

Cover Page

2011-2012 Title I School Improvement Plan And School Improvement Progress Report for 2010-2011

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

SAU: 24

District Name: Weare School District

School Name: Center Woods Elementary School

Year 1 (1,2,3...) of Improvement for Mathematics

Year 3 (1,2,3...) of Improvement for Reading

Address: 14 Center Road

City: Weare

Zip: 03281

Principal: Jessica Potter

Tel: 529-4500

Fax: 529-0446

E-mail: jess.potter@sau24.org

Contact person if different from Principal:

Name: Pam Shepard

Title: Assistant Superintendent

Address: 258 Western Avenue

City: Henniker

Zip: 03242

Tel: 428-3269

Fax: 428-6545

E-mail: pam.shepard@sau24.org

**2011-2012 School Improvement Plan
Title I Memorandum of Understanding**

The Superintendent of Center Woods Elementary School assures the Commissioner of Education that:

- the identified school or identified district will spend not less than 10 percent of their Title I allocation for each year they are in school improvement status for the purpose of providing to the identified school's or identified district's teachers and principal(s) high-quality professional development that
 - directly addresses the academic achievement problem that caused the school or district to be identified for school improvement;
 - helps teachers and paraprofessionals meet the high-quality standards defined in section 1119 of Title I; and
 - is provided in a manner that affords staff with an increased opportunity for participating in that professional development;
- the identified school or identified district will establish annual, measurable objectives for continuous and substantial progress by each group of students enrolled;
- the identified school or identified district will incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year;
- the identified school or 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;
- all parents receive a notification letter explaining the school's AYP status for the 2011-2012 school year; (Provide copy with this document.)
- all parents, (if applicable) receive early notification of public school choice options to transfer their child to another school as far in advance as possible but no later than 14 days before the start of the school year; (Provide copy with this document.)
- the district will post, in a timely manner, on their website the following current information:
 - A list of available schools to which students eligible for public school choice may transfer for the current school year; and
 - The number of students who participated in school choice beginning with data from 2007-2008 school year and for each subsequent year.
- the LEA will provide technical assistance to the identified school in meeting the goals and objectives described in the school improvement plan.

SINI Year 2 or more

Yes No

Supplemental Education Services (SES) will be provided for 2011-2012 school year

- the district will notify parents of eligible children that Supplemental Educational Services (SES) will be provided for 2011-2012 school year. (Provide copy with this document.)

- the district will post in a timely manner on their website current information regarding SES:
 - The number of students who were eligible for and who participated in SES beginning with data from the 2007-2008 school year and for each subsequent school year; and
 - A list of SES providers approved to serve the district, as well as the locations where services are provided for the current school year.

SINI Yr 3 Corrective Action or Yr 4 Restructuring Planning Yes No

Center Woods Elementary School 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)*

- replaced the school staff who are relevant to the failure to make AYP;
- instituted and fully implemented a new curriculum, including providing appropriated professional development for all relevant staff, that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make AYP;
- significantly decreased management authority at the school level;
- appointed an outside expert to advise the school on its progress toward making AYP;
- extended the school year or school day for the school;
- restructured the internal organizational structure of the school.

In addition, the Superintendent assures that the LEA will:

- publish and disseminate information regarding the corrective action the LEA takes at a school –
 - to the public and to the parents of each student enrolled in the school;
 - in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and
 - through such means as the Internet, the media, and public agencies.

SINI Year 4 or more Restructuring Implementation

Yes No

_____ school will implement the **restructuring** plan which includes **at least one of the following** options for the school during the 2011-2012 school year: *(check all that apply)*

- reopen the school as a public charter school;
- replace all or most of school staff, which may include the principal, who are relevant to the school's inability to make AYP;
- enter into a contract with outside entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school;
- turn the operation over to the state, if permitted by state law and agreed to by the state;
- implement any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress as defined in the state plan and is consistent with the NCLB guidance for restructuring.

In addition, the Superintendent assures that the LEA will:

- assume responsibility for the preparation of a plan for restructuring the school;
- notify both parents/guardians and teachers that the school has been identified as a school in restructuring;
- continue to provide parents/guardians and teachers with the opportunity to comment on the school's status before taking any restructuring action;
- continue to invite parents/guardians and teachers to participate in the development of the school's alternative governance plan;
- publish and disseminate information regarding the restructuring actions the LEA takes at a school –
 - to the public, teachers and to the parents of each student enrolled in the school;
 - in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and
 - through such means as the Internet, the media, and public agencies.
- submit the School Improvement /Corrective Action/Restructuring Plan to the NHDOE prior to the start of the next school year.

Superintendent of Schools

Date

**2011-2012 School Improvement Plan
Title I Corrective Action Implementation Narrative**

Instructions: Provide a narrative which addresses how the school will implement the newly identified corrective action during the 2011-2012 school year.

Include in the description –

- how the LEA (district) is supporting the school to implement the corrective action;
- who will be involved;
- at what capacity; and
- a timeline of events.

Weare School District supports Center Woods Elementary School by providing guidance and support from the SAU to align curriculum with the newly adopted Common Core State Standards. Meetings began last year and will continue throughout the 2011-2012 school year on a monthly basis to ensure that all of our schools are aligned and offer a rigorous curriculum. Participants include teacher representatives of each grade level K-8 across the district and the Assistant Superintendent. The completed document will include a crosswalk between GLS, CCSS, and adopted program lessons. Also included in the document will be the alternate and additional resources available at the school to support instruction in the standard and a sample of an assessment for each standard.

In addition, the strategic plan for the district will include reorganization of administrative responsibilities and related services to better serve students. The goals are to give building administrators shared responsibility for instructional improvement and reorganize management priorities to free administrators to be educational leaders. The specifics of the strategic plan will be completed by December giving time for input from School Board members, teaching staff, and community members.

The new principal at Center Woods Elementary School is eager to be a leader in this initiative and will be supported by a mentor to help her transition into her new role.

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

Instructions: *Provide a status report on the strategies and activities implemented during 2010-2011 to help meet the school's improvement goals. Complete one form for each school improvement goal. Duplicate this page as needed.*

AYP Area(s) of Focus – 2010-2011 School Year

List the school's AYP status during the 2010-2011 school year (i.e. Year 2 Reading, Year 3 Mathematics):

Year 3 Reading
Year 1 Mathematics

List any subgroup(s), if applicable, for which the school did not make AYP:

The Educationally Disabled subgroup did not make AYP.



Improvement Goal for 2010-2011

State the improvement goal:

The number of students with disabilities scoring in levels 1 and 2 on the NECAP will decrease by 10% for each year of the plan.

The number of students without disabilities scoring in levels 1 and 2 on the NECAP will decrease by 10% for each year of the plan.



Implementation of Approved Strategies/Activities

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

- * Creation of Reading and behavior Rtl teams
- * Consistent use of Wilson Reading and Foundations across grades
- * PLC tracking and analysis of formative test data

Select one descriptor that best describes the status of the strategies 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*
- No strategies or activities implemented*

2010-2011 Progress Report
Evidence of Progress: Improved Student Achievement

Instructions: *Respond to the following reflective questions:*

- What accomplishments can be documented during the 2010-2011 school year that resulted in improved outcomes for students scoring below proficient in the areas for which the school is identified for improvement?

Two new special education teachers, both of whom were trained in Wilson Reading, were hired to serve 3rd and 4th grade students. Title I support in math is provided to Title I students by a certified and highly qualified teacher.
- Overall, where there is greatest evidence of improvement, what factors were most influential in generating change?

Title I support and use of a systematic RtI process to provide targeted instruction to struggling students in math resulted in a 5.2 point gain in the index score of educationally disabled students, and a 5.9 point gain in the index score of economically disadvantaged students.

Using scientifically based interventions such as Wilson Reading and Soar to Success resulted in a 5.7 point gain for educationally disabled students.
- Where improvement is less evident, what factors have impeded the desired change?

Center Woods Elementary School has a consistent and significant turnover in teaching staff due to failed collective bargaining agreements for the past three consecutive years. Funding spent on training teachers does not have the desired impact as teachers move on to other schools. The remaining climate is resistant to change and negative.
- What is the school's AYP status for 2011-2012 (i.e Year 3 Reading, Year 3 Mathematics). Based on the outcomes described above, and the school's new AYP status, what refinements* to the SINI plan are proposed?

Center Woods Elementary School is a Year 3 in Reading and a Year 1 in Math. Center Woods Elementary School has been identified as a school in need of improvement for math for the first year. All strategies and activities in the plan are focused on systematic change in communication, core programming, RtI process, and professional development which will address both reading and math.

Note: If the school is identified for a new subject area for 2011-12, list the area(s) and proposed revisions to the plan as a result of the new designation.

Note: If the school's AYP status for 2011-12 now includes selecting a corrective action, respond to this question by completing the *Memorandum of Understanding for Schools in Corrective Action*, as well as the *Implementation Narrative*.

2011-2012 School Year Strategies and Implementation Plan

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 per strategy.

Priority Area: (to reduce identified achievement gaps)	Increase the number of students scoring proficient on the NECAP assessment in both reading and math.				
Strategy #: 1	Implement a systematic response to intervention for reading and math.				
Objectives:	<i>What changes in the district practices are expected as a result of this strategy?</i> Objective: Teachers will improve their use of student performance data to inform daily instruction and develop targeted instruction for individual students.				
	<i>What changes in student learning are expected as a result of this strategy? How will it help improve achievement for students who are not yet proficient?</i> Objective: Student learning will improve as measured by NECAP and NWEA assessments.				
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 so that reviewers will understand the purpose and proposed implementation of each activity.</i>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will the activity begin/end?</i>	Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	Monitoring (Implementation) <i>What evidence will be collected to document implementation? How often? By whom?</i>	Monitoring (Effectiveness) <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>
Refine and implement the RTI handbook to guide educators in selecting levels of intervention for students.	District budget, Title II-A, Title I-A, current staff	September 2011 - June 2012	Principal, Special Education Coordinator	Meeting notes demonstrating monthly progress toward goal of full implementation.	Intervention teams will track effectiveness of strategies used to support struggling students as demonstrated on NWEA, AIMSWeb and teacher made common assessments
Communicate regularly and consistently with all staff about the progress of the implementation of the RTI process.	Current staff	September 2011 - June 2012	Principal, Special Education Coordinator	Copies of agendas and notes of all grade level, curriculum, and staff meetings	Feedback from teachers about the Rtl process

2011-2012 School Year Strategies and Implementation Plan

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 per strategy.

Priority Area: (to reduce identified achievement gaps)	Increase the number of students scoring proficient on the NECAP assessment in both reading and math.				
Strategy #: 2	Continued professional development for administrators, teachers and paraprofessionals in core and intervention programs, RtI process and building professional learning communities.				
Objectives:	<i>What changes in the district practices are expected as a result of this strategy?</i> Objective: Increased time spent on collaborative work using data to inform and improve instruction.				
	<i>What changes in student learning are expected as a result of this strategy? How will it help improve achievement for students who are not yet proficient?</i> Objective: Student learning will improve as measured by NECAP and NWEA assessments.				
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 so that reviewers will understand the purpose and proposed implementation of each activity.</i>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will the activity begin/end?</i>	Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	Monitoring (Implementation) <i>What evidence will be collected to document implementation? How often? By whom?</i>	Monitoring (Effectiveness) <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>
Survey all staff for their perceived needs in key areas.	Current district procedures	August 2011 - September 2011	Assistant Superintendent, Principal	Review of survey results by Professional Development Committee	Demonstration on professional development offered that aligns with needs of staff
Provide professional development in best practices in RtI and intervention strategies.	District budget, Title II-A, Title I-A, current staff	September 2011 - June 2012	Assistant Superintendent, Principal	Schedule of professional development provided by the month	Improved student performance as a result of improved instruction
Provide professional development to facilitate the transition to Common Core State Standards.	District budget, Title II-A, Title I-A, current staff	September 2011 - June 2012	Assistant Superintendent	SAU 24 monthly curriculum meeting notes	Feedback from teachers about their understanding of the Common Core State Standards

<p>Provide professional development in using the core literacy numeracy programs with fidelity while addressing all curriculum standards.</p>	<p>District budget, Title II-A, Title I-A, current staff</p>	<p>September 2011 - June 2012</p>	<p>Principal, Building level curriculum coordinators</p>	<p>Meeting notes, attendance at trainings. Teacher reflections on effectiveness and evaluations as described in the PDMC.</p>	<p>Observation of improved instruction and fidelity to programming by building administrators and special education coordinators at regularly scheduled teacher observations and walk-throughs.</p>
<p>Provide professional development in best practices of professional learning communities to support teachers in the RtI process, build a culture of collaboration and focus on results.</p>	<p>District budget, Title II-A, Title I-A, current staff</p>	<p>September 2011 - June 2012</p>	<p>Assistant Superintendent, Principal, Building level curriculum coordinators</p>	<p>Meeting notes, attendance at trainings. Teacher reflections on effectiveness and evaluations as described in the PDMC.</p>	<p>Observation of improved instruction and fidelity to programming by building administrators and special education coordinators at regularly scheduled teacher observations and walk-throughs.</p>

2011-2012 School Year Strategies and Implementation Plan

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 per strategy.

Priority Area: (to reduce identified achievement gaps)	Increase the number of students scoring proficient on the NECAP assessment in both reading and math.				
Strategy #: 3	Mentoring new teachers to increase effectiveness of instruction.				
Objectives:	<i>What changes in the district practices are expected as a result of this strategy?</i> Objective: Experienced teachers will partner with new teachers to ensure professional growth for both partners in effective teaching strategies.				
	<i>What changes in student learning are expected as a result of this strategy? How will it help improve achievement for students who are not yet proficient?</i> Objective: Students will receive instruction from teachers trained in effective strategies.				
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 so that reviewers will understand the purpose and proposed implementation of each activity.</i>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will the activity begin/end?</i>	Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	Monitoring (Implementation) <i>What evidence will be collected to document implementation? How often? By whom?</i>	Monitoring (Effectiveness) <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>
Three day New Teacher Orientation during the summer to familiarize all new hires with the SAU 24 professional learning community practices and the Rtl process.	District budget, Title II-A, current staff	August 23, 24, 25, 2011	Assistant Superintendent	Review of teaching modules and handouts included in the orientation	Feedback from new teachers using the PDMP process
See description attached for new teacher mentoring program.	District budget, Title II-A, current staff	August 2011 - June 2012	SAU Mentor Facilitator, School Principal	Minutes from monthly mentor meetings	Effectiveness of classroom instruction as measured by student performance results and reflected in observations of teaching

DISTRICT TEACHER MENTORING PROGRAM

An SAU 24 Mentor Committee comprised of Mentor Leaders from each school designed a New Teacher Mentor Program: Building Educational Support Itogether (BEST).

The mission is “to provide high quality instruction for students by ensuring the success and ongoing growth of new teachers”. A mentoring guide provides mentors with an induction schedule, roles and responsibilities, qualities of effective mentors, checklists for getting started, a full year schedule of discussion topics, a process for mentor observations, research about adult learners, a needs assessment, new teacher evaluation of the mentoring program, various surveys and a bibliography of resources for new teachers.

The annual supports include an initial orientation, monthly “round table discussions” with all new teachers, 1:1 support from mentors, critical friend observations and feedback. All mentor/mentee discussions remain confidential and are not part of the formal evaluation process.

2011-2012 School Year Strategies and Implementation Plan

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 per strategy.

Priority Area: (to reduce identified achievement gaps)	Increase the number of students scoring proficient on the NECAP assessment in both reading and math.				
Strategy #: 4	Monitoring and ensuring implementation of the 2011-2012 SINI Plan.				
Objectives:	<i>What changes in the district practices are expected as a result of this strategy?</i> Objective: SINI Team will monitor progress and effectiveness of strategies included in the SINI Plan.				
	<i>What changes in student learning are expected as a result of this strategy? How will it help improve achievement for students who are not yet proficient?</i> Objective: Student literacy and numeracy skills will improve as measured by NECAP and NWEA.				
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 so that reviewers will understand the purpose and proposed implementation of each activity.</i>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will the activity begin/end?</i>	Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	Monitoring (Implementation) <i>What evidence will be collected to document implementation? How often? By whom?</i>	Monitoring (Effectiveness) <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>
SINI Monitoring Team will meet quarterly in November, January, March and May to monitor implementation and progress of the plan.	District budget, Title II-A, Title I-A, current staff	November 2011 - May 2012	Assistant Superintendent, Principal, Special Education Coordinator	Quarterly meeting notes	Review of progress on plan as documented at meetings

2011-2012 School Improvement Plan Title I Parent Notification Requirements

Instructions:

Before completing this section, refer to Appendix B in instructions for detailed guidance for fulfilling public school choice requirements.

- (a) Describe the process the school will use to provide parents of each student enrolled in the school with timely written notice regarding the school's identification as a school in need of improvement. The description must demonstrate the use of dissemination strategies that make such information accessible to all parents, and to the extent practicable, is provided in a language that parents can understand.**

All parents received a letter notifying them that Center Woods Elementary School has been identified as a school in need of improvement for reading and mathematics. Since Center Woods Elementary School is the only primary school in the Weare School District, there is no need to explain school choice to parents.

- (b) If applicable, describe the process the school has developed for parents in the event they wish to request a transfer of their child to another school within the district that is not identified for improvement. If public school choice is not applicable to your school, state "not applicable".**

Not applicable

- (c) Attach a copy of the parent/teacher notification letter to this application. Note: Parent Notification letters must have been submitted for approval to the NHDOE prior to June 15, 2011.**

The parent notification letter is attached.



Center Woods Elementary School

14 Center Road Weare, NH 03281

Jude Chauvette, Principal
Laura Stoneking, Assistant Principal

Melissa Caswell, Special Education
Virginia Hill, Guidance

May, 2011

Dear Parents/Guardians of Center Woods School:

This letter is to inform you that Center Woods Elementary School has been identified by the New Hampshire Department of Education as a School in Need of Improvement in the area of Reading—year 3 and Mathematics—year 1.

State and federal school and district accountability laws require the New Hampshire Department of Education to identify for improvement districts not making Adequate Yearly Progress (AYP) for two consecutive years in the same content area in each level existing within the district (elementary/middle and/or high school). AYP is a measure that all states use to determine if schools and districts are meeting the high expectations for student performance set forth in state and federal accountability law. Areas in which AYP are calculated include the rate of student participation in the annual state assessment, the extent to which students in general and students in specific groups are meeting the state performance targets for reading and mathematics, and the district’s attendance and graduation rates.

Our total school population did achieve the set proficiency goals in reading and math, but the law requires that every subgroup also make their targets. We retain our status as a School in Need of Improvement until we achieve Adequate Yearly Progress in all areas for two consecutive years for all sub groups.

Students attending a School in Need of Improvement for the second year are entitled to Supplemental Education Services and School Choice. All parents will receive information about these supplemental services during the first week of school. School Choice is not an option in Weare since the district has only one school option at each of the grade levels.

Here is how the Center Woods School scored for AYP compared with some surrounding schools:

School AYP Determination	State Target	Weare (Center Woods)	Goffstown (Maple Ave)	Henniker Community School
Participation Rate	95	100	100	100
Mathematics Index Score	88	88.8	91.9	92.7
Reading Index Score	91	89.5	94.3	93.1
Attendance Rate	90	95.6	95.9	94.3
Made AYP		No	No	No

Currently the school is involved in several initiatives to improve instruction. We are working through our intervention plan to identify key areas for improvement, especially for our special education population. We practice Response to Intervention (RtI) which means we monitor students who are not achieving proficiency at frequent intervals and change instruction according to the data. We have Reading teachers, Special Education teachers and paraprofessionals all trained and working on the goals for any students who need the help.

The State Department of Education has made consultants available to help districts devise or modify their school improvement plans. As a parent you are also a critical partner in school improvement. All of us working together will ensure the development of a successful improvement plan and improve the quality of the education we provide for all of our students. If you are interested in helping in the improvement

process, please let me know by calling the school (529-4500), sending an e-mail (sharon.fudala@sau24.org), or dropping by the school office. We are always looking for parents to participate on our planning committees.

I look forward to working with you to provide opportunities for success for each of our students. The district's AYP reports are available on the New Hampshire Department of Education website at www.ed.state.nh.us. Please check our website online at <http://wsd.sau24.org/> or contact the school if you would like us to mail you a copy of the current improvement plans. Modifications to our plans based on this year's scores will be available at the start of the school year in September.

Sincerely,

Jude Chauvette, Principal