

New Hampshire Department of Education



Title I School Improvement Plan Template

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

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

May 2009

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



School Improvement Plan Cover Page

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

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

SAU#: 28

District Name: Pelham

School Name: Pelham Elementary School

Address: 61 Marsh Road

City: Pelham

NH

Zip: 03076

Principal: Alicia LaFrance

Tel: 635 - 8875

Fax: 635- 8922

E-mail:

alafrance@pelhamsd.org

Contact person if different from Principal:

Name:

Title:

Address:

City:

Zip:

Tel:

Fax:

E-mail:

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

The Superintendent of Schools assures the Commissioner of Education that:

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

Superintendent of Schools

Date

TITLE I SCHOOL DEMOGRAPHIC INFORMATION

Is the school (check all that apply):

Title I Schoolwide Title I Targeted Assistance

2009-10 School Enrollment: 999 Grades levels of the school (i.e. K-8, K-5, etc.): K-5

STUDENTS	SCHOOL YEAR		
	2007-08	2008-09	2009-10 <i>Information not yet available</i>
% Caucasian	96.19	95.49	95.49
% African- American	0.74	0.54	0.54
% Asian/Pacific Islander	1.37	1.83	1.83
% American Indian	0	0	0
% Hispanic	1.27	1.93	1.93
% Other	0.57	0.22	.22
% Female	50.22	48.01	49.00
% Male	49.93	51.99	51.00
% LEP	.02	.02	.02
% Special Education	11.4	11.4	11.4

SCHOOL STAFF	2009-10
Total Number of Instructional Staff	52
New Instructional Staff	9
Total Number of Paraprofessional Staff Providing Instructional Support	34
New Paraprofessional Staff Providing Instructional Support	8
Total Number of Administrative Staff	2
New Administrative Staff	0

TITLE I SCHOOL IMPROVEMENT PLAN ABSTRACT

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

- ◆ The key characteristics of the school and school district, including the number of schools in the district, grade levels, total enrollment, and the communities served;
 - Pelham School District has 2172 students enrolled in Grades 1-12 servicing students who live in the Town of Pelham
 - Current operating budget for 2008-09 – Default
 - Pelham Elementary School 1-5 student population 949 (Half-Day Kindergarten opening 2009-2010)
 - Pelham Memorial School 6-8 student population – 519
 - Pelham High School 9-12 student population – 654
 - Pelham Elementary Per-Pupil Expenditure \$8,432.15 (2007-08)
 - Pelham Elementary Free-Reduced Lunch Eligibility 74 students – 7.95% (2008-09)
 - Pelham Elementary Common Assessments – DIBELS, NWEA, NECAP
 - Pelham Elementary provided Title I services in reading and math to 103 students grades 1-4 throughout the year (2008-2009)
 - *District mentoring program for all new staff, both professional and para educators to help develop highly qualified teachers and support personnel in their first year*

- ◆ State the area(s) in which the school did not make adequate yearly progress (AYP) for two consecutive years, resulting in the designation as a school in need of improvement;
 - Reading – 2008 NECAP Target 86 – Subgroup Educationally Disabled 72.3 (94 students)
 - Reading – 2009 NECAP Target 86 – Subgroup Educationally Disabled 70.4 (94 students)

- ◆ A description of the underlying or “root cause” issues identified as most likely affecting student achievement and selected as priorities for improvement (to help reviewers understand the rationale for the school’s proposed action plan);
 - Current reading curriculum not clearly articulated to NH GLEs
 - Lack of current reading materials/resources to support instruction
 - Inconsistent delivery of reading instruction
 - Lack of professional development to address literacy instruction for professional and para educators
 - Inconsistent formal reading support for students prior to grade 1
 - Unclear protocol for systematic intervention and assessment
 - Insufficient number of trained personnel to implement specific literacy instruction to at-risk readers based on school population
 - 1 reading specialist for 949 students 1-5
 - Grade level teachers inconsistent with analysis of student data to improve instruction

- ◆ A summary of the strategies and activities planned to improve student achievement in the area(s) described above.
 - Purchase the Scott Foresman Reading Streets 2008 Basal Program for grades K-2 (supported through School District Budget)
 - Purchase Level-Readers from Scott Foresman 2008 for K-2 (supported through school district budget)
 - Purchase Scott Foresman Intervention Package (SideWalks) 2008 for K-5 educationally disabled students (supported through ARRA Stimulus money and SINI)
 - Provide professional development for staff utilizing the newly adopted reading series grades K-2 (free of charge provided by Scott Foresman staff)
 - Contract services for professional development with Tufts Reading Collaborative to address comprehension strategies grades 3-5 (SINI) – resume attached
 - Train staff on using the Developmental Reading Assessment (DRA) in grades 1-2
 - Restructure of the daily schedule to provide more comprehensive reading instruction/intervention to at-risk readers and educationally disabled students grades 1-5 looking closely at the daily unified arts block
 - Hiring additional Title I tutors for reading (Title I Funds/School District)
 - LIPs and Orton Gillingham training for key professional staff servicing at-risk and educationally disadvantaged students (ARRA funds)
 - Implementaion of Visualizing and Verbaling (LindaMood-Bell) – (ARRA Stimulus money & SINI)
 - Time for Kids–Grades 3-5 required supplemental reading to enhance comprehension of nonfiction text (SINI)
 - Provide each classroom teacher with a grade appropriate binder of common released NECAP items in reading grades 2-5
 - Parent Information night(s) for all grades
 - Professional Learning Communities Conference – SINI Team

TITLE I SCHOOL IMPROVEMENT PLAN NARRATIVE

Provide the following information in narrative form:

Plan Development Process

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

Alicia LaFrance – Principal, Kathleen Turner – Assistant Principal, Sara Monte – Special Education District Coordinator, Michelle Viger – Reading Specialist, Susan Molloy – Title I Coordinator, Pamela Mansfield – Gr. 2 Teacher, Lee Ann Merrill – Grade 3 Teacher, Nancy Queenan – Grade 4 Teacher, Sandra McCarthy – Grade 5 Teacher, Carol Tomer, Special Education Case Manager, Marie Walker – Parent Rep, Deb Roody – Outside Facilitator, Roxanne Wilson – Assistant Superintendent

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

Marie Walker served as the parent representative to the SINI Planning Team which met on a weekly basis. Deb Roody, Outside Facilitator, attended two meetings providing direction and assistance in the development of this plan. In addition, she was available for consultation services.

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

The Peer Review team, listed above, met for two hours on six consecutive weeks to develop the SINI Plan. In addition, one full day was devoted to finalization of the plan prior to submitting to the NH Department of Education. Deb Roody was also consulted prior to submitting the SINI Plan. During our 2 hour meeting blocks we completed the *SINI Planning – Taking Stock of Current Practices Rating Sheet for Discussion* – this identified two areas of weakness 1) consistent/focused student data analysis, 2) parent involvement in student learning activities; we read and discussed *School Leader's Guide to Root Cause Analysis*; we identified the root cause issues and strategies to address these issues; we prepared materials for teachers to use to improve test taking strategies.

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

Prior to the start of school parents will be notified by mail, as well as being posted on our school's website, of the school's designation as a School in Need of Improvement status in reading. In addition, parents will be invited to attend informational evenings throughout the school year to address what strategies and activities can be used at home to increase student achievement in reading.

On September 1st school personnel will be informed of the actions created by the SINI Peer Review Team to address the school's designation of School in Need of Improvement status in reading. The Review Team will meet on a quarterly basis throughout the school year to address implementation of the objectives outlined in this plan.

Location of Achievement Gap(s)

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

The SINI Peer Review Team's analysis of the NECAP and AYP designation identified achievement gaps in four standards of reading: Response to Informational Text, Analysis and Interpretation, Response to Literary Text, and Initial Understanding. The two subgroups of struggling readers were Educationally Disadvantaged Students and Economically Disadvantaged students.

Identifying the "Root Cause" Issues

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

Root Causes

Indicators Analyzed

- | | |
|--|--|
| 1. Reading Curriculum not clearly articulated to NH GLEs | - Outdated Curriculum - 1998 |
| 2. Insufficient Reading Personnel based on school population | - 1 Reading Specialist for 949 students |
| 3. Inconsistent Formal Reading Program prior to grade 1 | - No public Kindergarten until 2009-2010 |
| 4. Inconsistent delivery of reading instruction gr. 1-5 | - Lack of focus professional development |
| 5. Insufficient systematic approach for identified struggling readers | - NECAP Results |
| 6. School to parent and community involvement weak | - Based on Needs Assessment checklist |
| 7. Grade level teachers inconsistent with analysis of student learning | - Teacher Surveys |

Monitoring implementation and effectiveness of the school improvement plan

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

The SINI Peer Review Team consists of the School Administration, General and Special Educators, District Special Education Coordinator, Title I Coordinator, Reading Specialist, parent volunteer, Outside Facilitator and Assistant Superintendent.

This team will meet on a quarterly basis to monitor the implementation and effectiveness of this school improvement plan.

2009-2010 TITLE I SCHOOL IMPROVEMENT ACTION PLAN

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

Goal <small>(to reduce identified achievement gaps)</small>	Using the 2008 NECAP results as the baseline, students with educational disabilities and economically disadvantaged will demonstrate progress towards proficiency, as evidenced by NECAP results during the 2009-2010 school year					
Strategy	Implementation of new reading resource materials and training of professional staff					
Objectives <small>(to be written as responses to the italicized questions)</small>	<i>What changes in <u>professional practice</u> are expected as a result of this strategy?</i>					
	OBJECTIVE: Teachers will implement practices learned from participation in professional training to increase their awareness of research based instructional strategies to increase student achievement in reading.					
	<i>What changes in <u>student learning</u> are expected as a result of this strategy?</i>					
	OBJECTIVE: Students will engage in activities developed by classroom teachers using a variety of researched based reading methodologies to demonstrate progress towards achieving reading proficiency.					
<i>The following strategies will be implemented to achieve this goal (check all that apply):</i>						
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Improvement in Curriculum and Instruction <input checked="" type="checkbox"/> Establishing or Implementing Local Assessments <input checked="" type="checkbox"/> Implementing Processes to Follow the Progress of Each Child <input checked="" type="checkbox"/> Addressing Specific Needs of Low-Achieving Students <input checked="" type="checkbox"/> Professional Development <input type="checkbox"/> Changes in School Systems or Processes <input type="checkbox"/> Leadership/Governance <input type="checkbox"/> Climate/Culture (staff and/or students) <input checked="" type="checkbox"/> Programs Supported by Scientifically-Based Research <input checked="" type="checkbox"/> Parent and Community Involvement <input checked="" type="checkbox"/> Extended-Time Learning <input type="checkbox"/> Connects to school's Title I Targeted Assistance School (TAS) or Schoolwide (SW) Plan <input type="checkbox"/> Other (please describe: _____) 						
Proposed Activities for 2009-2010 <i>Describe the activities to be implemented to achieve the desired outcomes in school practices and student learning. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will this activity begin and end?</i>	Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	Monitoring (Implementation) <i>What evidence will be collected to document that the activity is being implemented as intended? How often and by whom?</i>	Monitoring (Effectiveness) <i>What evidence will be collected to demonstrate effectiveness of this activity? How often and by whom?</i>	Title I School Improvement Funds <i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form. Complete all applicable Budget Justification Forms.</i>
Contract services with Tufts Reading Collaborative for Professional Staff to address reading comprehension strategies Grs.3-5 <i>Address Root Cause - 4</i>	Ongoing in-service for teachers	Aug – June	SINI – Peer Review Team and Reading Specialist	Teacher created lesson plans based on Tufts instructional strategies – Team Leader facilitated grade level discussions within team meetings (PLC) - reports Tufts – 14 half-day visits	PD training schedule and agenda –teacher feedback forms, administrative classroom walkthrough – quarterly, teacher made lesson plans	\$6,100 (Title I Grant will pay \$6,000) This is noted again on 2 nd goal page.

Title I School Improvement Action Plan

Purchase and training for Scott-Foresman Intervention package K-5 <i>Address Root Cause – 1,4</i>	Scott-Foresman Sidewalks	Aug – June	Scott Foresman Rep and Reading Specialist	Benchmark Assessments at the end of each unit given by classroom teachers and reading teachers	Benchmark Assessments analyzed by teachers and reading specialist – DIBELS, NWEA, NECAP	\$1900 (Stimulus money to pay the difference)
Train staff in Orton-Gillingham, LIPS and Wilson <i>Address Root Cause - 5</i>	Existing materials	Aug	Reading Specialist and Case Managers	Title I tutors, reading tutors and case managers will use DIBELS progress monitoring and benchmark	DIBELS monthly by case managers and reading tutors	N/A
Train staff in Lindamood-Bell Visualizing & Verbalizing for Language Comprehension and Thinking <i>Address Root Cause - 5</i>	Purchase instructional kits	Aug-June	Title I tutor, Reading Specialist and Case managers, reading tutors	Pre-Post Tests as needed by Title I, Reading Specialist, case managers, reading tutors	Pre-Post Tests monthly reviewed by Title I, Reading Specialist, case managers reading tutors	\$1,000

2009-2010 TITLE I SCHOOL IMPROVEMENT ACTION PLAN

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

Goal (to reduce identified achievement gaps)	Using the 2008 NECAP results as the baseline, all students will demonstrate progress towards proficiency, as evidenced by NECAP results during the 2009-2010 school year					
Strategy	Address specific reading needs of low achieving Title I students in grades 1-5 Implement additional instructional support in reading comprehension to struggling readers grades 1-5					
Objectives (to be written as responses to the italicized questions)	<i>What changes in <u>professional practice</u> are expected as a result of this strategy?</i> OBJECTIVE: Teachers will implement practices learned from participation in professional training to increase their awareness of research based instructional strategies to increase student achievement in reading.					
	<i>What changes in <u>student learning</u> are expected as a result of this strategy?</i> OBJECTIVE: Students will engage in activities developed by teachers using a variety of researched based reading strategies to address literal and inferential reading comprehension.					
Proposed Activities for 2009-2010 <i>Describe the activities to be implemented to achieve the desired outcomes in school practices and student learning. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will this activity begin and end?</i>	Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	Monitoring (Implementation) <i>What evidence will be collected to document that the activity is being implemented as intended? How often and by whom?</i>	Monitoring (Effectiveness) <i>What evidence will be collected to demonstrate effectiveness of this activity? How often and by whom?</i>	Title I School Improvement Funds <i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form. Complete all applicable Budget Justification Forms.</i>
Purchase and training in Scott Foresman 2008 new reading series K-2 <i>Root Cause – 1,4</i>	Reading Streets 2008	Aug - June	Administration Reading Specialist, Classroom Teacher	Benchmark Assessments at the end of each unit – results analyzed by teachers and reading specialist (PLC)	Benchmark Assessments and teacher analysis during monthly grade level/team meetings (PLC)	N/A

Title I School Improvement Action Plan

Contract services with Tufts Collaborative to address professional development in reading comprehension strategies 3-5 <i>Root Cause - 4</i>	Ongoing in-service for staff	Aug-June	Administration/Reading Specialist/ Team Leaders/Classroom Teachers	Team Leaders will facilitate discussion within grade level team meetings (PLC) Tufts -14 half-day visits	PD training schedule and agenda – teacher feedback forms, administrative classroom walk-through 4 times per year, teacher made lesson plans	\$\$\$6,100 (Title I Grant will cover \$6,000) *This has been accounted for on the previous page.
Create binders for each grade level teacher of common released items for NECAP Reading 2008 <i>Root Cause - 5</i>	NECAP Released items - Reading	Aug - June	Administration/Team Leaders and SINI Peer Review Team	SINI Team will create a schedule for utilizing the materials – grade level teams will provide sample tests using released items during PLC time	Analysis of NECAP results by teachers; administrative classroom walk-through 4 times per year	N/A
Implement schedule change to increase reading support services for struggling readers grades 1-5 <i>Root Cause - 5</i>	Master Schedule/ Unified Arts	Aug-June	Administration/Scheduling Committee, SINI Peer Review Team	Specific reading activities created by Title I tutors, reading specialist, case managers aligned to PD training	Progress monitoring on a bi-monthly basis using DIBELS – reviewed by reading specialist/Title I	N/A
Train 1st-2 nd grade teachers to utilize the DRA <i>Root Cause – 5,7</i>	DRA kits	Aug - June	Reading Specialist/Classroom Teachers	Data collected through ongoing benchmark and teacher made assessments	Data analysis on a quarterly basis – reading specialist/classroom teachers	N/A
Purchase <i>Time for Kid</i> to address reading of factual information Gr. 4-5 <i>Root Cause – 1,4</i>	Periodical	Aug - June	Classroom Teachers/SINI Peer Review Team	Lesson Plans – minimum 1 time per week/30 minutes – reviewed by SINI team	NECAP data analysis by grade level teachers	\$1,600 (4.00 per student)
Hire 2 additional Title I tutors to support reading instruction <i>Root Cause - 2</i>	ARRA funding	Aug - June	Title I Coordinator/Administration	Title I assessments – Stanford Diagnostic Reading and DIBELS	Pre-Post Test, NWEA, NECAP	N/A
Provide parents with information nights to address new and effective researched based reading programs/strategies <i>Root Cause - 6</i>	Scott Foresman Power point	Sept, Nov and March	Administration, Title I Coordinator, SINI Peer Review Team	Parent notification, attendance	Evaluation Form/Survey	N/A

Title I School Improvement Action Plan

Attend PLC Conference <i>Root Cause - 7</i>	SINI Peer Review Team	Aug 27-29, 2009	Administration	Apply practices during monthly grade level and team leader meetings to address reading strategies and SINI plan	Evaluation/ MLP Survey	\$6,000 (7 teachers x \$599 x 3 administrations)
SINI Peer Review Team <i>Root Cause – 5,7</i>	Approved SINI plan	Sept-June	Administration	Monthly review meetings (4) of all activities and evidence of student achievement	Minutes/Evaluation	\$1765 (7 teachers x 4 meetings x 2hrs. x \$27.50)

Title I Budget

Title I School Budget Narrative

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

Account Category	Budget Detail	
	Narrative	Total Costs
<p>Salaries and Benefits</p> <p><i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i></p>	<p>SINI Peer Review Team Michelle Viger – Reading Specialist Susan Molloy – Title I Carol Tomer – Case Manager Pamela Mansfield – Gr. 2 Teacher Lee Ann Merrill – Gr. 3 Teacher Nancy Queenan – Gr. 4 Teacher Sandra McCarthy – Gr. 5 Teacher 7 teachers X 4 meetings x 2 hrs. x \$27.50 = \$1,540.00 x.1461 = \$225.00(Benefits)</p>	\$1,765.00
<p>Contracted Services</p> <p><i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered.</i></p>	<p>Center for Applied Child Development – Tufts University 14 half days @ \$750 per half day (1 full day = 6 hrs)</p> <p>Tools and Techniques for Improving Reading Comprehension in Gr. 3-5 Total = \$12,100</p> <p>Title I Funding will cover 50%</p>	\$6,100.00
<p>Supplies and Materials</p> <p><i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>	<p>Lindamood-Bell Visualizing and Verbalizing for Language Comprehension and Thinking Kits @ \$500.00 each Total = \$1,000 (2 kits) Time for Kids periodical to support reading comprehension of factual information Grs.4-5 – 400 students x \$4 Total = \$1600</p>	\$2,600.00
<p>Books</p> <p><i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>	<p>Scott Foresman – Sidewalks Intervention Reading Package K-5 Total = \$\$6,338</p> <p>ARRA Funds will cover \$4,661 remaining balance \$\$1,677</p>	\$1,677.00
<p>Equipment</p> <p><i>Each item must be listed separately along with a justification of why you need it to support your plan.</i></p>		N/A
<p>Professional Development Activities</p> <p><i>Summarize your activities including the number of days, people involved and associated costs.</i></p>	<p>Professional Learning Communities at Work 2.5 Day Conference - 10 SINI Peer Review Team Members x \$599 = \$6,000 (7 teachers & 3 administrators)</p>	\$6,000.00
<p>Travel</p> <p><i>Summarize your activities including the number of days, people involved and associated costs.</i></p>	<p>Travel to PLC Conference in Boston, Ma. by train 10 members x \$14 x 3 days Meal expenses for 10 Team Members attending PLC Conference in Boston – 2 Days @ \$45 per day</p>	\$1,320.00

Title I Budget

Administration <i>Include other costs associated with supporting plan implementation.</i>	Materials for parent nights	\$538.00
Indirect Costs		N/A
Total		\$20,000.00

Title I Budget Justification Form

Professional Development & Contracted Services Justification Form

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

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

2. **Description of Activity:** *Tools and Techniques for Improving Reading Comprehension in Grs. 3-5 w/ Tufts University – 14 half day sessions with staff*

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

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

Based on NECAP data analysis identifying reading comprehension as an area of concern for our educationally disadvantaged, economically disadvantage and at-risk readers.

4. **Name of Contractor:** Lynn Shade – Program Director

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

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

\$12,100.00 – contract services
\$6,100.00 – paid by SINI Budget
\$6,000 – paid by Title I Grant

7. **Beginning Date:** 9/09

Ending Date: 06/10

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

- Workshop for teachers
- Half day needs assessment of current program
- Demonstration lessons followed by debriefing sessions
- Unit lesson plan guide
- Peer Coaching

9. **Participants:** All classroom teachers grades 3-5, case managers grades 1-5, Title I reading tutors, reading specialist (1), reading tutors (2)

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

- Teacher Feedback
- Formal classroom observations by administration
- Informal observations of classroom teachers by Tufts personnel
- Teacher Lesson plans submitted to administration
- NECAP results/Analysis

Title I Budget Justification Form

Equipment Justification Form - N/A

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

TITLE I PARENT NOTIFICATION REQUIREMENTS

Instructions: Provide the following information in narrative form:

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

See Parent letter attached

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

N/A

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

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