

New Hampshire Department of Education



Instructions and Materials for Completing the 2010-2011 School Improvement Progress Report and 2011-2012 Action Plan

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

For Non-Title I Schools in Need of Improvement

April 2011

Virginia M. Barry, Ph.D., Commissioner
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301
www.education.nh.gov

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

Statutory Requirement

New Hampshire's school performance and accountability law (NH RSA 193-H) requires the development of a two-year improvement plan by any school or district officially designated 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)."

To fulfill this requirement, the progress report is designed to provide the Department and State Board of Education with:

- 1) evidence of satisfactory implementation of the strategies and activities as described and approved in the school's 2010-2011 improvement plan; and
- 2) evidence of progress for students scoring below proficiency.

Report Format and Deadline

This progress report is designed specifically for Non-Title I schools in need of improvement; that is, schools that will not be receiving Title I funds for school year 2011-2012.

Should a school now be identified for a second area (i.e. was previously identified for Math and, based on 2011 AYP results, is now also identified for Reading), please be sure the action plan includes strategies to address both areas.

All necessary instructions and forms are provided. Completed reports must include:

- Cover Page
- 2010-2011 Progress Report: *Evidence of Progress in Plan Implementation AND Evidence of Progress in Improving School Practices and Student Outcomes*
- 2011-2012 Action Plan

Send the completed report by October 1, 2011 via regular or electronic mail to:

**Ellie Riel
Bureau of Accountability
NH Department of Education
101 Pleasant Street
Concord, NH 03301
eriel@ed.state.nh.us**



Cover Page

2010-2011 School Improvement Progress Report and 2011-2012 Action Plan

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

For Non-Title I Schools In Need of Improvement

SAU#: 28

District Name: Windham

School Name: Windham Center School

Address: 2 Lowell Rd.

Town/City: Windham

Zip: 03087

Principal: Kori Alice Becht

Tel: 603-432-7312

**Fax: 603-432-
1189**

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

Contact person if different from Principal:

Name: Kathryn Bates

Title: Assistant Principal

Address: 2 Lowell Rd.

Town/City: Windham

Zip: 03087

Tel: 603-432-7312

**Fax: 603-432-
1189**

2010-2011 Progress Report Evidence of Progress in Plan Implementation

Instructions: *For each goal listed in your approved school improvement plan, use the format below to provide a status report on the strategies and activities implemented during the 2010-2011 school year. Duplicate this page as needed in order to report on the status of each goal in the plan.*

AYP Area(s) of Focus

List the area or areas (Reading, Mathematics, or Attendance/Graduation Rate) for which the school was designated as in need of improvement during School Year 2010-2011.
Reading and Mathematics in the subgroup of “educational disability” per the school 2011 AYP report.



Improvement Goal for 2010-2011

State the improvement goal:
Using the 2010 NECAP reports as a baseline, students in the subgroup of educational disability will demonstrate progress toward proficiency on 2011 NECAP reading and mathematics assessments.



Implementation of Approved Activities

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

Established curriculum teams, including mathematics and language arts.
Devoted one staff meeting every other month to standards based curriculum development.
Created standards based curriculum documents in reading.
Created standards based curriculum documents in oral language and writing.
Created standards based curriculum documents in mathematics.
Established an RTI team.
Implemented the use of AIMSweb in grade 3 and with identified students in grades 4 and 5.
Established a school data team.
Created a school data collection and evaluation calendar.
Conducted a school-wide book study: *Learning by Doing*.
Conducted professional learning opportunities/training in EDM, AIMSweb, Kurzweil, and iSucceed.
Established joint faculty meetings with the K-2 school.
Increased the use of released items to familiarize students with NECAP test format.
Increased the use of instruction in test taking strategies.
Created an agreed upon list of common summative assessments in reading and mathematics.
Inventoried a list of current resources in mathematics.

Select one descriptor that best describes the status of these activities at the end of 2010-2011:

- Completed as planned and as 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

Narrative Response

Instructions: *Describe the progress made in implementing the activities listed above. Include a description of any key factors or circumstances that resulted in a modification or change to the activities as they were originally described in the approved improvement plan.*

The strategies above were completed and/or will continue to be refined during implementation. Other strategies, such as the development and implementation of mathematics common assessments, are inclusive of necessary modifications/changes/refinements with the addition of the area of mathematics to this plan. The addition of the Common Core Standards and developments over the past year led to the need to complete further revision to curriculum documents in both mathematics and reading.

SINI Committee Members:

Kori Alice Becht- Principal
Kathryn Bates-Assistant Principal
Roxanne Wilson-Assistant Superintendent
Michelle Farrell- Parent and School Board Member
Margaret Coish- Parent and Instructional Assistant
Sue Lurgio- Special Education Case Manager
Laura LaRochelle- Reading Specialist
Alison Hartnett- RTI Teacher
Rory O'Connor- Classroom Teacher
Nancy Hale- Classroom Teacher

2010-2011 Progress Report

Evidence of Progress in Improving School Practices and Student Outcomes

Instructions: *Respond to the following reflective questions:*

- In addition to the annual state assessment, what assessments are administered in your school and district to regularly assess student learning in Reading and Mathematics? How are the results used to make instructional choices and decisions? **In addition to the NECAP, NWEA and AIMSweb assessments are administered in the school to regularly assess student learning. As of fall 2010 AIMSweb benchmark assessments and progress monitoring in reading and math are used to make instructional choices and decisions. NECAP assessment results in reading and math are analyzed. Multiple points of data are used to determine tiers of students and to organize and provide support/interventions. This is also used to determine success of programs and interventions.**

- What activities are in place or planned, such as professional development in the use of *Performance Plus* or other data analysis tools, to provide teachers with access to and a better understanding of their students' assessment results and achievement strengths and weaknesses? **Planned activities include further training in AIMSweb, training in the use of Language!, Visualizing and Verbalizing, LIPS, iSucceed Mathematics, InFocus Mathematics, Envision Mathematics, and Guided Reading. In addition we will continue to refine standards-based curriculum documents in language arts, develop and implement math common assessments, and refine data analysis and informed decision making processes through RTI.**

- Describe the progress made in addressing the needs of struggling learners. What accomplishments can be documented during the 2010-2011 school year that resulted in improved outcomes for students scoring below proficient on NECAP? **Individual students in the subgroup showed growth in reading and/or mathematics. The group as a whole surpassed the index score needed to meet Safe Harbor in the area of mathematics. Individual students in the subgroup also showed growth on assessments in mathematics and reading such as NWEA and AIMSweb. The group as a whole met the target benchmark on AIMSweb this spring in the area of mathematics. This reflects success for students due to direct instruction, RTI interventions and specific special education interventions.**

- Overall, where there is greatest evidence of improvement in implementing the plan, what factors were most influential in generating change? **Changes were generated based upon the clear need for improvement in achievement in the area of educational disability. This was a catalyst, however, for a deeper reflection upon how all students needs should be met. Teachers and staff members as a community realized the need for improvement which has led to the development of standards based curriculum documents and the plan for use of programs such as Guided Reading consistently and with greater fidelity.**

- Where improvement is less evident, what factors have impeded the desired change? **Inconsistencies in the implementation of the intended interventions, programs, and plans resulted in a need to focus upon improving in a way that would allow for sustainability. A refined approach has been outlined in terms of planning, scheduling, and implementation which should lead to the desired change.**

- Based on these outcomes, what refinements to the improvement plan are proposed for 2011-2012? *Note: If the school is now identified for an additional area (i.e. was identified for Reading and is now also identified for Math), explain how the plan has been revised to include the new subject area).*

The updated plan includes revisions for the area of mathematics:
<p>Reading:</p> <ul style="list-style-type: none"> A minimum of 90 minutes to as much as 150 minutes has been scheduled for literacy for all three grade levels Further train staff in use of AIMSWeb benchmark and progress monitoring tool Train staff in the implementation of Guided Reading Train staff in the use DRA progress monitoring to support small group guided reading instruction Implement use of released NECAP items in reading: test taking strategies, item analysis, anchor pages, and open response Curriculum teams continue to refine standards-based documents, implement the curriculum, and create common assessments (NECAP format), identify and implement common summative and formative assessments, work as a PLC to analyze results to inform instructional practice (including sharing of “what works” in the classroom) Identify common resources to support student learning In addition, we recognize the need to train special education staff so that instruction is targeted to meet the individual needs of each student. In particular, teachers are training in the use of Orton Gillingham, Visualizing and Verbalizing, LIPs, Language!, Foundations, and Kurzweil among others. New processes and ways of thinking about how student needs should be met have created a paradigm shift for <i>how we do things</i>. Special education faculty and literacy interventionists are coordinating efforts to develop a comprehensive intervention approach that meets the academic needs of all learners. This includes specific lessons that are highly suitable to the unique needs of struggling learners. It is a comprehensive, balanced approach to teaching and learning
<p>Mathematics</p> <ul style="list-style-type: none"> Refine RTI team practices, processes and protocols in order to do so with fidelity A minimum of 60 minutes has been scheduled for mathematics for all three grades. Further train staff in the use of AIMSWeb benchmark and progress monitoring tool Pilot two mathematics programs aligned with the Common Core. This includes training for staff involved in the pilot and information provided to parents to support student learning Implement use of released NECAP items in mathematics: test taking strategies, item analysis, anchor pages, and open response Curriculum teams continue to refine standards-based documents, implement the curriculum, create and implement common assessments in mathematics (NECAP format), identify and implement common summative and formative assessments, work as a PLC to analyze results to inform instructional practice (including sharing of “what works” in the classroom) Identify common resources to support student learning In addition, we recognize the need to train special education staff so that instruction is targeted to meet the individual needs of each student. In particular, teachers are training in the use of iSucceed Mathematics, Envisions, and InFocus, among others. New processes and ways of thinking about how student needs should be met have created a paradigm shift for <i>how we do things</i>. Special education faculty and mathematics interventionists are coordinating efforts to develop a comprehensive intervention approach that meets the academic needs of all learners. This includes specific lessons that are highly suitable to the unique needs of struggling learners. It is a comprehensive, balanced approach to teaching and learning.

2011-2012 School Improvement Action Plan Proposed Strategies and Activities

Instructions: Use the format below to describe the 2011-2012 action plan. Provide sufficient detail to assist the reviewers in understanding how the activities are designed to achieve the anticipated changes/outcomes in professional practice and student learning. Duplicate this page as needed. Complete one form for each goal.

Goal	To improve achievement in the areas of Reading and Mathematics.
Strategy	<ol style="list-style-type: none"> 1. Creation of 90 to 150 minute literacy and 60 minute mathematics blocks of instruction. 2. Use of AIMSweb and implementation of interventions for students will be conducted with fidelity. 3. Curriculum teams will focus on revision of curricula in mathematics and reading at the school level. Documents will be aligned district-wide, K-12. 4. Standards-based common assessments will be developed and implemented. 5. Further development of school-wide Data/Rtl practices and protocols.
Objectives (to be written as responses to the italicized questions)	<p><i>What are the anticipated outcomes? How will <u>professional practice</u> be modified and improved by implementing this strategy?</i></p> <p>OBJECTIVE:</p> <ul style="list-style-type: none"> • School and district-wide aligned curriculum documents in reading and mathematics will exist and teachers will be able to articulate the expectations at each grade level. • Professional practice will include consistent implementation of data-informed decision making and best practices in reading and mathematics instruction. • Student learning needs will be clearly and continually identified and assessed via multiple points of data, and targeted and differentiated instruction will be provided and assessed through the use of ongoing progress monitoring. • The expected outcome is for teaching and learning to improve. This expectation is to be measured through multiple points of data such as NECAP, NWEA, and AIMSweb. <hr/> <p><i>What are the anticipated outcomes? How will <u>student learning</u> be improved by implementing this strategy/activity?</i></p> <p>OBJECTIVE:</p> <ul style="list-style-type: none"> • Student learning needs will be clearly and continually identified and assessed via multiple points of data, and targeted and differentiated instruction will be provided and assessed through the use of ongoing progress monitoring. • Student learning will be closely matched to individual need in both reading and mathematics. • It is anticipated that students will make growth in skill areas for which they are below proficiency in areas of mathematics and reading.

Proposed Activities for 2011-2012 <i>Describe the activities to be implemented to achieve the desired outcomes in school practices and student learning. Provide sufficient detail regarding the purpose of each activity and how it will be implemented.</i>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>Projected timeframe for this activity</i>	Oversight <i>Who is primarily responsible for this activity?</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>
90 to 150 minute Literacy Block and 60 minute Mathematics block	Schedule	Starts August 2011	Administration	Creation of school-wide schedule- Actual schedule	Classroom Walkthroughs Team Leader Meetings Tracking of barriers, interruptions to the schedule along with helpful strategies
Use of AIMSweb RCBM, MAZE, MCOMP and MCAP and Interventions for students	Funding for AIMSweb and professional training	Starts Sept. 2010	Administration Rtl Team Classroom Teachers Case Managers Specialists	AIMSweb Assessment and Intervention Data- Benchmark data x3 and Progress monitoring monthly and weekly	Review and response to data-informed decision making at the classroom level Data meetings Data Days
Implementation of Guided Reading practices and DRA progress monitoring	Funding for Guided Reading and DRA and professional training	Starts August 2011	Administration Rtl Team Classroom Teachers Case Managers Specialists	DRA Assessments x3 and DRA progress monitoring Teacher data/intervention sheets quarterly Progress monitoring monthly and weekly	Creation of data-informed flexible groups Data Days Data informed decision making at the classroom level Changes in instruction to inform learning
Curriculum teams (PLCs) focus on development, refinement, and implementation of standards-based curriculum and common assessments using NECAP format	Schedule Dept. Heads	Starts Sept. 2010	Administration Dept. Heads Classroom Teachers Case Managers Specialists	Participation in monthly grade level team meetings as well as 5 + curricular meetings Curriculum documents- actual documents Common assessments- actual assessments	Lessons that reflect implementation of standards-based curricula in reading and mathematics Common assessment data and analysis End of quarter and end of year triangulation of data to determine effective use

<p>Implementation and assessment of two pilot mathematics programs: InFocus and Envisions</p>	<p>Pilot materials and professional training</p>	<p>Starts August 2011</p>	<p>Administration Dept. Heads Classroom Teachers Case Managers</p>	<p>Teacher surveys Pilot program meetings - monthly Student achievement data: common assessments x4</p>	<p>Teacher surveys to determine effective use Pilot program meetings – monthly to progress monitor successful implementation Student achievement data: common assessments x4 to determine student learning</p>
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