

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**

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



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#:92

District Name:Hinsdale

School Name: Hinsdale Middle School
Year 2 (1,2,3...) of Improvement for Mathematics

Address: 49 School Street

City: Hinsdale

Zip: 03451

Principal: Mr. John Sullivan

Tel: 336-5984

Fax: 336-7497

E-mail:

jsullivan@hnhsd.org

Contact person if different from Principal:

Name: Mr. Joe Boggio

Title: Assistant Principal

Address: 49 School Street

City: Hinsdale

Zip: 03451

**District: Hinsdale
School: Hinsdale Middle School**

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

The Superintendent of Hinsdale Middle 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 Hinsdale
School Hinsdale Middle School**

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.

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.

**District Hinsdale
School Hinsdale Middle School**

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.

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: SES



Improvement Goal for 2010-2011

State the improvement goal: Using the 2008 and 2009 NECAP results as a benchmark, economically disadvantaged students at Hinsdale Middle School will demonstrate progress towards proficiency in math as evidenced by the regular assessments to be administered during the 2010-2011 school year (NECAP, NWEA).



Implementation of Approved Strategies/Activities

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

Improve parent and community involvement, develop Professional Learning Communities (PLC) to collect and use data effectively and develop Response to Intervention model to ensure students are receiving instruction based upon their needs.

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?

Instructional coaching was done on a regular basis. Data was used to create groups of students based on their academic needs. Tier 2 instruction was completed by the Title 1 tutors in math. Students were led through a goal setting process prior to taking the math and reading tests in the fall. Formative assessments were implemented to inform instruction, including probes, timed fluency tests and teacher made assessments. Cut scores to determine student needs were established. A personalized approach to response to intervention was developed. Norms of collaboration have been developed by each PLC. Students were tested using NWEA three times this year (fall, winter and spring). Weekly meetings have been held.

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

The feedback on instructional coaching is very valuable to the staff. An expert math teacher with specific training in instructional coaching rotated through the middle school supplemental math classes in grades 6 to 8 each day. The instructional coach was able to identify gaps and inconsistencies in the curriculum. As a result these needs will be addressed in the 2011-12 school year. The instructional coach was also able to provide timely feedback to teachers on their daily instructional techniques. Finally, since the instructional coach is a high school teacher he was able to develop first hand knowledge of the taught curriculum at the middle school and bring that knowledge to the high school math teachers. Tutoring in small groups and one to one also proved to be effective. Sixth grade students in tutoring demonstrated significant growth fall to spring on NWEA MAP testing. Some had growth of more than 15 points on the RIT scale. Seventh grade students showed growth of about 10 points. Eighth grade students had more typical growth although three of them showed growth of 12 to 15 points. Teachers have also benefited from the PLC model in identifying core curriculum at the local level and ensuring there is a continuum in the scope and sequence of the courses at the middle school. Homework club offered through the 21 Century Community Learning Center grant has had a significant impact on student achievement but is difficult to measure exactly how much. Anecdotally teachers indicate a larger percentage of students complete homework and therefore, there is less time spent re-teaching material.

- Where improvement is less evident, what factors have impeded the desired change?
Students identified as both economically disadvantaged and educationally disabled struggled to meet their prospective growth targets. A more inclusive “push-in” model will be in place for 2011-12 in order for those students to have more direct instruction in mathematics and at a level to build their skills. The lack of exposure to the core curriculum and differentiated instruction in the core contributed to these students slower growth.
- 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?

Year 2 Mathematics.

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*.

Not applicable.

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.

Priority Area: (to reduce identified achievement gaps)	Using the 2008 and 2009 NECAP results as a benchmark, economically disadvantaged students at Hinsdale Middle School will demonstrate progress towards proficiency in math as evidenced by the regular assessments to be administered during the 2011-2012 school year (NECAP, NWEA).				
Strategy #: 1	Develop Professional Learning Communities (PLC) to collect and use data to address student needs in mathematics in a timely manner.				
Objectives:	<i>What changes in the district practices are expected as a result of this strategy?</i> Objective: Teachers will use and have data available to them in order to make decisions on 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> Objective: Students will have instruction differentiated to better meet their needs.				
Proposed Activities for 2011-2012 <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</i>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will the activity begin/end?</i>	Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	Monitoring (Implementation) <i>What evidence will be collected to document implementation? How often? By whom?</i>	Monitoring (Effectiveness) <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>

<i>implementation of each activity.</i>					
Bi-weekly PLC meetings focused on math instruction	Title 1 tutor Special educator Classroom teachers	September 2011 to June 2012	Assistant Principal	Meeting minutes Intervention list created Benchmark assessment and post intervention assessment	At a minimum 80% of the students will be successful in tier 1 The remaining students will be successful in tier 2 and 3
Action research in tier 2 interventions within the classroom	Classroom teachers Title 1 tutors Special educator	September 2011 to June 2012	Assistant Principal	Lesson plan review PLC meeting minutes	Over the course of the academic year fewer students will be referred to interventions in tier 2 and 3
MAP Testing	Technology Coordinator Guidance Classroom teachers Administration	January 2012/May 2012	Assistant Principal	Implementation of grouping based on results	At a minimum 80% of the students will be successful in tier 1
Curriculum Based Measurement	Math Instructors	September 2011 to June 2012	Math PLC	Formative assessment administered monthly to chart progress	By June 2012 all students will score at or above the fiftieth percentile

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.

<p>Priority Area: (to reduce identified achievement gaps)</p>	<p>Using the 2008 and 2009 NECAP results as a benchmark, economically disadvantaged students at Hinsdale Middle School will demonstrate progress towards proficiency in math as evidenced by the regular assessments to be administered during the 2011-2012 school year (NECAP, NWEA).</p>				
<p>Strategy #: 2</p>	<p>Develop Response to Intervention model to ensure students are receiving instruction based upon their needs.</p>				
<p>Objectives:</p>	<p><i>What changes in the district practices are expected as a result of this strategy?</i> Objective: Teachers will use instructional strategies and assessment to respond when students need more time to learn new concepts and have data available to them in order to make decisions on instructional practices.</p>				
	<p><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> Objective: Students will benefit from a timely response when they are not learning and need more instruction to better meet their needs.</p>				
<p>Proposed Activities for 2011-2012 <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></p>	<p>Resources <i>What existing and/or new resources will be used to accomplish the activity?</i></p>	<p>Timeline <i>When will the activity begin/end?</i></p>	<p>Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i></p>	<p>Monitoring (Implementation) <i>What evidence will be collected to document implementation? How often? By whom?</i></p>	<p>Monitoring (Effectiveness) <i>What evidence will be collected to assess effectiveness? How often? By whom?</i></p>

Bi-weekly PLC meetings Focused on identifying students in need of intervention.	Tier 2 instruction from Special educator Small group tutoring from Title 1 tutor	September 2011 to June 2012	Assistant Principal	Meeting minutes Intervention list created Benchmark assessment and post intervention assessment	Fewer students identified as requiring tier 2 support
Implementation of the Early Warning System	Middle School PLC	Every 3 weeks throughout the academic year	Assistant Principal	Meeting minutes	
Development of local common formative assessments	Staff Development Time	August 2011 through June 2012	Assistant Principal	Staff Development Sign in Sheets Assessments posted on line in Studio	Teachers use formative assessments to re-align students based on need Fewer students require tier 2 support
Tutoring individually and in small group settings	Title 1 tutor Special educator	September 2011 through June 2012	Assistant Principal	Meeting minutes Class lists and grades	Student performance on monthly assessments shows growth over time towards reaching the fiftieth percentile
Student Goal Setting	Math teachers	September 2011, January 2012, and May 2012	Assistant Principal	Student goal sheets on file	80% of students are proficient on NECAP

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.

<p>Priority Area: (to reduce identified achievement gaps)</p>	<p>Using the 2008 and 2009 NECAP results as a benchmark, economically disadvantaged students at Hinsdale Middle School will demonstrate progress towards proficiency in math as evidenced by the regular assessments to be administered during the 2011-2012 school year (NECAP, NWEA).</p>				
<p>Strategy #: 3</p>	<p>Improve parent and community involvement.</p>				
<p>Objectives:</p>	<p><i>What changes in the district practices are expected as a result of this strategy?</i> Objective Parents will feel empowered to be an integral part of their children’s education</p>				
	<p><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> Objective: Students will demonstrate increased effort at becoming independent learners and over time show the ability to recognize their weaknesses and identify resources and tools to strengthen themselves.</p>				
<p>Proposed Activities for 2011-2012 <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></p>	<p>Resources <i>What existing and/or new resources will be used to accomplish the activity?</i></p>	<p>Timeline <i>When will the activity begin/end?</i></p>	<p>Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i></p>	<p>Monitoring (Implementation) <i>What evidence will be collected to document implementation? How often? By whom?</i></p>	<p>Monitoring (Effectiveness) <i>What evidence will be collected to assess effectiveness? How often? By whom?</i></p>
<p>Parent Training/Information</p>	<p>Parent Connection PTSA ACCESS after school program</p>	<p>Quarterly</p>	<p>Assistant Principal</p>	<p>PCI completed after each parent night</p>	<p>PCI’s will show increased skill in helping students develop study skills and math fluency</p>

	Middle school math teachers				
Develop a Communication Plan	Develop communication plan	Quarterly Fall 2011 Start	Special Education Coordinator	The communication plan-FM Leadership Team 9/10	Achievement Team and end of year parent survey to assess if needs have been met. 6/11
Pre and Post Surveys	Pre and Post Training survey	Fall and spring	Assistant Principal	Sample survey Survey results published on internet	Surveys will be reviewed by the administrative team quarterly Results published on school web site
Homework Club	21 st Century Learning Community (ACCESS)	9/11 TO 6/12	Assistant Principal and ACCESS Coordinator	Monthly review of attendance by ACCESS Student achievement data	Monthly review of attendance and achievement data for students

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 parent letter which is attached will be mailed to all parents of middle school students in August 2011 two weeks prior to the first day of school which is August 30, 2011. It will also be displayed on the school website and available upon request in the main office. The population of Hinsdale is such that the letter, written in English, is fully understood by all parents. All students new to the district will receive the letter as part of the enrollment package.

- (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".

Not applicable.

- (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. (Formatting is different from actual letter on school letterhead)**

August 16, 2011

Dear Parents/Guardians of Hinsdale Middle School:

I am writing to inform you that Hinsdale Middle School has been identified by the New Hampshire Department of Education as a "School in Need of Improvement" Year 2 in the area of mathematics. This notice will also describe the school choice option parents/guardians have for their children and our plans for improved performance for all children.

In January 2002 President Bush signed a new education law called No Child Left Behind (NCLB). The long-range goal of NCLB is that every child will be proficient in reading and mathematics according to a state's academic standards. The Hinsdale Middle School did not make the state target goal in mathematics for two consecutive years in 2007 and 2008, which is why we have been identified as a School in Need of Improvement. Due to the hard work of students and teachers the test results from 2009 showed the school made Adequate Yearly Progress (AYP). Based on the 2010 test results Hinsdale Middle School did not make AYP once again in the socioeconomic sub group but did make it for the whole school.

Our district will make after school tutoring available for those students who qualify through Supplemental Educational Services (SES). If your child qualifies, you will be notified by September, 2011. Please direct your questions to Inder Khalsa at 336-5984ext 133.

Under the No Child Left Behind Act each Title 1 school identified as a “School in Need of Improvement” is required to provide public school choice. However, due to the fact there is no other middle school or charter school in the town of Hinsdale choice is not applicable to our district. Comparative data for the state, school and neighboring districts are shown below for the 2010 NECAP Test. The data shows percent proficient in Math.

Hinsdale	MRSD	Keene	Jaffrey-Rindge	Fall Mtn	Conval	Winchester
67	64	61	67	58	69	63

Currently the school has several initiatives already in place to address our weaknesses in the area of mathematics. These include skill set math for every middle school student to begin each day, implementation of interactive whiteboard technology in classrooms, after school programming including homework club, online textbooks, and one to one or small group tutoring sessions.

Our school staff developed and implemented a comprehensive plan to address our needs in the summer of 2009 and is working closely with the New Hampshire Department of Education representatives to be able to identify key areas for improvement. This summer the school improvement team will review the data and using resources like the indicators for rapid improvement identify steps necessary to reach our goal of proficiency.

As a parent you are 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 or Mr. Sullivan know by calling the school or sending us an email.

I look forward to working with you to provide opportunities for success for each of our students.

Sincerely,

Joe Boggio, Assistant Principal SINI Chairman