

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

SAU#: 24		
District Name: Weare School District		
Year <u>4</u> (1,2,3...) of Improvement for Mathematics		
Year <u>2</u> (1,2,3...) of Improvement for Reading		
Superintendent of Schools: Dr. Lorraine Tacconi-Moore		
Address: 258 Western Avenue		
City: Henniker	Zip: 03242	
Tel: 428-3269	Fax: 428-6545	E-mail: lorraine.tacconimoore@sau24.org

District Improvement Coordinator:

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

District Improvement Monitoring Team

Team Members	Title and Stakeholder(s) Team Member Represents
Pam Shepard Diane Lurvey Jess Potter Mark Willis Helen Dutton Inclusion Facilitators (4) Math Teachers	Assistant Superintendent Director of Student Services Principal of Center Woods Elementary School Principal of Weare Middle School Parent 2 from each school Representation from each grade level

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 Weare 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 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.

Weare 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.

- 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.

Signature of Superintendent	Date	Signature of Commissioner of Education	Date

**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.

Year 2 DINI in Reading
Year 4 DINI in Mathematics



Improvement Goal

State the improvement goal:

To increase the number of students making their target growth in reading and math and to decrease the percentage of students scoring Level 1 and 2 on the NECAP by 10% as a whole school and in all subgroups.



Implementation of Approved Strategies

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

Strategy 1: Providing all struggling students with research-based interventions

Strategy 2: Continue professional development

Strategy 3: Total alignment of curriculum and special education programming

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

**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.

Strategy 1: Providing all struggling students with research-based interventions: Weare School District continued to refine the Rtl process, developed a handbook for teachers, and a brochure to inform parents of the intervention process to support their students. The pyramid of interventions is fully implemented at Center Woods Elementary School and work continues at Weare Middle School to ensure full implementation.

Strategy 2: Continue professional development: Professional development was focused on improving instruction at the core level and providing training in the Rtl model, professional learning communities, and intervention strategies in both math and reading. Training was provided in Wilson Reading, Just Words, LETRS, Language!, Everyday Mathematics, 6-Traits+1 Writing, designing common assessments, and using data to inform instruction (NWEA).

Strategy 3: Total alignment of curriculum and special education programming: Teachers in grades 7-10 met on a regular basis to develop common assessments and align curriculum to ensure that all students were ready for Algebra I no later than 9th grade.

**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?**

All grade level teams function as data teams. They review student performance data from NWEA and common grade level assessments at weekly team meetings, assign students to flexible groups and schedule interventions for struggling and gifted students on a flexible basis throughout the school year. Intervention Teams review referrals from teacher teams when Tier I strategies are not showing improvement in student performance after a 6 week period. They suggest and facilitate the provision of Tier 2 and Tier 3 interventions.

- ◆ **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?**

Administrators have been trained in utilizing Performance Plus and there are three trained trainers on staff to provide professional development and support to classroom teachers.

- ◆ **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?**

A comprehensive and systematic RTI process has been developed in the Weare School District. The implementation is more consistent in Center Woods Elementary School but Weare Middle School is focused on full implementation for the 2011-2012 school year.

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

Across the district there have been several changes to support struggling students. Two new special educators trained in Wilson Reading support elementary students, A certified and highly qualified math teacher supports Title I students in elementary school, Training has been provided to teachers in a number of interventions and core programs. An intervention block was created in the schedule that allows for flexible group scheduling without loss of core instruction.

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

The greatest change comes in the area of training in professional learning communities. The concept has reached critical mass in both schools and the practices have become common place. The work needs to continue to ensure that the practices are refined and improved.

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

Weare School District 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. There has also been a reduction in staff based on the reduced school budgets, state funding and additional NHRS contributions passed on to local districts. The remaining climate is resistant to change and negative.

- ◆ **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 District will improve monitoring of the RTI process, continue professional development in the areas of professional learning communities, using data to inform instruction, differentiated instruction, and effective teaching practices in core programming. Reading, Math and Behavioral Intervention Teams will be fully implemented and effective by the June 2012.

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.

Goal	To increase the number of students making their target growth in reading and math and to decrease the percentage of students scoring Level 1 and 2 on the NECAP by 10% as a whole school and in all subgroups.				
Strategy # 1	Implement a systematic response to intervention for reading and math.				
Objectives (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> 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 to improve achievement for students who are not yet proficient?</i> Student learning will improve as measured by NECAP and NWEA assessments.				
Proposed Activities for 2011-12 <i>Describe the activities to be implemented to achieve stated objectives. Provide sufficient detail regarding the purpose of each activity.</i>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will this activity begin and 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 Rtl 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 Rtl 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.

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.

Goal	To increase the number of students making their target growth in reading and math and to decrease the percentage of students scoring Level 1 and 2 on the NECAP by 10% as a whole school and in all subgroups.				
Strategy # 2	Continued professional development for administrators, teachers and paraprofessionals in core and intervention programs, Rtl process and building professional learning communities.				
Objectives (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> 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 to improve achievement for students who are not yet proficient?</i> Student learning will improve as measured by NECAP and NWEA assessments.				
Proposed Activities for 2011-12 <i>Describe the activities to be implemented to achieve stated objectives. Provide sufficient detail regarding the purpose of each activity.</i>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will this activity begin and 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 Rtl 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.

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

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.

Goal	To increase the number of students making their target growth in reading and math and to decrease the percentage of students scoring Level 1 and 2 on the NECAP by 10% as a whole school and in all subgroups.				
Strategy # 3	Mentoring new teachers to increase effectiveness of instruction.				
Objectives (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> 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 to improve achievement for students who are not yet proficient?</i> Students will receive instruction from teachers trained in effective strategies.				
Proposed Activities for 2011-12 <i>Describe the activities to be implemented to achieve stated objectives. Provide sufficient detail regarding the purpose of each activity.</i>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will this activity begin and 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 23-25, 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 Together (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.

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.

Goal	To increase the number of students making their target growth in reading and math and to decrease the percentage of students scoring Level 1 and 2 on the NECAP by 10% as a whole school and in all subgroups.				
Strategy # 4	Monitoring and ensuring implementation of the 2011/2012 DINI Plan.				
Objectives (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> DINI Team will monitor progress and effectiveness of strategies included in the DINI Plan.				
	<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> Student literacy and numeracy skills will improve as measured by NECAP and NWEA assessments.				
Proposed Activities for 2011-12 <i>Describe the activities to be implemented to achieve stated objectives. Provide sufficient detail regarding the purpose of each activity.</i>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will this activity begin and 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>
DINI 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.

**Parent Notification Letter
School Year 2011-2012**

TITLE I PARENT NOTIFICATION REQUIREMENTS

Instructions: Provide the following information in narrative form:

- (a) Describe the process the district will use to provide parents of each student enrolled in the district with timely written notice regarding the district's identification as a district 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.**

Parents and community members are provided notice regarding the "need of improvement" status within school board minutes and a parent notification letter sent to the homes of all students.

- (b) Attach a copy of the parent notification letter to this page. Be sure the letter includes:**

- **Why the district has been identified for improvement (including year and content);**
- **Explanation of what it means to be a District In Need of Improvement-noting AYP status;**
- **A chart delineating the district AYP summary;**
- **What the district is doing to address the achievement issues (initiatives involved) or a description of the improvement planning process;**
- **The process that will be used to develop an improvement plan in consultation with district staff and parents/guardians (including the method of sharing updates);**
- **How parents/guardians can express an interest in getting involved (must be inviting); and**
- **What the State Department of Education is doing to support the district.**

The Parent notification letter is attached.

Weare School District

Center Woods Elementary School
Jude Chauvette, Principal
14 Center Road
Weare, NH 03281
jude.chauvette@sau24.org

Weare Middle School
Mark Willis, Principal
16 East Road
Weare, NH 03281
mark.willis@sau24.org

May, 2011

Dear Parents and Guardians of Weare School District:

This letter is to inform you that Weare School District has been identified by the New Hampshire Department of Education as a Year 4 District in Need of Improvement in the area of Math and a Year 2 District in Need of Improvement for Reading.

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. Not all subgroups met the target. We retain our status as a District in Need of Improvement until we achieve Adequate Yearly Progress in all areas for two consecutive years for all sub groups. Here is how the Weare School District scored for AYP compared to the state target scores.

District AYP Determination		State Target	Weare District Elementary/Middle
	Participation Rate	95	100
	Mathematics Index Score	88	88
	Reading Index Score	91	91.1
	Attendance Rate	90	94.9
	Made AYP		No

Currently the district 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 (mark.willis@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 CWES
Mark Willis, Principal, WMS