

# **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  
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# 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#:81**

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**District Name: Hudson School District**

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**School Name: Nottingham West Elementary School**  
**Year 2 (1,2,3...) of Improvement for Mathematics**  
**Year \_\_\_\_\_ (1,2,3...) of Improvement for Reading**

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**Address: 10 Pelham Road**

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**City: Hudson, NH**

**Zip: 03051**

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**Principal: Peter Durso**

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**Tel: 603 595-1570**

**Fax: 603 595-1515**

**E-mail:  
pdurso@SAU81.org**

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**Contact person if different from Principal:**

**Name:**

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**Title:**

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**Address:**

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**City:**

**Zip:**

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**Tel:**

**Fax:**

**E-mail:**

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

The Superintendent of Hudson, NH 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.

**SINI Year 2 or more**

xYes 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** 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.

**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 School Improvement /Corrective Action/Restructuring Plan to the NHDOE prior to the start of the next school year.
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\_\_\_\_\_  
**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 1 Math**

**List any subgroup(s), if applicable, for which the school did not make AYP: Learning Disabilities; Economically Disadvantaged**



### Improvement Goal for 2010-2011

**State the improvement goal:**

1. Using the 2009 NECAP data as a baseline, the percentage of students in the Educationally Disabled, Economically Disadvantaged, Non- or Limited- English Proficient groups in the substantially below proficient level will decrease by 10%.



### Implementation of Approved Strategies/Activities

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

1. Instructional teams will meet monthly during regularly scheduled meetings to align instructional practices with grade level expectations in math.
2. Special education teachers along with the ESOL teacher be active members of each grade level PLC teams.
3. PLC teams will develop summative and formative assessments to monitor student mastery with the power standards
4. Teachers use assessments to gather evidence and monitor each student's mastery of GLEs/ Power Standards
5. PLC teams meet to review Grade Level Expectations in Mathematics. They will identify power standards for each grade level.
6. Instructional teams will use knowledge of best practice and assessment data to reflect on their teaching practice.
7. Instructional teams will continue this cycle to achieve and improve student assessment outcomes for continuous instruction improvement.
8. SINI team will develop a presentation for both staff and the parent group to review the building improvement plan.
9. Instructional teams will gather evidence/monitor each student's mastery of Grade Level Expectations in mathematics and adjust flexible groups per students needs.
10. Teachers will participate in professional development that enhances their knowledge of elementary math content on a vertical continuum.
11. Elementary teachers will provide students with a minimum of 60 minutes of uninterrupted math instruction each day
12. Develop a group of math coaches utilizing the parent volunteers to help support students' needs.
13. Teachers will use Performance Plus to manage and analyze data.

14. A school data team will be developed to monitor and manage assessment data. The data team will publish parent SINI newsletter on the website. Parents will be encouraged to respond to these letters with recommendations and questions.
15. Para educator will be hired to support kindergarten and first grade in the area of math

**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
- x  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?

Nottingham West Elementary School has developed a data team this year as a result of being classified as a School in Need of Improvement in the area of math. The driving force behind this team is for the team to contribute to dramatic and permanent improvement so our teachers can make a greater positive difference in students' lives. The second purpose of our team is to strengthen our resolve to do whatever it takes to educate every student to the peak of his or her capacities.

### First and Second Grade Math Report

1. There are six first grade and six second grade classrooms at Nottingham West Elementary. The average number of students in each classroom is between 20 and 22 which means that are approximately 120 students per grade level. Our school is currently on a Math SINI plan for the 2010-2011 school year. Using the 2009 NECAP data as a baseline our goal is for the percentage of students in the Educationally Disabled, Economically Disadvantaged, Non- or Limited- English Proficient groups in the substantially below proficient level to decrease by 10%.
2. *While working with Professor Mahesh Sharma the first grade team is planning to start the next school year by teaching the sequence for addition and subtraction solely. This means that basic math facts will be the focus of instruction until November. The Everyday Series will be used after that time. As suggested by Professor Sharma once basic math facts are mastered other skills such as telling time and counting money will become easier for students to learn.*
3. This data has been used to better instruct the areas of need in both grade levels by using the Everyday Math series as well as the theories of Professor Mahesh Sharma. As noted in the NWEA scores both grade levels need more focused time for instruction in the area of number sense. *For the past three years each grade level has aligned the Everyday Math series to the state standards and have created formative and summative assessments to match the grade level expectations. Teachers are also familiar with content standards because they worked towards writing teacher friendly language for each.*

4. *Teachers in both grades have created math games or used website links that coincide with the strategies recommended by Professor Mahesh Sharma. Every Friday, teachers set time aside to practice addition and subtraction facts using the games created. During this time teachers are able to pull small groups for focused activities. Both grades are also teaching number sense by following the sequence of addition and subtraction provided by Professor Mahesh Sharma and teaching math during a 60 minute uninterrupted block of time. During math lessons, all first and second grade teachers also practice counting by 2s, 5s, and 10s starting at random numbers and using cards to create number patterns. We also give addition and subtraction timed tests to encourage fluency in numbers. Both grades have title 1 paraprofessionals that work daily with a selected group of students to focus on number sense skills. They incorporate the Cuisenaire rods in daily lessons.*
5. This data has informed our teaching by making each teacher more aware of number sense by using the best practices for reaching students at various levels. Both grades are working towards teaching number sense skills consistency and with fidelity.

### Grade 3 Report

1. The third grade at Nottingham West Elementary School is comprised of 5 classrooms, with approximately 28 students in each classroom (roughly 140 students). Our school is in its first year of SINI in the area of mathematics. Our SINI Plan intends to increase our scores in the area of Number and Operations and lessen the gap between our regular education and special education populations. The Hudson School District is not a District In Need Of Improvement at this time.
2. Upon looking at the data, it is apparent that our students are lowest in the area of Number and Operations. This is true across all grade levels. Each grade level uses the Everyday Math program as part of their Mathematics curriculum. *We have also met several times with Professor Mahesh Sharma and grade levels have implemented the strategies he has suggested in order to strengthen math instruction and student achievement.*
3. *The third grade Team has worked closely in their PLC group this year. We have aligned our math curriculum with the GLE's and from there have identified Power Standards necessary for third grade mastery. Our daily math lessons reflect these Power Standards, using both the Everyday Math curriculum and additional supplementary activities and assignments. We have also implemented the strategies we have learned from Professor Mahesh Sharma, and we incorporate them into daily math lessons. Last school year, our Team created formative assessments that align with our Power Standards. This year we have begun administering them to our classes. The results of these assessments provide us with feedback that guides our instruction. It lets us know which students have grasped a concept or skill, and which students may need some additional instruction. This year we have also been afforded the opportunity to work with a Title 1 math tutor who works with students who qualify for services. Students meet in a small group setting daily to work on and strengthen basic math skills, such as number & operations and computation.*

### Grade 4 Math Report

1. The fourth grade at Nottingham West consists of five classes with 26 students in each class. There are a total of 130 in grade 4. Nottingham West is a SINI school in the area of math. NWES is primarily focusing their improvements on the area of Number and Operations according to the goals in its SINI plan. The fourth grade team collaborates in math to ensure that all students are receiving instruction according to the NH State GLEs with a focus on the Power Standards that the grade 4 team identified as being the strongest areas of instructional need in accordance with the NECAP Assessment.
2. Number of Operations seems to be the area of greatest difficulty for 4<sup>th</sup> graders most likely because of the great numbers of standards that are covered within this strand.
3. Number and Operations is the foundation for all other strands of math content—if N&O is a weakness, it will affect the other strands.
4. With new methods and practices by Prof. M. Sharma, N&O is being approached at all grade levels differently in a scientifically proven sequence to allow for easier mastery.
5. The grade level teachers meet to share resources and plan units together while also implementing common assessments to discuss and map student progress across the grade level. This provides consistency in curriculum and instruction across the grade level. The Grade Four Team also

implements common unit assessments as well as formative and summative assessments according to a created timeline.

6. Data has been used to drive instruction by showing teachers which standards in math individual students are having difficulty with. This enables teachers to target students and individual skill sets to help intervene and provide more scaffolding to help that student reach proficiency within that standard. Data is also helping teachers to plan their math units and by using the state GLEs and Power Standards, teachers are able to adjust the emphasis on instruction to target those skills that are most crucial in accordance to the NECAP assessment.
7. At NWES, we have aligned our Everyday Math curriculum to the NH GLEs in such a way as to focus on the power standards while also providing instruction on all of the other NH state standards as well. It is from these standards that we base our goals and assessments to ensure that all students are provided with instruction and intervention based on the state standards.
8. Teachers at Nottingham West are required to set curriculum based goals yearly at the school and district level that closely align with the district's master plan and correlates with class data.
9. Teachers reflect on this data and use the data from assessments to drive instruction. This year, since we are now a SINI school, the fourth grade team made the decision to have the NWES SINI goals also be our grade level goals as well. This assures that we are indeed using the SINI plan to help improve student achievement in math.
10. The fourth grade team is very familiar with the state standards through all of the alignment work in the PLC groups to properly teach NH State GLEs using the Everyday Math program as well as extensive support materials that have been developed. We are also familiar with the standards by using PerformancePlus to analyze assessment data.

#### Grade 5 Report

1. The school became a SINI school in 2010 in the area of math. The goals that will be addressed by the SINI plan is to reduce identified achievement gaps that have been identified. Addressing objectives such as insuring student learning through teacher instruction of curriculum aligned to the state standards consistently at all grade levels.
2. School data has helped to identify target areas that are in need of improvement; one such area is Numbers & Operations. Through our PLC within the building, curriculum has been aligned to the GLE's. Through collaboration, consistency and data analysis, instruction to identify student weaknesses and improve student achievement has been improved.
3. Using Performance Plus to identify strengths and weaknesses
4. Ensuring that power standards are clearly identified and consistently teaching to the state standards

#### Special Education Department

1. Grades 1 through 5 math groups working on Mahesh's strategies have 2 to 5 students that meet for 15 or 30 minutes per day.
2. We chose students for Mahesh to observe who were having the most difficulty generalizing the concepts, skills, and materials (ie, the rods) that the program uses, anticipating that he would demonstrate strategies that would assist these significantly impaired students. We are open and anxious to learn strategies to differentiate the program for these students.
3. All of the special ed. teachers and paras using this program with students have notebooks with all of Mahesh's handouts, as well as copies of his published materials, "The Notebook" and "How to Master Arithmetic Facts Easily and Effectively". We have created our own materials, worksheets, and assessments that follow each of his 11 steps. We have followed the steps, the dialogues, and the routines outlined in all of Mahesh's publications.

4. Each time Mahesh has spent time in our building, we have sent our paras and ourselves to other pre- and post-meetings and classroom observations.

- Overall, where there is greatest evidence of improvement, what factors were most influential in generating change?
  - SINI Team presenting to Staff and Data Team thereafter.
  - Student basic facts mastery (no number grids) – promote mastery before moving to next concept.
  - Starting math class with skip counting exercises daily

The greatest evidence of improvement is on the NWEA assessment, Summative and formative assessments.....

- Analyzed each strand and then did targeted skill instruction for the lowest skills sets.
  - Grade 5 found that when looking at their formative assessments/ analyzing each strand and regroup to address areas of weaknesses. Focused instruction on numbers and operations throughout.
  - 94% increase on their RIT scores overall for the numbers and operations as a grade
- Where improvement is less evident, what factors have impeded the desired change?

*Teachers have been devoting more focus on number and operations that other strands may not have received as much attention and thus have not shown much improvement.*
  - 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?

1. *Reviewing School Data Reports*

2. *Reading Over Formative Assessment Articles and reflecting on questions.*  
*What are you common formative assessment telling you?*

*How have you incorporated these into your instructions?*

*How have you used the results?*

*What have you learned about your students?*

*Collect anchor papers for common assessments*

3. *Topic: Analysis of your math program? Where are your students' gains? In what areas of the curriculum? (i.e N&O; DSP; F&A; G&M) What types of reports have you printed from Performance Plus to reflect on your math program so far?*

4. *Topic: Revisions: What revisions need to be made in common formative assessments? In Summative (Fall, Winter, and Spring Assessment?) in order to gain further insight about our teaching and curriculum practices?*

5. *Topic: Review this year's data and compare your data with your colleagues. Did you meet your goals? Goals for next year?*

6. *Topics: Review pacing guide from Mahesh-Is your teaching aligned to the pacing guide?*

7. *Gr. 4 & 5: Development of Pacing Guide*

8. *Topic: Do our summative (Fall, Winter, and Spring) need to be cumulative?*

9. *Topic: Is there a need to develop a baseline assessment?*

**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*.

## 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)	Using the 2009 NECAP data as a baseline, the percentage of students in the Educationally Disabled, Economically Disadvantaged, Non- or Limited- English Proficient groups in the substantially below proficient level will decrease by 10%.				
<b>Strategy #:</b>	Provide time and resources for faculty to collaboratively develop common assessments based on the aligned curriculum and anchor papers that go with each open-ended assessment. Revise Fall, Winter, and Spring assessments into cumulative assessments.				
<b>Objectives:</b>	<i>What changes in the district practices are expected as a result of this strategy?</i> <b>Objective:</b> All teachers will use common formative assessments to drive instructional practices.				
	<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:</b> All students will experience greater success in math and math literacy.				
<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>
PLC teams will develop and/or revise summative and formative assessments to monitor student mastery with the power standards.	Time to meet as grade level teams, use of substitutes to arrange release time.	9/2011-7/2012	PLC teams/ administration	Monthly PLC agenda meeting notes  Final products (Pacing guides, assessments, and reports or results.)  Posted on Intranet to	Comparing Summative Assessments with NWEA and NECAP  Collecting anchor papers

				allow all grade levels access	
Teachers use assessments to gather evidence and monitor each student's mastery of GLEs/ Power Standards	Time to meet as grade level teams, use of substitutes to arrange release time.	9/2011-7/2012	PLC teams/ administration	Comparing Summative Assessments with NWEA and NECAP  Collecting anchor papers	Comparing Summative Assessments with NWEA and NECAP  Collecting anchor papers

## 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)	Using the 2009 NECAP data as a baseline, the percentage of students in the Educationally Disabled, Economically Disadvantaged, Non- or Limited- English Proficient groups in the substantially below proficient level will decrease by 10%.				
<b>Strategy #:</b>	Teachers will develop and/or follow a math pacing guide as recommended through the District Math Consultant to insure that critical concepts in math are mastered.				
<b>Objectives:</b>	<i>What changes in the district practices are expected as a result of this strategy?</i> <b>Objective:</b> All teachers will use common pacing guides to drive instructional practices.				
	<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:</b> All students will experience greater success in math and math literacy.				
<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>
Grade 1-3 teaching staff will follow math pacing guides	Grade levels meet to discuss pacing guide	9/2011-7/2012	PLC teams/ administration Data Team	Monthly PLC Meeting Notes Assessments that correspond with the pacing guide Math Observations by administration	Comparing Summative Assessments with NWEA and NECAP
Grade 4 and 5 teaching staff develop pacing guide and implementation of guide	Grade levels meet to discuss and develop pacing	9/2011-7/2012	PLC teams/ administration	Monthly PLC Meeting Notes Assessments that	Comparing Summative Assessments with NWEA and NECAP

	guide			correspond with the pacing guide Math Observations by administration	
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## 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.

#### **Mailed letter home (see attached)**

- (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".

N/A

- (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.**