

## 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> John Stark Regional School District		
<b>Year <u>3</u> (1,2,3...) of Improvement for Mathematics</b>		
<b>Year _____ (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
Chris Mosca	Principal
Rebecca Forrestall	Director of Special Education
Deborah Conley	Special Education Teacher
Beth Franke	Special Education Teacher
Bill Walton	Math Coordinator
Jake Morrill	Math Teacher
Laura Newman	Math Teacher
Jane Jepson	Title I Reading
Jill Pinard	English Coordinator
Rebecca Maccini	Parent

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

The Superintendent of John Stark Regional High 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

John Stark Regional High 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 2010-11, 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.**

Mathematics



**Improvement Goal**

**State the improvement goal:** To make AYP in mathematics in all sub groups and as a whole school.



**Implementation of Approved Strategies**

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

1. Review of curriculum for alignment of state standards, GSE's, course competencies, and NECAP assessment.
2. Provide professional development opportunities for math teachers in research based intervention programs.
3. Create and maintain a data profile for each 8, 9, and 10<sup>th</sup> grade student to inform instruction.
4. 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
- Progressing, with changes/refinements to certain strategies and activities
- Beginning stages of implementation
- No strategies or activities implemented

**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.**

Curriculum alignment is an ongoing process at John Stark Regional High School. The course competencies and learning targets have been aligned with the GSEs and curriculum committees and departments meet regularly to review student performance data, identify curriculum gaps and inform instruction. More short answer and constructed response questions were imbedded in daily instruction using the resources developed in 2009-2010. Course sequencing was reviewed to ensure that all students had access to the skills assessed in the NECAP, and an intervention course designed in 2009-2010 was offered to struggling students in addition to their regular math classes.

Professional development included an on-site trainer in differentiated instruction. Four days of observation, modeling and discussion supported teachers and paraprofessionals in differentiating instruction for all learners. Special education teachers and paraprofessionals were most receptive to the new strategies.

Data collection in an on-line local database proved not to be as successful as hoped. Use of Performance Plus, the NWEA site, and team review of common assessments has provided a better option for teachers. A new integrated math course was designed to be implemented in 2011-2012. Text books were researched and purchased for the upcoming school year.

The intervention model "Math Tech" has been restructured for the 2011-2012 year to provide more time for collaboration between special educators and math specialists to review performance data and provide targeted instruction for struggling students.

New teacher mentoring continues across the SAU with positive feedback from all participants.

## 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?**

The administrative team and department coordinators meet regularly and review student performance data. Coordinators take the information back to teachers at each department level for discussions around instructional strategies and curriculum design.

- ◆ **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 to use Performance Plus, but more training is necessary to achieve full implementation of this strategy. Professional development time has been spent looking at student work in preparation for a NEAS&C visit in October 2011. The SAU 24 Math Curriculum Committee meets monthly to design common assessments and review student performance data.

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

Two new math courses are being offered to students who do not demonstrate proficiency. Math Tech is a supplemental course offered in addition to the regular sequence of courses. Small group instruction in targeted skills is provided to struggling students. The math teachers researched and designed a two-year integrated math course which includes algebra and geometry skill instruction over a two year period.

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

John Stark saw a significant growth in whole school performance exceeding the index score growth as a whole school.

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

Morning teacher meetings focused on the DINI plan strategies, increased practice in open response questions, and incentives for students to perform their best on the assessment have all lead to increased student performance.

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

The traditional structure of high school has made implementation of differentiated instruction difficult. Access to struggling students for additional time, scheduling, graduation requirements have all impeded the ability to be innovative in teaching approaches. Attempts to provide before/after/summer instruction have not been as successful as hoped due to the difficulty of providing transportation at a reasonable cost to a small number of students spread across two large rural communities. Families and students are less likely to provide transportation to tutoring than to other social and athletic events.

- ◆ **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.***

John Stark will focus on:

- more effective use of student performance data to design interventions.
- integration of technology especially use of interactive white boards to create engaging instruction.
- increased use of on-line tracking of student mastery of competencies through sites such as Study Island.

## 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>	Curriculum alignment and development				
<b>Strategy # 1</b>	The John Stark mathematics curriculum will be reviewed annually and revised to make certain that the curriculum and instruction aligns with state standards, Grade Span Expectations, course competencies, and the NECAP assessment.				
<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 school will continue to increase the variety of interventions for struggling learners and provide opportunities for educators to collaborate on curriculum development and alignment.				
	<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> All students will participate in appropriately sequenced mathematics courses with aligned curriculum resulting in proficiency on NECAP tests				
<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>
Mathematics teachers, the Title I teacher and Special Educators will review student performance as a result of the mathematics intervention course curriculum.	Existing Math Department meetings will be utilized as well as additional time as needed.	The activity will continue throughout the year.	Mathematics Department Coordinator	Meeting notes and/or agendas. Mathematics Coordinator and Principal will work collaboratively.	Documentation detailing an aligned curriculum. Effectiveness to be monitored by the DINI team at the conclusion of each school year.
Mathematics teachers, the Title I teacher, and Special Educators will review progress of students enrolled in the Integrated Math class. Meetings will be held in October, November, January, February, March, April, and May.	Student performance data from NWEA and teacher made assessments.	The activity will continue through June 2012.	Mathematics Department Coordinator, Special Education Director	Ongoing quarterly review of assessments with Mathematics Coordinator, Special Education Director, Title I teacher, and Principal.	Effectiveness to be monitored by the DINI team at the conclusion of the school year using NWEA student performance data.

## 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 Development to improve instruction and support for struggling students.				
<b>Strategy # 2</b>	Provide professional development opportunities for math teachers in research based intervention programs.				
<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> Instruction will be delivered and supported by an increased number of teachers and paraprofessionals who are knowledgeable in math competencies for targeted students in the area of mathematics.				
	<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> All John Stark students who are not demonstrating proficiency in math will be offered quality interventions resulting in greater proficiency on NECAP 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>
Research and provide continued on-site training in differentiated instruction.	Current curriculum materials. District funds, Title I, Title II-A, IDEA-B	October 2011 - June 2012	Math Department Coordinator, Special Education Director and Principal	Schedule of consultant visits and work with teachers.	Observation / documentation of interventions accessed by students and improved student performance.
Training on integrating technology, in particular the use of Promethean boards, to create engaging instruction.	Curriculum materials. District funds, Title I, Title II-A, IDEA-B	October 2011 - June 2012	Math Coordinator, Special Education Director, Technology Director, and Principal	Schedule of professional development activities and participation.	Observation / documentation of technology based instruction and improved student performance.
Increased number of student accounts for Study Island and training for math interventionists.	Curriculum materials. District funds, Title I, Title II-A, IDEA-B	October 2011 - June 2012	Math Coordinator, Special Education Director, Technology Director, and Principal	Schedule of professional development activities and participation, purchase of licenses.	Observation / documentation of student use and improved student performance.

Continued training in use of Performance Plus and NWEA data to inform instruction.	District funds, Title I, Title II-A IDEA-B	October 2011 - June 2012	Math Coordinator, Special Education Director. Technology Director, and Principal	Schedule of professional development activities and participation, purchase of licenses.	Observation / documentation of student use and improved student performance.
Strengthening the implementation of the professional learning community model to facilitate improvement to curriculum and instruction.	Professional development funding through the district budget and Title I set-aside.	The activity will continue through June 2012.	Mathematics Department Coordinator, Special Education Director, and Title I teacher	Evaluation of professional development activities, meeting notes that indicate improved professional discussions focused on use of data.	Effectiveness to be monitored by DINI team at the conclusion of the school year using NWEA student performance data.
Increasing instructional time in core classes by training teachers and paraprofessionals in effectively managing difficult student behaviors.	Professional development funding through the district budget and Title I set-aside.	The activity will continue through June 2012.	Assistant Superintendent, Mathematics Department Coordinator, Special Education Director, and Title I teacher	Evaluation of professional development activities, meeting notes that indicate improved professional discussions focused on use of data.	Effectiveness to be monitored by DINI team at the conclusion of the school year using NWEA student performance data.

## 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>	New Teacher Mentoring				
<b>Strategy # 3</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>
Implement new teacher mentoring program (description attached)	Mentors; Title IIA funds, district funds	August 2011 - June 2012	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.

## 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 the number of students scoring proficient on the NECAP assessment in math.				
<b>Strategy # 4</b>	Monitoring and ensuring implementation of the 2011-2012 SINI/DINI Plan.				
<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> SINI/DINI Team will monitor progress and effectiveness of strategies included in the SINI/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 numeracy skills will improve as measured by NECAP and NWEA.				
<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>
SINI/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 Director	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:**

- 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 SAU administration explains the DINI/SINI status and progress made on NECAP performance at a minimum of three School Board meetings per year. Parents are notified of the status in a parent notification letter mailed home to all students during the month of August. Parent notification letters are also posted on the school and SAU websites.

- 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.**

The parent notification letter is attached.

# JOHN STARK REGIONAL HIGH SCHOOL

618 North Stark Highway  
Weare, New Hampshire 03281  
(603) 529-7675

*Brian Emery, Assistant Principal*

*Tina Tanquay, Assistant Principal*

*Chris Mosca, Principal*

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June, 2011

Dear Parents/Guardians of John Stark Regional High School Students:

This letter is to inform you that John Stark has been identified by the New Hampshire Department of Education as a District/School in Need of Improvement in the area of Math-year 3.

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 and all subgroups for two consecutive years.

Here is how the John Stark Regional High School scored for AYP compared with some surrounding schools:

		State Target	Hopkinton High School	Hillsborough Deering High School	John Stark Regional High School	Goffstown High School
School Status	Participation Rate	95	99	96	97	100
	Mathematics Index Score	72	73	55.6	71.3	77.1
	Reading Index Score	89	90.8	87.7	91.9	95.7
	Graduation Rate	80	94.1	93.3	87	84.8
	Made AYP		Yes	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 have developed alternative courses to support all students in achieving high goals and provide additional support classes to struggling students. We are developing a systematic Response to Intervention (RTI) which means we will begin to monitor students who are not achieving proficiency at more frequent intervals and change instruction to meet their needs.

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 (529-7675), sending an e-mail ([chris.mosca@sau24.org](mailto:chris.mosca@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](http://www.ed.state.nh.us). Please check our website online at <http://sau24.org/> or contact the school if you would like us to mail you a copy of the current improvement plan in September.

Sincerely,

A handwritten signature in cursive script that reads "Chris Mosca".

Chris Mosca, Principal