



School Improvement Plan Cover Page

For Non-Title I Schools Entering In Need of Improvement Status for School Years 2010-2011 and 2011-2012

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

SAU#: 67

District Name: Bow School District

School Name: Bow Memorial School

Address: 20 Bow Center Road

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

School Name: Bow Memorial School

Address: 20 Bow Center Road

City: Bow

03106

Tel: 225-3212

Fax: 228-2228

E-mail:

dgirard@bownet.org

2010-2011 School Improvement Plan Memorandum of Understanding

The Superintendent of Schools assures the Commissioner of Education that:

- s/he has provided the identified school with technical assistance during the development of this school improvement plan and has reviewed and approved the document prior to submission to the NH Department of Education;
- s/he or a designee will continue to provide technical assistance to the identified school as it implements the goals and objectives described in the school improvement plan. Technical assistance will at a minimum include assistance and support with:
 - accessing and analyzing data
 - scheduling and planning professional development
 - identifying solutions that are based on data, research and evidence
 - analyzing and revising or increasing the school's budget.
- the identified school will establish annual, measurable objectives for continuous and substantial progress by each group of students enrolled;
- the identified school will provide to its teachers, paraprofessionals, and administrators, high quality professional development that directly addresses the academic achievement issues that caused the school to be identified for school improvement;
- the identified school will adopt policies and practices around the core academic subjects that have the greatest likelihood of ensuring that all groups of students – and each student – will meet the State's proficiency levels of achievement on the State assessment; and
- the identified school will incorporate, if appropriate, activities before school, after school, or during an extension of the school year.

Superintendent of Schools

Date

SCHOOL DEMOGRAPHIC INFORMATION

2010-11 School Enrollment: **471** Grades levels of the school (i.e. K-8, K-5, etc.): **5-8**

STUDENTS	SCHOOL YEAR		
	2008-09	2009-10	2010-11
% Caucasian	96.7	95.5	96.4
% African- American	0	0	0.42
% Asian/Pacific Islander	2.2	1	1.9
% American Indian	0	0	0
% Hispanic	1.2	2.3	1.3
% Other	0	0	0
% Female	44.2	41.6	45.6
% Male	55.8	58.4	54.4
% LEP	0.19	0.4	< 1
% Special Education	13.1	13.2	TBD

SCHOOL STAFF	2010-11
Total Number of Instructional Staff	38
New Instructional Staff	0
Total Number of Paraprofessional Staff Providing Instructional Support	20
New Paraprofessional Staff Providing Instructional Support	6
Total Number of Administrative Staff	2
New Administrative Staff	0

SCHOOL IMPROVEMENT PLAN ABSTRACT

Instructions: In two pages or less, provide an abstract of the plan containing the following information:

- The key characteristics of the school and school district, including the number of schools in the district, grade levels, total enrollment, and the communities served;

The town of Bow is a small rural-suburban community of approximately 7000 residents, located near Concord, NH. It has one Public School District consisting of three schools.

Bow Elementary School with 450 students from Pre-K through grade 4, Bow Memorial School with 471 students in grades 5-8, and Bow High School housing 550 students from grades 9-12.

- State the area(s) in which the school did not make adequate yearly progress for two consecutive years, resulting in the designation as a school in need of improvement;

*After careful review of the data from 2009-2010 NECAP testing, we have determined that the Bow Memorial Educational Disabilities subgroup for Mathematics has outperformed the state average of proficient or above students by 8%. The same data also documents that this subgroup shows significant to dramatic increases in the percentage of proficient or above students as they go through their years of math instruction at Bow Memorial. In spite of this data we are a School in Need of Improvement, in the **Mathematics –Educational Disabilities subgroup.***

- A description of the underlying or “root cause” issues identified as most likely affecting student achievement and selected as priorities for improvement (to help reviewers understand the rationale for the school’s proposed action plan); and

NECAP data in math shows an overall weakness in Data, Statistics, and Probability. The testing data in reading shows that the two areas of Informational and Analysis & Interpretation are the weakest areas of performance for IEP students. Such areas of weakness impact all math goal areas, especially Data, Statistics, & Probability.

Observation by the math department at Bow Memorial shows that Special Education students also have a significant deficiency in Numbers and Operations. This observation is also supported by assessment data from NECAP and NWEA.

- A summary of the strategies and activities planned to improve student achievement in the area(s) described above.

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

Provide additional mathematics instruction and support to students.

Continue to develop and improve the Response to Intervention program.

Increase opportunities for students to understand mathematical language and interpret data.

SCHOOL IMPROVEMENT PLAN NARRATIVE

Provide the following information in narrative form.

Plan Development Process

- Provide the names of the planning team members and the constituency each member represents. For school or district-based members, also provide the person's title or position.

*Kirk Spofford, Principal
Donna Girard, Assistant Principal
Karin Obolewicz, Grade 8 Special Educator
Adeana Silfies, Grade 7 Special Educator
Jodi Gutterman, Grade 6 Special Educator
Betsy Ciocci, Grade 5 Special Educator
Linda Vincent, Grade 5 & 6 Guidance Counselor
Kate Estefan, Grade 7 & 8 Guidance Counselor
Amy Hartung, Grade 5 Team Representative
Bridget DeAngelis, Grade 6 Team Representative
Heidi Proulx, Grade 7 Team Representative
Katherine Haubrich, Grade 8 Team Representative
Muriel Hall, Specialist Team Representative
Liz Worth, Support Staff Representative
Dawn Wunderli, Parent Representative*

- Describe how parent and other external stakeholders were consulted in the development of the plan;

A parent representative joined the team and participated in the planning process. As a parent of sixth grade twins, (one of each is a regular and special education student) she has a broad perspective on both student and parent views. Dr. Cascadden, Superintendent and the administration from Bow Elementary School also provided insight into the process as well. Extensive discussions were carried on at both the District Data Team level, and the BMS Data Cohort team, where Performance Pathways and NWEA data was analyzed throughout the year.

- Describe the peer review process used within the school and/or district to review the completed plan prior to submitting it to the NH Department of Education; and

Committee Representatives sought input from departmental teams (Math, Reading, and Language Arts) and grade level teams (5-8). Many teachers were involved in the gathering and analysis of the data in addition to the committee members. Professional teaching input was sought as early as February, when initial NECAP scores were released. In addition, teachers analyze NWEA data for their students and provided information to committee members for this report. A copy of the completed plan was emailed to all teachers over the summer for feedback before submitting the completed copy.

- Describe the process for disseminating the objectives of the completed plan to parents and school personnel.

The entire plan will be distributed to faculty members and discussed prior to the opening of the school year. Many of the strategies and objectives involve the entire professional staff, and several are to be completed at the start of the year, or by the end of September.

Plan will be posted on the Bow School District web site.

Location of Achievement Gap(s)

Based on an analysis of NECAP and AYP results for the content area(s) in which the school is identified for improvement, describe the specific location of the achievement gaps identified, especially for struggling learners not yet demonstrating proficiency.

Our analysis of the data indicates the weakest area of performance of BMS Special Education students is DS&P. In addition while reviewing the data we determined that one of the largest gaps between IEP and Non-IEP performance is in N&O.

Identifying the “Root Cause” Issues

Summarize the “root cause” issues the school needs to address to improve student achievement, and the processes used to identify them (i.e. data analysis and/or other needs assessment activities). Indicate which issues have been selected as priorities for the 2010-2011 action plan.

NECAP data in math shows an overall weakness in Data, Statistics, and Probability. The testing data in reading shows that the two areas of Informational and Analysis & Interpretation are the weakest areas of performance for IEP students. Such areas of weakness impact all math goal areas, especially Data, Statistics, & Probability.

Observation by the math department at Bow Memorial shows that Special Education students also have a significant deficiency in Numbers and Operations. This observation is also supported by assessment data from NECAP and NWEA.