

# **New Hampshire Department of Education**



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

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

**April 2011**

**Virginia M. Barry, Ph.D., Commissioner  
New Hampshire Department of Education  
101 Pleasant Street  
Concord, NH 03301  
[www.ed.state.nh.us](http://www.ed.state.nh.us)**

# Instructions and Materials for the 2011-2012 Title I School Improvement Action Plan and 2010-2011 Progress Report

## Statutory Requirement and Purpose

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 improvement plan for the 2010-2011 school year; and
- 2) evidence of progress for students scoring below proficiency.

The document also serves an additional purpose, in that it contains the instructions and materials for Title I schools to submit their 2011-2012 School Improvement Action Plan.

## Report Format and Deadline

The document is designed specifically for use by:

- Title I schools in need of improvement in one or more content areas;
- Title I schools identified for improvement in a new area in 2011-12;
- Title I schools entering or continuing in corrective action or restructuring status.

All necessary instructions and forms are provided. Completed reports should be organized as follows:

- Cover Page
- Memorandum of Understanding
- Corrective Action Narrative (if applicable)
- 2010-11 Progress Report
- Action Plan for 2011-2012
- Parent Notification Letter

**School Improvement Reports must be submitted 30 days prior to the start of project.**

**Submit completed report to:**

Kristine Braman, Title I Office  
NH Department of Education  
101 Pleasant Street  
Concord, NH 03301

[kbraman@ed.state.nh.us](mailto:kbraman@ed.state.nh.us)

## Cover Page

# 2011-2012 Title I School Improvement Plan And School Improvement Progress Report for 2010-2011

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

**SAU#:9**

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**District Name:Conway**

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**School Name:John Fuller School**

**Year 3 (1,2,3...) of Improvement for Mathematics**

**Year \_\_\_\_\_ (1,2,3...) of Improvement for Reading**

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**Address: 51 Pine Street**

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**City: North Conway**

**Zip: 03860**

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**Principal: Mark Zangari**

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**Tel: (603) 356-5381**

**Fax: (603) 356-**

**E-mail:**

**m\_zangari@sau9.org**

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**Contact person if different from Principal:**

**Name: Christine Thompson**

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**Title: SAU #9 Grants Facilitator**

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**Address: 176A Main St.**

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**City: Conway**

**Zip: 03818**

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**Tel: (603) 662-6166**

**Fax: (603) 447-3186**

**E-mail:**

**c\_thompson@sau9.org**

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

The Superintendent of \_\_\_\_\_ John Fuller 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.

**District Conway  
School John Fuller**

**SINI Year 2 or more**

X 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.

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

John Fuller 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;
- X 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.

**SINI Year 4 or more Restructuring Implementation**

Yes X 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 School Improvement /Corrective Action/Restructuring Plan to the NHDOE prior to the start of the next school year.

\_\_\_\_\_  
**Superintendent of Schools**

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

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

Instructions: *Provide a status report on the strategies and activities implemented during 2010-2011 to help meet the school's improvement goals. Complete one form for each school improvement goal. Duplicate this page as needed.*

**AYP Area(s) of Focus – 2010-2011 School Year**

List the school's AYP status during the 2010-2011 school year (i.e. Year 2 Reading, Year 3 Mathematics): **Year 2 Mathematics**

List any subgroup(s), if applicable, for which the school did not make AYP: **SPED**



**Improvement Goal for 2010-2011**

*State the improvement goal:* **Improve Mathematics achievement for SPED students**



**Implementation of Approved Strategies/Activities**

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

**\*Implementation of the RTI model which included use of Star Math and accelerated math**  
**\*1:1 Tutoring both in-house and SES**

Select one descriptor that best describes the status of the strategies 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

## 2010-2011 Progress Report Evidence of Progress: Improved Student Achievement

**Instructions:** *Respond to the following reflective questions:*

- What accomplishments can be documented during the 2010-2011 school year that resulted in improved outcomes for students scoring below proficient in the areas for which the school is identified for improvement?

***Although the index scores for SPED Math remained the same at 71.4, the scores were still significantly higher than the state index score of 65. The rate of Math proficiency school wide was 75 compared to 66% at the state level. And more importantly, the percentage of SPED students meeting their Math growth targets was 57.1 compared to a state average of 42.4. The percentage of students who met their growth targets school wide was 74% for JFS compared to 69% statewide.***

- Overall, where there is greatest evidence of improvement, what factors were most influential in generating change?

***Programmatically, the RTI model was used which utilized Aimsweb, Star Math, and an embedded Math consultant. Individual tutoring and targeting specific students was also a factor.***

- Where improvement is less evident, what factors have impeded the desired change?

***Move-in students from the previous year, still did not make benchmarks. The high number of transient students has impeded the desired change. The school houses a program for behaviorally disadvantaged students district wide which can concentrate high academic needs from other schools.***

- What is the school's AYP status for 2011-2012 (i.e Year 3 Reading, Year 3 Mathematics). Based on the outcomes described above, and the school's new AYP status, what refinements\* to the SINI plan are proposed?

***The status for 2011-2012 is Year 3 for Math. We're developing a specific intake program for benchmarking and screening new students and offering intensive intervention as needed in a timely way. We plan on continuing with the embedded Math consultant and plan on adding an embedded Literacy consultant. We've decided to increase the amount of Math diagnostic work to better match interventions to needs.***

**Note:** If the school is identified for a new subject area for 2011-12, list the area(s) and proposed revisions to the plan as a result of the new designation.

**Note:** If the school's AYP status for 2011-12 now includes selecting a corrective action,

respond to this question by completing the *Memorandum of Understanding for Schools in Corrective Action*, as well as the *Implementation Narrative*.

#### Implementation Narrative

Since John Fuller School is a SINI year three for SPED mathematics a corrective action needs to be taken, therefore, John Fuller School has appointed an outside expert to advise the school on its progress toward making AYP. She will review data, model interventions for teachers, chart progress, and offer specific training. She will help teachers to use effective diagnostics and identify more effective interventions.

## 2011-2012 School Year Strategies and Implementation Plan

**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 per strategy.

<b>Priority Area:</b> (to reduce identified achievement gaps)	<b>To reduce the achievement and improve math achievement for SPED students.</b>				
<b>Strategy #:</b>	<i>Continue with RTI model development to assure benchmark screening and responsive interventions.</i>				
<b>Objectives:</b>	<i>What changes in the district practices are expected as a result of this strategy?</i> <b>Objective: School practices in math instruction, progress monitoring, and effective interventions will all be positively impacted</b>				
	<i>What changes in student learning are expected as a result of this strategy? How will it help improve achievement for students who are not yet proficient?</i> <b>Objective: Student learning in math will show continued improvement with fewer students needing intervention. For those needing intervention, the interventions will be shorter and more effective.</b>				
<b>Proposed Activities for 2011-2012</b> <i>Describe the activities to be implemented to achieve the desired outcomes in school practices and student learning. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation 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 the activity begin/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>
<b>Embedded Math consultant</b>	<b>Title I</b>	<b>9/11-6/12</b>	<b>principal</b>	<b>New diagnostic tools and more effective interventions. New benchmarking and screening tools.</b>	<i>NECAPs 1x yr NWEA 2X Aimsweb every 6 weeks</i>

<b>Embedded district-wide literacy consultant</b>	<b>Title I</b>	<b>9/11-6/12</b>	<b>Asst. Superintendent</b>	<b>New diagnostic tools and more effective interventions. New benchmarking and screening tools.</b>	<i>NECAPs 1x yr NWEA 2X Aimswab every 6 weeks</i>
<b>Intensive tutoring before school, after school and during the summer</b>	<b>Title I, IDEA</b>	<b>9/11-8/12</b>	<b>Principal</b>	<b>Tutoring progress reports</b>	<i>NECAPs 1x yr NWEA 2X Aimswab every 6 weeks</i>

## **2011-2012 School Improvement Plan Title I Parent Notification Requirements**

### **Instructions:**

Before completing this section, refer to Appendix B in instructions for detailed guidance for fulfilling public school choice requirements.

- (a) Describe the process the school will use to provide parents of each student enrolled in the school with timely written notice regarding the school's identification as a 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 SINI letter has been written and all parents will be receiving the letter in the mail with plenty of time to request a transfer. We've notified parents of the availability of SES and it is on the school website. A DINI letter was sent home with all students out informing them of the district status.**

- (b) If applicable, describe the process the school has developed for parents in the event they wish to request a transfer of their child to another school within the district that is not identified for improvement. If public school choice is not applicable to your school, state "not applicable".

**The district publishes in the newspaper the change of school policy and it is also published in the SINI letter, the DINI letter and on the website the process to request a change of schools. Parents who request a change are then given that opportunity. As a side note, the majority of district requests have actually been to attend the John Fuller School.**

- (c) Attach a copy of the parent/teacher notification letter to this application. **Note: Parent Notification letters must have been submitted for approval to the NHDOE prior to June 15, 2011.**