

New Hampshire Department of Education



Instructions and Materials for Completing the 2010-2011 School Improvement Progress Report and 2011-2012 Action Plan

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

For Non-Title I Schools in Need of Improvement

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Virginia M. Barry, Ph.D., Commissioner
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301
www.education.nh.gov

**Instructions and Materials for Completing the
2010-2011 School Improvement Progress Report
and
2011-2012 Action Plan**

Statutory Requirement

New Hampshire's school performance and accountability law (NH RSA 193-H) requires the development of a two-year improvement plan by any school or district officially designated in need of improvement. The statute requires the Department, at a minimum, to annually review the progress of each identified school or district and report the findings to the State Board of Education. The following citation from RSA 193-H:4 describes how this requirement shall be carried out:

"...On or before the one-year anniversary of being designated as a school or school district in need of improvement, the commissioner shall designate a progress review team to evaluate the implementation of the improvement plans and the progress towards state performance targets. The progress review team shall deliver a report to the state board. This report shall include evidence of satisfactory implementation and progress towards state performance targets or lack thereof, and recommendations regarding future actions pursuant to subparagraph II (b)."

To fulfill this requirement, the progress report is designed to provide the Department and State Board of Education with:

- 1) evidence of satisfactory implementation of the strategies and activities as described and approved in the school's 2010-2011 improvement plan; and
- 2) evidence of progress for students scoring below proficiency.

Report Format and Deadline

This progress report is designed specifically for Non-Title I schools in need of improvement; that is, schools that will not be receiving Title I funds for school year 2011-2012.

Should a school now be identified for a second area (i.e. was previously identified for Math and, based on 2011 AYP results, is now also identified for Reading), please be sure the action plan includes strategies to address both areas.

All necessary instructions and forms are provided. Completed reports must include:

- Cover Page
- 2010-2011 Progress Report: *Evidence of Progress in Plan Implementation AND Evidence of Progress in Improving School Practices and Student Outcomes*
- 2011-2012 Action Plan

Send the completed report by October 1, 2011 via regular or electronic mail to:

**Ellie Riel
Bureau of Accountability
NH Department of Education
101 Pleasant Street
Concord, NH 03301
eriel@ed.state.nh.us**



Cover Page

2010-2011 School Improvement Progress Report and 2011-2012 Action Plan

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

For Non-Title I Schools In Need of Improvement

SAU#: 67

District Name: Bow School District

School Name: Bow Memorial School

Address: 20 Bow Center Road

Town/City: Bow

Zip: 03304

Principal: Kirk Spofford

**Tel:
603-225-3212**

**Fax:
603-228-2228**

**E-mail:
kspofford@bownet.org**

Contact person if different from Principal:

Name: Donna Girard

Title: Assistant Principal

Address: 20 Bow Center Road

Town/City: Bow

Zip: 03304

**Tel:
603-225-3212**

**Fax:
603-228-2228**

**E-mail:
dgirard@bownet.org**

2010-2011 Progress Report Evidence of Progress in Plan Implementation

Instructions: *For each goal listed in your approved school improvement plan, use the format below to provide a status report on the strategies and activities implemented during the 2010-2011 school year. Duplicate this page as needed in order to report on the status of each goal in the plan.*

AYP Area(s) of Focus

List the area or areas (Reading, Mathematics, or Attendance/Graduation Rate) for which the school was designated as in need of improvement during School Year 2010-2011.

Mathematics – Subgroup Special Education



Improvement Goal for 2011-2012

State the improvement goal:

Review the Mathematics scope and sequence of mathematics instruction at Bow Memorial School to maximize student achievement.



Implementation of Approved Activities

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

- * Math department review of curriculum scope and sequence
- * Develop and administer an in-house common assessment at each grade level targeting entry-level skill levels.
- * Review and revise 10Q math assessment (cumulative assessment questions given regularly throughout the year in each grade) to address student needs

Select one descriptor that best describes the status of these activities at the end of 2010-2011:

- Completed as planned and as described in the approved school improvement plan
- Completed as planned, with changes/refinements to certain strategies and activities
- Progressing as planned, with no changes to strategies and activities
- Progressing, with changes/refinements to certain strategies and activities
- Beginning stages of implementation
- No strategies or activities implemented

Narrative Response

The BMS Math Department reviewed the scope and sequence of the mathematics curriculum and revised the order of curricular units as well as expanded classroom activities to address the areas of need identified in the SINI Plan.

BMS is in the process of creating, revising, and piloting grade-level assessments to identify student entry-level skills.

In addition, the 10 and 20 Qs have been reviewed and revised to incorporate questions addressing areas of need identified in the SINI plan.

**2011-2012 Progress Report
Evidence of Progress in Plan Implementation**

Instructions: *For each goal listed in your approved school improvement plan, use the format below to provide a status report on the strategies and activities implemented during the 2010-2011 school year. Duplicate this page as needed in order to report on the status of each goal in the plan.*

AYP Area(s) of Focus

List the area or areas (Reading, Mathematics, or Attendance/Graduation Rate) for which the school was designated as in need of improvement during School Year 2010-2011.

Mathematics – Subgroup Special Education



Improvement Goal for 2010-2011

State the improvement goal: Provide additional mathematics instruction and support to students.



Implementation of Approved Activities

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

- *Summer Math Camp – a two-week program for direct mathematics instruction
- *Before and after school mathematics support programs

Select one descriptor that best describes the status of these activities at the end of 2010-2011:

- Completed as planned and as described in the approved school improvement plan
- Completed as planned, with changes/refinements to certain strategies and activities
- Progressing as planned, with no changes to strategies and activities
- Progressing, with changes/refinements to certain strategies and activities
- Beginning stages of implementation
- No strategies or activities implemented

Narrative Response

Student help sessions are offered at each grade level before, during or after school.

A program with proven success, our Summer Math Camp was held in 2009 and 2010, and the 2011 summer break. This camp is led by Regular and Special Education Teachers and is designed to address individual student needs for our low performing students.

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

Instructions: *For each goal listed in your approved school improvement plan, use the format below to provide a status report on the strategies and activities implemented during the 2010-2011 school year. Duplicate this page as needed in order to report on the status of each goal in the plan.*

AYP Area(s) of Focus

List the area or areas (Reading, Mathematics, or Attendance/Graduation Rate) for which the school was designated as in need of improvement during School Year 2010-2011.

Mathematics – Subgroup Special Education



Improvement Goal for 2010-2011

State the improvement goal: Continue to develop and improve the Response to Intervention program.



Implementation of Approved Activities

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

- *Professional development within the school community addressing the RTI model
- * RTI student meetings

Select one descriptor that best describes the status of these activities at the end of 2010-2011:

- Completed as planned and as described in the approved school improvement plan
- Completed as planned, with changes/refinements to certain strategies and activities
- Progressing as planned, with no changes to strategies and activities
- Progressing, with changes/refinements to certain strategies and activities
- Beginning stages of implementation
- No strategies or activities implemented

Narrative Response

The BMS staff has worked to develop and utilize the RTI process to meet student needs.

Child Study Teams are actively engaged in analyzing and documenting the needs of all students and developing plans to help low performing students succeed.

Teachers continually review teacher created assessments as well as NWEA and NECAP results to determine student growth and revise actions plans as necessary.

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

Instructions: *For each goal listed in your approved school improvement plan, use the format below to provide a status report on the strategies and activities implemented during the 2010-2011 school year. Duplicate this page as needed in order to report on the status of each goal in the plan.*

AYP Area(s) of Focus

List the area or areas (Reading, Mathematics, or Attendance/Graduation Rate) for which the school was designated as in need of improvement during School Year 2010-2011.

Mathematics – Subgroup Special Education



Improvement Goal for 2010-2011

State the improvement goal: Increase opportunities for students to understand mathematical language and interpret data.



Implementation of Approved Activities

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

- * Weekly student exposure to data analysis in various forms.
- * Introduce and reinforce NECAP math vocabulary lists through a number of activities such as in spelling, vocabulary wall, and games.

Select one descriptor that best describes the status of these activities at the end of 2010-2011:

- Completed as planned and as described in the approved school improvement plan
- Completed as planned, with changes/refinements to certain strategies and activities
- Progressing as planned, with no changes to strategies and activities
- Progressing, with changes/refinements to certain strategies and activities
- Beginning stages of implementation
- No strategies or activities implemented

Narrative Response

Mathematics teachers have developed a list of essential mathematics vocabulary words to enable students to correctly interpret what is being asked. Extensive professional dialogue between mathematics teachers and the reading/language arts department has enabled BMS to develop effective vocabulary building strategies and activities.

All mathematics classes have incorporated a variety of activities designed to build mathematical vocabulary. BMS has also worked on critical reading skills and question interpretation across the curriculum, with special emphasis on mathematical vocabulary and problem interpretation.

In addition to mathematical vocabulary, data interpretation activities have been incorporated across all curricular areas, to more thoroughly immerse students in the visual aspects of data that are in all areas and fields.

2010-2011 Progress Report
Evidence of Progress in Improving School Practices and Student Outcomes

Instructions: *Respond to the following reflective questions:*

- **In addition to the annual state assessment, what assessments are administered in your school and district to regularly assess student learning in Reading and Mathematics? How are the results used to make instructional choices and decisions?** *NWEA Reading and Mathematics inventories are given to all students at BMS, with special emphasis and winter testing done with targeted groups to determine progress and instructional emphasis. BMS teachers also utilize both formative and summative assessments on an ongoing basis as well as a variety of informal daily and weekly checks for student progress. Modifications to instructional practices are guided by student achievement.*
- **What activities are in place or planned, such as professional development in the use of *Performance Plus* or other data analysis tools, to provide teachers with access to and a better understanding of their students' assessment results and achievement strengths and weaknesses?** *All teachers have been instructed in the use of *Performance Plus*, and *iServices*, and many access these resources on a regular basis. Additionally, building and district level data teams meet regularly to advise team leaders of new data and reports and they become available.*
- **Describe the progress made in addressing the needs of struggling learners. What accomplishments can be documented during the 2010-2011 school year that resulted in improved outcomes for students scoring below proficient on NECAP?** *Our Summer Math Camp for at risk students has documented results of progress. Also making AYP and higher test scores and on NECAP testing for both whole group and the Special Education subgroup indicate that we have made the necessary strides to adequately increase student achievement.*
- **Overall, where there is greatest evidence of improvement in implementing the plan, what factors were most influential in generating change?** *Making AYP in mathematics for our Special Education population by Confidence Index is our greatest evidence that our plan is succeeding. We believe that emphasis on mathematics vocabulary and question interpretation had the largest impact.*
- **Where improvement is less evident, what factors have impeded the desired change?** *As we examine the released items, it is evident that for some questions, our students fall below the state average. We find these areas unacceptable and are working to both understand why this might be the case, as well as remediate the areas of weakness throughout the year.*
- **Based on these outcomes, what refinements to the improvement plan are proposed for 2011-2012? Note: If the school is now identified for an additional area (i.e. was identified for Reading and is now also identified for Math), explain how the plan has been revised to include the new subject area).** *We made AYP in both Mathematics and Reading (in all subgroups for both), so we intend to continue to follow the course we have set in our plan, as outlined above. Reviewing vocabulary, incorporating data and number sense into all curricular areas, teaching question interpretation, and supporting students through the RTI and Special Education programs will continue to be important aspects of our mathematics instruction.*