

New Hampshire Department of Education



School Improvement Plan Template

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

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 Non-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: Windham School District

School Name: Windham Center School

Address: 2 Lowell Road

City: Windham, NH

Zip:03087

Principal: Andrew Desrosiers

Tel: 603-432-7312

**Fax: 603-432-
1189**

**E-mail:
adesrosiers@windhamsd.org**

Contact person if different from Principal:

Name: Cherrie Fulton

Title: Assistant Principal

Address: 2 Lowell Road

City: Windham, NH

Zip: 03087

Tel: 603-432-7312

Fax: 603-432-1189

**E-mail:
cfulton@windhamsd.org**

2009-2010 School Improvement Plan Memorandum of Understanding

The Superintendent of Schools assures the Commissioner of Education that:

- s/he has provided the identified school with technical assistance during the development of this school improvement plan and has reviewed and approved the document prior to submission to the NH Department of Education;
- s/he or a designee will continue to provide technical assistance to the identified school as it implements the goals and objectives described in the school improvement plan. Technical assistance will at a minimum include assistance and support with:
 - accessing and analyzing data
 - scheduling and planning professional development
 - identifying solutions that are based on data, research and evidence
 - analyzing and revising or increasing the school's budget.
- the identified school will establish annual, measurable objectives for continuous and substantial progress by each group of students enrolled;
- the identified school will provide to its teachers, paraprofessionals, and administrators, high quality professional development that directly addresses the academic achievement issues that caused the school to be identified for school improvement;
- the identified school will adopt policies and practices around the core academic subjects that have the greatest likelihood of ensuring that all groups of students – and each student – will meet the State's proficiency levels of achievement on the State assessment; and
- the identified school will incorporate, if appropriate, activities before school, after school, or during an extension of the school year.

Superintendent of Schools

Date

SCHOOL DEMOGRAPHIC INFORMATION

2009-10 School Enrollment:

Grades levels of the school (i.e. K-8, K-5, etc.):

STUDENTS	SCHOOL YEAR		
	2007-08	2008-09	2009-10
% Caucasian	95.57	94.78	
% African- American	0.33	0	
% Asian/Pacific Islander	2.13	1.95	
% American Indian	0.33	0.33	
% Hispanic	1.15	1.47	
% Other	0.49	1.47	
% Female	50.16	46.9	
% Male	49.84	53.1	
% LEP	2.8	2.1	
% Special Education	12.95	14.5	

SCHOOL STAFF	2009-10
Total Number of Instructional Staff	39
New Instructional Staff	6
Total Number of Paraprofessional Staff Providing Instructional Support	19
New Paraprofessional Staff Providing Instructional Support	6
Total Number of Administrative Staff	2
New Administrative Staff	1

Non-Title I School Improvement Plan Abstract
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;

SAU 28 includes the towns of Windham and Pelham. There are presently three schools in the Windham School District: Golden Brook School is Transition-2 (kindergarten will begin in Fall '09), Windham Center School is 3-5, and Middle School is 6-8. The present enrollment in the three schools is 1266. Our new high school will open in Fall '09 with approximately 380 students for the freshman and sophomore grades. Juniors and seniors will be completing their high school careers at Salem High School. Windham Center School is a large grade three through five school (619 students) with class sizes ranging from 22-26 students. We have a teaching staff with a weighted mix of veteran versus new teachers (21 to 5). This is our second year of utilizing a consistent scientifically-based reading research program for all grades (Harcourt Brace). Golden Brook School will initiate the same program in the fall to promote reading instruction continuity. Although in the past 30 years, the community has been very supportive of the school budgets, this coming school year we will be operating under our first default budget. As a result, staffing levels had to be reconsidered, and class sizes will increase

- State the area(s) in which the school did not make adequate yearly progress for two consecutive years, resulting in the designation as a school in need of improvement;

Students with educational disadvantages at Windham Center School did not make AYP in reading for the 07-08 and 08-09 school years.

- 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).

A school in need of improvement committee was formed to determine the underlying root cause. Data was analyzed for all students who did not make proficient status. Groups were examined by grade including all areas of reading comprehension. The results indicated that the two lowest areas were Analysis Interpretation and Informational Text. The Committee recommends that increased emphasis should be placed on analyzing text to improve comprehension. Although the data shows the area of need is our students with educational disadvantages, the non-special education population showed weaknesses in these areas, as well. The whole student population received 56-60% of the available points in these areas.

- A summary of the strategies and activities planned to improve student achievement in the area(s) described above.
 - Hire additional special education case manager with the use of grant money to reduce caseloads from over 30 per case manager to approximately 20.
 - Continue implementation of strategies outlined in Guiding Readers and Writers by Fountas and Pinnell.
 - Establish a Common Assessment Program in Reading to begin in September '09 as opposed to September '10.
 - Read and discuss I Read It, But I Don't Get It: Comprehension Strategies for Adolescent Readers by Chris Tovani, in Professional Learning Communities.
 - Expand Response to Intervention training with a 3-day Summer Institute.
 - Develop Responsive Classroom techniques to foster a community of learners. Establishing a positive learning environment in our school that allows the children to be ready for reading instruction.
 - Design the majority of reading support to be "push in" which includes special education, Literacy Success (formally Title One) and ESOL. Additional reading support will be given on an as-needed basis in a pull-out situation.

Non-Title I School Improvement Plan Abstract

- Establish “set schedule” for 09-10 which includes a minimum 90-minute uninterrupted block for reading/language arts instruction.
- Emphasize inferential/abstract language during instruction.
- Emphasize active reading strategies through the use of common terminology to improve comprehension (visualize, predict, clarify, connect, question, evaluate, and infer).
- Expand partnership with PTA in order to develop strategies to train parent volunteers as Literacy Coaches.
- Increase use of released items to familiarize students with NECAP test format.
- Increase instruction in test taking strategies.
- Develop school-wide portal (Moodle) where teachers can access test-taking and NECAP resources.
- Construct quizzes and tests in NECAP format.
- *Visit other schools who made AYP: Merrimack (was SINI), Bedford (AYP consistently), Moultonborough (use of in-class support for reading instruction)*

Non-Title I School Improvement Plan Narrative
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 school or district-based members, also provide the person's title or position.

Andrew Desrosiers, Principal
Cherrie Fulton, Assistant Principal
Laura LaRochelle, Reading Specialist
Lisa Strong, Parent
Deb Finch, LA Department Head
Sara Accardo, Special Education Department Head
Susan Lurgio, Grade 4 Special Education Case Manager
Sandra Holmberg, Speech/Language Pathologist

Cynthia Avallone, Grade 3 Teacher
Kathi Carleton, Grade 3 Team Leader
Amy Wagoner, Counselor
Melinda Labo, Grade 4 Team Leader
Sherry Dufour, Grade 5 Team Leader

- Describe how parents and outside experts were consulted in the development of the plan;
 - Guided Reading Consultant, Kerry Crosby, offered suggestions and provided training during a teacher workshop day.
 - Write Source Consultant, Barbara Brennan, provided training in this area.
 - Windham Building Principals: Mrs. Debra Armfield and Mrs. Kori Becht were consulted to develop continuity between all three schools.
 - Amherst Street School Principal, Nashua, NH: Janet Valeri was consulted to determine how she successfully implemented strategies to achieve AYP.
 - PTA Volunteer Coordinator, Lisa Strong, was consulted about their plan to expand the implementation of reading strategies and improve home-school connection.
- 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; and

All SINI committee members agree that the fixed schedule, guided reading training, and the addition of another special education case manager, along with more in-classroom support will have a positive impact upon the reading comprehension abilities of our students. The plan was shared with the Superintendent, Assistant Superintendent, and Director of Special Education. The plan was also reviewed with the building principals of the sending and receiving schools for vertical consistency.

- Describe the process for disseminating the objectives of the completed plan to parents and school personnel.
 - All staff will receive a copy of the SINI plan via e-mail.
 - Staff meeting in August to highlight new schedule and in-classroom support changes and clarify expectations for the SINI Plan.
 - Staff training in their role of improving student achievement.
 - Open House display to inform parents of SINI Plan.
 - Publish SINI Plan on School Website.

Location of Achievement Gap(s)

Based on an 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.

Data was analyzed for all students who did not make proficient status, and congruency was noted when reviewing both the '07 and '08 NECAP reading results. Current Grade 5 students showed improvement in reading comprehension from '07 to '08. Groups were examined by grade including all areas of reading comprehension. The results indicated that the two lowest areas were Analysis Interpretation and Informational Text. The Committee recommends that increased emphasis should be placed on analyzing text to improve comprehension. Although the data shows the area of need is our students with educational disadvantages, the non-special education population showed weaknesses in these areas, as well. The student population received only 56-61% of the available points in these areas. It should be noted that the majority of our students did well in the areas of: Word Identification/Vocabulary, Initial Understanding, and Literary.

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.

After reviewing information about root cause analysis found in the School Leaders Guide...(Paul Preuss), it was determined that reading comprehension was our major weakness on the Reading NECAP test. Our students have consistently scored higher on the math portion over the years. The weaknesses noted on the NECAP results correlated with classroom end-of-unit theme tests (Harcourt Brace). In addition, our fall and spring NorthWest Evaluation Association (NWEA) scores were examined for students with educational disadvantages, and Literary/Informational Texts and Analysis/Interpretation were consistently low. These three data points confirmed the weaknesses previously stated. As a result of this analysis (07-08) professional development was provided in the areas of guided reading and writing using the Fountas and Pinnell book as a guide. Response to Intervention and Responsive Classroom are also being offered this summer to further facilitate positive learning communities within each classroom. Changes to the daily schedule will provide consistent delivery of reading instruction and will have a positive effect on student achievement.