

School Name: The Middle School at Parkside

Address: 75 Parkside Avenue

Manchester, NH 03102

Phone Number: 603-624-6356

Principal Name: Forrest Ransdell

Principal E-mail: fransdell@mansd.org

Action/Activity	2010-11 Summary	2011-12 Description	Evidence of Impact
Recruit and hire a half-time social worker	<p>Social Worker will be on-board quickly. Students serviced by the Social Worker will show increased attendance and stability.</p>	<p>Position was filled beginning January 2012. Position was for 20 hours per week with an increase to 25 hours per week beginning April 1, 2012. Activities focused on Student contact, Family contacts, home visits, on campus intervention, IEP/504 team meetings, community/district meetings, psycho-social evaluation, case notes, and other forms of outreach.</p> <p><u>Hours allocated as of April 30, 2012</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Referrals from staff – 30 <input checked="" type="checkbox"/> Family referrals – 14 <input checked="" type="checkbox"/> Formal student contacts - 122 <input checked="" type="checkbox"/> Family Appointments - 14 <input checked="" type="checkbox"/> Home Visits – 20 <input checked="" type="checkbox"/> On campus interventions - 20 <input checked="" type="checkbox"/> IEP/504 support – 10 <input checked="" type="checkbox"/> Community district meetings - 15 <input checked="" type="checkbox"/> Paperwork (Biopsycho etc) – 28 	<p><u>Identified top needs for intervention:</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Behavior/Conduct issues <input checked="" type="checkbox"/> Academic need <input checked="" type="checkbox"/> Family and Mental Health referrals <input checked="" type="checkbox"/> Poverty and access to community resources <p>Positive Outcomes:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identified educational barriers <input checked="" type="checkbox"/> Winter jacket project (9 students provided for) <input checked="" type="checkbox"/> New shoes project (10 students provided for)

		<input checked="" type="checkbox"/> Outreach – 24	<input checked="" type="checkbox"/> Increased parental involvement of identified students – week communication and home visits if needed <input checked="" type="checkbox"/> Creation of campus safe-zone for well-being and social-emotional needs. See running monthly reports and staff report of impact
Recruit teachers to tutor students in Math and Reading after school	By November we will identify who the qualified tutors will be, when they will start 1 hour after school 4 times weekly for 33 weeks.	Math tutoring began in early December. Students were selected based on the AIMSweb fall prompt. The tutor has been available for 60 hours since December 12, 2012. 13 students have received a total of 240 hours of tutorial instruction. Students were selected for reading tutoring based on the AIMSweb fall prompt. Reading tutoring has been offered since 11/2011 for 75 hours to date this year. 52 students have been identified for participation this year. 43 students have attended tutoring for a total of 1, 040 hours. The average number of hours of instruction per student is 24.1 hours. A pre and post test AIMSweb oral score is available for 29 students. Of these 29 students, 25 students exhibit growth. 7 out of 10 students randomly selected show an increase or maintenance in their reading course grade for the first three quarters.	<input checked="" type="checkbox"/> Monthly attendance reports <input checked="" type="checkbox"/> Lesson Plans/Examples of best practices <input checked="" type="checkbox"/> Student achievement data
Recruit high school teacher to teach dual middle and high school class after	Check with the district office for available high school teachers that can commute to our school at the	This was not accomplished	N/A

school	end of the school day.	AIMSweb Probes have been administered three times this year in Fall, Winter and Spring. Data was reported out to teams and used to plan interventions for use during enrichment period daily. The AIMSweb team held regularly scheduled meetings and trainings leading to implementation of the probes during this first year. The process began with needs assessment designed to identify current conditions and provide guidance in the development of a school-wide implementation plan. Staff received RTI orientation training in February of 2012.	<input checked="" type="checkbox"/> School wide Fall <input checked="" type="checkbox"/> CBM Reading <input checked="" type="checkbox"/> School wide Fall <input checked="" type="checkbox"/> CBM Math <input checked="" type="checkbox"/> Grade 6 Summary of Impact <input checked="" type="checkbox"/> Team Meeting Notes <input checked="" type="checkbox"/> RTI Presentation <input checked="" type="checkbox"/> Sample Team Intervention Summaries
<p>Increase capacity to assess and monitor student achievement gaps (AIMSweb)</p> <p>Increase instructional capacity with RTI</p>	<p>By the end of September baseline data across grade levels will be available for review and use.</p> <p>During Enrichment time teachers will apply interventions based on AIMSweb outcomes. Students will be separated by need; teams will collaborate to divvy up students according to skills needed.</p> <p>Continue with RTI training and understanding the principles of how to implement the interventions. Students are able to move up from their groups and continue along the growth trajectory to meet the achievement goal.</p>	<p>AIMSweb data during the month of April. Math teachers worked one day and language arts teachers worked with the trainer on a second day. This information allowed the subject matter teachers to have a better understanding of how to interpret the assessment data and plan for needed intervention.</p> <p>Monthly AIMSweb team meetings were held to analyze data and establish consistent assessment practices used by the school community.</p> <p>Each team developed plans for implementation of RTI. Efforts were consistent through a team but not consistent across teams. Teams identified students for intervention and remediation based on AIMSweb scores and provided additional instruction for those identified.</p>	<input checked="" type="checkbox"/> Parent Involvement Committee Agendas/Notes <input checked="" type="checkbox"/> School Community Index Implementation
<p>Increase teachers and staff capacity to reach out to parents and involve them in their child's</p>	<p>The teachers and consultant will develop a strategic plan with goals. Invite parents to different school functions like a Harvest Dinner for 6th grade parents as a follow-up for transition,</p>	<p>A large number of strategic efforts have been made to increase the communication with and engagement of parents and the community. Working with our partner (Solid Foundation) Parkside held numerous events and welcomed parents and community into the building and</p>	<input checked="" type="checkbox"/> Parent Involvement Committee Agendas/Notes <input checked="" type="checkbox"/> School Community Index Implementation

<p>education (Solid Foundation)</p>	<p>interdisciplinary/academic fair, etc. Will also advertise that the administration speaks several languages. Increased attendance compared to numbers from event attendance from last year to this year.</p>	<p>the educational activities of their children. The process began with the development of data. The Academic Development Institute provided both a survey and analysis services. The resulting School Community Index was used as the baseline for planning areas of emphasis. As a result of this process two areas of focus have been selected. The first is the creation of a Home-School Compact using the input of multiple stakeholders to create a document allowing students, parents and staff to achieve an understanding of the important rolls each plays in the educational process.</p> <p>The second area of focus will be the creation of a school-wide and grade-level specific homework policy to allow parents to become more involved and understanding of their role in supporting the learning process.</p> <p>Numerous events and were held efforts made throughout the year to engage parents in supporting the education of their students.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> PTG continues to meet monthly <input checked="" type="checkbox"/> SIG Celebration and Explanation Dinner <input checked="" type="checkbox"/> 6th Grade Orientation Day presented by staff and Adventurelore Programs <input checked="" type="checkbox"/> Parkside Informational Brochure provided to all parents <input checked="" type="checkbox"/> Study Island information and log in information <input checked="" type="checkbox"/> Parent Training in the use of Study Island <input checked="" type="checkbox"/> Cooking Matters Cooking Class in partnership with New Horizons <input checked="" type="checkbox"/> Guiding Good Choices Workshop for Parents <input checked="" type="checkbox"/> King Arthur Flour Assembly – Sixth grade parents invited and over 100 loaves of bread baked by 	<p>Plan</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Community Index Report <input checked="" type="checkbox"/> Home School Compact <input checked="" type="checkbox"/> PTG Agendas <input checked="" type="checkbox"/> SIG Celebration and Explanation Dinner <input checked="" type="checkbox"/> Explanation Dinner Flyer <input checked="" type="checkbox"/> SIG Celebration and Explanation Dinner Photos <input checked="" type="checkbox"/> SIG Celebration and Explanation Dinner PowerPoint <input checked="" type="checkbox"/> Adventurelore Brochure <input checked="" type="checkbox"/> Parkside Informational Brochure <input checked="" type="checkbox"/> Study Island Information Letter <input checked="" type="checkbox"/> Study Island Parent Training Log in <input checked="" type="checkbox"/> Cooking Matters Documentation <input checked="" type="checkbox"/> King Arthur Flour Assembly Documentation <input checked="" type="checkbox"/> Academic Fair Flyer and photos
-------------------------------------	---	--	---

		<p>students and families for the local homeless shelter</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Academic Fair <input checked="" type="checkbox"/> Harvest Dinner for sixth grade families <input checked="" type="checkbox"/> Open House <input checked="" type="checkbox"/> Night of the Arts <input checked="" type="checkbox"/> Autism Program Tours and Meetings <input checked="" type="checkbox"/> Middle Years Newsletter <input checked="" type="checkbox"/> Establishment of Twitter Account 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Harvest Dinner Documentation <input checked="" type="checkbox"/> An Introduction to the Autism Support Program <input checked="" type="checkbox"/> Middle Years Newsletter Samples <input checked="" type="checkbox"/> Sample Tweets
<p>Increase teachers' understanding and capacity to implement PBIS (performance based instructional supports) to improve school climate</p>	<p>Implementation by the PBIS committee to the entire school, the application of PBIS expectations in classrooms, hallways, cafeteria, etc.</p>	<p>The PBIS committee has met numerous times this year and accomplished not only theoretical planning but concrete steps resulting in measurable change in the culture and climate of Parkside. Beginning in August of 2011 a working timeline was created for the team's work. A survey of students was taken. Their work continued with the creation of a behavioral matrix and definitions. The team collaborated with wider staff input to create behavior definitions for school-wide use. The team created a flow chart designed to guide staff response to negative behaviors. Upon completion of these processes the team engaged in active planning to develop and implement a defined school-wide activity to address an area of specific staff concern regarding behavioral issues. With input from the staff passing period and hallway transition behavior was selected as the focus of our school's initial activity. A detailed rollout plan was created. A timeline for specific implementation was developed to guide the needed actions. Major steps included planning for needed professional development which took place March 30, 2012, the gathering of baseline data to allow for post rollout comparison, the development of grade level rollout presentations, creation</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Meeting Dates <input checked="" type="checkbox"/> Timeline Draft <input checked="" type="checkbox"/> Student Survey and Results <input checked="" type="checkbox"/> December Agenda – Matrix creation <input checked="" type="checkbox"/> Middle School at Parkside Behavior Definitions <input checked="" type="checkbox"/> Behavior Response Flow Chart <input checked="" type="checkbox"/> Behavioral Matrix <input checked="" type="checkbox"/> Polite to the Right Rollout Plan Summary <input checked="" type="checkbox"/> Early Release Day Agenda <input checked="" type="checkbox"/> Early Release Day Power Point <input checked="" type="checkbox"/> Polite and to the Right Timeline <input checked="" type="checkbox"/> Pre-Rollout Data <input checked="" type="checkbox"/> Rollout Assembly

		<p>of classroom instructional plans and hallway practice sessions, and the identification of a tangible form of recognition which could be used by staff to acknowledge student success. The timeline continued with a plan for daily events and information.</p> <p>The Plan was implemented beginning May 1, 2012. We began with three simultaneous grade level assemblies. This was followed by a lesson presented by all staff who were teaching period A. Most of these teachers were not members of the planning team. Each teacher was provided with a specific lesson plan to deliver and instructions as to practice. This school-wide effort was supported by the participation of each and every adult in the building. All hallways and classrooms received posters outlining and reminding students of expectations. The theme selected for our activities is train related. We have asked everyone to “Get on Board.” To promote this staff awarded raffle tickets to students who were observed following expectations. To visually reinforce this all staff members were provided and wore train conductor’s hats during passing periods and often at other times during the day. Each day ended with a raffle for students and each of the first two weeks ended with a teacher raffle. Immediate feedback from staff was solicited on day two of the rollout. Post Rollout Data will be collected at the end of May.</p>	<p>Power Point</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Grade Level and Classroom Lesson Plans <input checked="" type="checkbox"/> Staff Support Photos <input checked="" type="checkbox"/> Rollout Video <input checked="" type="checkbox"/> Logo Examples <input checked="" type="checkbox"/> Staff Feedback <input checked="" type="checkbox"/> Post Rollout Data
<p>Continue National Writing Project through Plymouth State</p>	<p>Teachers use of best writing practices in their lesson plans. Improvements in district and standardized writing scores on tests.</p>	<p>The National Writing Project through Plymouth State University was enlisted as a partner to provide professional development services to the Middle School at Parkside. The focus for the 2011/2012 school year has been writing across the curriculum. Three courses have</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 2011-2012 Partnership Description <input checked="" type="checkbox"/> Course Participation information

		<p>been offered. A total of 10 staff members have participated in at least one course. 8 have participated in two courses and one has completed all three. The course sequence began a graduate course titled “Writing Across the Curriculum,” continued with “Writing and Critical Thinking,” and has continued with “Leadership in Urban Schools.”</p> <p>In addition to the courses classroom support was provided. Teacher/Consultant Arlene Taranow spent one day a week at Parkside providing support in classrooms of teachers of all disciplines. Support included demonstrations, observations, and assistance in designing units that incorporated writing. Arlene provided research for teachers and helped them customize writing activities to match their curriculum topics and goals. Among specific staff members with whom she worked are Kristen Riley and Maddy Carignan (ELA), Matt Murphy and Lori McIntire-Willis (SCI), Shirley Sapeinza (MATH), and Kerry Trip (S.S.).</p>	<input checked="" type="checkbox"/> Classroom Support <input checked="" type="checkbox"/> Summary <input checked="" type="checkbox"/> Course Syllabi <input checked="" type="checkbox"/> Teacher Reflection
<p>Increase instructional capacity to deliver math instruction</p>	<p>Administration will change the schedule to allow departments to meet monthly to coordinate instruction horizontally and vertically. All grade level teachers will meet with the specialist to use AIMSweb and Rtl data collected from multiple sources, and apply differentiated instruction techniques to support struggling learners. Improved collaboration from teachers within the math department</p>	<p>The schedule allowed weekly PLC meetings throughout the year.</p> <p>A weekly PLC has been held at Parkside throughout the 2011-2012 school year. Activities have included exam editing, analysis of AIMSweb data and Grade Level Expectations, instructional strategies, development of scoring rubrics, developing test rules for teachers, review of pacing guides, activity development, establishment of instructional focus, among other items. This PLC has been supported by the district Middle School Math Coordinator. The Math Coordinator has also provided collaborative teaching alongside several Parkside math</p>	<input checked="" type="checkbox"/> Sample PLC Meeting Notes

<p>Extend and expand teachers capacity to integrate technology into their lesson plans, use technology to access, analyze, and interpret data, and expand students access to technology during the school day and while extending the school day</p>	<p>Offer training to the teachers on the iPad once they arrive. Lesson plans will incorporate meaningful use of technology that will increase higher order thinking skills. Student use of iPads, carts, whiteboards and cameras during and after school that engages students in their learning. Each team will have a data board, located in either the hallway or a common area, to help visualize student achievement progress.</p>	<p>teachers.</p> <p>Significant progress has been made in the acquisition and application of technology to instructional practices and activities at Parkside. By September, we had approximately 25 teachers who had trained on basic iPad use in a July workshop over the summer (GMPDC), supported by SIG funds. In late September/October, the Bretford charging carts, 4 MacBooks, airports and iPad2's arrived at Parkside. It took several weeks to set the carts up, synchronize applications for each department, and design a protocol for use by students and staff. Documents for student use and teacher use were placed in a 3-ring binder on each cart for easy access. During this time, cart signage, identification and labeling of iPads and inventory (Manchester fixed asset tags for every item) were also completed. The technology committee met informally and formally as well as communicated through e-mail throughout this time. In addition to this, SIG funds were used to begin the transition to becoming independent from the district servers. By mid-November, another workshop was added to further train teachers in the basics of iPad use. This November training was attended by 22 teachers in the Parkside media center, offered by Mrs. Jennifer Lowton of the GMPDC. dIt was also at this time that we decided the 2-day training by Apple should be used when school is out of session, since we can optimize the training days by selecting advanced Apple iPad integration or workshops that are subject specific. It seemed a waste to use such valuable expert training on just the basics. Between the two trainings and the teachers who already own iPads, a significant number of faculty</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Interim Technology Report 12/1/11 <input checked="" type="checkbox"/> Parkside iPad Use <input checked="" type="checkbox"/> GMPDC Technology Integration agenda <input checked="" type="checkbox"/> iPad Basics Agenda <input checked="" type="checkbox"/> Tech Team Meeting Agendas <input checked="" type="checkbox"/> Computer/iPad Cart Checkout Procedures <input checked="" type="checkbox"/> iPad App Update and Request <input checked="" type="checkbox"/> Notebook Problem Report <input checked="" type="checkbox"/> iPad Cart/SS Cart Reservation/Use Record Sample <input checked="" type="checkbox"/> Application Catalogues <input checked="" type="checkbox"/> Professional Development Communications <input checked="" type="checkbox"/> Sample Lessons and Activities
--	--	---	---

	<p>members have training and qualify to use the carts in their classrooms. Teachers began booking the carts and using them with students prior to the Thanksgiving break. Over 20 teachers took iPads home with them over the break to practice with the iPads and try out the existing applications on each cart as well as downloading applications that they might want to use with their classrooms. Borrowed iPads were restored and reset, and resynchronized (erasing personal data and “test” apps) after the break for student use on that Monday.</p> <p>Note*Students who are using iPads are required to reread the school AUP and sign a protocol for use, outlining the rules they are expected to follow in every classroom.</p> <p>Also in September was the introduction of Study Island to our parents during Open House. Parents were invited to our BAE lab to see what Study Island was and were encouraged to try it out using sample accounts set up for that purpose. September was also the same month that 25 teachers received training in the use of Study Island, although all teachers were given manuals and account information. This resulted in predictably skewed results in the early use of Study Island, since relatively low numbers of teachers introduced the program to their students at this time. It is also important to remember that the iPads were not available yet, and the Language Arts carts were being used for District Writing prompts.</p> <p>Teachers will need more time and training before our building will truly be using Study Island, but growing availability of carts will make it easier for teachers to use it with their students, and this also will enable our after</p>	
--	---	--

		<p>school program to use it regularly in the media center (study time is already in place every day after school) and also with carts. Despite the initial low numbers of use, there are students using Study Island and many have logged in from home. The sixth graders have been using Study Island the most out of all 3 grades, with at least one teacher using it on a regular basis with her students.</p> <p>Other items relative to the grant were 4 document cameras, 4 digital projectors, 4 interactive whiteboards, and earphones for each iPad cart. A sizeable dollar amount, particularly in conjunction with the SIG grant in other buildings, these items have been put out to bid. We are looking forward to using these items, and the lack of digital projectors available to show students on the iPads has certainly been a drawback to this cost-saving measure.</p> <p>Our music department recently commented on the need for earphones for use with Garageband, since a class upwards of thirty can be a noisy proposition without them.</p> <p>Infusion of technology (albeit slowly) has resulted in great excitement by both staff and students. All are eager to use the iPads and use of our existing technology has increased as a result. Recently, a teacher expressed her love of the document camera (Parksides had a single camera from a previous grant) and new Kindles that were also acquired by a Bean Foundation grant last year. Her experience using both with her students has been very positive, as the Kindles are very popular and the students are thrilled to be able to use them.</p> <p>As of Spring of 2012, we have had a number of workshops at Parksides or other SIG schools to address</p>	
--	--	---	--

	<p>technology integration. Google Docs, Google Forms, Advanced iPad training, and additional Mimio trainings are just a few examples that have taken place in the district. Many staff members at Parkside have attended trainings and are currently implementing this newly acquired knowledge into their curriculum.</p> <p>Also worth mentioning is the shift in culture in regards to technology, namely the sharing of ideas and growing pool of teachers able to troubleshoot issues or offer solutions around problems. Staff members are excited to have more access, and their feelings are bolstered by the growing numbers of students who are willing to try to complete work when presented with more ways to demonstrate their understanding of concepts.</p> <p>One recent example of success (see documentation for additional information) is a Language Arts project that was required city wide to demonstrate ICT skills merging with GLE's for the topic of mythology. In previous years, the project was cumbersome, and students had difficulty using MovieMaker as well as a voice recording program. Many students had difficulty completing the project and lacked understanding of how the programs worked. The same project was completed recently using an iPad application (StoryKit). Students seamlessly wrote a myth, designed a storyboard in class, created pages in StoryKit, and recorded their voices reading their myth. The project became more centered on the mythology due to the ease of the application used to facilitate the project, yet a number of ICT skills were used. It has turned into a very different outcome for both students and teachers.</p>	
--	--	--

	<p>Students no longer exit the class discussing how the program didn't work. They discuss their myths. Also revealing is the difference between the original storyboards and their final projects. The playing ground is leveled for students with poor handwriting and drawing skills.</p> <p>Teachers have commented on the general engagement of students using new technologies at Parkside; describing how non-participating students are now engaged and keep tabs on when it is their turn to use the interactive whiteboard or work with the iPads/computers.</p> <p>Many of our students are visual and/or kinesthetic learners who connect with our content by seeing or doing. It is no wonder that they ask "When can we do this again?". Also reported was the technology integration following the child home. Teachers commented on how students would come into school and talk about how they used the interactive geography games at home, or downloaded the same app. This would not be the same if presented in book or worksheet format for many of our students.</p> <p>In addition to the above, our teachers have declared that they enjoy the currency inherent in using internet sources for their subjects. Geography, current events, challenges to the Bill of Rights, and science are all examples of topics that change faster than books can keep up with. Providing current content and weeding out obsolete information is constant for educators.</p> <p>It is important to remember technology is the language of</p>	
--	---	--

		<p>the generation we teach. It is no wonder their willingness and eagerness to use the tools that they are surrounded by. Our next month or two will include our in-depth Apple training after school lets out, as well as additional Mimio training for staff.</p> <p>As the technology committee at Parkside, we intend to continue to work on and develop our plan to address the needs of our staff and students in the area of technology for next year. In addition to instituting a “Tech Ten” technology lesson/demonstration by staff members to begin each staff meeting, we intend to continue providing multiple opportunities for professional development in the area of technology integration.</p> <p>The use of newly acquired technology and the integration into regular classroom instruction has become a regular, accepted and encouraged practice. For example during the week of May 7-11 the iPad/SS Carts were in use 25 times. This is an average of five periods per day. Data for other weeks are very similar. This use is by both core and UA teachers as evidenced by the sample use calendar in the evidence binder. Each iPad on a cart is preloaded with specific applications tailored to subject matter and grade level. Detailed applications catalogues have been placed in the evidence binder.</p> <p>Training has been provided in the use of Mimio systems. This has become the projection/interaction technology of choice as they are both more mobile and versatile. We currently have 4 Mimio suites with one more on the way. After only two weeks in place, approximately 10 teachers</p>	
--	--	--	--

		<p>have used them. Additional training will take place in May.</p> <p>Internet access and infrastructure was upgraded and improved. Dedicated internet access was installed. IT personnel made the school server independent from the SAU servers, allowing faster internet access and more reliable service to access greater internet resources. 12 additional wireless hubs were installed in the building.</p>	
<p>Internet access, equipment maintenance provider</p>	<p>Comcast installed the dedicated line on June 23. Check the logs regularly to see how many Open Tickets there are outstanding, and how many issues have been successfully resolved.</p>	<p>Parkside has undertaken significant work in the recognition of students. Students have been recognized in diverse areas including academic achievement, positive citizenship and behavior, community service as well as awareness of local and global issues. A major focus of for this year has been the improvement of the culture and climate at Parkside. Regular “PRIDE” events have been held throughout the year to recognize positive student behavior. These school-wide assemblies and activities have been designed to foster student participation and entertainment.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PRIDE Events Data <input checked="" type="checkbox"/> Eric Genius Flyer <input checked="" type="checkbox"/> NECAP Recognition materials <input checked="" type="checkbox"/> Fisher Cats Academic All Star Information <input checked="" type="checkbox"/> Read Across America Materials <input checked="" type="checkbox"/> Read Across America participation information <input checked="" type="checkbox"/> Earth Day Contest Information
<p>Implement student incentive program</p>	<p>Attendance at universal assemblies will be well attended. If student tardies do not exceed 3 excused tardies within a quarter, they will be entered into a raffle for a substantial reward. PBIS committee will design innovative ways to give incentives to students for their improved behavior.</p>	<p>Student recognition was a major part of the PBIS Rollout that began on May 1. Students are eligible to receive raffle tickets if they are found to be meeting hallway and transition expectations. (Evidence of this activity to be found in the PBIS binder.)</p> <p>Students have been recognized for academic performance. Any student who performed proficiently on NECAP assessment was recognized at an awards assembly attended by students, parents and local dignitaries. This year 90 students were recognized. This is a 50 percent</p>	

		<p>increase over the previous year.</p> <p>“Read Across America” was a huge success this year at Parkside. Students were eligible for over \$1000.00 in prizes donated by local businesses.</p> <p>Students were invited to participate in a local Earth Day competition by Aramark Corp. Students were tasked with creating and submitting a poster depicting a mascot representing energy conservation. This became a school wide event run through the science department. Each team selected winners for school display. Representatives from Aramark and the local art association selected school level winners. School level winners from each middle school were displayed at City Hall. A Parkside student was selected as the city winner and Parkside was honored as the winning middle school. The winning student received an iPod and Parkside received a Mimio system.</p> <p>The New Teacher Mentor Committee began in September 2011. Since the committees were soon to be formed we waited a couple of weeks and the committee’s first official order of business was to host a meet and greet for the staff. It proved to be very successful. Our last order of business for the school year will be a “Survivors” party at the end of the year.</p> <p>Due to the unusual nature of developments this year, there were not a lot of outstanding accomplishments throughout the year. We meet as a committee and created mentor/mentee partnerships and reached out to the new staff to offer our support as needed. In a few instances, the new staff sought out their mentors during difficult times.</p>	
<p>Implement New Parkside Teacher Mentor Program</p>	<p>Recruit highly qualified teachers to mentor teachers new to the building, and help them become acclimated. New Teacher feedback by survey, less teacher attrition, and new teacher participation in school activities.</p>		<p><input checked="" type="checkbox"/> Meet and Great Flyer</p>

		<p>Overall, I wish that we could have done more. It was difficult to know what the SIG expectations were for this committee. There was minimal outside guidance and resources to provide us with direction for our group.</p> <p>We met and discussed what direction our committee would like to prepare for with the start of the next school year. We have discussed various programs that we had all experienced in our years of teaching, and one that was commonly mentioned was <i>The First Days of School</i> by Harry and Rosemary Wong. Also mentioned was a video series by the same authors called, <i>The Effective Teacher</i>.</p>	
<p>Hold a community celebration to explain what the SIG award will mean for Parkside students, parents, teachers, and community.</p>		<p>This event was planned and held October 6th, 2011. Please see documentation contained in the “Increasing Parental Involvement Binder.”</p>	<p><input checked="" type="checkbox"/> See Increasing Parental Involvement Binder</p>
<p>Conduct EL training for 15 mainstream teachers</p>	<p>There will be 10 after school sessions for the teachers for SIOIP. Classroom observations and review of the journals to see if there is any growth from pre-implementation to post-implementation.</p>	<p>Beginning March 6, 2012 the EL PLC designed to introduce mainstream staff to the Sheltered Instruction Observation Protocol was initiated. This PLC was constructed to provide teachers with a variety of information and tools to enhance their instruction of English Learners. A text was selected to support learning and discussion (Making Content Comprehensible for English Learner: The SIOIP Model by Ecchevarria, Vogt and Short), various guest speakers were engaged, Parkside EL population statistics were presented, lesson preparation was modeled, lesson and unit plans were modeled and developed.</p>	<p><input checked="" type="checkbox"/> EL PLC Agendas <input checked="" type="checkbox"/> Sample SIOIP Lesson plan</p>

		<p>Finally, the team was given the opportunity to wrap up and provide feedback as future plans are considered.</p>	
<p>Conduct two-day curriculum training for 17 math teachers to plan curriculum changes to address the needs of struggling learners.</p>	<p>On August 15 & 16, Heidi Boyle will conduct a 2-day curriculum training to address the needs of struggling learners, curriculum alignment, and increased use of manipulatives.</p>	<p><u>At this summit, participants delved deeply into the content and skills of the BIG IDEAS for each quarter of the school year in order to plan instruction, use of resources and mathematical best practices. Differentiation and spiraling were featured prominently. As a result of attending the session teachers reported that their understanding changed in the following ways: (1) Learned to use manipulatives strategically to ensure success for all learners. (2) Reviewed grade-level pacing guides and BIG IDEAS. Teachers reported that these changes in their understanding would impact students through the implementation of strategies and tools (pacing guide and BIG IDEAS) to improve student learning and achievement. Based on this PD, teachers said that in the future they would implement concepts and tools into classroom instruction and assessment practices for student success. (Un-underlined narrative taken from group collaboration of those in attendance to fill in the district PD Form 5.)</u></p>	<p>Teachers are holding their PD form 5s dealing with this process.</p>
<p>Conduct two-day curriculum training for 17 Language Arts teachers to plan curriculum changes to address the needs of struggling learners.</p>	<p>On August 23 & 24, Tina Proulx will review progress made to date, assessment of current practices, look at vertical and horizontal planning. Each classroom teacher will provide instruction that follows the GLE's and applying interventions for struggling</p>	<p>LA training took place on 8/22/11 and 8/23/11. The focus was the socio-demographic factors affecting students in schools and strategies to reach students, with high interest activities to boost literacy levels. It included background information on high performing schools and using student knowledge to create activities resulting in deeper meaning. I have some hand written notes if you would like a copy.</p>	

<p>Conduct Adventurelore team-building activities for 200 incoming sixth grade students</p>	<p>students. Vendor has been secured, invitations have been sent to all incoming 6th graders, Higher attendance for 6th graders. Fewer transition visits to the guidance counselor and administrators. More positive climate within the 6th grade teams. Less discipline referrals on bullying incidents on the 6th grade teams.</p>	<p>Team building activities were held for the incoming sixth graders during the last week of August, 2011.</p>	<p>See Brochures in Parent Involvement Binder</p>
<p>EL teacher and mainstream teachers will discuss EL student needs and determine best approach in terms of supplemental books, supplies, and/or software to address needs.</p>	<p>On June 23, principal, multisensory teacher, Read 180 teacher, media specialist and team teacher and EL teacher met to review the use of E-readers and programs like Reading Plus to see if they are appropriate programs to use for upcoming year. E-readers and programs are implemented, students are improving in their English language skills.</p>	<p>Reading Plus was reviewed by the committee. After significant discussion and consideration, the decision was made not to purchase the program as it shared too many similarities with our currently utilized Read 180 Program. Additional E-Readers were not purchased to supplement the six purchased the previous year through a Bean Foundation grant.</p>	<p>None</p>
<p>School climate assessment to thoroughly review teacher surveys, student surveys, and parent surveys to determine next steps</p>	<p>Conduct a post assessment survey with teachers, students and parents once some of the steps of strategic plan and Solid Foundations have been implemented.</p>	<p>The Solid Foundation has administered the survey and analyzed the results. Based on the survey, steps have been taken to increase parental involvement, address issues of climate and culture and work to make Parkside a more welcoming place.</p>	<p>See Parental Involvement Binder and PBIS Binder for evidence examples including the survey analysis.</p>
<p>Recruit stakeholders (Teachers, Parents, community, Administrators) to</p>		<p>Teacher representatives attended a workshop regarding this topic. After this workshop no further action was taken by the committee. However, the objective has been addressed and reached. The four middle school principals</p>	<p><input checked="" type="checkbox"/> Workshop Attendance notes and documents <input checked="" type="checkbox"/> 2012-2013 Bell Schedule</p>

<p>participate in subcommittee to extend the school day/year</p>		<p>meet regularly and have made it a priority to address this issue. The result of our work is the addition of 15 minutes per school day. This will result in an increase in instructional time of 45 hours per year for all students. In addition, all students have access to support and instructional activities taking place after the school day concludes. These include tutoring provided by the 21st Century Program, as well as SIG Grant funded tutoring available daily after school in both math and reading. Students also have access to the yearly summer school program. This program is available for both remediation and enrichment.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 21st Century Program Attendance statistics <input checked="" type="checkbox"/> Summer School Information Documents
<p>Recruit stakeholders to participate in district and state Alternative Teacher Evaluation Taskforce</p>		<p>Parkside has been intimately involved with the creation of the district Alternative Teacher Evaluation materials. And through this effort the state taskforce working with other SIG districts. Much of the credit in this area must go to Alisha Proulx. She has been our primary representative. Larry Simpson has also represented Parkside and facilitated communication with staff. At the district level, Lisa Witte has been the central architect of the new plan as it was developed. Along with the state, Manchester has adopted the work of Charlotte Danielson as the basis for developing the alternative teacher evaluation process. Beginning in October, 2011 training began in the use of the Danielson Model. As work began in the development of the actual evaluation tool, a scope and sequence was developed for introducing both the information and tool to staff. Staff began to utilize weekly lesson plans to begin the</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Danielson Group Training materials <input checked="" type="checkbox"/> Scope and Sequence for Rollout <input checked="" type="checkbox"/> State Meeting Note Samples <input checked="" type="checkbox"/> Sample Lesson Plans <input checked="" type="checkbox"/> Scott Marion Session 4 presentation and summary <input checked="" type="checkbox"/> April Staff Meeting Agenda <input checked="" type="checkbox"/> Teacher Evaluation Document

		<p>focus on creating a consistency of instructional approach. As the development process continued, teacher effectiveness became the focus. Trainings were attended by principal and staff representatives provided by Scott Marion.</p> <p>All staff were supplied with a copy of the book <u>Enhancing Professional Practice, A Framework For Teaching</u>. Staff was asked to read the first chapter for use at the March Staff Meeting. A card sort activity was done in which groups of staff reviewed various teaching scenarios and identified the teaching domains represented and explained why.</p> <p>The Manchester School District has completed the development of the evaluation tool for the 2012-2013 school year. This has been submitted to the state for approval. In addition, the plan has been submitted to both the district and the Manchester Education Association for approval.</p> <p>Work with the Danielson information will continue through the spring and summer.</p>	
--	--	---	--