

Hinsdale Elementary Schoolwide Program Application:

Hinsdale Elementary School was declared a School in Need of Improvement in Math in 2006-2007, and a School in Need of Improvement in Reading in 2007-2008. In school year 2009-2010, the elementary school made AYP in both subjects, and remains a SINI year 3 in reading and year 4 in math.

Hinsdale Elementary School was identified as needing restructuring, and in 2009-2010 is in the planning year. Hinsdale School District also began a Focused Monitoring/School Improvement process during 2009-2010 because of the gap in NECAP scores between students with IEPs and students without IEPs (57 percentage points in reading and 44 percentage points in math). Under Focused Monitoring, the current school and school district improvement goals and strategies were examined in a year-long effort to identify and create strategies that support improved educational results for all learners.

II. Description of the Planning Process.

The proposed shift at Hinsdale Elementary School from a Title I Target Assistance School to a Schoolwide Program School was supported by the work of district Leadership and Achievement teams under the Focused Monitoring Process. During 2009-2010, monthly meetings were held under the leadership of a monitoring team from the New Hampshire Department of Education.

Focused Monitoring takes place in select New Hampshire School Districts, where a strategic and collaborative process is developed to address the Achievement Gap between students with disabilities and their non-disabled peers. To meaningfully address this disparity, a systems perspective is essential to best create strategies that represent gains for all students, including those with unique learning abilities and challenges. The Focused Monitoring Process is designed to incorporate current school and school and district improvement goals and strategies in this yearlong effort, and to help identify and support directions for change.

A local, representative Achievement Team was formed whose task was to investigate the reasons for the gap in scores, as well as to create an action plan to narrow the gap. The Hinsdale Elementary School members of this Achievement Team, as well as the Hinsdale Elementary Restructuring Planning Team, discussed the Title I Schoolwide Program model as an option that would support improved academic achievement.

Team Memberships:**NH Department of Education Technical Assistants**

Mary Anne Byrne, SERESC
Kathryn Skoglund, SERSEC
Deb Connell, NH DOE

Achievement Team/HES Representatives**Team Member**

Dr. David Crisafulli
Kathy Wyman

Role

Asst. Superintendent
SAU District Representative

Hinsdale Schoolwide Program Application:

Jurg Jenzer	Principal, HES
Pat Shippee	Special Ed. Coordinator, HES
Ann Freitag	Curriculum Coordinator
Debbie Trabucco	Technology Coordinator
Inder Khalsa	Title I Project Manager
Ann King	HES Grade 3 Teacher
Linda DeLong	HES Grade 5 Teacher
Sheila Joseph	HES Special Ed.
Zandra Reagan	School Psychologist
Sara Donahue	HES School Social Worker
Jenn Ricker	Parent
Liz MacDonald	Parent
Jeana Major	School Board Representative

The members of the Achievement team who worked on assessment and planning met monthly, 9am-3pm, from October 2009 to May 2010. Their work built on the school improvement initiatives that were beginning at Hinsdale Elementary School (See Appendix L for Elementary School Goals for 2009-2010). The committee sought to develop a limited number of well-defined goals that would help focus the district's school improvement work by setting a target for student achievement or addressing the factors that impact student achievement.

III. Comprehensive Needs Assessment

A. Readiness Survey

In the fall of 2009 a Readiness Survey was conducted to gauge the perception of the staff on key factors affecting education in the district. The results identified areas of concern: Improve student outcomes; district decision-making; communication. Areas viewed as strengths were: professional development; alignment of curriculum, instruction, and assessment (See Appendix A).

B. Organizing and Analyzing Data

Venn Diagram

The initial data gathered was pertaining to initiatives and programs at the elementary, middle, and high school level, as well as initiatives common within the district. Based on the information gathered from this process the following conclusions were arrived at:

1. Lack of connection of programming between elementary and middle school
2. Overwhelming number of initiatives with no evidence to show whether or not they were effective

(See Appendix B.)

Hinsdale Schoolwide Program Application

Data Carousel

Student performance data, demographic data (free and reduced lunch, dropout rates and prevention, post-graduate plans), parent involvement data (Power School statistics, number of families with internet connections, participation in Open House, Math nights, Parent Teacher Conferences), curriculum instruction and program data were gathered and analyzed using the Data Driven Dialogue model (Appendix C). Conclusions drawn from this process resulted in identifying that data collection was inconsistent, making analysis extremely difficult especially when looking for longitudinal information or program evaluation. The outcome of the Carousel was that the team realized the need for a consistent and uniform system to gather, store and analyze student data.

The Achievement Team was then presented with the challenge of investigating the following questions with input from the district faculty:

Which initiatives are directly linked to improved student learning?

What barriers exist that might inhibit successful implementation?

What factors may have contributed to the achievement gap between students with and without disabilities?

The results of this investigation provided the following insights:

Which initiatives are directly linked to improved student learning?

1. Provide teachers with continuous instructional content material
2. Organizational structure that allows for sufficient instructional time
3. Flexible clustering and grouping of students
4. Additional staff and teacher collaboration (develop Professional Learning Communities

:

What barriers exist that might inhibit successful implementation?

1. Staff conceptual knowledge and training for a different instructional paradigm (differentiated instruction, grade level groupings, Response to Interventions)
2. Insufficient professional development activities that would foster the new instructional paradigm
3. Lacking a unified vision and mission
4. Lacking a method that would analyze data and provide consistent feedback
5. Resources that would enable sufficient instructional materials at each content area

What factors may have contributed to the achievement gap between students with and without disabilities?

1. The lack of ability to analyze data that would provide feedback as to student and programming effectiveness
2. The need for strong leadership to advocate for strong programming and teaching practices
3. The need to set high standards for *all* students and to set high standards for teaching practices

Hinsdale Schoolwide Program Application:

C. Investigating Causal Factors

Fifteen factors that directly contribute to the achievement gap between students with and without disabilities were rank ordered by the Achievement team. (Appendix D)

The top three factors identified were:

1. Instruction not differentiated to meet the needs of students with IEPs (lack of training)
2. The use of data is weak; it is not effectively used to inform instruction and/or to focus on students with IEPs
3. Insufficient collaboration between regular education and special educators (lack of training)

All of the factors were shared with the district staff and a follow-up survey on the factors was prepared and administered to the faculty. (See Appendix E). The purpose of the survey was to gather information on staff perception of collaboration and differentiated instruction, as well as the need for specific kinds of professional development. Teachers were asked to assess their level of performance regarding the two practices identified above. (See Appendix F).

The survey made it clear that practice and perception were not connected, or that there was a lack of knowledge on current best practices in differentiated instruction and collaboration among instructional teams (Professional Learning Communities).

Among the areas that were identified as needing more connectivity to what is going on within the school district was parent involvement. A Parent Subcommittee of the Achievement Team which included two parents met to brainstorm ways to further parent involvement and information sharing. A brochure was designed for future use to inform the community about the background of Focused Monitoring and the future plans for school improvement (See Appendix G).

D. Determining Effective Practices

In order to facilitate research of effective practices each member of the Achievement Team was assigned an area of research related to causal factors and they reported back to the Team with their findings (Appendix H). The areas of research focus were:

Differentiated Instruction

- Principal Walk-throughs
- Professional Learning Communities (PLCs)
- Wise use of materials and available resources
- Smart Boards
- IEP: integration with the RtI model
- Professional Development – Rick Wormeli training on Differentiated Instruction

Collection and Use of Data

- Curriculum-based monitoring
- Data collection and storage
- Data interpretation
- RtI

Hinsdale Schoolwide Program Application

- Data driven goal setting (all students)

Collaboration

- Grade level meetings
- Looking at student work
- Looking at data
- PLCs
- IEP meetings
- Child Concern Team (RtI)
- How to find time for collaboration
- Sharing curriculum knowledge with special educators
- Sharing instructional methods with general educators
- Communication among staff members

As a result of the research the Achievement Team concluded that the specific areas that should be included in the Action Plan were Professional Learning Communities (PLC), Response to Intervention (RtI), and increasing Parent Involvement.

Homeless Needs Survey

A needs survey was done in June 2010, in addition to the above Focus Monitoring surveys, to assess how the needs of homeless students were being met in the school. Classroom teachers of homeless students, Guidance and Title I staff assessed physical needs, and access to timely assessments, academic interventions and counseling.

The results showed that some students appeared to be doing well, but others had frequent absences which made timely assessment and consistent interventions more difficult. Some physical needs were seen (Ex. snacks for recess), and not all students had check-ins or counseling with Guidance.

Our intention is to strengthen our safety net for this vulnerable population. Guidance, administration and Title I will check in quarterly on the homeless population, and will ask for improved notification of issues seen by the classroom teachers and grade level teams. (Appendix M)

Anticipated outcomes from implementing the proposed strategies and activities and anticipated changes in school and district practices:

- As a result of implementing **Professional Learning Communities (PLCs)** in the schools/district, collaboration and communication among staff members will be enhanced, time for collaboration will be established, IEP meetings can take the form of a PLC, and grade level meetings will have a structure within which to operate more effectively. Within the work of effective PLCs, wise use of materials and available resources can be improved by the careful alignment of materials and instruction to the grade level/span expectations and the identification of essential learning/standards for each grade level/content area.
- As a result of implementing **Response to Intervention (RtI)** in the schools/district, staff will improve the collection, storage, use/interpretation and communication of data. Using

Title I Schoolwide Program Plan Hinsdale Elementary School Hinsdale, New Hampshire 05301

Stakeholders Commitment to Planning

Hinsdale Elementary School (HES) has been a Target Assistance Title I School since 1999, the first year Title I services were offered at the elementary level in the Hinsdale School District. As the Title I program was established at different grade levels, and HES entered the school improvement process as a School in Need of Improvement (SINI) under No Child Left Behind, the SINI school improvement committee began discussing the idea of becoming a Title I Schoolwide Program (SWP) elementary school. Upon further investigation of this concept by the principal, assistant superintendent of schools, Title I project manager and district curriculum coordinator, the idea was presented to the school improvement committee and to the faculty and staff in 2008 and 2009, when Hinsdale Elementary School's poverty percentage was still slightly below the 40% required to begin the application process. As the faculty and staff had time to understand the concept and commitment of becoming a Title I Schoolwide Program School, it was decided that this model could better meet the needs of all students. The school began a process to insure that all staff met highly qualified requirements. Additionally, there was increased outreach to make certain that all families who qualified for free or reduced school lunches fully understood this option. In 2009-2010 the poverty percentage at Hinsdale Elementary increased to 54.98%. The school also entered a Restructuring Planning Year under No Child Left Behind and began a year-long Focused Monitoring process. As the Restructuring and Focus Monitoring school improvement committees discussed system-wide changes, a resolution was developed to apply to become a Title I SWP at Hinsdale Elementary. This resolution was developed and agreed upon by the members of the Hinsdale Administrative Team on April 19, 2010.

I. School and District Profile

Hinsdale Elementary School serves students in grade PK to 5 who live in the town of Hinsdale, New Hampshire. Students in grades 6-12 attend Hinsdale Middle/High School and Hinsdale High School, located on the same campus. The current district enrollment is 634, with 288 students enrolled at Hinsdale Elementary School, PreK to Grade 5.

Hinsdale is a rural community of approximately 4,200 residents, and does not have a large tax base to fund its schools. The recent closing of the Hinsdale Greyhound track had an impact on the community in terms of lost jobs and tax revenue. The present economic recession has had an additional negative impact on Hinsdale families, putting many out of work. These changes are reflected in the school free or reduced lunch count: For several years the free or reduced lunch percentage for Hinsdale Elementary was slightly below 40%. However, in the 2009-2010, the percentage rose from 39.42% to 54.98. at Hinsdale Elementary, and from 31.25% to 43.70% at Hinsdale Middle/High. Additionally, our identified number of homeless families and unaccompanied youth in the school district substantially increased.

Hinsdale Schoolwide Program Application:

curriculum based monitoring, student work and other data (such as common assessments), curriculum knowledge and instructional methods will be shared among general and special educators (differentiated instruction, Smart Boards), focus will be provided for principal Walk-throughs, IEP design and review can be integrated into instruction of the general education curriculum, and effective and targeted intervention for at-risk students can be identified, and staff will be able to help all students to set data driven goals.

In order to research and discuss best practices on parent involvement the Achievement Team viewed two Karen Mapp videos on her philosophy of "Beyond the Bake Sale". In it she outlines how to identify and assess how parents may be meaningfully involved in their child's education. For example, asking parents, "What do you need?" and inviting them into the school to participate in their child's education (i.e. speaking to a class about their career, reading to a class).

IV. School-Wide Goals with Action Plan The Hinsdale Elementary Schoolwide goals correlate with the academic goals developed under Focused Monitoring and Restructuring: *To improve achievement in the area of Mathematics*, and *To improve achievement in the area of Reading*. Our intent is to build on the strengths that already have been established in these academic areas by school improvement efforts, and to further define these two academic goals in terms of student outcomes. Our third goal addresses an identified area that needs to be strengthened, and perhaps can be better addressed under a Schoolwide Program: parent involvement at Hinsdale Elementary School

Our three school-wide goals are to have 88% of our students achieve proficiency or higher in Reading and Mathematics on the NECAP, and to have 80% of our families involved in their children's education: In order to achieve these goals, we are restructuring the use of our staff. We are also building on school improvement changes for 2009-2010 that designate minimum amounts of time that the students receive instruction in reading and math by their primary teachers. Following the primary instruction, Title I staff will be available to give identified students focused, small group instruction in research-based supplemental curricula so that gains can be greater.

Goal #1: 88% of Hinsdale students will achieve Proficient or higher on the yearly state assessment (NECAP) in the area of Mathematics.

- **Method of Attainment:** One Title I tutor will work with students in grades K-1, supplementing the math curriculum. One Title I tutor/teacher will work at grades 2 and 3, supplementing the math curriculum. One Title I tutor/teacher will work at grades 4 and 5 to supplement the math curriculum. An additional Title I tutor will work with supplemental math groups K-2 to meet the greater needs at these grade levels.
- A minimum of 75 minutes per day will be required for math instruction (math block) in grades K-5. Title I instruction will supplement the primary instruction for an additional 30-40 minutes.
- We will use the end-of-unit tests, mid year, and end-of-year tests from our math series, *Everyday Mathematics* in grades K-5 to continually restructure groups of students who need the most support. NECAP and NWEA MAP results also will be used.
- We will obtain *Pinpoint Math* and *Everyday Math Skills Links* as resources for supplemental instruction. These resources will be used in addition to the resources for preteaching and reteaching in the research-based math series.

Hinsdale Schoolwide Program Application:

- We will continue to provide staff development training sessions for this math program, as our staff needs or requests it. Training in numeracy and concepts of math remediation also will be available to the staff providing supplemental instruction.
- Further development of the grade level teams/Professional Learning Communities will be essential to the successful implementation of this goal. These groups regularly meet to examine data and determine student needs.
Development of the grade-level Professional Learning Communities is a goal for Hinsdale Elementary School under Restructuring, and a district goal under Focused Monitoring.

Goal #2: 88% of Hinsdale students will achieve Proficient or higher on the yearly state assessment (NECAP) in the area of Reading.

- **Method of Attainment:** We are restructuring the use of our Title I staff. One Title I tutor will work with students in grades K-1, supplementing the reading curriculum. One Title I tutor/teacher will work with students in grades 2 and 3, supplementing the reading curriculum. One Title I tutor/teacher will work at grades 4 and 5 to supplement the reading curriculum. An additional tutor will work with supplemental reading groups K-2 to help meet the needs at these grade levels.
- We will require a minimum of 105 minutes a day spent on literacy (Reading block plus Language Arts). Title I instruction will supplement the primary instruction for an additional 30-40 minutes
- We will use the end-of-unit assessments from our research-based Scott Foresman core reading program, *Reading Street*, to restructure groups of students throughout the year, so that students who require extra support are receiving it.
- *My Sidewalks on Reading Street* will be the main focus of daily supplemental instruction for small groups of identified students. Scientific Learning's technology-based intervention program, *Reading Assistant*, will be used by Title I staff for further student work on fluency, vocabulary development and comprehension. The Wilson Reading programs, *Foundations* and *Just Words* will be used to help students who require additional, multisensory work at the word level.
- We will continue to provide staff development training sessions in these literacy programs as our staff need or request it.
- Further development of the grade-level teams/Professional Learning Communities is essential to successful implementation of this goal. This is a focus of the Restructuring and Focused Monitoring goals.

Goal #3: 80% of Hinsdale families will be involved in their student's education

- **Method of Attainment:** The school will continue to emphasize and increase activities that encourage parent involvement. A part-time Title I Parents Links Coordinator will help facilitate selected activities and will help collect attendance/participation data on family involvement. Parent involvement activities at the elementary school include:

Hinsdale Schoolwide Program Application:

- Open House
- Family/School Compact (new under Title I Schoolwide Plan)
- Parent/Teacher Conferences
- School/Family or Program Newsletters
- Literacy and Family Math workshops
- Parenting Workshops
- School events that celebrate student learning
- PTA events
- Homework assignments and projects that require family interaction
- Volunteer Opportunities
- Teacher and family surveys re: parent involvement
- Transition activities (transition into kindergarten and middle school)
- Family involvement on decision-making committees
- School Website postings for family resources and school information.

In order to attain our academic goals, we are restructuring the use of our staff, using an emphasis we established with the help of ARRA funds in 2009-2010. As resources allow, we intend to provide our most concentrated supplemental instruction at grades K-2, using one full-time tutor and one additional part-time tutor to work with strategic reading and math groups at the early grade levels. This will help ensure that most students read on grade level and understand basic number concepts by grade 3. We also will provide a Title I teacher/tutor for supplemental reading and math instruction at grades 2 and 3, and a Title I teacher/tutor for supplemental groups at grades 4 and 5. **This staffing will begin in August of school year 2010-2011.**

Professional learning communities/grade level teams were established at Hinsdale Elementary School during the 2009-2010, with a regularly scheduled whole-team meeting once within a 6 day cycle. The teams discuss student concerns and collect and use data to inform instruction. Data from the classroom core reading and math programs, along with students' NECAP and MAP scores and homeless/migrant status, will determine the flexible groups for supplemental instruction. The master schedule at Hinsdale Elementary has been changed to allow for daily supplemental groups, and regular meetings of the PLCs/grade level teams.

Regular meetings of the grade level teams will resume in September 2010 to analyze data to inform instruction in reading and math.

Student groups for supplemental instruction will be formed mainly on the basis of team data, the NECAPS, and MAP and DIBELS benchmarks. **Student groups for supplemental reading and math instruction will be formed in September 2010.**

Additionally, the work of the Parent Links Coordinator (See Goal #3) will begin in September 2010. The Coordinator will facilitate parent involvement activities, work to increase home/school academic connections and collect data on parent involvement activities.

VI. The Eight Components

a. Comprehensive Needs Assessment

The Achievement Team met monthly, from 9am-3pm Oct/May, with direction from the

Hinsdale Schoolwide Program Application

DOE monitoring team. We assessed different aspects of the schools and took surveys to gauge the perception of the staff on key factors affecting education in the district. The elementary and middle school sub groups met separately to discuss needs and directions for improvement. As we assessed each area, committee members related how their constituents were affected by it. We then came to a consensus on the over-all environment in each school for key areas (See Comprehensive Needs Assessment Activities and Appendix).

Our assessment results showed that we are making continuing progress at Hinsdale Elementary School. Programs are in place to help our students improve. We are using research-based core curriculum in reading and mathematic and have available additional resources that have a strong research base of effectiveness. We also will have substantial support through Title I and Special Ed. teachers at each grade level, and provide two preschool classrooms and an afterschool ACCESS program for students who wish to attend. Professional development and alignment of curriculum, instruction and assessment were viewed as strengths.

Indicated needs included flexible clustering and grouping of students, sufficient instructional materials in each instructional area, time for staff and teacher collaboration as well as the ability and time to analyze data in grade level teams. Parent involvement was a weaker area that could use more coordinated effort. Steps were taken to make additional instructional materials available, especially for the core programs that were being established at HES through school improvement initiatives: Scott Foreman's *Reading Street*, *My Sidewalks on Reading Street* and *Everyday Math*. The organizational structure of the school was changed at the beginning of 2009-2010 to allow for more instructional time in reading and math, for regular small group instructional time, and for regular meetings of grade level teams. Instructional blocks of a minimum of 105 minutes daily in Reading and 75 minutes in Math were established for all grade levels.

More flexible clustering and grouping of students remains an indicated need that can be better addressed through a SWP model. Although the elementary school has many events that involve parents and the community, communication with parents and parent involvement in their student's education remain areas that need improvement.

The school does not have a history of registering migratory children. To assess our ability to meet the needs of our homeless children, we added a Homeless Needs Assessment to the surveys that were covered in Focus Monitoring (Appendix I). We wanted to see if their academic and physical needs were being met and if they had had access to counseling. Classroom teachers of homeless students, Guidance and Title I staff were surveyed. Use of Title I funds for both homeless supplies and tutoring more than tripled in 2009-2010, and Guidance counselors offered support and extra attention.

Many homeless students received after school tutoring in reading or math through SES outside providers or through a Title I extended day reading group. The overall response from classroom teachers was that many homeless students were doing well, but that others showed needs for increased counseling or recess snacks. Infrequent attendance was creating problems for timely assessment and consistent academic interventions. We plan to survey similar staff members involved with homeless students earlier in the school year for more timely coordination, and for guidance, Title I and administration to meet quarterly to assess the adequacy of our safety net.

Hinsdale Schoolwide Program Application:

We will revisit and update the Needs Assessment data during quarterly Focus Monitoring/Achievement Team meetings during 2009-2010. The results of the needs assessment have changed our requests for federal funds to meet identified needs, particularly in the RLIS grant application (Title VI), Title II and Title I.

b. Specific strategies for instruction, assessment and evaluation

The staff of the Title I program at Hinsdale Elementary School will work primarily with supplemental instruction to University of Chicago's *Everyday Math* and Scott Foresman's *Reading Street*, which are the school's new core programs under the school improvement plan. These programs have a strong research base of effectiveness and have been used by other NH school districts to assist all students to reach the standards set in the NH curriculum frameworks. The core programs will be implemented school-wide, K-5. Supplemental instruction in reading/language arts takes place daily using *My Sidewalks on Reading Street* for an additional 30- 40 minute period. Vocabulary development, phonics skills, writing, and reading strategies for comprehension are emphasized. Leveled Readers are an essential part of the program to help each student move forward. The core reading program contains weekly, unit, and theme assessments that will help us target students that need extra support more quickly and to form flexible groups.

Other accelerated, high-quality reading/language arts programs are available in the Title I program to meet additional, specific student needs, including Wilson language programs, Fountas and Pinnell's *Leveled Literacy Intervention*, and computer-based programs such as *Reading Assistant* or *FastforWord*. These programs were chosen because of their research-based strategies, and Title I teachers/tutors have received training in their use. Instruction typically takes place in extended learning time or during scheduled work periods in some classes, and does not replace primary instruction. These programs have built-in assessment features. Evaluation will also be based on the school-wide DIBELS benchmarks (Fall, Winter, Spring) and the NWEA MAP assessments (Fall/Winter/Spring).

For Mathematics, we are using the *Everyday Mathematics* program, grades PK-5. This program has been gradually implemented over a four year period, and we are seeing improvement in students' understanding of math, and in the state test scores. The program contains preteaching and reteaching suggestions and gives strategies for supporting students in small groups. *Everyday Math* contains unit assessments that will allow us to target students that need extra support and to form flexible groups. The Title I staff will be working with the grade level teams to assess the needs of the students for extra support, and regroup them as necessary.

Supplemental math instruction in *Everyday Math* takes place in an additional 30-40 minute period to the primary instruction by the classroom teacher. Additional math materials, EM Skills Links booklets and *Pinpoint Math*, will be available for use.

c. Effective instructional strategies for children experiencing difficulties mastering the standards

We are changing the use of our Title I staff to reach struggling students earlier in

Hinsdale Schoolwide Program Application:

their academic life. Two Title I tutors now will be working in grades K-2 with students who show a need for supplemental help. Understanding of basic number concepts and phonics will be emphasized along with supplemental programs to the school's core reading and math programs. A Title I teacher/tutor will be working with supplemental instruction for students in grades 2 and 3; another Title I teacher /tutor will be supporting students in grades 4 and 5 in math and reading.

In addition to school-wide NWEA MAP testing, results from weekly and unit assessments in both reading and math will be used to form small, flexible groups of students who will receive support each day. We will provide this support on a pull-out basis to provide effective remediation, and when possible will also work with students in the classroom.

The principal's office and/or school counselors notify the Title I Project Manager when homeless or migrant children register. We will meet as a PLC/grade level team to assess each individual student's needs and deliver a coordinated response. Homeless and migratory students have immediate enrollment in the Title I program and access to afterschool tutoring regardless of the date they register in the school.

d. Parental involvement

We intend to increase parent involvement by increasing the number of contacts with each parent and adding features consistent with a school-wide model. School Counselors on the staff at HES are available to help parents with any need that arises. A new part-time Title I Parents Links Coordinator will work to encourage and document parent involvement activities. Meetings are held throughout the year to provide information and answer questions. The web site is constantly updated and periodic newsletters are sent home.

Part of the work of the Parents/links Coordinator will be to facilitate home/school links that are aligned with the instructional program. The new core programs in reading and math provide materials for the students to do at home and return. This is a regular part of their weekly assignments. *Parents Make the Difference* newsletters will be sent home monthly to provide parents with information related to student learning. Several times during the year, evening programs are scheduled to engage parents and students together. We have had family literacy nights, celebration of learning nights, and family math nights. Some of these are varied from year to year so that we are able to capture the interest of both parents and students.

Parents were involved in the planning for school change, including moving to a School-wide Program model through the year-long work of the Focus Monitoring Achievement Committee. Additionally, we will form a Parent Advisory Council to have input into the planning, implementation and evaluation of this grant. Parent involvement requirements will be followed including: annual meeting, parent compact, parent policy and parents right-to-know.

e. A professional development program aligned with the instructional program

Professional Development: Professional development activities funded by Title I are intended to increase support of the educationally disadvantaged population by the Title I teachers and the classroom teachers. Professional development for Title I teachers and tutors through out-of-district conferences and workshops is intended to increase expertise in dealing with at-risk students and their parents, and to bring research-based practices to support the students. A focus is on reading, writing and mathematics and on ways to reach standards set in the state's curriculum frameworks. Activities related to the

Hinsdale Schoolwide Program Application:

PD master plan will be emphasized in coordination with Title II. Hinsdale Elementary School is a SINI and has a Title I set-aside for professional development, which is used during the school year and summer to build professional expertise in literacy and math programs in support of the educationally disadvantaged population. Professional development in technology programs is scheduled during the school year and summer. Technology-based programs to help develop reading skills include *Reading Assistant* and *FastforWord* both from Scientific Learning. Additionally, Smart Boards and technology features of the core reading and math programs have been provided.

f. Preschool Transition.

Hinsdale Elementary School has two preschool classrooms for three and four year olds. Instruction which is aligned with the elementary school's core reading and math programs begins at this level. We closely monitor the progress of students and are aware of student needs. Speech and other special services are provided as the need becomes apparent. We also have a Head Start in our SAU area, and other preschool/learning centers in our town that help meet the needs of the preschool population. Connections are made with these other local settings. Children in need of services are identified and provided services. The transition to the school kindergarten is a smooth one with family sessions in the spring and late summer.

g. Highly Qualified Staff

Our school has 4 full-time Title I staff positions. Title I teachers are highly qualified and certified by the state of New Hampshire. Title I tutors all have experience as certified, elementary classroom teachers but are working at an hourly, tutor rate. We do not have additional paraprofessionals paid by Title I funds. All teachers in our school are highly qualified. All paraprofessionals working with other students in the building are highly qualified and certified by the state of New Hampshire.

h. Extended Learning Opportunities

When the need arises, supplemental support is given after school or during recess time if agreed upon by parents, students and staff. We have an after school program through a 21st Century Grant called ACCESS that has daily sessions to work on homework in small groups with tutors. We provide a summer school to students who need that support. Many of our students on the free or reduced lunch list are receiving regular SES tutoring from outside providers as required by No Child Left Behind. Additionally, some of our homeless students receive after school tutoring by Title I staff before going into the ACCESS program.

VII. Coordination of resources

In addition to the core curriculum programs for primary instruction in reading and math, district funds provide some of the resources for supplemental instruction used by Title I staff and special educators. For example, district funds funded the *My Sidewalks to Reading Street* program and Scientific Learning software. Title I and Title II coordinate funds for professional development related to our basic curriculum, emphasizing school improvement areas of reading and math.

Hinsdale Schoolwide Program Application

Additional professional development funding by Title II includes curriculum based measurement, NWEA MAP training, and training for instructional coaches. Title II also develops and publishes curriculum based on state standards, and provides a mentoring program for all teachers new to the district. The RLIS grant (Title VI) will provide key technology features to the school and district including: EveryDay Math suite, which has a home-school access feature; the Inform Data Management system and Boardmaker software, which is targeted for some of our special needs children. Title IVA provides crisis prevention intervention training and supplies.

School programs and activities are closely coordinated both during and after school. The ACCESS afterschool program offers tutoring in daily homework study groups. Our SES tutoring program through outside providers includes work on materials from our new core reading and math programs. Leadership team meetings under the Hinsdale Elementary Restructuring Plan will insure coordination of resources for programs and activities at the school..

The sustainability of this school-wide plan will be monitored by the Leadership team under Restructuring and by the Focus Monitoring Achievement team. The Title I Project Managers will monitor implementation of the program for problems, feedback and adjustment through the regular PLC/grade team meetings and through Title I staff meetings. The Parent Advisory Council will also have a monitoring function. Evaluation will be done both by examining achievement results and by a narrative evaluation of "what worked and what didn't" near the end of each school year.

Appendix A

Readiness Survey and Results

Focused Monitoring District System Readiness Tool

Grade level(s) _____ SAU#/District _____ Date _____

Check one: ☐ General Educator ☐ Special Educator ☐ Related Service Provider
 ☐ Paraprofessional ☐ Administrator ☐ Parent

This rubric-type District Self-Evaluation scale represents a range from 1 to 4 or Beginning to Advanced levels. Please select the number from 1 to 4 that most closely matches your assessment of the district's level in each of the 11 categories.

Area	Beginning Level	Rating & Evidence	Advanced Level
1. Improved Student Outcomes	The district has not yet developed a plan to narrow the district's achievement gap between students with disabilities and their typical peers.	1 2 3 4	The district has succeeded in narrowing the achievement gap between students with disabilities and their typical peers to a marked degree.
2. Continuous Improvement	The district has not yet developed a long-range plan for systemic improvement that includes continuous evaluation and improvement of all district programs.	1 2 3 4	Through its planning process, the district has established a culture of continuous improvement in its approach to systemic change across all district programs
3. Common Mission - Literacy & Numeracy	There is widespread inconsistency within buildings and across the district regarding the mission and philosophy of teaching literacy and numeracy.	1 2 3 4	The district has developed and implemented a common literacy and numeracy mission and philosophy across all buildings, levels and programs.
4. Collaboration – General & Special Educators	General and special educators tend to do their work separately and in isolation. Students with disabilities are viewed as the primary responsibility of special educators.	1 2 3 4	There is a culture of collective responsibility within the district due to close collaboration between general and special educators in the instructional support provided to students with disabilities.
5. District Decision-Making Process	Issues of governance are controlled in a top-down, chain-of-command decision-making process. Administrators control the planning and decision-making environment, and educational staff are rarely consulted for their input and recommendations.	1 2 3 4	A charter or constitution exists within each school that governs its decision-making process, spelling out who is to be responsible for what, the composition of decision-making bodies, the decisions to be made, and the process to be used. Selection process for representation on school councils, roles, norms for meetings and communication process are clearly documented.
6. Communication Across District	There is a low level of communication between departments and buildings and between administration and staff leading to	1 2 3 4	Communication systems and mechanisms are in place to ensure continuous, effective communication between

	inconsistency of practice and policy implementation across the district.		departments and buildings and between administration and staff.
7. Professional Development	Professional development opportunities are driven by individual staff interests, are not tied to student learning needs and are not aligned with district and building goals.	1 2 3 4	Professional development opportunities address the needs of all students and are aligned with district and building goals and district planning.
8. Use of Data	Educational decisions are typically based upon hunches or assumptions that are not supported by evidence. Tradition and past practice drive district decision-making about curriculum, instruction and assessment issues.	1 2 3 4	Educational decisions are typically based upon the analysis of relevant data. The district has developed a reliable and effective system of data collection and analysis through the application of appropriate technology. Generalized training in data use has been provided to district personnel, which enables access and application at the classroom level.
9. Public Reporting of District Progress	The district has no formal mechanism for publicly reporting student progress year-to-year across district programs and buildings.	1 2 3 4	District has developed a report card that is distributed annually to the educational community. The report card enables the district to show student progress year-to-year across district programs and buildings.
10. Parent/Community Participation	The district conducts its ongoing educational decision-making process without seeking parent and community input. District planning is conducted without the assessment of parent and community needs and expectations.	1 2 3 4	Parents and community members are engaged in the district educational needs assessment process. Parents and community members are frequently provided with a variety of ways to participate directly in district planning and educational decisions through frequent interviews, forums, focus groups and surveys.
11. Alignment of Curriculum, Instruction, Assessment	District curriculum is not aligned with NH grade level expectations. Curriculum is not delivered consistently to all students. Classroom teachers tend to select instructional activities based upon personal interest and educational background. Assessment activities are not curriculum-based.	1 2 3 4	The results of multiple student formative and summative assessments drive curriculum development and instructional practice at the district and classroom level. Curriculum, instruction and assessment are aligned with NH grade level expectations. Curriculum essentials are consistently given instructional priority by educators across the district.

Focused Monitoring District System Readiness Tool

Purpose:

This evaluation rubric is intended to serve as a baseline measure of a district's readiness for system change across 11 system criteria. The rubric measures the level of system development against the following characteristics:

- Improved Student Outcomes
- Continuous Improvement
- Common Mission - Literacy and Numeracy
- Collaboration – General and Special Educators
- District Decision-Making
- Communication Across District
- Professional Development
- Use of Data
- Public Reporting of District Progress
- Parent/Community Participation
- Alignment of Curriculum, Instruction, Assessment

This evaluation tool provides a four-point rubric, with descriptors provided for point 1 (Beginning Level) and 4 (Advanced Level). Points 2 and 3 represent intermediate levels of development. A district may administer this rubric periodically to determine system growth over its baseline in relation to each criterion.

Procedure:

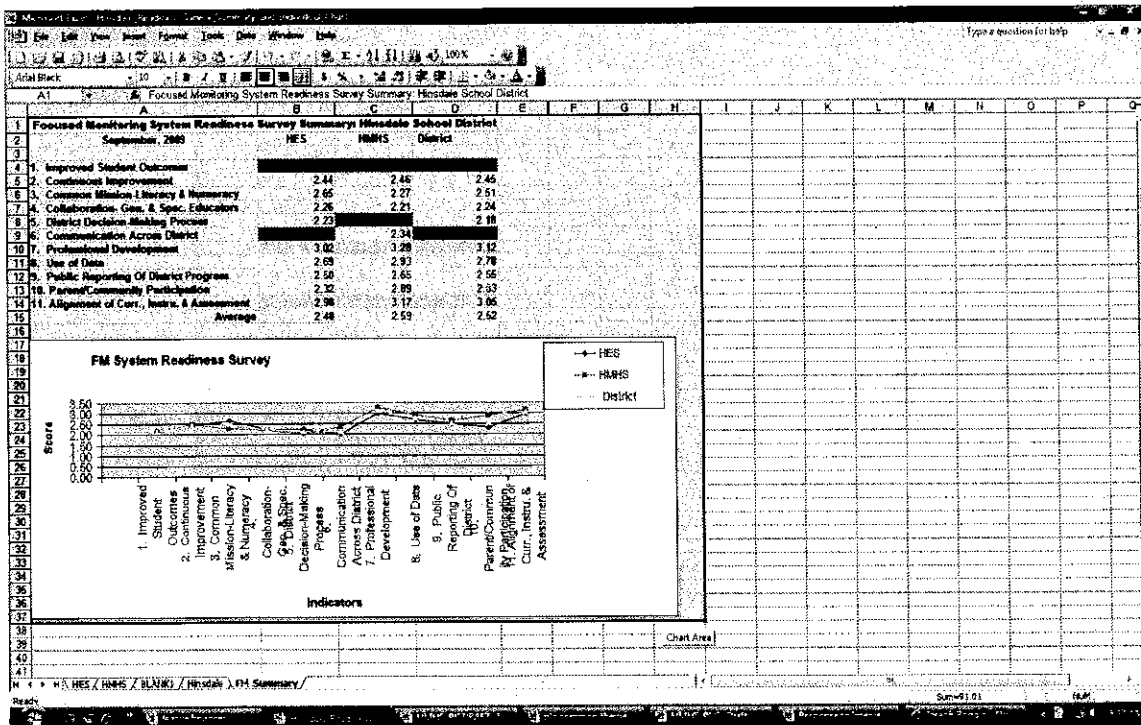
This tool may be used as a system-wide survey, or it may be administered to a representative group or team within the system. Participants are asked to complete the rubric from their individual perspectives – i.e. they are asked to give their individual assessments of the system with regard to each characteristic at this point in time.

After each participant has completed the evaluation, the facilitator collects and aggregates the data by characteristic and level. Each response is recorded and then tallied by multiplying the number of responses times each rubric level. Total value is added together and then divided by the number of participants to determine the average response for each characteristic.

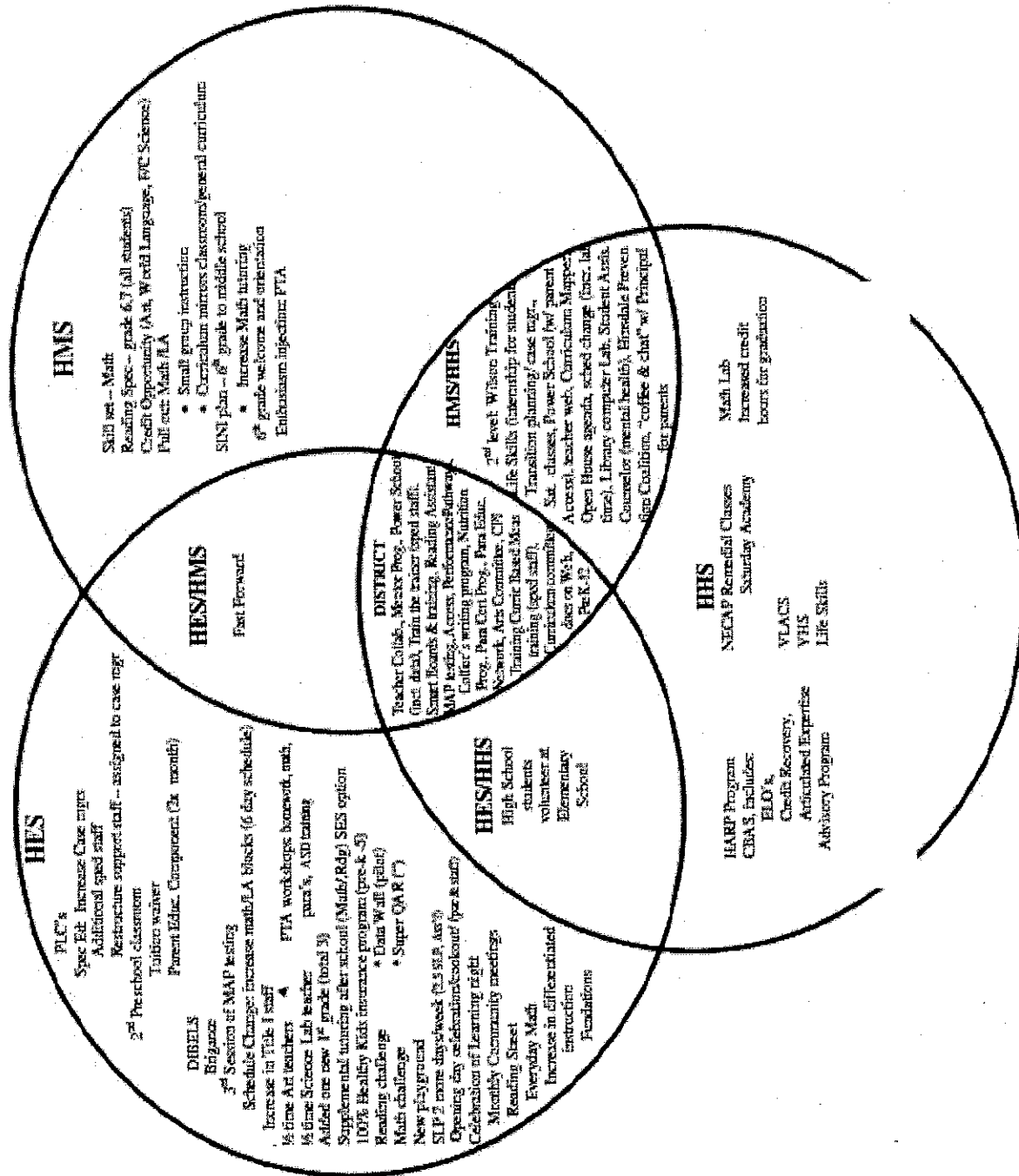
Analysis:

A group discussion of the data should follow, once the data summary is completed. A data dialogue activity, such as the "Data-Driven Dialogue" process, may be used to help the group form tentative conclusions from the data about the baseline status of the system and its readiness to undergo system change. The discussion should focus on system strengths and areas in need of improvement.

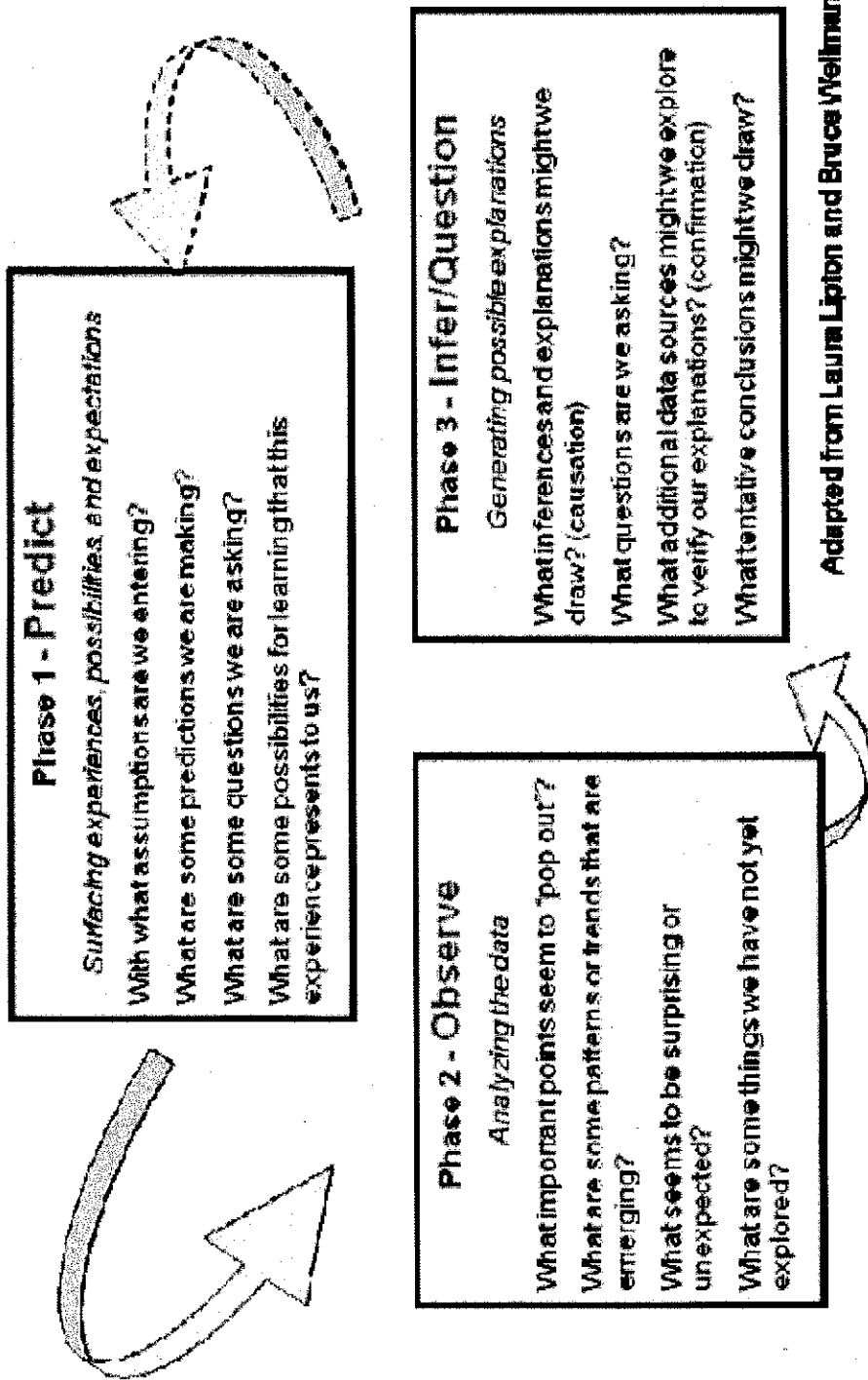
Focused Monitoring District System Readiness Results



Venn Diagram of Current Initiatives and Programs 2009



Data-Driven Dialogue



Appendix D

Factors Impacting Student Achievement Survey Results

Factor Considered	Rank
Lack of consistent, transparent decision making process	0
Ineffective communication, district wide	1
Use of data is weak; not effectively used to inform instructions and/or to focus on students with IEPs	13
Instruction not differentiated to meet the needs of students with IEPs(lack of training)	14
IEP goals not aligned with GLEs	0
Low Expectations of students with IEPs	2
Need for targeted (not spiral) curriculum in Math	0
Inconsistent special education services; students being removed from class during content instruction	1
Insufficient collaboration between regular and special educators (lack of training)	12
Difficulty gaining parent involvement	3
Lack of training for paraprofessionals	1
Low student self esteem	1
Lack of exposure to curriculum	0
Alignment of curriculum with GLE and curriculum fidelity	4
Teacher training in how to use spiral curriculum	2

Appendix E

Differentiated Instruction and Collaboration Staff Survey

Hinsdale School District Focused Monitoring Achievement Team

This survey is being conducted in support of the Focused Monitoring and School Improvement requirements from the NH Dept of Education. The Hinsdale School District is participating in the Focused Monitoring/School Improvement process because of its gap in NECAP scores between students with IEPs and students without IEPs (*57 percentage points in reading and 44 percentage points in math*). Part of the Focused Monitoring/School Improvement work includes forming a local, representative Achievement Team whose task it is to investigate the reasons for this gap in scores as well as create action plans to close narrow the gap. The questions asked on this survey will assist the Achievement Team in learning about factors impacting student performance in Hinsdale. Your input is very important to us and we thank you for participating in the survey. We will make the results available to you as soon as possible.

The Focused Monitoring/School Improvement Achievement Team

Hypothesis: One of the causes of the achievement gap between students with and without disabilities is that instruction is not differentiated to meet the needs of students with IEPs.

Thinking in terms of collaboration and the collaborative process and using the following scale, please assess your level of agreement (first two statements) and use (all other statements in this section).

	1. Have a beginning understanding, but don't practice it	2. Do practice this unintentionally or occasionally	3. Understand theory and sometimes practice it	4. Intentionally practice this on a regular basis
Collaboration is...				
Sharing responsibility among all staff				
Using data to make instructional decisions				
I use the following forms of collaboration to address the hypothesis:				
Casual conversations in the classroom, hallway, or office				
Directed discussion through grade level meetings				

Email				
	1. Have a beginning understanding, but don't practice it	2. Do practice this unintentionally or occasionally	3. Understand theory and sometimes practice it	4. Intentionally practice this on a regular basis
Phone conversations/ message left on voice mail				
IEP meetings				
Student/Child Concern meetings				
Request for form completion				
1:1 conversation, agreed upon meeting time				
PLCs				
Other:				

Please provide us with your feedback on the following questions:

1. What is effective collaboration?

2. What are the barriers to effective collaboration?

3. In terms of collaboration, describe your role in relation to Special Education.

4. In terms of collaboration, describe your role in relation to General Education.

Survey on Differentiated Instruction

Hypothesis: One of the causes of the achievement gap between students with and without disabilities is that instruction is not differentiated to meet the needs of students with IEPs.

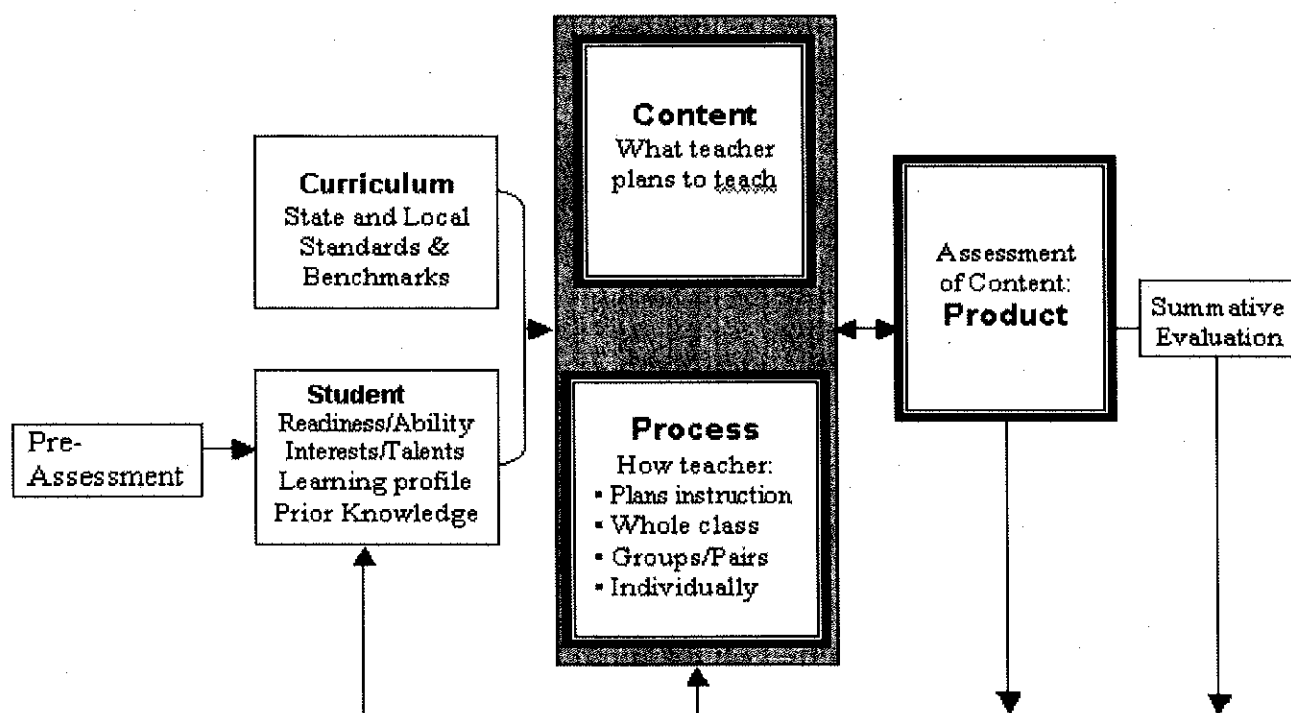
As a teacher, assess your level of doing the following professional practices:

	1. Have a beginning understanding, but don't practice it	2. Do practice this unintentionally or occasionally	3. Understand theory and sometimes practice it	4. Intentionally practice this on a regular basis
Begin where the students are.				
Engage students in instruction through different learning modalities.				
Enable a student to compete more against himself or herself rather than others.				
Provide specific ways for each individual to learn.				
Use classroom time flexibly.				
Act as a diagnostician, prescribing the best possible instruction for each student.				
Use classroom space flexibly.				

Please read the definition of differentiation below, and study the flow chart:

Definition ~ To differentiate instruction is to:

- Recognize students' varying background knowledge, readiness, language, preferences in learning, and interests.
- React responsively to this variety.
- Use a process to approach teaching and learning for students of differing abilities in the same class.
- Maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process.



(adapted from Oakford, L. & Jones, L., 2001)

Based on the definition and the process shown above, please identify your:

Teaching strength(s):

Area(s) in need of professional development:

Appendix F

Differentiated Instruction and Collaboration Staff Survey Results

Hinsdale School District Focused Monitoring Achievement Team

This survey is being conducted in support of the Focused Monitoring and School Improvement requirements from the NH Dept of Education. The Hinsdale School District is participating in the Focused Monitoring/School Improvement process because of its gap in NECAP scores between students with IEPs and students without IEPs (*57 percentage points in reading and 44 percentage points in math*). Part of the Focused Monitoring/School Improvement work includes forming a local, representative Achievement Team whose task it is to investigate the reasons for this gap in scores as well as create action plans to close narrow the gap. The questions asked on this survey will assist the Achievement Team in learning about factors impacting student performance in Hinsdale. Your input is very important to us and we thank you for participating in the survey.

Hinsdale Elementary School results:

	1. Have a beginning understanding, but don't practice it	2. Do practice this unintentionally or occasionally	3. Understand theory and sometimes practice it	4. Intentionally practice this on a regular basis
Collaboration is...				3.5
Sharing responsibility among all staff				
Using data to make instructional decisions				3.2
I use the following forms of collaboration to address the hypothesis:				
Casual conversations in the classroom, hallway, or office				3.7
Directed discussion through grade level meetings				3.5
Email				3.1
	1. Have a	2. Do practice this	3. Understand	Intentionally

	beginning understanding, but don't practice it	unintentionally or occasionally	theory and sometimes practice it	practice this on a regular basis
Phone conversations/ message left on voice mail				2.8
IEP meetings				3.4
Student/Child Concern meetings				3.1
Request for form completion				1.9
1:1 conversation, agreed upon meeting time				3
PLCs				2
Other:				

	1. Have a beginning understanding, but don't practice it	2. Do practice this unintentionally or occasionally	3. Understand theory and sometimes practice it	4. Intentionally practice this on a regular basis
Begin where the students are.				3.6
Engage students in instruction through different learning modalities.				3.5
Enable a student to compete more against himself or herself rather than others.				3.4
Provide specific ways for each individual to learn.				3.7

Use classroom time flexibly.				3.7
Act as a diagnostician, prescribing the best possible instruction for each student.				3.1
Use classroom space flexibly.				3.5

High School Results

Collaboration	1	2	3	4	Sum	Average
1	0	0	8	9	17	3.529412
2	0	3	8	6	17	3.176471
3		0	5	11	16	3.6875
4	0	1	6	9	16	3.5
5	1	2	5	5	13	3.076923
6	4	1	7	5	17	2.764706
7	1	1	5	10	17	3.411765
8	1	3	7	6	17	3.058824
9	6	1	3	1	11	1.909091
10	2	2	5	6	15	3
11	4	0	0	2	6	2
12	Rehab Asst		0			
Diff Instr.		0				
1	0	0	5	9	14	3.642857
2	0	1	6	8	15	3.466667
3	0	1	6	7	14	3.428571
4	0	0	4	9	13	3.692308
5	0	0	4	10	14	3.714286
6	1	1	7	5	14	3.142857
7	0	1	6	8	15	3.466667

Appendix H
Effective Practices Worksheets
Hinsdale School District
Effective Practices
Collaboration

Effective Practice	Research Resources	Person(s) Responsible	Format for presentation on March 16, 2010
Grade level meetings	Internet Resources	Patti	Oral presentation
Looking at student work	Breaking Ranks 2	Joe	Sample NECAP review skit
Looking at data	Internet Resources What Works Clearinghouse.	Joe	Steps from research
PLCs	Internet Resources Literature Review Richard Dufour	Inder	Outline of how it worked List positives
IEP meetings	The Special Education Guide to Collaboration	Patti	Handout/discussion
Child Concern (Rtl) Team	National Center for Learning Disabilities Rtl Action Network Florida DOE All Kinds of Minds NH DOE	Zandra	Handout
How to find time for collaboration	Ideas4schools.com Collaboration1.htm	Michelle	Handout
Sharing curriculum knowledge with Sped	www.schoolsmovingup.net	Michelle	Handout
Sharing instructional methods with general educators	Local Diff Inst survey	Joe	Handout
Communication between staff members	Allthingsplc.com	Inder	Talk

**Hinsdale School District
Effective Practices
Collection and Use of Data**

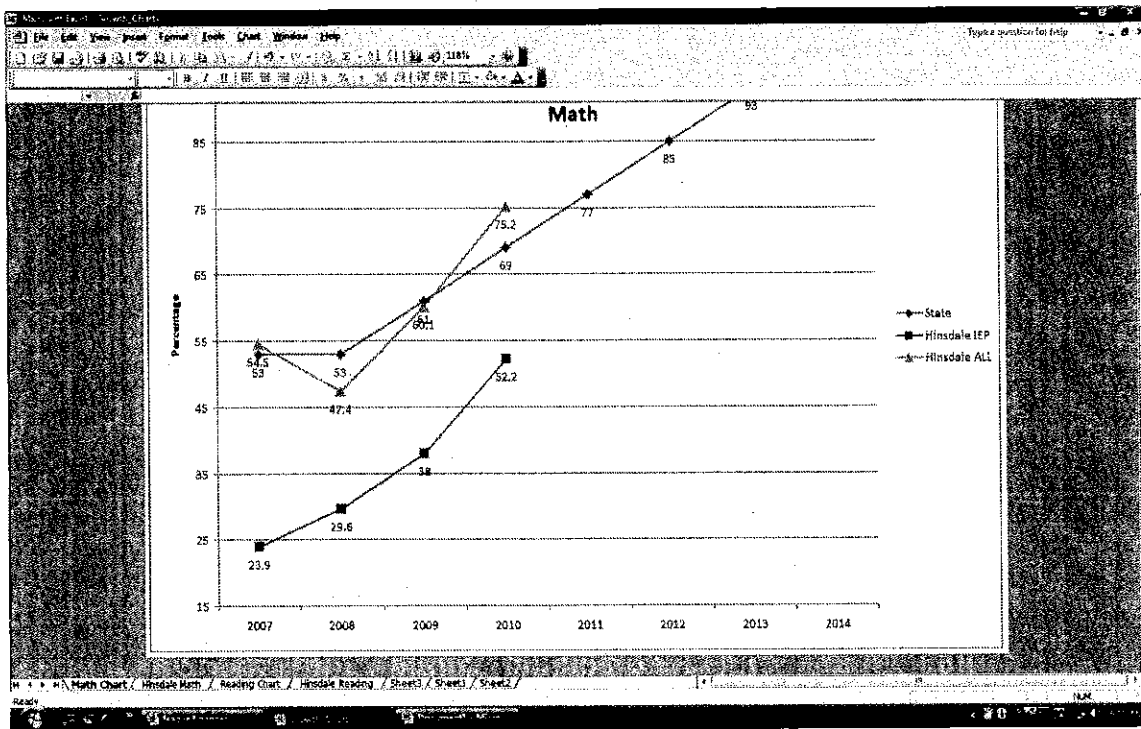
Effective Practice	Research Resources	Person(s) Responsible	Format for presentation on March 16, 2010
Curriculum Based Monitoring	AimsWeb	Pat Shippee	Handouts
Data collection and storage	Inform Project Tapestry Excel	Debbie Child-Trabucco	Handouts
Data Interpretation	Internet Resources	Ann King	Talking points
Response to Instruction (RtI)	Internet Resources	Zandra Reagan	Talking points
Data driven goal setting (all students)	NHDOE	Sheila Joseph	
Communicating the data	NWEA Performance Pathways	Linda DeLong	Talking points

**Hinsdale School District
Effective Practices
Differentiated Instruction**

Effective Practice	Research Resources	Person(s) Responsible	Format for presentation on March 16, 2010
Principal walk-throughs	What Works Clearinghouse	Jurg	Handouts
PLCs	DuFour Institute (April)	Jurg	Handouts
Wise use of materials and available resources for RtI	ASCD	Ann F.	Handouts
Smart Boards	Robert Marzano	Debra	Handouts
Assistive (assistance or assistive technology? MAB) with technology training	Google: Learning Styles Readiness/ability Learning profiles Prior knowledge	Debra	Handouts
IEP: Design and review process & integration with RtI	Interests and Talents NHDOE (RtI site)	Liz	Handouts
PD Rick Wormeli training on D.I.	Upcoming workshop	Ann F.	Talking points

Appendix J

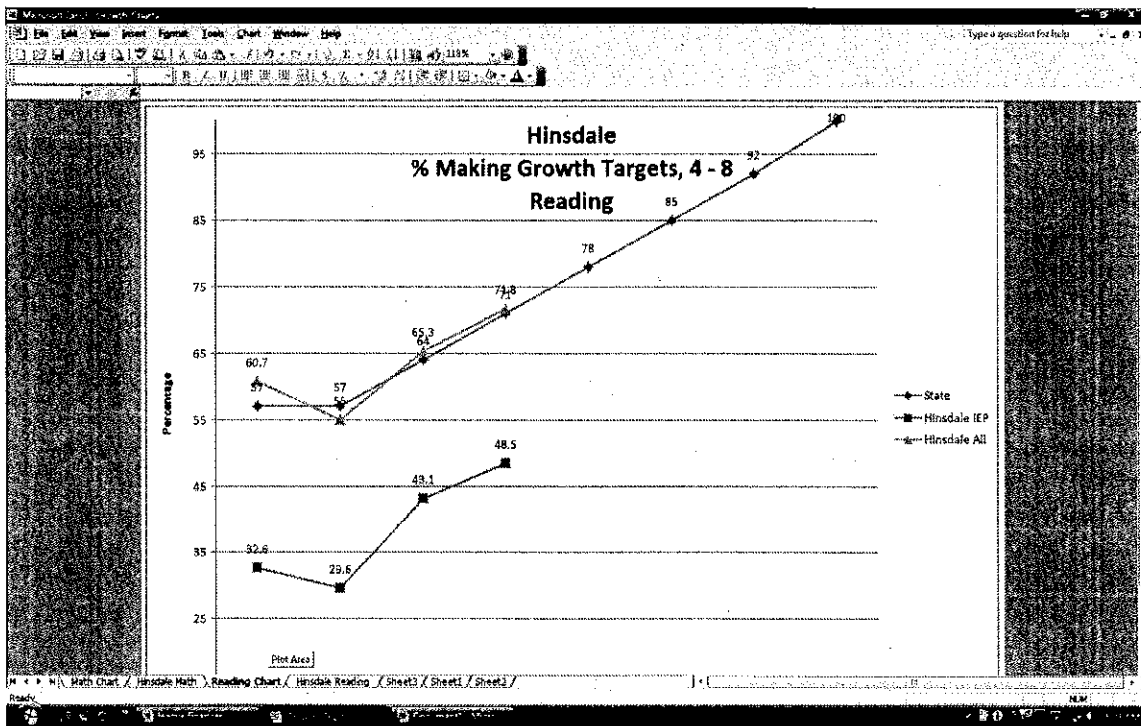
Growth Charts Reading and Math



School

District: Hinsdale

	2007	2008	2009	2010	2011	2012	2013	2014
State	53	53	61	69	77	85	93	100
Hinsdale IEP	23.9	29.6	38	52.2				
Hinsdale ALL	54.5	47.4	60.1	75.2				



School

District:

Hinsdale

	2007	2008	2009	2010	2011	2012	2013	2014
State	57	57	64	71	78	85	92	100
Hinsdale IEP	32.6	29.6	43.1	48.5				
Hinsdale All	60.7	55	65.3	71.8				

Appendix K

Template for Investigating Factors

INVESTIGATION RECORDING FORM

Focus Area: _____

Effective Practice: _____ Team Members: _____

Identified Need: _____

Description
Impact on Teachers, Students, and Materials
Relationship to Findings and Goal
Evidence of Effectiveness With Students Similar to Ours
Approximate Cost of Implementation
Implications of Implementation

Sample completed investigation form:

INVESTIGATION RECORDING FORM

Focus Area: Differentiated Instruction to improve student achievement in math _____

Effective Practice: What Works Clearinghouse: Assisting students struggling with mathematics:Response to Intervention for elementary and middle schools
Team Members: Ann , Inder, Jurg, Michelle, Debra _____

Identified Need: need for materials and training on DI

Description Tier 2 and Tier 3 Recommendations with strong levels of evidence:

- Instruction during the intervention should be *explicit and systematic*. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review. The following math proficiencies should include: operations, concepts, problem solving, and fact fluency.
- Interventions should include instruction on solving word problems that is based on common underlying structures.

<p>Impact on Teachers, Students, and Materials</p> <ul style="list-style-type: none"> • Teachers and paras need training on systematic and explicit instruction with Everyday Math, its tier 2 components, and addition tier 3 resources not yet selected/identified explicitly or used school-wide. • Students in tier 2 would need monitoring of progress at least once a month. • Materials <ul style="list-style-type: none"> ○ need to be systematic and explicit, with numerous clear models of easy and difficult problems, and accompanying teacher think-alouds. ○ should provide students with opportunities to solve problems in a group and communicate problem-solving strategies. ○ should include cumulative reviews in each session. ○ Should model the structure of various problem types, how to categorize the types, and how to determine solutions based on the type ○ Should enable students to recognize the common underlying structure between familiar and unfamiliar problems and how to transfer solution methods 	<p>Relationship to Findings and Goal</p> <p>The <i>systematic and explicit</i> use of instructional strategies and materials for both tiers 2 and 3 has been shown to improve student achievement in mathematics, as well as a recurring theme in valid scientific research on “what works”.</p>
<p>Evidence of Effectiveness With Students Similar to Ours</p> <p>Strong level of effectiveness based on WWC ratings.</p>	<p>Approximate Cost of Implementation</p>

Appendix L

Elementary School Goals for 2009-2010

- *Adding Staff to the Early Grades:* A second pre-school classroom and an additional first grade were approved as part of the school the budget approved by voters in March 2009. This action was taken to reduce class size as well as to identify and provide interventions as early as possible, plus to reduce special education referrals at the same time.
- *Significant Changes in Special Education:* A special education coordinator was hired to serve at HES to provide leadership and coordinate all special education activities dealing with families, teachers and service providers. This additional layer represents an administrative restructuring to allow the principal to focus on the overall management and supervision of staff, enabling him to work collaboratively with the district's curriculum director, technology director and curriculum/data team to analyze current data and implementation of new and established instructional content. A strategy will be adopted wherein case managers will be responsible for support staff services. In the efforts to manage smaller caseloads, provide greater service to students, and better coordinate with classroom teachers, an additional case manager was hired. Special education and Title staff will now be meeting bi-weekly with their instructional teams and members of the administrative team for planning and assessment.
- *Changes in the Master Schedule:* More elongated instructional blocks that will support greater collaboration and a teaming approach by all parties: classroom teachers, Title I personnel, SPED personnel, and support staff.
- *Instruction:* The amount of time devoted to instruction in mathematics and language arts was increased significantly (see table below). Time devoted to specials was reduced from 45 to 40 minutes per week, science and social studies will be taught on four days (in a six day schedule) for 40 minutes each.

	2009-2010	Instruction (required)					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
L. Arts	160 mins	160 mins	110 mins	135 mins	120 mins	125 mins	daily
Math	80 mins	80 mins	110 mins	110 mins	120 mins	120 mins	daily
Science	40 mins	40 mins	40 mins	40 mins	40 mins	40 mins	4 of 6 days
Soc. St.	40 mins	40 mins	40 mins	40 mins	40 mins	40 mins	4 of 6 days

- *Common Planning and Differentiation:* Introducing the school to the Professional Learning Community model (DuFour, 2006) requires time to organize and work cohesively. The master schedule was changed to provide two critical elements: a) common planning time for grade level colleagues; and b) parallel core curriculum (i.e., mathematics and language arts classes happen at the same time at each grade

level to allow for strategic grouping of students between rooms). Bi-weekly meetings with the instructional teams (same grade level teachers, special ed., Title, and support staff) will review progress, assessment data, and make any instructional adjustments needed to improve achievement. The grouping practices in reading, writing, and math will be reviewed and adjusted as necessary to create a spiral movement of students based on their ability to master instructional content.

- *Professional development:* Priority was placed on the successful implementation of the "Reading Street" basal program (Pearson), the Everyday Mathematics program (University of Chicago, Wright Group/McGraw-Hill), and the Collins Writing program (Collins Education Associates). Professional development throughout the year will focus on supporting the implementation of these three programs. The principal, curriculum director, and assistant superintendent will work cooperatively to develop a cohesive staff development plan. Training programs on SmartBoards, electronic report cards, Thinking Maps (coordinated cognitive development), CPI (Crisis Prevention Institute), and Second Step (classroom behavior management) will be continued at lower priority levels.
- *Technology:* The recent purchase of new computers and the planned addition of SmartBoard technology will enhance instruction in all subject areas. Both Reading Street and Everyday Mathematics have strong web-based support systems and classroom resources. Performance Tracker was the initial means to utilize technology as a district tool to investigate data.
- *Technology-based Intervention:* Fast ForWord and Reading Assistant software were purchased and installed in the school's computer lab (08-09), and have been very successful during the 08-09 school year. The lab was staffed with two highly skilled paraprofessionals. The programs focus on phonics, vocabulary development, comprehension and fluency; in addition, the software provides weekly progress reports to parents, teachers, and IEP teams.
- *Leadership:* The leadership team will be meeting on a regular basis with members from SERESC, who will provide oversight and guidance. This represents a restructuring process following the guidelines from the NH DOE. The district team will provide a combination of efforts to address the four year AYP status as well as Focused Monitoring. The Assistant Superintendent will be directly involved in the management of the school, as will the Curriculum Director in matters concerning professional development and curriculum. Technology and data management will be supervised by the Director of Technology. The Title I coordinator will be an important member of the team. An Achievement team, including parents, community members, certified staff, support staff, and administrators will be assembled in the fall of 2009 to monitor the 09/10 SINI (Schools in Need of Improvement) Plans, and to develop the school's first Restructuring Plan. In addition the team will develop a Focused Monitoring School Improvement Plan encompassing future plans and initiatives with the intent of narrowing the student achievement gap.

- *Science Instruction:* A ½ time teacher was hired to provide hands-on, lab-based science. The strategy was to hire a science teacher to work on specific science skills and assist classroom teachers in their science instruction.
- *Building Motivation:* Little can be achieved without student participation. For the past two years, the principal and the staff have been working hard on involving the students by building excitement for learning. Monthly community meetings serve as opportunities for students to present poetry, music, art, dance, and more. The events are attended by many parents, and in increasing numbers. Students receive “gold” medals for reading 1000 pages voluntarily, and a trophy for 3000 pages. Mastery of the multiplication tables also results in a “gold” medal award. Honor roll awards are given quarterly, along with family ice cream parties. The yearly “Celebration of Learning” brings an enormous crowd into the school. All this activity and recognition matters a great deal to the students. Motivated students work harder, enjoy learning, and achieve at higher levels. This represents a cultural change and has been most successful in bonding teachers, students and parents as students move through the elementary grades.