

Beginning of year meeting with each classroom teacher, grades 2-5, to present relevant data	NECAP NWEA/MAP/DesCartes, PP	August/Sept. 2010	Classroom Teacher, Guidance Counselor, Rdg. Specialist, Title I, Special Ed	SINI Team and Principal	Minutes/outcomes; instructional plans will reflect upon which plans were developed	N/A
Identify and articulate whole classroom targeted instructional areas (in need of improvement) based on data targets	NECAP NWEA/MAP/DesCartes, PP AIMS Web	August/Sept., 2010 and every 6 weeks thereafter	Classroom Teacher, Guidance Counselor, Title I, Special Ed	SINI Team and Principal	Instructional groups and plans will reference and reflect data upon which plans were developed	\$2411.52 substitute costs
Identify cohorts of targeted instruction/intervention groups based on data	NECAP, NWEA, DesCartes, PP, AIMS Web	On-going – 6 week cycle	Classroom Teacher, Guidance Counselor, Title I, Special Ed	SINI Team, Classroom Teachers, Special Ed, Reading Specialist, Guidance Counselor, Title I	Instructional groups and plans will reference and reflect data upon which plans were developed	Substitute costs
Pretest (using at least 3 test items) in each skills area to determine focus and make-up of groups for most efficient and effective delivery of services.	Classroom-based Assessments	On-going – 6 week cycle	Classroom Teacher, Title	SINI Team and Principal	Evidence of grade- level meetings with Guidance Counselor, Reading Specialist, Title I and Special Ed documenting data- driven decisions	
Provide instruction/intervention and pretest/posttest	Core program, supplemental programs	On-going – 6 week cycle	Classroom Teacher, Title I, Special Ed	SINI Team and Principal		

Goal (to reduce identified achievement gaps)	Using the 2009-2010 NECAP results as the baseline, students with disabilities will demonstrate progress toward proficiency by demonstrating 10% growth over the baseline, as evidenced by the results of the 2010-2011 NECAP. (Continued pg. 2)		<i>The following strategies will be implemented to achieve this goal (check all that apply):</i> <input type="checkbox"/> Improvement in Curriculum and Instruction <input type="checkbox"/> Establishing or Implementing Local Assessments <input type="checkbox"/> Implementing Processes to Follow the Progress of Each Child <input type="checkbox"/> Addressing Specific Needs of Low-Achieving Students <input 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 type="checkbox"/> Programs Supported by Scientifically-Based Research <input type="checkbox"/> Parent and Community Involvement <input type="checkbox"/> Extended-Time Learning <input type="checkbox"/> Connects to school's Title I Targeted Assistance School (TAS) or Schoolwide (SW) Plan <input checked="" type="checkbox"/> Other (please describe) See page 1			
Strategy	Using data driven decision-making to provide instruction, design interventions, and to guide student achievement					
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 assess and use assessment data with consistency and fidelity as part of an instructional program that includes targeted instruction/intervention groups.	<i>What changes in <u>student learning</u> are expected as a result of this strategy?</i> OBJECTIVE: Identified achievement gaps in specific skills and content will be remediated through targeted instruction/intervention as measured by improvement in NECAP scores.				
Proposed Activities for 2010-2011 <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>
Pretest (using at least 3 test items) in each skill area to determine focus and make up groups for most efficient and effective delivery of services	Common classroom based assessments	On-going - every 6 weeks	Classroom teacher, Title one, Principal	SINI team, Principal	Notes from grade level meetings. Review of pretests. Intervention	Substitute costs

					planning data.	
Provide appropriate instruction and intervention	Core and supplemental programs	On-going	Classroom teacher, Title 1, Spec. Ed	SINI team, principal	Review of lesson plans, review of common assessments, NWEA data, and informal assessments and student work	NA
Pretest/posttest	Core programs, AIMS Web, Informal assessment, common assessments	On-going	Classroom teacher, Title 1, Spec. Ed	SINI team, principal	Review of lesson plans, review of common assessments, NWEA data, and informal assessments and student work. Evidence of data driven decision-making.	

Goal (To reduce identified achievement gaps)	Using the 2009-2010 NECAP results as the baseline, students with disabilities will demonstrate progress toward proficiency, demonstrating 10% growth over baseline, as evidenced by the results of the 2010-2011 NECAP.		<p>The following strategies will be implemented to achieve this goal (Check all that apply):</p> <input 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 type="checkbox"/> Parent and Community Involvement <input type="checkbox"/> Extended-Time Learning <input type="checkbox"/> Connects to school's Title I Targeted Assistance School (TAS) or School-wide (SW) Plan <input type="checkbox"/> Other (please describe): <hr/>			
Strategy	Provide time and resources for faculty to collaboratively complete the alignment of the Math curriculum with the GLE's and identify and implement common assessments based on the aligned curriculum.					
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: Professional practices – The faculty will collaborate on a regular basis (at least monthly) in order to align curriculum, develop lesson plans, and deliver instruction. Common and frequent assessments will be created and implemented to inform instruction.	<i>What changes in <u>student learning</u> are expected as a result of this strategy?</i> OBJECTIVE: Opportunities for learning will be aligned with the GLE's. Assessment results to identify student strengths and weaknesses will be used to adjust instruction and provide appropriate support to all students.				
Proposed Activities for 2010-2011 <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>
Review and/or develop grade level alignment of GLE's with math curriculum in order to	NH GLE's EveryDay Math scope	SY 2010- 2011	Faculty SINI Team Administration	Alignment spreadsheets will be developed. JD Grade	Data review from: NECAP, NWEA, AIMS	\$2411.52

guide instruction.	and sequence and alignment. Prof. Development release time			level meetings – classroom teachers and special education teachers. Title One teachers, grade level meetings, staff meeting discussions. This should occur early in the school year	Web	
To establish a regularly implemented progress monitoring system	AIMS Web, EDM, NWEA, PD release time to review data, PD training	SY 2010-2011	Faculty SINI Team Administration	6 week progress reports to SINI team Grade level and Special ed. Bimonthly meetings, discussions at staff meetings	Data from AIMS web, AIMS web reporting done by SINI team and then teachers – as often as needed but at least once every six weeks.	\$1080 for AIMS Web Pro Complete
To compile and disseminate a list of math and testing vocabulary and activities	NECAP released items NWEA vocabulary EveryDay math vocabulary Release time for preparation	SY 2010-2011	Faculty SINI Team Administration	Generated lists – Words incorporated into lesson planning Math Committee will assist with completion and sharing at staff meetings	Review at first Math Consultancy meeting Data analysis from NWEA and NECAP tests	N/A
Exploration by Special Education Staff of math intervention programs to enhance student success	Consult with vendors Explore materials Consult with district SPED staff	SY 2010-2011	SPED Staff Title One Staff Consult from Director of SPED or Director of Curriculum	Adoption of new scientifically research based materials	Student summative and formative assessment and progress monitoring	\$5000 for purchase of materials