

New Hampshire Department of Education



Instructions and Materials for the 2006-2007 District Improvement Progress Report

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

**Dr. Lyonel B. Tracy, Commissioner
New Hampshire Department of Education
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Concord, NH 03301
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Instructions and Materials
2006-2007 District Improvement Progress Report
and
2007-2008 Request for Title I District Improvement Funds

Statutory Requirement and Purpose

New Hampshire's school and school district performance and accountability law (NH RSA 193-H) requires the development of a two-year improvement plan by any school or district officially designated as in need of improvement. The statute requires the Department, at a minimum, to annually review the progress of each identified school or district and report the findings to the State Board of Education. The following citation from RSA 193-H:4 describes how this requirement shall be carried out:

"...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. This report shall include evidence of satisfactory implementation and progress towards state performance targets or lack thereof, and recommendations regarding future actions pursuant to subparagraph II (b)".

The primary purpose of the progress report is therefore to provide the Department and State Board with:

- 1) evidence of satisfactory implementation of the strategies and activities as described and approved in the district's improvement plan for the 2006-07 school year; and
- 2) evidence of progress for students scoring below proficiency.

For Title I districts, this document serves an additional purpose, in that it contains instructions and forms for requesting 2007-2008 Title I District Improvement funds.

Report Format and Deadlines

This document is designed for districts identified for improvement in one or more areas, as well as districts identified for a new content area in 2007-08. The document contains the necessary instructions and forms for completing all requirements, including (1) the 2006-07 progress report; (2) the description of activities planned for the 2007-08 school year; and (3) the request for Title I District Improvement funds. Please use the forms provided in this document. The one form not provided is the OBM Form 1, available through your SAU office.

Completed reports should be organized in the following sequence:

- Cover Page
- 2006-07 Progress Report
- Proposed Strategies and Activities for 2007-08
- Budget Narrative (Title I districts only)
- Budget Justification Forms (Title I districts as applicable)
- OBM Form 1 (Title I districts)
- Parent Notification Letter (Title I districts)
- Memorandum of Understanding (Title I districts)

Submission

Requests for Title I funds must be submitted at least 30 days prior to the requested start date of the project. Submit completed plans and requests to:

Kristine Braman
Title I Office
NH Department of Education
101 Pleasant Street
kbraman@ed.state.nh.us



Cover Page

2006-2007 District Improvement Progress Report and 2007-2008 Request for Title I District Improvement Funds

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

SAU#: 37		
District Name: Manchester School District		
Superintendent of Schools: Michael Ludwell		
Address: 286 Commercial Street		
City: Manchester	Zip: 03101	
Tel: 603-624-6300	Fax: 603-624-6337	E-mail: mludwell@mansd.org

District Improvement Coordinator:

Name: Dr. Jonathan Higgins		
Title: District PD & DINI Coordinator		
Address: 286 Commercial st.		
City: Manchester, NH	Zip: 03101	
Tel: 603-624-6300 ext.166	Fax:	E-mail: jhiggins@mansd.org

District Improvement Monitoring Team

Name	Title
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<p> Dr. Henry Aliberti Karen Burkush Sheila Brisson Dr. Jonathan Higgins Steve Donohue MaryEllen McGorry </p> <p> Shelley Laroche </p> <p> Leslee Stewart </p> <p> Ruth Broderick </p> <p> Maureen Richardson Marguerite Wageling Maxine Mosely </p> <p> Kathy Staub </p> <p> Patricia Storm </p> <p> Bill Huguen </p>	<p> Assistant Superintendent Assistant Superintendent Federal Projects Director PD/DINI Coordinator Principal, Hillside Middle School Assistant Principal, Manchester High School West Assistant Principal, Northwest Elementary School Vice Chairman of the Board of School Committee Title I Mathematic Supervisor, Wilson Elementary School Secondary ELL Coordinator Parent, Central High School Guidance Counselor, McLaughlin Middle School Parent, Hillside and Central President of MCQUED Principal, Selma Deitch Early Learning Program Parent, Green Acres Elementary </p>
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**2006-2007 District Improvement Progress Report
Evidence of Progress: Plan Implementation**

Instructions: For each district improvement goal listed in the approved improvement plan for 2006-07, provide a status report of the strategies and activities implemented to help the district meet that goal.

Duplicate this page as needed. Complete one form for each district improvement goal.

AYP Area(s) of Focus

List the area(s) in which the district did not make Adequate Yearly Progress (AYP) for two years and was identified for District Improvement.

Reading and Mathematics



Improvement Goal

State the improvement goal:
The District will meet annually yearly progress for all sub-groups.



Implementation of Approved Strategies

First, list the strategies implemented during 2006-2007 school year to accomplish this goal:

See appendix A

Next, select one descriptor that best describes the status of the strategies at the end of 2006-2007:

- Completed as planned, with no changes to the strategies and activities described in the approved school improvement plan
- Completed as planned, with changes/refinements to certain strategies and activities
- Progressing as planned, with no changes to strategies and activities
- Progressing, with changes/refinements to certain strategies and activities

- Beginning stages of implementation*
- No strategies or activities implemented*

Narrative Response

Describe, in narrative form, the progress made during 2006-2007 in implementing the strategies listed above, including any key factors or circumstances that resulted in a modification of the activities as they were described in the approved improvement plan.

See District Improvement Plans (Appendices B-E)

2006-2007 District Improvement Progress Report Evidence of Progress

Instructions: *Respond to the following reflective questions.*

- ◆ In what ways has the district continued the practice of a data team, such as the DINI Root Cause Analysis Data Team, to collectively organize and analyze student data?

Data teams have been established at each elementary school where data from the district assessment program is most prevalent. These teams have met regularly for training and have facilitated the process of data analysis in each of their buildings throughout the school year. The outcome of this process was the development of school improvement plans based on data for the 2007-08 school year. The middle and high schools will be creating similar data teams for the 2007-08 school year.

The District Improvement teams have continued to collect and analyze data in the areas of curriculum, professional development, assessment and culture and climate to formulate their recommendations for the district improvement plan for the 2007-08 school year.

- ◆ What district-wide efforts are in place or planned to provide teachers with access to and a better understanding of their students' test data and achievement gaps?

Data collected through the district-wide assessments is collected, collated and shared with teachers on a regular basis. School, teacher and student goals are created based on the information from this data. The Language Arts and Mathematics Implementation Specialists play a key role in facilitating the data analysis of this information with teachers. A complete data analysis process for the district is outlined in the Assessment Plan that was approved by the Board of School Committee in April of 2007. (see appendix C)

The Manchester School District also plans to participate fully in the State sponsored Performance Pathways module titled, "Performance Tracker". The district also is in the process of acquiring "Assessment Builder" for the grades K-5 for this school year with a plan to extend to other grade levels in the future.

The District is also participating in the NH DOE, Bureau of Special Education Focused Monitoring Process which will focus on the achievement gap of students with disabilities. The technical assistants will provide support to the District to conduct a analysis of the achievement gap.

- ◆ What district-wide strategies are in place to identify and respond to students scoring below proficient levels? Are the responses consistent among the schools in the district?

Teachers look at the data on a regular basis to identify the students that are performing below proficiency level and instruction is adjusted to close these gaps. Once again the Language Arts and Mathematics Implementation Specialists play a key role in facilitating this process. The support staff and services, as a result, are better coordinated with classroom instruction. Each school in the district also has a student study team that assists in coordinating these services.

At the elementary level a new literacy initiative, Leveled Literacy Intervention, was implemented with great success. This intervention addresses the needs of those students scoring below proficient levels in reading.

- ◆ What accomplishments can be documented during 2006-07 that resulted in improved outcomes for students scoring below proficient levels in Reading and Mathematics?

The Manchester School District saw an increase in NECAP scores in the area of reading for grades 2-4 from the 2005 NECAP to the 2006 NECAP. The 2007 NECAP is yet to be administered, therefore, we do not have data to reflect the initiatives from 2006-07 DINI plan.

- ◆ Where there is greatest evidence of improvement in district-wide practices, which factors were most influential in generating change?

The reading increase was attributed to a greater focus on instruction at the elementary level in language arts as reflected by a new PK-5 aligned Language Arts Curriculum, a full-time Elementary Language Arts Implementation Specialist and a coordinated professional development program centered on reading instruction for all elementary teachers.

The District Improvement process has been instrumental in generating change in the areas of curriculum, assessment, professional development and culture and climate as reflected in the approved District Improvement Plans. These plans now provide a systemic approach to quality educational services and structures.

- ◆ Where improvement is less evident, what factors have impeded change?

The lack of data continues to plague the district's efforts to measure effective change. The 2006-07 school year saw an establishment of quality baseline data for both reading and mathematics PK-12. The district looks forward to continuing to collect this data on a regular basis in order to more effectively measure progress and adjust instruction and practices appropriately.

Funding also continues to be a significant factor that impedes change in the district. Many of the District Improvement Plan initiatives that were approved in April of 2007 will not be implemented in the 2007-08 school year due to a lack of funding.

- ◆ Based on these outcomes, summarize the proposed refinements, if any, to the DINI plan for 2007-08. **Note:** *If the district's AYP status has changed in 2007-08 to include a new content area designation, please describe the changes/refinements to the DINI plan resulting from the new designation.*

See attached "2007-08 Proposed Strategies"

2007-2008 Proposed Activities And Request for Title I Funds

Instructions: Use the format below to describe the proposed activities for 2007-2008. Provide sufficient detail to assist the reviewers in understanding how the activities are designed to achieve the anticipated changes/outcomes in district practice and student learning. Duplicate this page as needed. Complete one form for each approved district improvement goal.

Goal	District will meet AYP for all sub-groups.		<i>The following strategies will be implemented to achieve this goal (check all that apply):</i>			
Strategy #	To implement the curriculum program and communicate it to all stakeholders. (See appendix A)		<ul style="list-style-type: none"> <i>x Improvement in Curriculum and Instruction</i> <i>x Establishing or Implementing Local Assessments</i> <i>x Establishing or Implementing Processes to Follow the Progress of Each Child</i> <i>x Addressing Specific Needs of Low-Achieving Students</i> <i>x Professional Development</i> <i>x Changes in School Systems or Processes</i> <input type="checkbox"/> <i>Leadership/Governance</i> <input type="checkbox"/> <i>Climate/Culture (staff and/or students)</i> <i>x Implementation of Scientifically-Based Research Programs or Processes</i> <input type="checkbox"/> <i>Parent and Community Involvement</i> <i>x Extended-Time Learning</i> <input type="checkbox"/> <i>Other (please describe: _____</i> 			
Anticipated Results and Outcomes	The district will have curriculum that is aligned, revised and supported with appropriate resources.					
	Students will be provided with curriculum and instruction that meets the grade expectations PK-12 in language arts, mathematics, science, social studies and music.					
Proposed Activities for 2007-08 <i>Describe the activities to be implemented to achieve the desired outcomes in district practice and student experiences. Provide sufficient detail regarding the purpose of each strategy and how it will be implemented.</i>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will this activity begin and end?</i>	Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	Monitoring (Implementation) <i>What evidence will be collected to document implementation? How often? By whom?</i>	Monitoring (Effectiveness) <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>	Title I Improvement Funds (Title I Districts only) <i>Include amount allocated to this activity if applicable. Provide related detail on the Budget Narrative and complete Justification Forms as applicable.</i>
The Curriculum Team will continue to meet to monitor the effectiveness of the Curriculum Plan (See appendix B)	What exists: Curriculum Team and Curriculum Plan	8/07-8/08	Primary Responsibility: Central Office Administration Who is Involved: Curriculum Team	Evidence: Curriculum Team meeting rosters and minutes How Often: Quarterly By Whom: Central Administration		Meals \$3,300

<p>The Language Arts Curriculum Committee will develop, monitor the implementation and provide professional development on the district-wide writing prompt scoring rubrics</p>	<p>What exists: writing prompts and rubrics grades 6-12, writing prompts and draft rubrics grades K-5</p>	<p>9/07-6/08</p>	<p>Primary responsibility: Central Office Administration will oversee High School Building Level Instructional Coordinators (BLICs) and/or Implementation Specialists who will serve as facilitators Who's Involved: Language Arts Curriculum Committee</p>	<p>Evidence: District-wide writing prompt student achievement data How Often: Quarterly By Whom: classroom teachers, implementation specialists and HS BLICs</p>	<p>Evidence: District-wide writing prompt student achievement data How Often: Quarterly By Whom: classroom teachers, implementation specialists, HS BLICs, curriculum committee and data teams</p>	<p>Meals \$800</p>
<p>New Language Arts resources will be implemented in grades 6-12</p>	<p>What exists: new language arts resources grades 6-12</p>	<p>8/07-6/08</p>	<p>Primary Responsibility: HS BLICs and Middle School Language Arts Implementation Specialist Who's Involved: Grade 6-10 Language Arts Teacher</p>	<p>Evidence: Professional Development rosters of pilot trainings How Often: After each training By Whom: Professional Development Coordinator</p>	<p>Evidence: Resource provided benchmark assessment data and NECAP data How Often: Beginning and end of the school year and October 2008</p>	<p>N/A</p>

<p>The Mathematics Curriculum Committee will revise the new Math Curriculum to incorporate strand V and VI and any changes identified as necessary after a year of implementation</p>	<p>What exists: Math curriculum aligned to Grade Expectations and feedback from teachers</p>	<p>8/07-6/08</p>	<p>Primary Responsibility: Central Office Administration will oversee High School BLICs and Implementation Specialists who will serve as facilitators Who's Involved: Math Curriculum Committee</p>	<p>Evidence: Revised curriculum documents By Whom: Central Office Administration</p>	<p>Evidence: Trimester math assessments at the elementary level and semester assessments at the middle school level NECAP data from October 2008 How Often: Quarterly By Whom: classroom teachers, implementation specialists, HS BLICs, curriculum committee and data teams</p>	<p>N/A</p>
<p>Depth of Knowledge training will be provided for teachers grades K-8</p>	<p>What exists: Math curriculum with DOK identified and previous introductory DOK training</p>	<p>9/07-6/08</p>	<p>Primary Responsibility: Elementary and Middle School Implementation Specialists Who's Involved: Grades K-8 Teachers of mathematics</p>	<p>Professional Development rosters of pilot trainings How Often: After each training By Whom: Professional Development Coordinator</p>	<p>Evidence: Trimester math assessments at the elementary level and semester assessments at the middle school level NECAP data from October 2008</p>	<p>N/A</p>

<p>The Science Curriculum Committee will develop ready-made units for implementation of the new Science Curriculum grades K-5</p>	<p>What exists: New Science Curriculum aligned to grade expectations</p>	<p>8/07-6/08</p>	<p>Primary responsibility: Central Office Administration will oversee High School BLICS and an elementary or secondary teacher who will serve as facilitators Who's Involved: Science Curriculum Committee</p>	<p>Evidence: Unit Plans How often?: Throughout the school year By Whom? Central Office Administration</p>	<p>Evidence: NECAP data from May 2008 By whom: Central Office Administration</p>	<p>N/A</p>
<p>Inquiry-based science professional development will be provided for all teachers of science grades K-12</p>	<p>What exists: New Science Curriculum aligned to grade expectations</p>	<p>9/07-6/08</p>	<p>Primary Responsibility: Central Office and trained members of the Science Curriculum Committee Who's Involved: K-12 teachers of Science</p>	<p>Professional Development rosters of pilot trainings and Professional development calendar outlining planned events How Often: After each training By Whom: Professional Development Coordinator</p>	<p>Evidence: NECAP data from May 2008 and professional development evaluations How Often: When trainings are complete By Whom: PD Coordinator By whom: Central Office Administration</p>	<p>N/A</p>
<p>Earth Space Science professional development will be provided for HS teachers responsible for teaching the Earth Space Science GSEs</p>	<p>What exists: New Science Curriculum aligned to grade expectations and PD plan with SERESC</p>	<p>9/07-6/08</p>	<p>Primary Responsibility: Central Office Who's Involved: High school Physical Science teachers</p>	<p>Professional development calendar outlining planned events</p>	<p>Evidence: NECAP data from May 2008 and professional development evaluations How Often: When trainings are complete By Whom: PD Coordinator</p>	<p>N/A</p>

Curriculum Topic Study training will be provided for teachers in grades K-5 and 9-12	What exists: New Science Curriculum aligned to grade expectations	9/07-6/08	Primary Responsibility: Science Curriculum Committee Who's Involved: K-5 and 9-12 teachers of science	Evidence: Professional development rosters of pilot trainings and Professional development calendar outlining planned events How Often: After each training By Whom: Professional Development (PD) Coordinator	Evidence: NECAP data from May 2008 and professional development evaluations How Often: When trainings are complete By Whom: PD Coordinator	N/A
The PK-12 Music Curriculum will be revised	What exists: Current curriculum and preliminary work toward revision	9/07-6/08	Primary Responsibility: Director of Fine Arts Who's Involved: K-12 Music Teachers	Evidence: Revised curriculum How Often: When completed By Whom: Director of Fine Arts		N/A
A Social Studies Core Curriculum Committee will be created	What exists: Curriculum plan that outlines the process for creating this team	9/07-6/08	Primary responsibility: Central Office Administration	Evidence: Core Curriculum Team roster How Often: When completed By Whom: Central Office Administration		N/A

The PK-12 Social Studies curriculum will be revised	What exists: Current curriculum	9/07-6/08	Primary responsibility: Central Office Administration will oversee High School BLICS and an elementary or secondary teacher who will serve as facilitators Who's Involved: Social Studies Curriculum Committee	Evidence: Revised curriculum How Often: When completed By Whom: Central Office Administration		N/A
Core Competencies will be developed for every course offered in the Manchester School District three high schools	What exists: draft competencies for each course	9/07-6/08	Primary Responsibility: high school administrators, high school BLICS and curriculum committees Who's Involved: High school teachers	Evidence: Curriculum documents with core competencies clearly delineated How Often: When completed By Whom: Central Office Administration		Core Competency training and resources \$6,650
Pilot mathematics resources grades K-5	What exists: New math curriculum, pilot materials chosen, pilot evaluation tool and pilot teachers and schools identified	9/07-1/08	Primary Responsibility: Assistant Superintendent and math implementation specialists Who's Involved: Identified pilot teachers	Evidence: Professional Development rosters of pilot trainings and pilot evaluations How Often: After trainings are completed and pilot concluded By Whom: Central Office Administration	Evidence: Trimester math assessments at the elementary level and NECAP data from October 2008	N/A

Employ full-time Language Arts Implementation Specialists (1 at elementary and 1 at middle) and Mathematics Implementation Specialists (2 at elementary and 1 at middle)	What exists: 1 elementary and part-time middle school Language Arts Implementation Specialists and 3 Mathematics Implementation Specialists	8/07-6/08	Primary Responsibility: Director of Federal Projects	Evidence: BOSC minutes How Often: When Completed By Whom: BOSC clerk	Evidence: Elementary and middle school Language Arts and mathematics assessments as outlined in the Assessment Plan (Appendix B) NECAP data from October 2008	N/A
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Goal	District will meet AYP for all sub-groups.		<i>The following strategies will be implemented to achieve this goal (check all that apply):</i>			
Strategy #	To implement the assessment program and communicate it to all stakeholders. (See Appendix B)		<ul style="list-style-type: none"> x <i>Improvement in Curriculum and Instruction</i> x <i>Establishing or Implementing Local Assessments</i> x <i>Establishing or Implementing Processes to Follow the Progress of Each Child</i> x <i>Addressing Specific Needs of Low-Achieving Students</i> x <i>Professional Development</i> x <i>Changes in School Systems or Processes</i> <input type="checkbox"/> <i>Leadership/Governance</i> <input type="checkbox"/> <i>Climate/Culture (staff and/or students)</i> x <i>Implementation of Scientifically-Based Research Programs or Processes</i> <input type="checkbox"/> <i>Parent and Community Involvement</i> <input type="checkbox"/> <i>Extended-Time Learning</i> <input type="checkbox"/> <i>Other (please describe: _____)</i> 			
Anticipated Results and Outcomes	The district will have a consistent and coordinated approach to assessment data collection and analysis.					
	The students will be provided with an instructional program tailored to their individual strengths and identified areas of growth.					
Proposed Activities for 2007-08 <i>Describe the activities to be implemented to achieve the desired outcomes in district practice and student experiences. Provide sufficient detail regarding the purpose of each strategy and how it will be implemented.</i>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will this activity begin and end?</i>	Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	Monitoring (Implementation) <i>What evidence will be collected to document implementation? How often? By whom?</i>	Monitoring (Effectiveness) <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>	Title I Improvement Funds (Title I Districts only) <i>Include amount allocated to this activity if applicable. Provide related detail on the Budget Narrative and complete Justification Forms as applicable.</i>
The Assessment Team will continue to meet to monitor the effectiveness of the Assessment Plan (See appendix C)	What exists: Assessment Team and Assessment Plan	8/07-8/08	Primary Responsibility: Central Office Administration Who is Involved: Assessment Team	Evidence: Assessment Team meeting rosters and minutes How Often: Quarterly By Whom: Central Office Administration		Meals \$800

Implement the assessment calendars provided in appendix F	What exists: all of the assessments in the calendars have been obtained and utilized and/or piloted in the past year	8/07-6/08	Primary Responsibility: Implementation Specialists Who's Involved: Classroom teachers	Evidence: Trimester and semester data reports from individual schools How Often: See calendar in Assessment Plan (appendix C) By Whom: Central Office Administration and Implementation Specialists	Evidence: Individual student data in relation to all the assessments How Often: See calendar in Assessment Plan (appendix C) By Whom: Central Office Administration and Implementation Specialists	N/A
Participate in NHDOE trainings in relation to Performance Pathways and train teachers within the district	What exists: introductory training for all administrators about the program	8/07-6/08	Primary Responsibility: Director of Technology and Asst. Superintendent	Evidence: Professional development trainings How Often: When trainings are complete By Whom: PD Coordinator	Evidence: Professional development evaluations How Often: When trainings are complete By Whom: PD Coordinator	N/A
Data teams will be created at each school within the district and will implement the data analysis calendar found in appendix F	What exists: data teams at the elementary schools	8/07-6/08	Primary Responsibility: Central Office Administration Who's Involved: Data teams	Evidence: Meeting minutes and school improvement plans How Often: See calendar in Assessment Plan (appendix C) By Whom: Central Office Administration		N/A

<p>Assessment related professional development will be provided for teachers in the district to access on the following topics: "Using Assessment Data to Inform Instruction" "Assessment 101" "Rubrics" "Effective Questioning"</p>	<p>What exists: The GMPDC</p>	<p>8/07-6/08</p>	<p>Primary Responsibility: Director of GMPDC</p>	<p>Evidence: Manchester professional development calendar and evaluations How Often: When trainings are complete By Whom: PD Coordinator</p>	<p>Evidence: Professional development evaluations How Often: When trainings are complete By Whom: PD Coordinator</p>	<p>N/A</p>
<p>The elementary report card will be revised</p>	<p>What exists: a process created by the DI Assessment Team for this revision and preliminary feedback from elementary teachers on the best revisions</p>	<p>?</p>	<p>Primary Responsibility: Asst. Superintendent Who's Involved: Report card team</p>	<p>Evidence: Assessment Team meeting rosters and minutes How Often: Quarterly By Whom: Central Office Administration</p>		<p>N/A</p>

Goal	The district will meet AYP for all sub-groups		<i>The following strategies will be implemented to achieve this goal (check all that apply):</i>			
Strategy #	To implement the professional development program and communicate it to all stakeholders. (See Appendix C)		<input checked="" type="checkbox"/> <i>Improvement in Curriculum and Instruction</i> <input type="checkbox"/> <i>Establishing or Implementing Local Assessments</i> <input type="checkbox"/> <i>Establishing or Implementing Processes to Follow the Progress of Each Child</i> <input type="checkbox"/> <i>Addressing Specific Needs of Low-Achieving Students</i>			
Anticipated Results and Outcomes	The district will have a coordinated professional development program.		<input checked="" type="checkbox"/> <i>Professional Development</i> <input type="checkbox"/> <i>Changes in School Systems or Processes</i> <input type="checkbox"/> <i>Leadership/Governance</i> <input type="checkbox"/> <i>Climate/Culture (staff and/or students)</i>			
	The students will be provided with a high quality instructional program provided by well-trained educators.		<input checked="" type="checkbox"/> <i>Implementation of Scientifically-Based Research Programs or Processes</i> <input type="checkbox"/> <i>Parent and Community Involvement</i> <input type="checkbox"/> <i>Extended-Time Learning</i> <input type="checkbox"/> <i>Other (please describe: _____)</i>			
Proposed Activities for 2007-08 <i>Describe the activities to be implemented to achieve the desired outcomes in district practice and student experiences. Provide sufficient detail regarding the purpose of each strategy and how it will be implemented.</i>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will this activity begin and end?</i>	Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	Monitoring (Implementation) <i>What evidence will be collected to document implementation? How often? By whom?</i>	Monitoring (Effectiveness) <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>	Title I Improvement Funds (Title I Districts only) <i>Include amount allocated to this activity if applicable. Provide related detail on the Budget Narrative and complete Justification Forms as applicable.</i>
The Professional Development Team will continue to meet to monitor the effectiveness of the Professional Development Plan (See appendix D)	What exists: Professional Development Team and Professional Development Plan	8/07-8/08	Primary Responsibility: Central Office Administration Who is Involved: Professional Development Team	Evidence: Professional Development Team meeting rosters and minutes How Often: When trainings are complete By Whom: PD Coordinator	Evidence: Professional development evaluations How Often: When trainings are complete By Whom: PD Coordinator	\$800

To implement the professional development (PD) calendar for the 2007-08 school year. (See appendix G)	What exists: calendar implementation in 2006-07 and PD Team	8/07-6/08	Primary Responsibility: Professional Development Coordinator Who's Involved: All instructional staff	Evidence: Professional Development rosters and evaluations How Often: When trainings are complete By Whom: PD Coordinator	Evidence: Professional development evaluations How Often: When trainings are complete By Whom: PD Coordinator	N/A
To implement the professional development process plan as outlined in the Staff Development Master Plan (See appendix H)	What exists: Staff Development Master Plan and PD Team	8/07-6/08	Primary Responsibility: Professional Development Coordinator Who's Involved: All instructional staff	Evidence: Professional Development rosters and evaluations How Often: When trainings are complete By Whom: PD Coordinator	Evidence: Professional development evaluations How Often: When trainings are complete By Whom: PD Coordinator	N/A
Communicate to and train all stakeholders on the new Staff Development Master Plan (See appendix I)	What exists: Staff Development Master Plan and PD Team	8/07-6/08	Primary Responsibility: Professional Development Coordinator Who's Involved: All instructional staff	Evidence: Professional Development rosters and evaluations How Often: When trainings are complete By Whom: PD Coordinator	Evidence: Professional development evaluations How Often: When trainings are complete By Whom: PD Coordinator	N/A

<p>Train 4 pilot schools in effective use of professional learning communities (PLC) (See appendix J)</p>	<p>What exists: PD Team</p>	<p>8/07-6/08</p>	<p>Primary Responsibility: Professional Development Coordinator Who's Involved: PLC pilot schools</p>	<p>Evidence: Professional Development rosters and evaluations How Often: When trainings are complete By Whom: PD Coordinator</p>	<p>Evidence: PLC goals and student data showing the results of the work toward that goal and professional development evaluations How Often: When trainings are complete By Whom: PD Coordinator</p>	<p>Training \$350 Books \$6,500</p>
<p>Assessment related professional development will be provided for teachers in the district to access on the following topics: "Using Assessment Data to Inform Instruction" "Assessment 101" "Rubrics" "Effective Questioning" "Effective Teaching" "Essential Skills"</p>	<p>What exists: The GMPDC</p>	<p>8/07-6/08</p>	<p>Primary Responsibility: Director of GMPDC</p>	<p>Evidence: Professional Development rosters and evaluations How Often: When trainings are complete By Whom: PD Coordinator</p>	<p>Evidence: Professional development evaluations How Often: When trainings are complete By Whom: PD Coordinator</p>	<p>N/A</p>

Goal	The district will meet AYP for all sub-groups		<i>The following strategies will be implemented to achieve this goal (check all that apply):</i>			
Strategy #	To implement the strategic planning program found in the Culture and Climate Plan and communicate it to all stakeholders. (See Appendix D)		<input type="checkbox"/> <i>Improvement in Curriculum and Instruction</i> <input type="checkbox"/> <i>Establishing or Implementing Local Assessments</i> <input type="checkbox"/> <i>Establishing or Implementing Processes to Follow the Progress of Each Child</i>			
Anticipated Results and Outcomes	Each stakeholder supports the shared, active and coherent vision/mission and is open to and implements innovative instructional practices.		<input type="checkbox"/> <i>Addressing Specific Needs of Low-Achieving Students</i> <input type="checkbox"/> <i>Professional Development</i>			
	The students will be provided with a clear, focused, and innovative instructional program.		<i>x Changes in School Systems or Processes</i> <i>x Leadership/Governance</i> <i>x Climate/Culture (staff and/or students)</i> <input type="checkbox"/> <i>Implementation of Scientifically-Based Research Programs or Processes</i> <i>x Parent and Community Involvement</i> <input type="checkbox"/> <i>Extended-Time Learning</i> <input type="checkbox"/> <i>Other (please describe: _____)</i>			
Proposed Activities for 2007-08 <i>Describe the activities to be implemented to achieve the desired outcomes in district practice and student experiences. Provide sufficient detail regarding the purpose of each strategy and how it will be implemented.</i>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will this activity begin and end?</i>	Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	Monitoring (Implementation) <i>What evidence will be collected to document implementation? How often? By whom?</i>	Monitoring (Effectiveness) <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>	Title I Improvement Funds (Title I Districts only) <i>Include amount allocated to this activity if applicable. Provide related detail on the Budget Narrative and complete Justification Forms as applicable.</i>
The Culture and Climate Team will continue to meet to monitor the effectiveness of the Culture and Climate Plan (See appendix E)	What exists: Culture and Climate Team and Culture and Climate Plan	8/07-8/08	Primary Responsibility: Central Office Administration Who is Involved: Culture and Climate Team	Evidence: Culture and Climate Team meeting rosters and minutes How Often: Quarterly By Whom: Central Office Administration		Meals \$800

<p>The district vision statement will be communicated to all stakeholders and included on all appropriate district information vehicles. Ex. school and district websites, newsletters, program of studies etc.</p>	<p>What exists: A new vision statement</p>	<p>08/07-11/07</p>	<p>Primary Responsibility: Superintendent</p>	<p>Evidence: School mission statements, websites, newsletters, program of studies, etc. How Often: When complete By Whom: Central Office Administration</p>		<p>N/A</p>
<p>All schools will create and/or revise mission statements that correlate to the district vision statement if they have not done so already.</p>	<p>What exists: A mission statement revision/development process found in the Culture and Climate Plan</p>	<p>08/07-10/07</p>	<p>Primary Responsibility: Principals Who's Involved: Individual school communities</p>	<p>Evidence: School mission statements How Often: When complete By Whom: Central Office Administration</p>		<p>N/A</p>

Goal	The district will meet AYP for all sub-groups		<i>The following strategies will be implemented to achieve this goal (check all that apply):</i>			
Strategy #	To implement the decision making guidelines found in the Culture and Climate Plan and communicate them to all stakeholders. (See Appendix D)		<input type="checkbox"/> <i>Improvement in Curriculum and Instruction</i> <input type="checkbox"/> <i>Establishing or Implementing Local Assessments</i> <input type="checkbox"/> <i>Establishing or Implementing Processes to Follow the Progress of Each Child</i>			
Anticipated Results and Outcomes	Each stakeholder is informed and/or participates in the decision-making process in the district.		<input type="checkbox"/> <i>Addressing Specific Needs of Low-Achieving Students</i> <input type="checkbox"/> <i>Professional Development</i>			
	The students have a voice and are supported and motivated to engage in learning and receives consistent messages and quality decisions related to his/her instructional program.		<i>x Changes in School Systems or Processes</i> <i>x Leadership/Governance</i> <i>x Climate/Culture (staff and/or students)</i> <input type="checkbox"/> <i>Implementation of Scientifically-Based Research Programs or Processes</i> <i>x Parent and Community Involvement</i> <input type="checkbox"/> <i>Extended-Time Learning</i> <input type="checkbox"/> <i>Other (please describe: _____)</i>			
Proposed Activities for 2007-08 <i>Describe the activities to be implemented to achieve the desired outcomes in district practice and student experiences. Provide sufficient detail regarding the purpose of each strategy and how it will be implemented.</i>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will this activity begin and end?</i>	Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	Monitoring (Implementation) <i>What evidence will be collected to document implementation? How often? By whom?</i>	Monitoring (Effectiveness) <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>	Title I Improvement Funds (Title I Districts only) <i>Include amount allocated to this activity if applicable. Provide related detail on the Budget Narrative and complete Justification Forms as applicable.</i>
Each school will establish a School Advisory Committee and implement the Shared Decision-Making Model found in the Culture and Climate Plan	What exists: BOSC approved Shared Decision-Making Model	8/07-12/07	Primary Responsibility: Principals Who's Involved: Individual school communities	Evidence: Meeting minutes and committee rosters for each school How Often: Monthly By Whom: Central Office Administration		N/A
The BOSC will be informed of the "Role of The School Board Member" as stated by the New Hampshire School Board Association found on page 23 of the Culture and Climate Plan	What exists: BOSC approved Shared Decision-Making Model	8/07-10/07	Primary Responsibility: Superintendent	Evidence: BOSC minutes How Often: When complete By Whom: BOSC clerk		N/A

Goal	The district will meet AYP for all sub-groups		<i>The following strategies will be implemented to achieve this goal (check all that apply):</i>			
Strategy #	To implement the communication recommendation in the Culture and Climate Plan and communicate them to all stakeholders. (See Appendix D)		<input type="checkbox"/> <i>Improvement in Curriculum and Instruction</i> <input type="checkbox"/> <i>Establishing or Implementing Local Assessments</i> <input type="checkbox"/> <i>Establishing or Implementing Processes to Follow the Progress of Each Child</i>			
Anticipated Results and Outcomes	A clear communication process for the district is created, communicated, understood and implemented by each stakeholder.		<input type="checkbox"/> <i>Addressing Specific Needs of Low-Achieving Students</i> <input type="checkbox"/> <i>Professional Development</i> <i>x Changes in School Systems or Processes</i>			
	The students will receive consistent messages and quality decisions related to his/her instructional program.		<input type="checkbox"/> <i>Leadership/Governance</i> <i>x Climate/Culture (staff and/or students)</i> <input type="checkbox"/> <i>Implementation of Scientifically-Based Research Programs or Processes</i> <i>x Parent and Community Involvement</i> <input type="checkbox"/> <i>Extended-Time Learning</i> <input type="checkbox"/> <i>Other (please describe: _____)</i>			
Proposed Activities for 2007-08 <i>Describe the activities to be implemented to achieve the desired outcomes in district practice and student experiences. Provide sufficient detail regarding the purpose of each strategy and how it will be implemented.</i>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will this activity begin and end?</i>	Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	Monitoring (Implementation) <i>What evidence will be collected to document implementation? How often? By whom?</i>	Monitoring (Effectiveness) <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>	Title I Improvement Funds (Title I Districts only) <i>Include amount allocated to this activity if applicable. Provide related detail on the Budget Narrative and complete Justification Forms as applicable.</i>
The communication flow charts on pages 8 and 9 of the Culture and Climate plan will be communicated to all stakeholders and followed by all district personnel	What exists: BOSC approved communication flowcharts	8/07-10/07	Primary Responsibility: Superintendent and Principals Who's Involved: All district staff	Evidence: Meeting minutes How Often: When complete By Whom: Central Office Administration		N/A

A quarterly district newsletter will be mailed to all Manchester School District community residents		8/07-6/08	Primary Responsibility: Community Culture and Climate Coordinator	Evidence: Newsletter How Often: Quarterly By Whom: Community Culture and Climate Coordinator		N/A
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Goal	The district will meet AYP for all sub-groups		<i>The following strategies will be implemented to achieve this goal (check all that apply):</i>			
Strategy #	To implement the diversity strategic plan found in the Culture and Climate Plan and communicate it to all stakeholders. (See Appendix D)		<input type="checkbox"/> <i>Improvement in Curriculum and Instruction</i> <input type="checkbox"/> <i>Establishing or Implementing Local Assessments</i> <input type="checkbox"/> <i>Establishing or Implementing Processes to Follow the Progress of Each Child</i>			
Anticipated Results and Outcomes	Each staff member's awareness of diverse experiences and points of view is demonstrated in his/her teaching and interactions.		<input checked="" type="checkbox"/> <i>Addressing Specific Needs of Low-Achieving Students</i> <input checked="" type="checkbox"/> <i>Professional Development</i> <input checked="" type="checkbox"/> <i>Changes in School Systems or Processes</i>			
	Each student receives a more diverse and individualized educational experience.		<input type="checkbox"/> <i>Leadership/Governance</i> <input checked="" type="checkbox"/> <i>Climate/Culture (staff and/or students)</i> <input checked="" type="checkbox"/> <i>Implementation of Scientifically-Based Research Programs or Processes</i> <input checked="" type="checkbox"/> <i>Parent and Community Involvement</i> <input type="checkbox"/> <i>Extended-Time Learning</i> <input type="checkbox"/> <i>Other (please describe: _____)</i>			
Proposed Activities for 2007-08 <i>Describe the activities to be implemented to achieve the desired outcomes in district practice and student experiences. Provide sufficient detail regarding the purpose of each strategy and how it will be implemented.</i>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will this activity begin and end?</i>	Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	Monitoring (Implementation) <i>What evidence will be collected to document implementation? How often? By whom?</i>	Monitoring (Effectiveness) <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>	Title I Improvement Funds (Title I Districts only) <i>Include amount allocated to this activity if applicable. Provide related detail on the Budget Narrative and complete Justification Forms as applicable.</i>
The demographic profile for the school district will be maintained and updated annually	What exists: A current MSD demographic profile	7/07-9/07	Primary Responsibility: Community Culture and Climate Coordinator	Evidence: Demographic profile How Often: When completed By Whom: Community Culture and Climate Coordinator		N/A

The diversity policy will be brought to the BOSC for approval	What exists: A proposed diversity policy	7/07-9/07	Primary Responsibility: Superintendent	Evidence: Policy manual How Often: When completed By Whom: Community Culture and Climate Coordinator		N/A
Bi-Lingual Family Liaison positions will increase from part-time to full-time	What exists: Part-time family liaisons	7/07	Primary Responsibility: Director of Federal Projects	Evidence: BOSC minutes How Often: When completed By Whom: BOSC Clerk		N/A
Continue the partnerships with area colleges to train individuals to be paraprofessionals and paraprofessionals to become certified teachers.	What exists: Partnerships with Granite State College and ...	8/07-6/08	Primary Responsibility: Community Culture and Climate Coordinator	Evidence: Partnership agreements How Often: When completed By Whom: Community Culture and Climate Coordinator		N/A
Provide staff development for non-instructional and paraprofessional staff (secretaries, bus drivers, volunteers, food service, paraprofessionals, day porters and nursing staff) on diversity training in order to create a more supportive and welcoming environment.		8/07-6/08	Primary Responsibility: Community Culture and Climate Coordinator	Evidence: Professional Development rosters and evaluations How Often: When completed By Whom: PD Coordinator	Evidence: Professional Development evaluations How Often: When completed By Whom: PD Coordinator	N/A
Modify and translate the Code of Conduct disseminate to all stakeholders as outlined in strategy #5 on page 29 of the Culture and Climate Plan.	What exists: Code of Conduct	8/07-12/07	Primary Responsibility: Central Office	Evidence: Code of Conduct How Often: When completed By Whom: Community Culture and Climate Coordinator		N/A

Coordinate the businesses listed on page 31 and others to come to the schools to talk with students and staff about careers and employment.	What exists: Businesses that have already volunteered for this endeavor	8/07-6/08	Primary Responsibility: Community Culture and Climate Coordinator	Evidence: Career experiences How Often: Quarterly By Whom: Community Culture and Climate Coordinator		N/A
Advertise employee openings in more diverse venues.		8/07-7/08	Primary Responsibility: Director of Human Resources	Evidence: Advertisements How Often: When Completed By Whom: Human Resources Director		N/A
Notify colleges of Manchester openings for posting at college career centers.		8/07-7/08	Primary Responsibility: Director of Human Resources	Evidence: Advertisements How Often: When Completed By Whom: Human Resources Director		N/A

**2007-2008 District Improvement Plan
Title I Memorandum of Understanding**

To meet compliance requirements of Title I, Part A of the No Child Left Behind Act of 2002 a district identified as "In Need of Improvement" must complete and submit this form.

The Superintendent assures that:

- The identified district will establish annual, measurable objectives for continuous and substantial progress by each group of students enrolled.
- The district 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 or district will meet the State's proficiency levels of achievement on the State's academic assessment.
- The district has identified a District Improvement Coordinator. The coordinator will attend monthly meetings with the Department of Education to track the progress of action plans and determine the success and effectiveness of the improvement plan.
- The District Monitoring Team includes a parent whose student is currently enrolled in a school Title I program and/or a parent representative from a population of students that did not meet the adequately yearly progress standards.
- Consultation for the development of the district improvement progress report includes input from representatives of parents, school staff and others (i.e. community members, outside experts).
- Not less than 10% of the Title I funds received by the district for each fiscal year that the district is identified for improvement will be spent for professional development.
- The district will use Title I Improvement funds to supplement and not supplant any activities previously funded by district funds.
- All parents receive a notification letter explaining the District's AYP status for the 2007-2008 school year. (Provide a copy with this document.)

The New Hampshire Department of Education will provide:

- A planning and implementation model to guide and support districts as they reaffirm or redesign district structures to ensure that all children reach New Hampshire's academic standards;
- Technical assistance via monthly meetings to Districts In Need of Improvement;
- NHDOE liaisons;
- DINI priority status in actions/activities offered by NHDOE during the 2007-08 school year; and
- Additional implementation funds as available.

Signature of Superintendent	Date	Signature of Commissioner of Education	Date

**Parent Notification Letter
School Year 2007-08**

Instructions: Insert copy of the District's Parent Notification Letter

Parent Notification Letter Text and Information



STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
 101 Pleasant Street
 Concord, NH 03301
 FAX 603-271-1953
 Citizens Services Line 1-800-339-9900

September 7, 2007

Dear <insert> District Parent:

The purpose of this letter is to inform you that <insert> District has been identified as a district in need of improvement in the area(s) of <insert content area>. State and federal school accountability laws ¹ require the New Hampshire Department of Education to identify for improvement districts not making Adequate Yearly Progress (AYP) for two consecutive years in the same content area in each level existing within the district (elementary/middle and /or high school).

AYP is a measure that all states use to determine if schools and districts are meeting the high expectations for student performance set forth in state and federal accountability law. Areas in which AYP is calculated include the rate of student participation in the annual state assessment, the extent to which students in general and students in specific groups are meeting the state performance targets for reading and mathematics, attendance rate, and graduation rate.

Based on a review of the district's performance data in these areas for the <insert school years>, our district was identified for improvement. The district's current AYP status is <insert status>. The district's AYP reports are available on the New Hampshire Department of Education website at www.ed.state.nh.us

District AYP Determination		Elementary /Middle	High School
	Met Participation Goal		
	Met Mathematics Goal		
	Met Reading Goal		
	Met Attendance Rate		
	Met Graduation Rate		
	Made AYP	N	N

¹ Section 6316 (c) of the federal No Child Left Behind Act of 2001 (PL 107-110) and New Hampshire RSA 193-H

APPENDIX A (continued)
Parent Notification Letter Text and Information

The district's AYP report measures student performance for all students in the grades tested as a group, as well as subgroups of students (i.e., racial and ethnic groups, English language learners, students with educational disabilities, and economically disadvantaged students). If even one of these groups does not meet their goal, or performance target, then the district will not have made AYP. (NOTE: Only groups of 11 or more students are counted.)

As a District identified for improvement, our District must develop an Improvement Plan in consultation with school staff and parents.

As a parent, you are a critical partner in school and district improvement. Please keep informed about all school and district improvement initiatives. Currently, the District is involved in<insert district improvement initiatives>. Information is available by contacting the Superintendent/SAU office or on the District website <web URL>. To offer your support and get involved please speak to your building principal to find out what opportunities are available.

The State Department of Education is proud of our ongoing partnerships with New Hampshire schools. Together we will work to provide opportunities for success for each New Hampshire student.

Title I Budget Narrative for 2007-2008 Activities

Instructions: Use this form to provide sufficient detail regarding proposed expenditures of Title I improvement funds. The budget should not exceed \$20,000. Categories and amounts should correspond to information provided on the OBM Form 1. Complete 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>		
Contracted Services <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered.</i>	Core competency training from CACES	\$6,650
Supplies and Materials <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>	32 all-day DINI team meetings 650 meals at \$10 each	\$6,500
Books <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>	Professional Learning Communities books for training	\$6,500
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>	PLC training course	\$350
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		