an overview of the research demonstrating that strategies selected are of proven effectiveness;
- (4) strategies for parent and family involvement to increase the likelihood that improvement efforts are successful and sustained;
- (5) a description of how parents and outside experts were consulted in designing the plan;
- (6) a description of the school or district's teacher mentoring program;
- (7) a description of the parent notification process, together with a copy of said notice, explaining the reasons for the school's designation as well as, if applicable, the procedures parents may use to request school choice for their child;
- (8) signed assurances that certain practices and policies are established and implemented; and
- (9) a detailed budget narrative, together with a completed OBM Form 1, if the school is requesting Title I school improvement funds.

Required Focus

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

Duration of the Plan

The improvement plan is in effect for a period of two years (2009-10 and 2010-11). The designation as a school in need of improvement is removed once the school has made adequate yearly progress for two consecutive years in the area(s) that caused the designation.

STATUTORY REQUIREMENTS (continued)

Review and Approval Process.

State law requires the Commissioner of Education to submit school improvement plans to the State Board of Education for approval. As the approved plan is a public document, it must be written with minimal education jargon to ensure that reviewers, as well as the communities served by the school, can clearly understand what the school proposes to do, when, and why.

Submission of an Annual Progress Report

Schools in need of improvement must submit an annual report of progress made in implementing the approved plan. This requirement is in accordance with state accountability law: “...*On or before the one-year anniversary of being designated as a school or school district in need of improvement, the commissioner shall designate a progress review team to evaluate the implementation of the improvement plans and the progress towards state performance targets. The progress review team shall deliver a report to the state board...*” As one component of the progress review to be conducted by the Department, identified schools must submit an annual progress report.

Deadline for Submission

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

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

4:30 p.m. on August 6, 2009

Submit an original plan to:

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

Tel (603) 271-6055

Technical Assistance

The Department will provide informational workshops on May 18th and 21st, 2009 to review the plan format and address questions. Specific details have been forwarded to Principals and Superintendents.

Inquiries regarding the plan should be directed to:

**Mary Ellen Arigo
Title I Office
NH Department of Education
marigo@ed.state.nh.us**



School Improvement Plan Cover Page

For Title I Schools Entering In Need of Improvement Status for School Years 2009-2010 and 2010-2011

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

SAU#: 10

District Name: Derry Cooperative

School Name: Derry Village

Address: 28 South Main Street

City: Derry

Zip: 03038

Principal: Stephen A. Miller

Tel: 603-432-1233

Fax: 603-432-1235

**E-mail:
smiller@derry.k12.nh.us**

Contact person if different from Principal:

Name:

Title:

Address:

City:

Zip:

Tel:

Fax:

E-mail:

**2009-2010 School Improvement Plan
Title I Memorandum of Understanding**

The Superintendent of Schools assures the Commissioner of Education that:

- the LEA or its designee has provided and will continue to provide technical assistance to the identified school as it develops and implements the goals and objectives described in the school improvement plan. Technical assistance would at a minimum include:
 - analyzing data;
 - identifying solutions that are based on scientific research; and
 - analyzing and revising the school's budget.
- he/she has reviewed and approved the school improvement plan prior to submission;
- the identified school will spend not less than 10 percent of their Title I allocation for each year they are in school improvement status for the purpose of providing to the identified school's teachers and principal(s) high-quality professional development that directly addresses the academic achievement problem that caused the school to be identified for school improvement;
- the identified school will establish annual, measurable objectives for continuous and substantial progress by each group of students enrolled;
- the identified school will incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year;
- the identified school will adopt policies and practices concerning the core academic subjects that have the greatest likelihood of ensuring that all groups of students in the school will meet the State's proficiency levels of achievement on the State's academic assessment;
- all parents receive a notification letter explaining the school's AYP status for the 2009-2010 school year; (Provide copy with this document.)
- all parents, (if applicable) receive early notification of public school choice options to transfer their child to another school as far in advance as possible but no later than 14 days before the start of the school year; (Provide copy with this document.)
- the district will post, in a timely manner, on their website the following current information:
 - A list of available schools to which students eligible for public school choice may transfer for the current school year; and
 - The number of students who participated in school choice beginning with data from 2007-2008 school year and for each subsequent year.

Superintendent of Schools

Date

TITLE I SCHOOL DEMOGRAPHIC INFORMATION

Is the school (check all that apply):

Title I Schoolwide

Title I Targeted Assistance **X**

2009-10 School Enrollment: 517

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

STUDENTS	SCHOOL YEAR		
	2007-08	2008-09	2009-10
% Caucasian	94%	93%	94.4%
% African- American	.9%	1%	.9%
% Asian/Pacific Islander	2%	2%	2%
% American Indian	0%	0%	0%
% Hispanic	.9%	3%	3%
% Other	.4%	.5%	.1%
% Female	41%	44%	45%
% Male	59%	56%	55%
% LEP	2.2%	2.4%	2%
% Special Education	15%	14.1%	13%

SCHOOL STAFF	2009-10
Total Number of Instructional Staff	35
New Instructional Staff	0
Total Number of Paraprofessional Staff Providing Instructional Support	21
New Paraprofessional Staff Providing Instructional Support	2
Total Number of Administrative Staff	2
New Administrative Staff	0

TITLE I SCHOOL IMPROVEMENT PLAN ABSTRACT

Instructions: In two pages or less, provide an abstract of the plan containing the following information:

- ◆ The key characteristics of the school and school district, including the number of schools in the district, grade levels, total enrollment, and the communities served;

Derry Village is one of seven public schools serving the town of Derry New Hampshire. There are five elementary schools, two of which are Title One schools, and two middle schools. The elementary schools house students in kindergarten through grade five. Our pre-school program is located in a separate section of Gilbert H. Hood Middle School. Enrollment at the end of the 2008/2009 school year was 534. We expect, at this time to begin the 2009/2010 school year with 516 students. Although our population is somewhat diversified, our ESOL population is relatively small. Our special education population has decreased over the last few years, but remains slightly higher than the average for the state. We implement an inclusion program throughout the building, with very few services being delivered in a pullout fashion. The population is also somewhat transient. In the past year, the combined number of students who moved in or out exceeded one hundred. This number is fairly high for our district, but I am unaware as to how it compares to other districts in the state.

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

The areas in which Derry Village School did not make Adequate Yearly Progress (AYP) are reading and mathematics, in the subgroup of Special Education.

- ◆ A description of the underlying or “root cause” issues identified as most likely affecting student achievement and selected as priorities for improvement (to help reviewers understand the rationale for the school’s proposed action plan);

When a comparative study is conducted with regard to the various forms of standardized testing utilized here at Derry Village several key points are noted.

- NWEA assessments indicate that our students are doing extremely well in all categories and at all grade levels.
- Benchmark assessments that are included in our curriculum map for mathematics indicate that our students are strengthening their weaker areas as the result of the remedial services that are being provided
- NECAP results, however, do not produce results that correlate with the other two assessments.

When additional consideration is given to the characteristics of the NECAP and NWEA assessments, the most significant difference (other than the fact that NWEA is completed on the computer) is that there is a writing component included in NECAP and not in NWEA. We believe that the constructed response questions on the State Assessment pose a significant degree of difficulty to our students. Mathematical calculations indicate that our students average well below 50% of the possible points in this area. Therefore we have included this area in our plan as a focus area. All facets of responding to this type of question are covered in our plan. We feel that improvement in this area will produce a significant difference.

- ◆ A summary of the strategies and activities planned to improve student achievement in the area(s) described above.

The strategies and activities included are designed to strengthen our core and allow our staff to provide instruction, with regard to the standards, in more depth. Note the fact, that written responses to specific questions were added in to the goals for reading, math and instructional practices. This weakness was identified as the result of root cause analysis activities. We feel that it needs to be addressed with all students. There are also supplemental and intensified activities for students who have additional needs. Communication and planning improvements have been addressed in an individual goal. Tasks that will be completed will increase the efficiency of our staff with regard to instructional practices. It is

Title I School Improvement Plan Abstract

our belief that as we become more efficient with methodology and planning that student achievement will also be on the rise. Continued implementation of our teacher mentoring program will also have an impact in this area. New teachers are assigned a mentor in their first year who works with them in all aspects of their position. Another area that is targeted in this goal is parental support and communication. Our school wide behavior plan (RISE) is based on providing instruction with regard to appropriate behaviors and positive reinforcement. This program, even in the first year decreased behavioral issues and increased the time spent on academics. We believe that continuing the implementation of this program and developing it further will assist us in our quest to increase student achievement.

TITLE I SCHOOL IMPROVEMENT PLAN NARRATIVE

Provide the following information in narrative form:

Plan Development Process

- ◆ Provide the names of the planning team members and the constituency each member represents. For each school or district-based members, also provide the members title or position;

Tammy Gooler Loeb – Outside expert
Stephen A. Miller – Principal
Christopher McCallum – Assistant Principal
Mindy Schuman-Vye – District Staff Title One
Christopher Kellan – District Staff Special Education
Mark Bell – School Staff, Special Education Facilitator
Stacy Barbagallo – School Staff, Grade Three Teacher
Joanne Duncan – School Staff, Grade Five Teacher
Kristie Napolitano – School Staff, Grade Two Teacher
Kelly Abbott – School Staff, Grade Five Teacher
Darla Scali – School Staff, Grade One Teacher
Pat Dantos – School Staff, Grade Three Teacher
Margaret Wanders – School Staff, Grade Two Teacher
Amy Landry – Special Education Parent
Kathleen White – School Staff, Special Education Teacher Grade Three

- ◆ Describe how parents and outside experts were consulted during the development of the plan;

Assistance in the development of our plan was provided by an outside facilitator (Tammy Gooler Loeb). She will also assist us in the monitoring of the plan as it is implemented and the evaluation. A parent was included as a member of the Improvement Team and participated in the development of the plan.

- ◆ Describe the peer review process used within the school and/or district to review the completed plan prior to submitting it to the NH Department of Education. Include who, what, where, and when the peer review took place;

The plan will be reviewed by each member of our School In Need of Improvement Team, then presented to our Superintendent, prior to being sent to the State Department of Education for review. Our entire staff will be involved with the review process at the beginning of the 2009-2010 school year.

- ◆ Describe the process for disseminating the objectives of the completed plan to parents and school personnel.

The plan will be available to parents in hard copy form at our school. It will also be posted on our school web-site and the district web-site. The plan will be “rolled- out” to staff when they return to school in August through staff meetings. Each staff member will receive a hard copy of the plan and a brief summary that will outline the important points.

Location of Achievement Gap(s)

Based on the analysis of NECAP and AYP results for the content area(s) in which the school is identified for improvement, describe the specific location of the achievement gaps identified, especially for struggling learners not yet demonstrating proficiency.

Overall NECAP Scores indicate that the performance index is above the target for AYP. Subgroup scores in the areas of reading and math in special education do not qualify Derry Village School for AYP. Written responses to constructed response questions, especially those that contain multiple step directions are a weakness for the entire population.

Identifying the “Root Cause” Issues

Summarize the “root cause” issues the school needs to address to improve student achievement, and the processes used to identify them (i.e. data analysis and/or other needs assessment activities). Indicate which issues have been selected as priorities for the 2009-2010 action plan.

Although our curriculum maps are aligned with the standards, there is a need to intensify the focus on standards bases instruction and assessment of the skills taught. Our grading system needs to reflect the fact that we hold students accountable for these skills. Test scores indicate that our Title one Reading program has been very successful. However direct services can only be provided to identified students. We will provide professional development in the area of reading (systematic phonics) in an effort to allow classroom teachers to extend those services to all. This is not to say that they will become reading specialists but we do believe that it will improve the quality of instruction. Our plan to improve achievement levels in mathematics includes accessing our consultants to improve strategies for teaching numbers and operations and increasing our focus on constructed response questions. We plan to utilize the same scoring rubrics that are used for NECAP and involve our students in the process of self evaluation.

These issues we identified through analysis of NECAP, NWEA and benchmark assessment data. Some were easily identified through use of text data and graphs provided in electronic fashion. However, some data, like the percentage of points accumulated through constructed response questions, required some “manual digging”.

Monitoring implementation and effectiveness of the school improvement plan

Provide a description of the team charged with monitoring the implementation and effectiveness of the school improvement plan.

A Response to Intervention model will be utilized to monitor effectiveness. Individuals have attended training during the summer months and we believe that this type of assessment process will be effective. In order to implement this we will be providing additional training in the use of Performance Tracker and NWEA. Monitoring of grade level progress will take place at staff meetings, individual student progress will be taken care of by individual students and our Student Study Team.

2009-2010 TITLE I SCHOOL IMPROVEMENT ACTION PLAN

Instructions: Use the format below to describe the action plan for 2009-2010. Provide sufficient detail to assist the reviewers in understanding how the activities are designed to achieve the anticipated changes/outcomes in school practice and student learning.

Duplicate this page as needed. Complete one form for each strategy.

Goal (to reduce identified achievement gaps)	To improve student achievement in the area of reading.	The following strategies will be implemented to achieve this goal (check all that apply): <input checked="" type="checkbox"/> Improvement in Curriculum and Instruction <input checked="" type="checkbox"/> Establishing or Implementing Local Assessments <input checked="" type="checkbox"/> Implementing Processes to Follow the Progress of Each Child <input checked="" type="checkbox"/> Addressing Specific Needs of Low-Achieving Students <input checked="" type="checkbox"/> Professional Development Changes in School Systems or Processes Leadership/Governance Climate/Culture (staff and/or students) <input checked="" type="checkbox"/> Programs Supported by Scientifically-Based Research <input checked="" type="checkbox"/> Parent and Community Involvement <input checked="" type="checkbox"/> Extended-Time Learning <input checked="" type="checkbox"/> Connects to school's Title I Targeted Assistance School (TAS) or Schoolwide (SW) Plan Other (please describe): <hr/>
Strategy		
Objectives (to be written as responses to the italicized questions)	What changes in <u>professional practice</u> are expected as a result of this strategy? OBJECTIVE: <ul style="list-style-type: none"> Teachers will use data and best practices to develop and enhance their instruction. 	
	What changes in <u>student learning</u> are expected as a result of this strategy? OBJECTIVE: <ul style="list-style-type: none"> Students will demonstrate improved skills and be able to generalize reading concepts across domains. 	

Proposed Activities for 2009-2010 <i>Describe the activities to be implemented to achieve the desired outcomes in school practices and student learning. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will this activity begin and end?</i>	Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	Monitoring (Implementation) <i>What evidence will be collected to document that the activity is being implemented as intended? How often and by whom?</i>	Monitoring (Effectiveness) <i>What evidence will be collected to demonstrate effectiveness of this activity? How often and by whom?</i>	Title I School Improvement Funds <i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form. Complete all applicable Budget Justification Forms.</i>
Train staff to improve the quality of instruction with regard to responding to constructed response questions.	Outside Consultant Released Items Training during grade level meetings	Oct. to June	Grade level teams	Grade level and staff meetings agendas Teacher materials	Student work samples at varied skill levels for each grade will be assessed and compared, using the rubrics that are utilized for NECAP Assessments	Consultant TBD -

Title I School Improvement Action Plan

Develop criteria for student recommendation to Academy of Reading Program	Auto Skills Program / Tutors	Nov. to June	Reading Specialist	Student criteria obtained from NEWA and Teacher Assessments	Number of students accessing the program	\$2,570 FICA & Ret \$400
Renew expectations with regard to the implementation of Four Blocks	Consultants PDT offered by the district Available videos and professional reading	Sept. to June	Administration / grade level teams	Classroom Walkthroughs Monthly Administrative Four Blocks Goals	Improvement is noted in reading skills when comparing Self Selected conferencing Logs completed weekly	No Cost

Instructions: Use the format below to describe the action plan for 2009-2010. Provide sufficient detail to assist the reviewers in understanding how the activities are designed to achieve the anticipated changes/outcomes in school practice and student learning.
Duplicate this page as needed. Complete one form for each strategy.

Title I School Improvement Action Plan

	To improve student achievement in the area of mathematics.		The following strategies will be implemented to achieve this goal (check all that apply): <input checked="" type="checkbox"/> Improvement in Curriculum and Instruction <input checked="" type="checkbox"/> Establishing or Implementing Local Assessments <input checked="" type="checkbox"/> Implementing Processes to Follow the Progress of Each Child <input checked="" type="checkbox"/> Addressing Specific Needs of Low-Achieving Students <input checked="" type="checkbox"/> Professional Development Changes in School Systems or Processes Leadership/Governance Climate/Culture (staff and/or students) <input checked="" type="checkbox"/> Programs Supported by Scientifically-Based Research <input checked="" type="checkbox"/> Parent and Community Involvement <input checked="" type="checkbox"/> Extended-Time Learning Connects to school's Title I Targeted Assistance School (TAS) or Schoolwide (SW) Plan Other (please describe): _____			
Strategy						
Objectives (to be written as responses to the italicized questions)	What changes in <i>professional practice</i> are expected as a result of this strategy? OBJECTIVE: <ul style="list-style-type: none"> Teachers will use data and best practices to develop and enhance their instruction. 					
	What changes in <i>student learning</i> are expected as a result of this strategy? OBJECTIVE: <ul style="list-style-type: none"> Students will demonstrate improved skills and be able to generalize math concepts across domains. 					
Proposed Activities for 2009-2010 Describe the activities to be implemented to achieve the desired outcomes in school practices and student learning. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.	Resources What existing and/or new resources will be used to accomplish the activity?	Timeline When will this activity begin and end?	Oversight Who will take primary responsibility/ leadership? Who else needs to be involved?	Monitoring (Implementation) What evidence will be collected to document that the activity is being implemented as intended? How often and by whom?	Monitoring (Effectiveness) What evidence will be collected to demonstrate effectiveness of this activity? How often and by whom?	Title I School Improvement Funds Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form. Complete all applicable Budget Justification Forms.

Title I School Improvement Action Plan

<p>Implement use of flex grouping model</p>	<p>1.) Identify grade level training needs through the use of Survey Monkey 2.) Provide training in the area of flex group implementation 3.) Implement a flex grouping model by grade level</p>	<p>1.) Sept. to October 2.) Ongoing Ongoing</p>	<p>Teachers, Staff & Administration</p>	<p>Grade level meeting agendas</p>	<p>Adjustments made to grouping lists over time due to mastery of skills Improved skill level as measured by NWEA and Benchmark Assessments</p>	<p>No Cost</p>
<p>Develop criteria for inclusion in Academy of Math Program</p>	<p>Auto Skills Program / Licences</p>	<p>Nov. to June</p>	<p>Program Director</p>	<p>Student Criteria obtained from NWEA results and teacher assessments</p>	<p>Number of Students Accessing the program</p>	<p>\$17,030.00</p>

Instructions: Use the format below to describe the action plan for 2009-2010. Provide sufficient detail to assist the reviewers in understanding how the activities are designed to achieve the anticipated changes/outcomes in school practice and student learning.

Duplicate this page as needed. Complete one form for each strategy.

Goal (to reduce identified achievement gaps)	To improve communication and collaboration across the Derry Village Community, including but not limited to, students families and staff.	The following strategies will be implemented to achieve this goal (check all that apply): Improvement in Curriculum and Instruction Establishing or Implementing Local Assessments <input checked="" type="checkbox"/> Implementing Processes to Follow the Progress of Each Child <input checked="" type="checkbox"/> Addressing Specific Needs of Low-Achieving Students Professional Development Changes in School Systems or Processes Leadership/Governance Climate/Culture (staff and/or students) Programs Supported by Scientifically-Based Research <input checked="" type="checkbox"/> Parent and Community Involvement Extended-Time Learning Connects to school's Title I Targeted Assistance School (TAS) or Schoolwide (SW) Plan Other (please describe):
Strategy		
Objectives (to be written as responses to the italicized questions)	What changes in <u>professional practice</u> are expected as a result of this strategy? OBJECTIVE: <ul style="list-style-type: none"> Teachers will improve their collaboration and the implementation of their instruction. <hr/> What changes in <u>student learning</u> are expected as a result of this strategy? OBJECTIVE: <ul style="list-style-type: none"> Students will receive the delivery of curriculum in a more consistent manner throughout grade levels. 	

Proposed Activities for 2009-2010 Describe the activities to be implemented to achieve the desired outcomes in school practices and student learning. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.	Resources What existing and/or new resources will be used to accomplish the activity?	Timeline When will this activity begin and end?	Oversight Who will take primary responsibility/leadership? Who else needs to be involved?	Monitoring (Implementation) What evidence will be collected to document that the activity is being implemented as intended? How often and by whom?	Monitoring (Effectiveness) What evidence will be collected to demonstrate effectiveness of this activity? How often and by whom?	Title I School Improvement Funds Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form. Complete all applicable Budget Justification Forms.
Increased communication and collaboration between and amongst grade levels.	1.) Survey Monkey to identify staff needs Outside Consultant	1.) Sept. to Oct. and May As needed throughout the year	Grade level teams / Administration	Agendas and meeting minutes	Survey Monkey results in May	Title One Funds Contract with Tammy Gooler-Loeb for one day @ \$850

Title I School Improvement Action Plan

Monthly SINI Team Meetings	Outside Consultant	Sept. to June	Administration	Agendas and Meeting minutes Sign in sheets for meetings	Evidence gathered that indicates progress on SINI Plan	Title One Funds Facilitator – Tammy Gooler-Loeb 10 .5 days @ \$425 & 1 full day @ \$850 = \$5,100 Stipends – 10 @ \$500 = \$5,000 / FICA \$385 & Ret \$378 = \$5,763 Books for SINI Team – 15 @ \$8.00 = \$125
Improve consistency when implementing RISE policies and practices to ensure a student positive behavior system.	Rise Team	Sept. to July	Rise Team / Administration	Meeting Minutes / Updated RISE manual 1X monthly	Decreased referrals for behavior modification / Data gathered throughout the year / Comparative studies between 08/09 and 09/10 school years	No cost
Develop a Student Study Team to address the needs of academically struggling students	RTI Performance Tracker NWEA teacher developed assessments RISE Data	Oct. to June	Administration / Classroom teachers / guidance staff	Minutes taken at each meeting and shared with the appropriate individuals when called for. Review of special education referral data	Decreased number of referrals to special education as compared to prior years, but a higher level of accuracy.	No Cost

Title I School Budget Narrative

Instructions: Use this form to provide sufficient detail regarding proposed expenditures of Title I school improvement funds. The requested budget should not exceed **\$20,000**. Categories and amounts should correspond to information provided on your attached OBM Form 1. Be sure to complete all budget justification forms as applicable.

Account Category	Budget Detail	
	Narrative	Total Costs
Salaries and Benefits <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i>	Tutors for after school Academy of Math and Reading Program. 80 days X \$20 / hour= \$1,600 X 3 = \$4,800, plus FICA - \$365 & Ret. \$365	\$5,525.00
Contracted Services <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered.</i>		
Supplies and Materials <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>	licenses for AutoSkill Academy of Math 10 @ 9,500. ,30. S/H Support . After school math tutoring program	\$9,530.00
Books <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>	Levelized reading material to support the goal of Improved student achievement in Reading.	\$3,075.00
Equipment <i>Each item must be listed separately along with a justification of why you need it to support your plan.</i>		
Professional Development Activities <i>Summarize your activities including the number of days, people involved and associated costs.</i>		
Travel <i>Summarize your activities including the number of days, people involved and associated costs.</i>		
Administration <i>Include other costs associated with supporting plan implementation.</i>		
Indirect Costs		
Total		\$18,135.00

Title I Budget Justification Form

Professional Development & Contracted Services Justification Form

1. **Category of Title I Funds:**

Title I Part A Title I School In Need of Improvement (SINI)
Title I District in Need of Improvement (DINI) Title I Part D, Subpart 2

2. **Description of Activity:** Purchase of 10 AutoSkill Academy of Math licenses

3. **Describe how this request is connected to the specific goals of each funding source:**

(Title I Part A – educationally disadvantaged student focused) (SINI & DINI Plans) (Part D – neglected, delinquent and at-risk students).

4. **Name of Contractor:**

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

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

7. **Beginning Date:**

Ending Date:

8. **Services to be Provided:** *(Include a description of the services to be provided. Identify any anticipated products that will be developed as a result of the services.)*

9. **Participants:**

10. **Evaluation Process:** *(Describe how you will evaluate that services have been delivered successfully.)*

Title I Budget Justification Form

Equipment Justification Form

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

TITLE I PARENT NOTIFICATION REQUIREMENTS

Instructions: Provide the following information in narrative form:

- (a) Describe the process the school will use to provide parents of each student enrolled in the school with timely written notice regarding the school's identification as a school in need of improvement. The description must demonstrate the use of dissemination strategies that make such information accessible to all parents, and to the extent practicable, is provided in a language that parents can understand;

Each parent has been notified by letter, providing them with information regarding the fact that we have been identified as a School in Need of Improvement. This document will include the areas where we failed to make adequate yearly progress, a statistical comparison of the schools in the Derry Cooperative School District and the State of New Hampshire. They will also be made aware of the fact that they have school choice and which schools they can choose from. The letter will also be posted on our web site.

- (b) If applicable, describe the process the school has developed for parents in the event they wish to request a transfer of their child to another school within the district that is not identified for improvement. If public school choice is not applicable to your school, state "not applicable"

Parents who wish to access school choice will be asked to contact the Superintendent of Schools in writing. The Superintendent will then respond with an explanation of the process.

- (c) Attach a copy of the parent notification letter to this application. The letter must include the following:

- i. Why the school has been identified;
- ii. How the school compares academically to other schools in the LEA and the State;
- iii. What the school is doing to address the achievement issues. (In Year 1 of school improvement this may include a description of the improvement planning process.);
- iv. How the parents can be involved in addressing the achievement problem;
- v. What the LEA and the State Department of Education are doing to support the school;
- vi. What other choice options exist within the district or if the district so chooses outside of the district. Be sure to include comparative data for these schools so that parents can make an informed decision; and
- vii. Time frame for parents to make decision was included and sufficient.

Title I Parent Notification Requirements