

# New Hampshire Department of Education



## **Instructions and Materials for Completing the 2010-2011 District Improvement Progress Report and 2011-2012 Action Plan**

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

### **For Title I Districts in Need of Improvement**

**April 2011**

**Virginia M. Barry, Ph.D., Commissioner  
New Hampshire Department of Education  
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**Instructions and Materials for the  
2010-2011 District Improvement Progress Report  
and  
2011-2012 Action Plan**

**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 2010-2011 improvement plan; and*
- 2) *evidence of progress for students scoring below proficiency.*

**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 2011-12. The document contains the necessary instructions and forms for submitting all required information. Please use the forms provided in this document. Completed reports should be organized in the following sequence:

- Cover Page
- Memorandum of Understanding (Title I districts)
- 2010-2011 Progress Report: Evidence of Progress in Plan Implementation AND Evidence of Progress in Improving District Practices and Student Outcomes
- Proposed Action Plan for 2011-2012
- Parent Notification Letter (Title I districts)

**Submission**

Submit completed plans by *September 2, 2011* to:

**Kristine Braman  
Title I Office  
NH Department of Education  
101 Pleasant Street  
[kbraman@ed.state.nh.us](mailto:kbraman@ed.state.nh.us)**

## 2010-2011 District Improvement Progress Report and 2011-2012 Action Plan

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

<b>SAU#:28</b>		
<b>District Name:Windham</b>		
<b>Year 1 (1,2,3...) of Improvement for Mathematics</b>		
<b>Year N/A (1,2,3...) of Improvement for Reading</b>		
<b>Superintendent of Schools Dr. Henry LaBranche</b>		
<b>Address:19 Haverhill Road</b>		
<b>City: Windham</b>	<b>Zip:03087</b>	
<b>Tel:603-425-1976</b>	<b>Fax:603-425-1719</b>	<b>E-mail: hlabranche@sau28.org</b>

### District Improvement Coordinator:

<b>Name: Amanda Lecaroz</b>		
<b>Title: Assistant Superintendent</b>		
<b>Address: 19 Haverhill Road</b>		
<b>City: Windham</b>	<b>Zip: 03087</b>	
<b>Tel: 603-425-1976</b>	<b>Fax: 603-425-1719</b>	<b>E-mail: alecaroz@sau28.org</b>

### District Improvement Monitoring Team

Team Members	Title and Stakeholder(s) Team Member Represents
Amanda Lecaroz	Asst. Superintendent, DINI Coord.
Tom Murphy	WHS Principal
Kori Becht	WCS Principal
Dan Moulis	WMS Principal
Deb Armfield	GBS Principal
Tina McCoy	Director of Special Education
Christi Michaud	GBS Assistant Principal
Linda Rattigan	GBS Classroom Teacher
Michelle Farrell	School Board and Parent
Leighana Kenney	District SPED Coordinator
Mary Anderson	WHS Dean of Math and Science

<b>Cynthia Avallone</b> <b>Rick Dolan</b> <b>Sonia Pierpont</b> <b>Kathy Bates</b>	<b>WCS Classroom Teacher</b> <b>Parent</b> <b>WMS Classroom Teacher</b> <b>WCS Assistant Principal</b>
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Form Page 1

**SAU 28**  
**District Windham**

### **2011-2012 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 of **Windham** School District assures the Commissioner of Education 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 2011-2012 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 2011-2012 school year; and
- Additional implementation funds as available.

**DINI Year 3 (or more) Corrective Action**

Yes x No

*To meet compliance requirements of Title I, Part A of the No Child Left Behind Act of 2002, a Memorandum of Understanding is developed between any district identified as "In Need of Improvement – Corrective Action" and the State Education Agency (SEA) to articulate the roles, responsibilities, and expected deliverables from each party within the time frame specified herein.*

The Superintendent of Schools assures that:

- to the extent practicable, the necessary human and fiscal resources will be allocated to carry out the action steps described in the district's corrective action plan in a timely and expeditious manner.
- a District Monitoring Team has been established to oversee the implementation of the plan. The Team will meet quarterly (September, December, March and June) with the NHDOE to report on progress in completing the action steps approved for implementation.
- an Improvement Coordinator has been appointed to coordinate the day-to-day implementation of action steps described in the plan. The Improvement Coordinator shall report regularly to the District Monitoring Team and also attend monthly meetings with the NHDOE to participate with coordinators from other districts identified for improvement in discussions of best practices.
- the plan has been developed in consultation with representatives of parents, school staff and others (i.e. community members, outside experts).
- all parents will receive a notification letter explaining the District's AYP status for each year the district is in "in need of improvement" status. A copy of such letter will be forwarded annually to the NHDOE.
- all schools in the district will continue to meet the requirements of the Minimum Standards for Public School Approval, Part Ed 306 of the New Hampshire Code of Administrative Rules.

**School District will implement at least one of the following corrective actions as part of their corrective action plan for the 2011-2012 school year: (check all that apply)**

- defer programmatic funds or reduce administrative funds;
- instituted a new curriculum, including based on State and local achievement standards that includes research-based professional development for all staff;
- replace LEA personnel who are relevant to the inability of the LEA to make adequate progress;
- remove individual schools from the jurisdiction of the LEA and arrange for their public governance and supervision;
- appoint a receiver or trustee to administer the affairs of the LEA in place of the superintendent and school board; and/or abolish or restructure the LEA.

**SAU 28**  
**District Windham**

- the current District In Need of Improvement Plan will be examined and revised to include the following elements required in a Corrective Action Plan as well as our Corrective Action option indicated above:
  - Annual measurable performance objectives for students performing below proficiency in the subject areas for which the district is identified for corrective action. Objectives must be written for each student performing below proficiency, using valid and reliable assessments for each student group as the baseline from which annual progress will be measured;
  - A description of how student progress will be monitored at regular intervals during the school year, especially for students performing below proficiency, including a description of the local assessments to be used and with what frequency;
  - A description of the priority issues (no more than 3-5) identified or reaffirmed through a strategic mapping process conducted in partnership with an external provider; that the district will create strategies based on these priority issues to substantially increase the likelihood of improved student achievement for students performing below proficiency in the subject areas for which the district is identified. The description of each strategy must be accompanied by action steps, with a timetable; and
  - A description of how the use of federal funding received by the district from the following programs is directed or redirected, within the boundaries allowed by the laws governing each funding source, to align with the corrective action steps designed to address the priority issues identified:
    - Title I, Part A funds reserved for professional development;
    - Title I School and District Improvement funding;
    - Title II, Part A
    - Title III funding for ELL students (if applicable)
    - Special Education funding

**The Commissioner of Education assures that the New Hampshire Department of Education will provide:**

- assistance in developing applications for funding to ensure that funds are directed or redirected to address the district's priority issues and corrective action steps;
- content coaches and consultants, as available and appropriate, to assist the district in carrying out its action steps;
- priority status in activities and competitive grant funding;
- additional federal and state funds, as available, to supplement, not supplant, local improvement initiatives; and
- technical assistance during monthly meetings with the District Improvement Coordinator and quarterly (September, December, March and June) meetings with the District Monitoring Team.

Once approved, requests to amend the plan's corrective action steps and timetable must be submitted in writing. Only requests based on substantive circumstances will be considered.

<b>Signature of Superintendent</b>	<b>Date</b>	<b>Signature of Commissioner of Education</b>	<b>Date</b>

**2010-2011 District Improvement Progress Report  
Evidence of Progress: Plan Implementation**

**Instructions:** For each district improvement goal listed in the approved improvement plan for 2010-11, provide a status report on 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.*

**Special Education subgroup on the mathematics NECAP assessment.**



**Improvement Goal**

*State the improvement goal:*

***Increased student achievement in the area of mathematics, specifically in the special education subgroup as measured by the NECAP.***



**Implementation of Approved Strategies**

*List the strategies implemented during 2010-2011 school year to accomplish this goal:*

**Establish a mathematics curriculum committee K-12.**

**Created and distributed a K-12 mathematics curriculum document.**

**Devoted one grade level (K-5) and one department meeting (6-12) per month to review curriculum scope and sequence documents, GLEs, GSEs, and Common Core Standards.**

**Inventoried a list of research-based math interventions/programming that are available for use with students that require remediation.**

**School data teams identified low-performing students in the area of Math using universal screen tools and benchmark data.**

**EDM training for classroom teachers and interventionists to include training on remediation and support resources for low performing students.**

**Explored computer-based instructional program/s to increase math fluency for all students who need to improve in this area.**

**Identified what student achievement data is available to each grade level, subject area and school.**

**Identified additional student achievement data needed to round out a comprehensive triangular student achievement procedure.**

**Established school-level data teams at all four schools.**

**Created a district and school data collection and evaluation calendar and format**

**Conducted a district-wide professional learning communities book studies for all teachers- Learning by Doing**

**Next, select one descriptor that best describes the status of the strategies at the end of 2010-2011:**

- 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*

Form Page 6

**2010-2011 District Improvement Progress Report  
Evidence of Progress: Plan Implementation**

**Narrative Response**

Instructions: Describe, in narrative form, the progress made in implementing the strategies listed on the previous page, including any key factors or circumstances that resulted in a modification of the activities as they were described in the approved improvement plan.

All of the strategies above were completed. Those strategies in the plan not listed above have not yet been completed as most are contingent on the completion of the above identified strategies. For example, the K-12 Mathematics Curriculum document needed to be completed prior to the student grade-level checklists and student math folders could be developed. The primary modifications to the activities were timeline adjustments. The addition of the Common Core Standards and the developments over the past year have also led to some delays in the development of the curriculum document and will require continued revision over the next few years.

**2010-2011 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?

The district developed a data collection and evaluation calendar and format that all schools will utilize in the 2011-12 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?

All teachers participated in a PLC based book study, Learning by Doing, that outlined the appropriate use of student test data in meeting individual student needs.

- ◆ 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?

All schools are engaged in developing a comprehensive RTI system. All responses are not consistent as all schools serve different grade levels and a consistent response would not be developmentally appropriate.

- ◆ What accomplishments can be documented during 2010-11 that resulted in improved outcomes for students scoring below proficient levels in Reading and Mathematics?

The Windham School District made AYP for the 2010 school year in the area of mathematics and reading.

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

The documentation of the K-12 Mathematics Curriculum has led to vertical articulation discussions, collaboration on mathematics instruction and analysis of available mathematics data.

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

Time for teacher collaboration and curriculum development work is always a factor in accomplishing the tasks identified in the plan. With the multitude of snow days this school year, many of the tasks that would have taken place throughout the year have been forced to move to the end of June.

- ◆ Based on these outcomes, summarize the proposed refinements, if any, to the DINI plan for 2011-2012. **Note:** *If the district's AYP status has changed and now includes a new subject area, please describe the changes/refinements made to the DINI plan to include and address the new area.*

The DINI action plan has been refined to remove completed items, add new initiatives and adjust timelines for completion in order to continue to move the district forward in meeting the needs of all students

## Proposed Strategies and Activities for 2011-2012

**Instructions:** Use the format below to describe the action plan for 2011-2012. Provide sufficient detail regarding how the proposed activities are designed to achieve the anticipated changes/outcomes in professional practice and student learning, especially to improve outcomes for students who are working below proficiency in the area(s) for which the district is identified.

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

<b>Goal</b>	To increase student achievement in the area of mathematics for all students.				
<b>Strategy #</b>	Teachers can explain the scope and sequence of the curriculum within and across grade levels in the content areas they teach.				
<b>Objectives</b> (to be written as responses to the italicized questions)	<i>What changes in the district practices are expected as a result of this strategy?</i> <ol style="list-style-type: none"> <li><b>1. A district curriculum scope and sequence document will exist K-12 and teachers will be able to articulate the expectations at each grade level.</b></li> <li><b>2. Student math folders will be created to communicate student mastery of grade level expectations to next years' teachers.</b></li> <li><b>3. Basic algorithms will be taught and reinforced K-8.</b></li> </ol>				
	<i>What changes in student learning are expected as a result of this strategy? How will it help to improve achievement for students who are not yet proficient?</i> <ol style="list-style-type: none"> <li><b>1. Increase in student achievement in the area of mathematics.</b></li> <li><b>2. Increase in student proficiency in the use of basic algorithms.</b></li> </ol>				
<b>Proposed Activities for 2011-12</b> <i>Describe the activities to be implemented to achieve stated objectives. Provide sufficient detail regarding the purpose of each activity.</i>	<b>Resources</b> <i>What existing and/or new resources will be used to accomplish the activity?</i>	<b>Timeline</b> <i>When will this activity begin and end?</i>	<b>Oversight</b> <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	<b>Monitoring (Implementation)</b> <i>What evidence will be collected to document implementation? How often? By whom?</i>	<b>Monitoring (Effectiveness)</b> <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>
<b>Teacher to Teacher planning:</b> Create and use course (9-12) and grade-level (K-8) skills and topic checklist for teachers. Teachers need this to align curriculum vertically and horizontally. Identify the standard algorithms used for	within grade-level and department meetings	Starts September 2011	Who's Responsible: Math department chairs of each building Who's Involved: All teachers of	Actual document itself Notes from the meetings	Survey the Math teachers by Assistant Superintendent (second year is will be to implement the checklists.)

each grade on these checklists.			mathematics		
<b>Student Math Folder:</b> Create a student math folder that travels to the next teacher to help with vertical transitions. It will focus on what has and has not been taught, and what the student has learned. The skills and level of proficiency will be identified.	Reading folders (Title II)	Starts September 2011	Who's Responsible: Math Department chairs of each building Who's Involved: All teachers of mathematics	Actual document itself Notes from the meetings	field-test the math folder in the Spring  Pre post survey for teachers for implementation
<b>Teacher organization:</b> Devote one grade level (K-5) and one department meeting (6-12) per month to review curriculum scope and sequence documents, GLEs , GSEs, and Common Core Standards, and the DOE's Numeracy Action Plan.	Documents	Starts 2010	Who's Responsible: Math Department chairs of each building Who's Involved: All teachers of mathematics	Actual document itself Notes from the meetings	Notes from the meetings  Leadership team observations Assistant Superintendent observation
<b>Lesson Planning:</b> Require that teachers connect standards or enduring understandings to their math lesson plans, and post these in child-friendly language on their boards.	K-12 Curriculum Document	Starts September 2011	Who's Responsible: Principals of each Building Who's Involved: All teachers of mathematics	Principals walk throughs and observations	Principals Reporting 4 times per year.
<b>Common Core Curriculum Revision</b> The new K-12 Curriculum will continue to be revised to align with the National Common Core	K-12 Curriculum Document	Starts January 2012	Who's Responsible: Assistant Superintendent Who's Involved:	Completed K-12 curriculum document that is aligned to Common Core	National standardized assessment results

Mathematics standards.			Math Curriculum Committee	standards	
<b>Common Summative Assessments:</b> Develop and implement common quarterly benchmarks based on new K-12 Math curriculum that measure student achievement	K-12 Curriculum Document	August 2011	Who's Responsible: Assistant Superintendent Who's Involved: Math Curriculum Committee	Completed and administered benchmarks.	Student achievement data of the benchmarks

### Proposed Strategies and Activities for 2011-2012

**Instructions:** Use the format below to describe the action plan for 2011-2012. Provide sufficient detail regarding how the proposed activities are designed to achieve the anticipated changes/outcomes in professional practice and student learning, especially to improve outcomes for students who are working below proficiency in the area(s) for which the district is identified.

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

<b>Goal</b>	To increase student achievement in the area of mathematics for all students.
<b>Strategy #</b>	<p>Pilot new curriculum resources to implement the new K-12 curriculum.</p> <p>Students who have difficulty meeting the standards are provided with individualized instructional activities in a systematic approach.</p> <p>Student who have difficulty meeting the standards receive effective remediation programming to bring them up to proficiency.</p>
<b>Objectives</b> (to be written as responses to the italicized questions)	<p><i>What changes in the district practices are expected as a result of this strategy?</i></p> <ol style="list-style-type: none"> <li><b>Differentiated instruction will take place in the regular education classroom</b></li> <li><b>Students having difficulty meeting the standards will be provided with intervention services.</b></li> </ol>
	<p><i>What changes in student learning are expected as a result of this strategy? How will it help to improve achievement for students who are not yet proficient?</i></p> <p><b>Student achievement in the area of mathematics will increase.</b></p>

<b>Proposed Activities for 2011-12</b> <i>Describe the activities to be implemented to achieve stated objectives. Provide sufficient detail regarding the purpose of each activity.</i>	<b>Resources</b> <i>What existing and/or new resources will be used to accomplish the activity?</i>	<b>Timeline</b> <i>When will this activity begin and end?</i>	<b>Oversight</b> <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	<b>Monitoring (Implementation)</b> <i>What evidence will be collected to document implementation? How often? By whom?</i>	<b>Monitoring (Effectiveness)</b> <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>
<b>Curriculum Resource Pilot:</b> Grades K-5 will participate in a pilot of two different research-based curriculum resource programs to determine the best resources for the district in the future.	K-12 Curriculum Document  General fund and Title IIA funds for professional development	Starts August 2011	Who's Responsible: Principals of each Building Who's Involved: All teachers of mathematics	Teacher journals, administrator walkthroughs and mid-year surveys	NWEA Aimsweb Common Summative Assessments Surveys: Teachers, students and parents
<b>Interventions:</b> To establish intervention structures/programs at each school to provide necessary supports for students not meeting the standard based on Aimsweb and/or Common Summative Assessments	Aimsweb	Starts September 2011	Who's Responsible: Principals of each Building Who's Involved: All teachers of mathematics	Quarterly reports	Aimsweb NWEA Common Summative Assessments

## Proposed Strategies and Activities for 2011-2012

**Instructions:** Use the format below to describe the action plan for 2011-2012. Provide sufficient detail regarding how the proposed activities are designed to achieve the anticipated changes/outcomes in professional practice and student learning, especially to improve outcomes for students who are working below proficiency in the area(s) for which the district is identified.

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

<b>Goal</b>	To increase student achievement in the area of mathematics for all students.				
<b>Strategy #</b>	Grade-level and teacher meetings include discussions about student achievement data at the individual, classroom and school level.				
<b>Objectives</b> (to be written as responses to the italicized questions)	<i>What changes in the district practices are expected as a result of this strategy?</i> The effective use of data to drive instruction and decision-making at the classroom, school building and district level.				
	<i>What changes in student learning are expected as a result of this strategy? How will it help to improve achievement for students who are not yet proficient?</i> <b>Student achievement in the area of mathematics will increase.</b>				
<b>Proposed Activities for 2011-12</b> <i>Describe the activities to be implemented to achieve stated objectives. Provide sufficient detail regarding the purpose of each activity.</i>	<b>Resources</b> <i>What existing and/or new resources will be used to accomplish the activity?</i>	<b>Timeline</b> <i>When will this activity begin and end?</i>	<b>Oversight</b> <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	<b>Monitoring (Implementation)</b> <i>What evidence will be collected to document implementation? How often? By whom?</i>	<b>Monitoring (Effectiveness)</b> <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>
Implement the district and school data collection and evaluation calendar and format. (What is in it, when and how do we share it, what do we do with it)	District and school data collection and evaluation calendar	Starts August 2011	Who's Responsible: Assistant Superintendents and Building Principals Who's Involved: All teachers	Observations of PLC and data team meetings	Informed decision making at the classroom, building and district level.

Implement a teacher level PLC process for effective use of data to drive instruction.	Title IIA Foundational knowledge as a result of last year's book study.	Starts September 2011	Who's Responsible: Assistant Superintendents and Building Principals Who's Involved: All teachers	Observations of PLC and data team meetings	Informed decision making at the classroom, building and district level.

