

# **New Hampshire Department of Education**

## **School Improvement Plan Template**

***For Non-Title I Schools Entering In Need of Improvement Status  
for School Years 2011-2012 and 2012-2013***

**April 2011**

**Virginia M. Barry, Ph.D., Commissioner  
New Hampshire Department of Education  
101 Pleasant Street  
Concord, NH 03301  
[www.ed.state.nh.us](http://www.ed.state.nh.us)**

## School Improvement Plan Cover Page

### ***For Non-Title I Schools Entering In Need of Improvement Status for School Years 2011-2012 and 2012-2013***

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

**SAU#: 28**

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**District Name: Windham**

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**School Name: Windham Middle School**

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**Address: 112A Lowell Rd.**

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**City: Windham**

**Zip :03087**

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**Principal: Daniel Moulis**

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**Tel: 893-2636**

**Fax: 870-9007**

**E-mail:**

**dmoulis@windhamsd.org**

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**Contact person if different from Principal:**

**Name:**

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**Title:**

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**Address:**

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**City:**

**Zip:**

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**Tel:**

**Fax:**

**E-mail:**

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## 2011-2012 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.

  
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Superintendent of Schools

17-15-11  
\_\_\_\_\_  
Date

**SCHOOL DEMOGRAPHIC INFORMATION**

2011-12 School Enrollment: **621** Grades levels of the school (i.e. K-8, K-5, etc.): **6-8**

STUDENTS	SCHOOL YEAR		
	2009-10	2010-11	2011-12
% Caucasian	94%	92.6%	92.9%
% African- American	.65%	.16%	0%
% Asian/Pacific Islander	3.3%	3.9%	4.2%
% American Indian	.16%	.48%	.48%
% Hispanic	1.8%	2.89%	2.4%
% Other	0%	0%	0%
% Female	50.5%	52.01%	47.9%
% Male	49.5%	47.98%	52%
% LEP	2%	2.41%	2.26%
% Special Education	16%	14.8%	16%

SCHOOL STAFF	2011-12
Total Number of Instructional Staff	46
New Instructional Staff	3
Total Number of Paraprofessional Staff Providing Instructional Support	21
New Paraprofessional Staff Providing Instructional Support	1
Total Number of Administrative Staff	2
New Administrative Staff	0

## SCHOOL IMPROVEMENT PLAN ABSTRACT

**Instructions:** In two pages or less, provide an abstract containing the following information:

- Describe 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.

The Windham School District serves over 2,400 students grades K-3 at Golden Brook Elementary, grades 3-5 at Windham Center School, grades 6-8 at Windham Middle School and grades 9-12 at Windham High School. The total anticipated enrollment at Windham Middle School for the 2011-2012 school year is 621 students for the Windham community.

- 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.

As a middle school, we did not make adequate yearly progress in the area of Reading.

- Based on a review of the school's AYP report, identify the student groups not making adequate progress towards the state's AYP targets.

The group of students not meeting the AYP target are the students identified in the educational disability group.

- Provide an overview of the underlying or "root cause" issues identified as most likely affecting student achievement, especially the achievement of students not proficient in the area(s) for which the school has been identified. Identify which of these issues are priorities to be addressed in the 2011-2012 action plan (This information helps reviewers understand the rationale behind the goals and activities selected for implementation).

The underlying issues for the Windham Middle School include the need for more curriculum articulation between grade levels, the needed support for the academic improvement of our special education students, and challenging all of our students. Priorities that need to be addressed in the 2011-2012 school year include differentiation, improving school climate and culture, and increasing pride and ownership in achieving academic goals.

- Summarize the activities planned for the 2011-2012 school year to address the priority issues, especially improving the achievement of students not proficient in the identified area(s).

Activities planned for the 2011-2012 school year include creating RTI supports and strategies, as well as using differentiated instruction for all students. In order to promote reading in a variety of activities, Windham Middle School will include various community activities such as monthly book clubs and a Family Reading Night per quarter. Additionally, students will create personal goals and engage in self reflection on a quarterly basis.

## SCHOOL IMPROVEMENT PLAN NARRATIVE

Provide the following information in narrative form.

### Plan Development Process

- Name the planning team members and the constituency each member represents. For school or district-based members, also provide the person's title or position.

Mrs. Karin Rogers (Grade 6 Reading/Language Arts teacher, and Language Arts Dept. Chair), Mrs. Deborah Hope (Reading Specialist Reading Dept. Chair), Mrs. Candace St. Onge (Grade 7 Reading/Language Arts teacher), Mr. Daniel Moulis (Principal), Mrs. Brenda Morrow (Assistant Principal), Mrs. Amanda Lecaroz (Assistant Superintendent), Mrs. Kristine O'Neil (Grade 8 Reading/Language Arts teacher), Jill Hanlon (Special Education teacher) and Mrs. Dawna Parent (Parent).

- Describe how parents and other external stakeholders were consulted in the development of the plan;

There is a parent representative involved in the creation of the School Improvement Plan. The School Improvement Plan Committee used information and feedback from the School Council which is comprised of parents and teachers for additional input for development.

- 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

The SINI Committee was created by the administration to develop an appropriate plan. The plan was reviewed and discussed through staff meetings, department head meetings, team leader meetings and committee work in order to have peers assess the plan.

- Describe the process for disseminating the objectives of the completed plan to parents and school personnel.

Parents, community members, and school personnel were informed of the SINI status for the Windham Middle School through a formal letter. The completed plan will be posted on the school website and discussed with parents during the 2011-2012 school Open House scheduled for Sept. 2011.

### Location of Achievement Gap(s)

Based on an analysis of NECAP and AYP results for the area(s) in which the school is identified for improvement, describe the location of student achievement gaps, especially for students below proficient.

The Windham Middle School Special Education cohort did not demonstrate proficiency in the areas of interpretation and analysis, informational text, and constructed response in the NECAP assessment. This resulted in the school not meeting Annual Yearly Progress.

**Identifying the “Root Cause” Issues**

Summarize the “root cause” issues identified as factors to be addressed, and the processes used by the planning team to identify them (i.e. the data analysis and needs assessment activities conducted). Indicate which issues are priorities for the 2011-2012 action plan.

Issues that are priorities for the Windham Middle School 2011-2012 action plan include direct and explicit reading strategies within the content area (ie; before, during, and after reading strategies, guided reading strategies, vocabulary), to have students reading frequently and broadly across the curriculum through Readers Workshop and content area focused reading. The process in which the planning team will identify these factors is through data analysis and the needs assessment plan.

## 2011-2012 SCHOOL IMPROVEMENT ACTION PLAN

**Instructions:** Use the format below to describe the action plan for 2011-2012. Duplicate this form as needed. Complete one form for each strategy. Provide sufficient detail regarding how the proposed activities are designed to achieve the anticipated changes/outcomes in professional practice and student learning, especially improving the achievement of students below proficient in the area(s) for which the school is identified.

<p><b>Goal</b> (to reduce identified achievement gaps)</p>	<p>To improve reading proficiency for all students. To increase reading proficiency to 91% for all students measured by local, district, state and national indicators. Additionally, to increase reading proficiency by 10% resulting in 60% proficiency of students with disabilities.</p>				
<p><b>Strategy</b></p>	<ol style="list-style-type: none"> <li>1. Professional Read focused on best reading practices</li> <li>2. Professional Development workshops/conferences enhancing reading comprehension and instructional strategies.</li> <li>3. Implementation of Readers' Workshop and Writers' Workshop guided by Nancie Atwell's work</li> </ol>				
<p><b>Objectives</b> (to be written as responses to the italicized questions)</p>	<p><i>What changes in professional practice are expected as a result of this strategy?</i></p> <p><b>OBJECTIVE:</b> Each Professional Learning Community will design a lesson incorporating literacy strategies within their content area monthly.</p>				
	<p><i>What changes in student learning are expected as a result of this strategy? How will it help improve student achievement for students who are not yet proficient?</i></p> <p><b>OBJECTIVE:</b> Students will read broadly and frequently across all content areas. The students will be provided multiple opportunities in all subject areas to apply reading strategies to a variety of texts for improved achievement.</p>				
<p><b>Proposed Activities for 2011-2012</b> Describe the activities to be implemented to achieve the desired outcomes in school practices and student learning. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</p>	<p><b>Resources</b> What existing and/or new resources will be used to accomplish the activity?</p>	<p><b>Timeline</b> Projected timeframe for this activity</p>	<p><b>Oversight</b> Who is primarily responsible for this activity?</p>	<p><b>Monitoring of Activities (Implementation)</b> What evidence will be collected to document that the activity is being implemented as intended? How often and by whom?</p>	<p><b>Monitoring of Effectiveness</b> What evidence will be collected to demonstrate effectiveness of this activity?</p>
<p>Embed reading comprehension lessons and activities across the curriculum, one lesson per month in each content area focused on literacy.</p>	<p>-Staff meeting focused on answering the open response question -literacy training for all</p>	<p>2011-2012 School Year</p>	<p>Administration and teaching staff</p>	<p>Administration, Dept. Heads will monitor. PLC data and information will be collected. Teacher Observations</p>	<p>NECAP, NWEA, AIMS results Common summative assessment data</p>

	staff members -Reading Specialist workshop addressing literacy strategies	2011-2012 School Year	Reading Teachers	Administration, Dept. Heads will monitor. PLC data and information will be collected. Teacher Observations Teachers will use reading journals, reflections, and other applicable work samples	NECAP, NWEA, AIMS results Common summative assessment data
Implement Readers' Workshop by Nancie Atwell, including a Gradual Release model of instruction	Staff Development in the Reading Zone Professional Read	2011-2012 School Year	Reading teachers, Reading and Media Specialists, Students	Administration, Dept. Heads will monitor. PLC data and information will be collected. Teacher Observations Teachers will use reading journals, reflections, and other applicable work samples	NECAP, NWEA, AIMS results Common summative assessment data
30 minutes of uninterrupted independent reading time in classes 2x per week and one 20 min. period during Advisory. Also, students will be assigned an average of 30-60 minutes at home per week (Mon. –Thurs.)	Teacher Libraries Media Specialist book talks Student book talks Utilization of the Media Center	2011-2012 School Year	Classroom teachers, Special Educators, Instructional Assistants	Special Services staff members	NECAP, NWEA, AIMS results Common summative assessment data All testing materials
Professional training on Specialized Reading Programs	Book Share Kurzweil Other digitized technology programs AMP Reading Support program	2011-2012 School Year			

Literacy Across the curriculum	Initial training done in June for all teachers	November 8 <sup>th</sup>	Administration	Attendance roster and participation in activity	NECAP, NWEA, AIMS results Common summative assessment data All testing materials
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