

## 2010-2011 District/School 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

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

### District Improvement Coordinator:

<b>Name:</b> Pam Shepard		
<b>Title:</b> Assistant Superintendent		
<b>Address:</b> 258 Western Avenue		
<b>City:</b> Henniker	<b>Zip:</b> 03242	
<b>Tel:</b> 428-3269	<b>Fax:</b> 428-6545	<b>E-mail:</b> <a href="mailto:pam.shepard@sau24.org">pam.shepard@sau24.org</a>

### District Improvement Monitoring Team

Name	Title and Stakeholder(s) Team Member Represents
Pam Shepard	Assistant Superintendent
Katherine McBride	Principal
Karen Raymond	Assistant Principal
Betsy Fowler	Special Education Coordinator
Cheri McManus	Reading Intervention Specialist
Cheryl Cornett	Grade 6 teacher
Tim Beale	Grade 7/8 teacher
Stephanie Crowe	Grade 5 teacher
Lorrie Matott	Paraprofessional
Gary Guzouskas	School Board Member
Alyssa Janelle	Parent

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

The Superintendent of Henniker Community 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.

**DINI/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.

**DINI/SINI Yr 3 Corrective Action or Yr 4 Restructuring Planning** Yes No

\_\_\_\_\_ 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.

**DINI/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 District/School Improvement /Corrective Action/Restructuring Plan to the NHDOE prior to the start of the next school year.

\_\_\_\_\_  
**Superintendent Signature**

\_\_\_\_\_  
**Date**

**2010-2011 District/School Improvement Progress Report  
Evidence of Progress: Plan Implementation**

**Instructions:** For each district/school improvement goal listed in the approved improvement plan for 2009-10, provide a status report of the strategies and activities implemented to help the district/school meet that goal.

Duplicate this page as needed. Complete one form for each district/school improvement goal.

**AYP Area(s) of Focus**

**List the area(s) in which the district/school did not make Adequate Yearly Progress (AYP) for two years and was identified for District Improvement.**

Reading and Mathematics



**Improvement Goal**

**State the improvement goal:** Improve testing environment and student preparation



**Implementation of Approved Strategies**

**First, list the strategies implemented during 2010-2011 school year to accomplish this goal:**

Test task force to continue work on testing accommodations, and schedules. Continue to provide opportunities for students to experience open response and constructed response questions.

**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
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- Beginning stages of implementation
- No strategies or activities implemented

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**List the area(s) in which the district/school did not make Adequate Yearly Progress (AYP) for two years and was identified for District Improvement.**

Reading and mathematics



**Improvement Goal**

**State the improvement goal:** Provide professional development for literacy interventions



**Implementation of Approved Strategies**

**First, list the strategies implemented during 2010-2011 school year to accomplish this goal:**

Continue to increase the skill level of educators in implementing research based literacy interventions and using data to inform instruction.

**Next, select one descriptor that best describes the status of the strategies at the end of 2010-2011:**

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Reading and Mathematics



**Improvement Goal**

**State the improvement goal:** Improve instruction provided through the core instructional math program



**Implementation of Approved Strategies**

**First, list the strategies implemented during 2010-2011 school year to accomplish this goal:**

Ensure and maintain fidelity to the core math program

**Next, select one descriptor that best describes the status of the strategies at the end of 2010-2011:**

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Reading and Mathematics



**Improvement Goal**

**State the improvement goal:** Continue to implement a systematic approach to math interventions



**Implementation of Approved Strategies**

**First, list the strategies implemented during 2010-2011 school year to accomplish this goal:**

Math RTI-Teams will continue to meet and manage a systematic approach to interventions.

**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
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**AYP Area(s) of Focus**

**List the area(s) in which the district/school did not make Adequate Yearly Progress (AYP) for two years and was identified for District Improvement.**

Reading and mathematics



**Improvement Goal**

**State the improvement goal:** Increase opportunities for student exposure to constructed response questions in math



**Implementation of Approved Strategies**

**First, list the strategies implemented during 2010-2011 school year to accomplish this goal:**

Develop ways to embed short answer and constructed response questions in daily instruction and common formative assessments.

**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
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**AYP Area(s) of Focus**

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Reading and Mathematics



**Improvement Goal**

**State the improvement goal:** Effectively analyze data to provide appropriate interventions to struggling students



**Implementation of Approved Strategies**

**First, list the strategies implemented during 2010-2011 school year to accomplish this goal:**

Create a comprehensive student data profile for each student not proficient on the NECAP.

**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
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Duplicate this page as needed. Complete one form for each district/school improvement goal.

**AYP Area(s) of Focus**

**List the area(s) in which the district/school did not make Adequate Yearly Progress (AYP) for two years and was identified for District Improvement.**

Reading and Mathematics



**Improvement Goal**

**State the improvement goal:** Professional growth for both new and experienced teachers through new teacher mentoring



**Implementation of Approved Strategies**

**First, list the strategies implemented during 2010-2011 school year to accomplish this goal:**

Provide high quality instruction for students by ensuring the success and ongoing growth of new teachers

**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
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**2010-2011 District/School Improvement Progress Report  
Evidence of Progress: Plan Implementation**

**Instruction: 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.**

1. Intervention teams for numeracy and literacy look at data continually throughout the year to determine what interventions are needed. Grade level teams all review data periodically to assess each child's need for intervention.
2. Data binders containing information on individual student performance are available to all appropriate teaching staff. Professional staff access Performance Plus to review student data. Teachers have had *Performance Plus* training. Literacy and math interventionists have access to AIMSweb which monitors the progress of students receiving additional instruction to our core programs. The staff members who use AIMSweb to track student progress share this data with teaching teams. Teaching staff have had training on how to effectively use the NWEA data to provide differentiation for student instruction.
3. Rtl teams review student performance data for all students. Students scoring below proficient on NECAP or below the 40<sup>th</sup>ile on NWEA receive targeted instruction at Tier I, Tier II or Tier III of the pyramid of interventions. A team of highly qualified teachers in both literacy and math provide the additional instruction that may be needed.
4. A task force looked closely at testing conditions that have been the most beneficial for student success. There are many practices in place for NWEA assessments that provide students with the opportunity to demonstrate their knowledge that can be transferred to the NECAP assessment such as small group testing environments. How students approach learning and testing has improved as a result of our implementation of student conferences with the data.
5. The factor that has been most influential in generating change in how teachers use data is the positive student feedback on setting individual goals in a conference with teachers.
6. Change is constant and difficult for many. Having all teachers thoroughly invested in using data to inform instruction is a difficult task that requires consistent monitoring. The positive response of students is improving the use of data in student conferences.
7. Three goals are no longer a part of the DINI/SINI plan, because they are now completely integrated into the culture of the school. A focus on the testing environment and student preparation with some modifications on how we prepare students will continue. Staff will continue to attend professional development for effective literacy instruction. Work will continue on embedding short answer and constructed response in math. All staff will be trained on Answer Key, which is a systematic approach to teach students on how to answer constructed response questions. The mentor program will continue to support both new and veteran teachers.

## 2010-2011 District/School Improvement Progress Report Evidence of Progress

Instructions: *Respond to the following reflective questions.*

- ◆ **In what ways has the district/school continued the practice of a data team, such as the DINI Root Cause Analysis Data Team, to collectively organize and analyze student data?**

Data binders for each grade track assessment data for all students. Through this system both classroom teachers and all intervention teams have been using data to determine which students need interventions.

- ◆ **What district/school-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?**

Teachers have been trained in analyzing NWEA and NECAP data to inform instruction, in accessing student performance data over time and in varying cohorts using Performance Plus, designing common assessments and comparing student performance as related to specific instructional strategies and programs and in using the NWEA DesCartes to differentiate instruction in reading, language usage and math.

In-district trainers were used for professional development in core programming and research based interventions. Teachers also attended workshops and conferences out of district.

- ◆ **What district/school-wide strategies are in place to identify and respond to students scoring below proficient levels?**

Reading and math intervention teams review performance data, monitor student progress and arrange flexible grouping and differentiated instruction following a three tiered model.

- ◆ **What accomplishments can be documented during 2009-10 that resulted in improved outcomes for students scoring below proficient levels in Reading and Mathematics?**

Increased focus on frequent progress monitoring of student performance has improved instruction. Most recent NECAP scores show an increase over a two year period in:

- Reading Whole School 92.6 – 93.1 Economically Disadvantaged 77.8 – 87.6
- Math Whole School 89.8 – 92.7 Economically Disadvantaged 74.6 – 82.6  
Educationally Disabled 64.7 – 72.0

The Educationally Disabled sub group has shown significant growth in math and shown little growth in reading remaining in the 71-79 range.

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

Creating and implementing a systematic team response to differentiated instruction for struggling learners.

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

Students are making significant progress in their performance. Refining practices and providing additional time will continue this trend. Decreasing funding from grants and the district budget will make it difficult to maintain the level of individualization that has been provided in the past.

- ◆ **Based on these outcomes, summarize the proposed refinements, if any, to the DINI.SINI plan for 2011-2012. Note: *If the district/school's AYP status has changed and now includes a new subject area, please describe the changes/refinements to the DIN.SINI plan resulting from the new designation.***

Three of the goals from 2010-2011 have become fully integrated into the function of the school including: ensuring and maintaining fidelity to the core math program, creation and implementation of a Math RtI Team and creation of a comprehensive student data file. Many activities related to other strategies have been completed, but will require a year of monitoring to ensure that they have been fully integrated into the practices of the school.

## 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.

<b>Goal</b>	Improve testing environment and student preparation				
<b>Strategy # 1</b>	Test task force to continue work on testing accommodations, locations, and schedules. Continue to provide opportunities for students to experience open and constructed response questions.				
<b>Objectives</b> (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> The task force will continue to implement a system to ensure improved accommodations, testing environment and additional opportunities for students to experience answering open response questions in a variety of content areas.				
	<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> Improved student performance, as well as demonstrated improvement in open response and constructed response formats, as measured by NECAP.				
<b>Proposed Activities for 2011-12</b> <i>Describe the activities to be implemented to achieve stated objectives. Provide sufficient detail regarding the purpose of each activity.</i>	<b>Resources</b> <i>What existing and/or new resources will be used to accomplish the activity?</i>	<b>Timeline</b> <i>When will this activity begin and end?</i>	<b>Oversight</b> <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	<b>Monitoring (Implementation)</b> <i>What evidence will be collected to document implementation? How often? By whom?</i>	<b>Monitoring (Effectiveness)</b> <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>
Provide professional development to educators for test taking strategy instruction.	District funds, Title II-A, Title I-A  Scheduled time for professional development workshops	September 2011 - June 2012	School administration: Principal, Assistant Principal	Proof of attendance at scheduled workshops by educators collected according to PDMP procedures and reviewed by the Principal.	Educator feedback as demonstrated through the PD evaluation process, Principal communication directly with teachers, improved student scores.
A team of educators will work on implementing various test taking strategies across the curriculum to provide students with opportunities to experience open response and constructed response questions.	District funds, Title II-A, Title I-A  Curriculum teams, grade level teams, scheduled time to develop strategies, specific training	September 2011 - June 2012	School administration: Principal, Assistant Principal and Curriculum Coordinators	Curriculum Committees will review the teaching modules and examples of open response and constructed response questions selected by grade level and core content quarterly.	Principal will observe implementation of the teaching modules, increased opportunity for open response and constructed response experiences and improved assessment scores.

Continued analysis of NECAP/NWEA strand and item analysis to inform instruction and curriculum development.	NECAP/NWEA data, current staff and processes	September 2011 - June 2012	School administration: Principal, Assistant Principal	Grade level team notes, Curriculum Committee notes and summary reports to the Principal twice per year.	Ongoing evidence of improved instruction within the classrooms as observed by the school administration and demonstrated on assessments.
Revise and develop common formative assessments to ensure inclusion of constructed response items.	District funds, Title II-A, Title I-A  Current common assessments in literacy, existing curriculum materials, state frameworks, GLEs	November 2011 - June 2012	School administration: Principal, Assistant Principal	Principal will review draft common assessments with grade level teams and curriculum committees in February.	Common assessments will be used to inform classroom instruction. Principal will collect and analyze data to support teachers.
Improve the testing environment using the plan created by the task force to ensure each student the optimum opportunity to demonstrate his/her knowledge.	Plan to be developed to include: revised schedule, appropriate accommodations, communication with parents, and proper nutrition	September 2011	School administration: Principal, Assistant Principal	List of accommodations, revised schedule, copies of communications with parents to be reviewed and distributed by the Principal during the month of September.	Teacher survey of student level of participation and review of NECAP student questionnaire by school administration in January of each year.

## Proposed Strategies and Activities for 2011-2012

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Duplicate this page as needed. Complete one form for each approved district improvement goal.

<b>Goal</b>	Provide professional development for literacy interventions				
<b>Strategy # 2</b>	Continue to increase the skill level of educators in implementing research based literacy interventions and using data to inform instruction.				
<b>Objectives</b> (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> An increase in the number of staff members trained in research based interventions and a modified daily schedule to provide increased time for interventions.				
	<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> An increase in the number of students receiving research based interventions from trained staff resulting in improved student performances as measured by NECAP.				
<b>Proposed Activities for 2011-12</b> <i>Describe the activities to be implemented to achieve stated objectives. Provide sufficient detail regarding the purpose of each activity.</i>	<b>Resources</b> <i>What existing and/or new resources will be used to accomplish the activity?</i>	<b>Timeline</b> <i>When will this activity begin and end?</i>	<b>Oversight</b> <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	<b>Monitoring (Implementation)</b> <i>What evidence will be collected to document implementation? How often? By whom?</i>	<b>Monitoring (Effectiveness)</b> <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>
Train staff members in research based intervention techniques in literacy.	In-district/out of district intervention trainers  Title II, IDEA-B and district funds	October 1, 2011 through the school year	Curriculum Coordinator and SAU 24 Director of Student Services	Training certificates, schedules, and roster of attendees will be collected by the Principal and shared with SAU administrators on an on-going basis.	Student performance data on common assessments, NWEA, and teacher observations will be collected and reviewed by the school administration.
Increase time for interventions with no loss of core instructional time.	Existing schedule to be revised creatively	October 2011 - June 2012	School administration: Principal, Assistant Principal	Copy of revised schedule, adherence to schedule monitored by principal.	Decrease in the number of students pulled from core instruction as reported at grade level team meetings to the principal.

DINI Monitoring Team	Current team and DINI plan	October 2011 - June 2012	School administration: Principal, Assistant Principal	Meeting notes/reports collected by SAU curriculum administration	Implementation of all activities according to the time-line.
Participation in Professional Learning Community training and workshops.	District budget, Title II-A, Title I-A, current staff	October 2011 - June 2012	School administration: Principal, Assistant Principal	Certificate of Attendance collected by school administration	Evaluation of workshop following Professional Development Master Plan 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.

<b>Goal</b>	Increase opportunities for student exposure to constructed response questions in math				
<b>Strategy # 3</b>	Develop ways to embed short answer and constructed response questions in daily instruction and common formative assessments.				
<b>Objectives</b> (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> Students will regularly experience constructed response and short answer questions.				
	<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 demonstrate a higher level of math performance on NECAP, NWEA, and common formative assessments.				
<b>Proposed Activities for 2011-12</b> <i>Describe the activities to be implemented to achieve stated objectives. Provide sufficient detail regarding the purpose of each activity.</i>	<b>Resources</b> <i>What existing and/or new resources will be used to accomplish the activity?</i>	<b>Timeline</b> <i>When will this activity begin and end?</i>	<b>Oversight</b> <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	<b>Monitoring (Implementation)</b> <i>What evidence will be collected to document implementation? How often? By whom?</i>	<b>Monitoring (Effectiveness)</b> <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>
Each teacher will embed constructed responses and short answer questions in math assignments and assessments.	EDM end of unit tests, Performance Pathways content library	To begin in September and continue throughout the year	Math Curriculum Coordinators	Copies of assessments to be shared at grade level meetings and curriculum meetings.	Scores on NECAP constructed response will be analyzed annually by the Math Curriculum Committee
Each teacher will provide explicit instructions on constructing responses to mathematic problems.	Curriculum teams, grade level teams, and math intervention team	September 2011 - June 2012	Math curriculum coordinators	Lesson plans to be shared at grade level and curriculum meetings	Scores on NECAP constructed response will be analyzed annually by the Math Curriculum Committee
Provide training to staff members in effective instructional techniques of how to answer open response questions.	District budget, Title II-A, Title I-A, schedule professional development	September 2011 - June 2012	School administration	Proof of attendance	Educator feedback through the professional development 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.

<b>Goal</b>	Professional growth for both new and experienced teachers through new teacher mentoring				
<b>Strategy # 4</b>	Provide high quality instruction for students by ensuring the success and ongoing growth of new teachers				
<b>Objectives</b> (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.				
	<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 who collaborate to improve their strategies.				
<b>Proposed Activities for 2011-12</b> <i>Describe the activities to be implemented to achieve stated objectives. Provide sufficient detail regarding the purpose of each activity.</i>	<b>Resources</b> <i>What existing and/or new resources will be used to accomplish the activity?</i>	<b>Timeline</b> <i>When will this activity begin and end?</i>	<b>Oversight</b> <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	<b>Monitoring (Implementation)</b> <i>What evidence will be collected to document implementation? How often? By whom?</i>	<b>Monitoring (Effectiveness)</b> <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>
See description attached for new teacher mentoring program	Mentors, Title IIA funds	September 2011 - August 2011	New Teacher Mentor Committee	Minutes from monthly team meetings, Administrative oversight; On-going	Effectiveness of classroom instruction as measured by student performance results and reflected in administrative 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.

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

**TITLE I PARENT NOTIFICATION REQUIREMENTS**

**Instructions:**

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

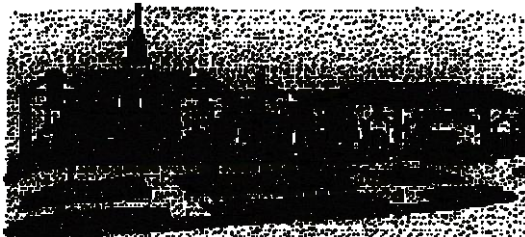
The district will provide parents of each student enrolled in the school with timely written notice regarding the district/school in need of improvement in the following ways:

- A letter will be mailed to all parents prior to the start of the 2011/2012 school year.
- Information on the district/school status will be provided in the Friday newsletter which is sent home with students weekly and posted on the school website.
- A copy of the summer letter will be posted on the school website.
- A copy of the summer letter will be posted on the SAU website.

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

- **Why the school/district has been identified for improvement (including year and content);**
- **Explanation of what it means to be a School/District In Need of Improvement-noting AYP status;**
- **A chart delineating the school/district AYP summary;**
- **What the school/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 school/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 school/district.**

Parent notification letter attached.



## HENNIKER COMMUNITY SCHOOL

51 Western Avenue  
Henniker, NH 03242  
Telephone: 428-3476  
Fax: 428-8271

[www.henniker.k12.nh.us](http://www.henniker.k12.nh.us)

Katherine McBride, Principal  
Karen Raymond, Assistant Principal

June 2, 2011

Dear Families:

The purpose of this letter is to inform you that the Henniker Community School District has advanced to a second year status as a District in Need of Improvement, in the areas of Reading and Mathematics.

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.

The district's AYP report measures student performance for all students in the grades tested as a group, as well as subgroups of students (i.e., racial and ethnic groups, English language learners, students with educational disabilities, and economically disadvantaged students). If even one of these groups does not meet their goal, or performance target, then the district will not have made AYP. (Note: Only groups equal to or larger than 11 are counted.)

The good news is that based on the results of the Fall 2009 NECAP we did achieve AYP last year. However since AYP status is a two-year process our school needed to make AYP in the Fall 2010 NECAP assessment in order for us to be removed from the districts identified as needing improvement. 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 and this did not happen. 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.

Here is how the Henniker School District scores compare with the state targets and other schools in our area:

### School AYP Determination

	Participation Rate	Mathematics Index Score	Reading Index Score	Attendance Rate	Made AYP
State Target	95	88	91	90.8	
Henniker	100	92.7	93.1	94.3	No
Weare	100	88	91	94.9	No
Kearsarge	100	90.8	91	95.4	No
Hillsboro-Deering	100	79.2	87.8	94.5	No
Hopkinton	100	90.8	94.3	95.8	No
Bow	100	92.8	95.1	95.5	Yes
Goffstown	100	89.8	92.1	95.4	Yes

All members of the HCS staff have been working diligently on our improvement plan throughout the last two years. We practice Response to Intervention (RtI), which means we monitor the learning of all students. This monitoring occurs through our literacy and math intervention teams. Students who are not achieving proficiency are monitored at more frequent intervals. Teachers develop their instruction according to this data and in conjunction with classroom performance in order to meet the needs of all students.

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 428-3476, sending an e-mail to [katherine.mcbride@sau24.org](mailto:katherine.mcbride@sau24.org), or dropping by the school office.

I look forward to working with you to ensure success for all of our students. The district's AYP reports are available on the New Hampshire Department of Education website at [www.ed.state.nh.us](http://www.ed.state.nh.us). Please check our website online at <http://hcs.sau24.org/> or contact the school if you would like us to mail you a copy of the current improvement plan in September.

Sincerely,

Katherine McBride  
Principal