

New Hampshire Department of Education



Title I School Improvement Plan Template

For Title I Schools Entering In Need of Improvement Status for School Years 2009-2010 and 2010-2011

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

May 2009

**Lyonel B. Tracy, Commissioner
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301
www.ed.state.nh.us**



School Improvement Plan Cover Page

For Title I Schools Entering In Need of Improvement Status for School Years 2009-2010 and 2010-2011

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

SAU#: 39

District Name: Amherst School District

**School Name: Clark-Wilkins Elementary
School**

Address: 80 Boston Post Rd, PO Box 420

City:Amherst

Zip: 03031

Principal:Mr. Gerard St. Amand

Tel:673-4411

Fax:672-0968

**E-
mail:gstamand@sprise.com**

Contact person if different from Principal: (in addition to the principal)

Name: Nicole Heimarck

Title: Director of Curriculum and PD

Address:1 School Street

City:Amherst

Zip:03031

Tel:603-673-2690

Fax:

**E-
mail:nheimarck@sprise.com**

**2009-2010 School Improvement Plan
Title I Memorandum of Understanding**

The Superintendent of Schools assures the Commissioner of Education that:

- the LEA or its designee has provided and will continue to provide technical assistance to the identified school as it develops and implements the goals and objectives described in the school improvement plan. Technical assistance would at a minimum include:
 - analyzing data;
 - identifying solutions that are based on scientific research; and
 - analyzing and revising the school's budget.
- he/she has reviewed and approved the school improvement plan prior to submission;
- the identified school 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 teachers and principal(s) high-quality professional development that directly addresses the academic achievement problem that caused the school to be identified for school improvement;
- the identified school will establish annual, measurable objectives for continuous and substantial progress by each group of students enrolled;
- the identified school will incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year;
- the identified school 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 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 2009-2010 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.

Superintendent of Schools

Date

TITLE I SCHOOL DEMOGRAPHIC INFORMATION

Is the school (check all that apply):

Title I Schoolwide Title I Targeted Assistance

2009-10 School Enrollment: 702 Grades levels of the school (i.e. K-8, K-5, etc.): K-4

STUDENTS	SCHOOL YEAR		
	2007-08	2008-09	2009-10
% Caucasian	92%	92%	93%
% African- American	1%	1%	1%
% Asian/Pacific Islander	4%	4%	3%
% American Indian	1%	0%	1%
% Hispanic	2%	3%	3%
% Other	0%	0%	0%
% Female	50%	51%	51%
% Male	50%	49%	49%
% LEP	1%	2%	1%
% Special Education	10%	6%	6%

SCHOOL STAFF	2009-10
Total Number of Instructional Staff	89
New Instructional Staff	2
Total Number of Paraprofessional Staff Providing Instructional Support	29
New Paraprofessional Staff Providing Instructional Support	1.7
Total Number of Administrative Staff	3
New Administrative Staff	1

TITLE I 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;
- ◆ State the area(s) in which the school did not make adequate yearly progress (AYP) for two consecutive years, resulting in the designation as a school in need of improvement;
- ◆ 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);
- ◆ A summary of the strategies and activities planned to improve student achievement in the area(s) described above.

Clark-Wilkins School is the only elementary school in the Amherst School District, serving approximately 700 students in grades kindergarten through four. Amherst Middle School serves Amherst students in grades 5 and 6 who are joined by Mont Vernon students for both 7th and 8th grade. Amherst joins the Mont Vernon and Souhegan Cooperative School Districts comprising School Administrative Unit #39. The three districts represent the K-12 learning experience for approximately 3000 students and their families. Our common mission is “To Engage, Challenge and Support All Learners”.

At Clark-Wilkins School, our Educationally Handicapped subgroup did not make Adequate Yearly Progress for the second consecutive school year on the New England Common Assessment Program (NECAP) in the area of mathematics. This resulted in our current designation as a School in Need of Improvement (SINI).

Our professional staff and School Improvement Team (SIT) analyzed a variety of data points identifying the “root causes” of our SINI status. The root causes include:

- The need for enhanced school knowledge and understanding of the Grade Level Expectations in mathematics, New Hampshire’s state standards. This knowledge and understanding must occur in a vertical sequence.
- The need for improved and deliberate implementation of the Grade Level Expectations.
- The need for improved and deliberate implementation of research based best practice in mathematics instruction.

We agree that all staff must possess a functional knowledge of the GLEs across a multi-year span. We need to strengthen our mathematics pedagogy through the expansion of knowledge, training and implementation of research-based best practices in mathematics.

In order to address these “root causes,” and close our achievement gap staff will design a common structure for collecting, analyzing and utilizing student assessment data to inform our practice within a continuous instructional improvement model. Time will be dedicated so that all staff can work as grade level teams “unpacking” grade level expectations and translating them to instructional practice.

Increased collaboration with parents, guardians and other community members is vital as we seek to improve our school and the outcomes for ALL students.

Students at all grade levels will participate in flexible grouping in mathematics. This will provide greater opportunities for addressing skill strengths and deficits as identified through data analysis. Students in grades 1-4 will continue to have a minimum of one hour each school day for direct math instruction. Kindergarten students (currently all half-day programs) will now have a mandatory 30 minute math instructional block.

Instructional teams will be required to meet monthly in order to analyze student math data and adjust flexible groups per student needs. We will continue to learn to inform our teaching practices through the use of data. Staff will collaborate to develop and/or identify a common math benchmark in grades K/1. We recognize the need for a common, consistent structure or framework for the use of data to inform math instruction at all grade levels.

TITLE I 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 each school or district-based members, also provide the members title or position;*

School Improvement Team (SIT) members are as follows:

Name	Role/Title
Amy Anson	Para Educator
Joanna Bacon	Grade 4 Classroom Teacher
Kim Ballantyne	Kindergarten Teacher
Susan Blair	Assistant Principal now Interim Princ. @ MVVS
Mary Elizabeth Cregan	Technology Educator
Fay Deysher	Reading Specialist
Franna Eaton	Reading Specialist
Jennifer Eccleston	Mathematics Coach
Mary Beth Gilpin	Grade 4 Classroom Teacher
Nicole Heimarck	Director of Curriculum & Professional Development (SAU #39)
Shelly Kayser	Parent
Karen Laba	Consultant, Deputy Director New England Comprehensive Center
Karen Mayes	Special Education Teacher
Kathleen McIntyre	Library-Media Specialist
Theresa McNally	Parent
Ann Remus	School in Need of Improvement Facilitator
Jil Romano	Parent
Gerard St. Amand	School Principal
Meg Trainor	Assistant Principal

- ◆ *Describe how parents and outside experts were consulted during the development of the plan;*

Parents play a vital role in our school and school improvement process. When a letter was sent to families seeking parent involvement over twenty five parents put their names forth as interested and willing volunteers. From those twenty five we selected three to represent the parent constituency of the Clark Wilkins Elementary School. These three individuals are active and ongoing members of our team.

Additional outside resources included consultants. Our first consultant was an external facilitator contracted through SERESC, Ann Remus. She was brought in to facilitate discussions and pose challenging questions. This enabled administrators in the district to take on the role of participants removing the dual responsibility of leading the discussion. Further, Karen Laba, Deputy Director of the New England Comprehensive Center was solicited for support as we integrated a pilot online rapid improvement tool with the School Improvement Plan required under the No Child Left Behind legislation.

- ◆ *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. Include who, what, where, and when the peer review took place;*

Peer review speaks to the notion of collaboration. The Clark Wilkins Elementary school was proactive in ensuring each faculty member's voice was included in the plan. This process began on June 18, 2009 when the whole faculty engaged in a data walk. The data walk was guided by the Atlas protocol and concluded with all faculty members offering suggestions to the School Improvement Team.

Before the School Improvement Plan was submitted to the state an electronic copy of the plan was distributed to all faculty members. This provided faculty the opportunity to review the plan before attending a faculty meeting. The strategy was to build further staff background knowledge assuring a productive discussion that would once again support full staff voice.

Who: SIP Team presents plan to staff
What: School Improvement Plan roll-out
Where: Clark multi-purpose room
When: October 7, 2009

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

The School Improvement Plan will be disseminated electronically to parents of all current students. School personnel will receive a hard copy of the completed plan. In addition, a copy of the plan will be posted to the Clark-Wilkins School and SAU #39 websites.

Presently, parent information nights are under consideration as a way to involve more community members in strategies to address our achievement gap and foster greater collaboration across our system in achieving improved student outcomes.

Location of Achievement Gap(s)

Based on the 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.

Based upon the analysis of the NECAP and AYP results in the area of mathematics 82% of our third graders and 83% of our fourth graders scored proficient or proficient with distinction. Our Educationally disabled subgroup did not achieve Adequate Yearly Progress for the second consecutive year leading to our School in Need of Improvement status in the area of mathematics. In the 2008 testing year, 57% of third graders and 50% of fourth graders in the Educationally Handicapped subgroup scored proficient or proficient with distinction at Clark-Wilkins School. There is an observable and trackable achievement gap demonstrated between our regular education and educational disabled students.

With that said, it is the belief of SAU 39 that our SINI designation is not a special education issue alone. As we dug deeply into student performance data and teacher qualitative data we were able to confirm that the needs of regular education students are not being met. NECAP results from the 2008-2009 academic year indicated that double the non-identified children performed below proficiency standards as compared to our identified population. This is indicative of a shortcoming outside of special education. This belief was further confirmed when the SIT analyzed the standards and released items through Performance Tracker (the state supported data warehouse).

As we engaged in this analysis we discovered BOTH regular education students and identified students demonstrated a performance gap in the mathematics strands of Geometry and Measurement and Numbers and Operations. Both groups of students struggled on the identical NECAP questions.

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 2009-2010 action plan.

In order to improve student achievement in the area of mathematics we need to address a few “root causes” resulting in our underperformance. First, is our school and district knowledge of our state standards, Grade Level Expectations. Beyond knowledge and understanding we need to ensure **what** we are teaching aligns with these Grade Level Expectations. Our text or program is not our curriculum; our curriculum begins with the state standards and evolves into a more complex set of skills and content at the local level. Further, we need to enhance school-wide knowledge and implementation of effective, research-based instructional strategies. This includes the differentiation of instruction and appropriate use of student manipulatives. The understanding of and implementation of state standards and the use of research-based strategies has to be consistent within and across multiple grade levels.

Lastly, we need to implement a cycle of improvement that utilizes student data within a common structure in order to monitor the effectiveness of our strategies and progress demonstrated by our students. Increased parent and community collaboration is an integral part of the school improvement plan.

The “root causes” of our underperformance and achievement gap were identified as a result of several strategies. All teachers actively participated in analysis of NWEA and NECAP data from comparative surrounding school districts as well as an in-depth analysis of grade-level, cohort and individual student assessment data. This is illustrated through our “data walk” facilitated on the 18th of June 2009. All teachers completed an anonymous Root Cause Survey in order to confidentially inform the process and complement our quantitative data with qualitative information. The qualitative data was aggregated and evaluated for school-wide trends. The survey collected perceptual data based upon our current beliefs, strategies and teaching practices.

The School Improvement Team utilized the data described above in conjunction with its own analysis to determine the root causes.

Monitoring implementation and effectiveness of the school improvement plan

Provide a description of the team charged with monitoring the implementation and effectiveness of the school improvement plan.

The School Improvement Team as spearheaded by the School Principal is responsible for monitoring the implementation and effectiveness of the school improvement plan. The team is comprised of a School in Need of Improvement Facilitator, the district-wide Director of Curriculum and Professional Development, parents and school staff members (reading specialist, classroom teachers, mathematics coach, special educator, para educator, technology educator, library-media specialist and assistant principals). The School Improvement Plan template highlights the strategies for implementation, the parties responsible, and the timeline for implementation. A schedule will be developed for monitoring the implementation of this plan and progress demonstrated by staff and students.

Items to consider integrating in the goals below:

- Flexible math grouping required (based on data) across instructional teams
- Kindergarten minimum of 30 minutes of direct research-based math instruction daily
- Implementation of new homework policy
- Integration of mathematics program review K-12
 Increase the rigor of primary mathematics curriculum in conjunction with a comparative study.
- Consider implementation of supplemental math intervention for targeted students. Extended school day.
- 2009-2010 professional development plan (continuous instructional improvement)

2009-2010 TITLE I SCHOOL IMPROVEMENT ACTION PLAN

Instructions: Use the format below to describe the action plan for 2009-2010. Provide sufficient detail to assist the reviewers in understanding how the activities are designed to achieve the anticipated changes/outcomes in school practice and student learning. Duplicate this page as needed. Complete one form for each strategy.

<p>Goal (to reduce identified achievement gaps)</p>	<p>Clark - Wilkins staff will improve student learning by expanding their knowledge and implementation of effective, research-based instructional strategies in mathematics.</p>		<p>The following strategies will be implemented to achieve this goal (check all that apply):</p> <p><input checked="" type="checkbox"/> Improvement in Curriculum and Instruction</p> <p><input checked="" type="checkbox"/> Establishing or Implementing Local Assessments</p> <p><input type="checkbox"/> Implementing Processes to Follow the Progress of Each Child</p> <p><input type="checkbox"/> Addressing Specific Needs of Low-Achieving Students</p> <p><input checked="" type="checkbox"/> Professional Development</p> <p><input type="checkbox"/> Changes in School Systems or Processes</p> <p><input type="checkbox"/> Leadership/Governance</p> <p><input type="checkbox"/> Climate/Culture (staff and/or students)</p> <p><input type="checkbox"/> Programs Supported by Scientifically-Based Research</p> <p><input type="checkbox"/> Parent and Community Involvement</p> <p><input type="checkbox"/> Extended-Time Learning</p> <p><input type="checkbox"/> Connects to school's Title I Targeted Assistance School (TAS) or Schoolwide (SW) Plan</p> <p><input type="checkbox"/> Other (please describe: _____)</p>			
<p>Strategy</p>	<p>Improve staff knowledge of the progression of student learning defined by New Hampshire Grade Level Expectations in mathematics.</p>					
<p>Objectives (to be written as responses to the italicized questions)</p>	<p><i>What changes in <u>professional practice</u> are expected as a result of this strategy?</i></p> <p>OBJECTIVE: Each teacher will understand how mathematics grade level concepts and skills fit into the sequence of learning across a multi-year span.</p>	<p><i>What changes in <u>student learning</u> are expected as a result of this strategy?</i></p> <p>OBJECTIVE: All students will meet or exceed their annual individual growth targets as measured by NECAP and NWEA.</p> <ul style="list-style-type: none"> ➤ Students will receive mathematics instruction grounded in the GLE's. ➤ Increasing numbers of students will demonstrate mastery of GLE's as measured by their target growth on NECAP. 				
<p>Proposed Activities for 2009-2010 <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 this activity begin and 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 that the activity is being implemented as intended? How often and by whom?</i></p>	<p>Monitoring (Effectiveness) <i>What evidence will be collected to demonstrate effectiveness of this activity? How often and by whom?</i></p>	<p>Title I School Improvement Funds <i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form. Complete all applicable Budget Justification Forms.</i></p>
<p>Instructional teams meet regularly for blocks of time to</p>	<p>Mathematics Coach</p>	<p>Sept 2009-</p>	<p>Principal, Assistant</p>	<p>Agenda minutes will be created, collected</p>	<p>Use of a staff survey focusing</p>	

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review Grade Level Expectations in mathematics.	and Differentiated Instruction Coaches; GLEs	June 2010	principal, Mathematics coach, Instructional Teams	and reviewed monthly.	on changes in degrees of collaboration. Mathematics coach will collect information about teacher knowledge of GLEs (pre and post test results)	
Instructional teams will meet monthly during regularly scheduled grade level or cross-grade level meetings to align instructional practices with Grade Level Expectations in mathematics.	Current mathematics coach and Differentiated Instruction Coaches; GLEs	Sept 2009- June 2010	Principal, Assistant principal, Mathematics coach, Instructional Teams	Agenda minutes will be created and collected and reviewed monthly. This will include list of specific instructional practices discussed.	Continued development of binder resource incorporating GLEs, instructional practices and relevant materials.	
Instructional teams will design and implement units of instruction that include specific learning activities aligned with the Grade Level Expectations in mathematics.	Current mathematics coach, and Literacy Coach, and Differentiated Instruction Coaches; GLEs; Harcourt and other materials	Sept 2009- June 2010	Principal, Assistant principal, Mathematics coach, Instructional Teams	Continued development of binder resource incorporating GLEs, instructional practices and relevant materials	Student learning outcome data (chapter tests, NWEA, NECAP, teacher observation, SWEEP)	Possible release time for teachers.

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<p>Materials for standards aligned learning activities will be well organized, labeled and stored for convenient use by teachers.</p>	<p>Current mathematics coach and Differentiated Instruction Coaches; binder resource(including key to materials)</p>	<p>Sept 2009- June 2010</p>	<p>Mathematics Coach, Staff, and building level leaders. Parents may also be used as resources in a volunteer capacity to photocopy, organize, and label.</p>	<p>Completed binder with key to materials relevant to specific lessons including location.</p>	<p>Feedback from teachers, Student learning outcome data (chapter tests, NWEA, NECAP, teacher observation)</p>	<p>Funds may be necessary for an organizational system</p>
<p>Instructional teams will gather evidence/monitor each student's mastery of Grade Level Expectations in mathematics.</p>	<p>Assessment Data (NECAP, NWEA, Common Assessments)</p>	<p>August 2009- June 2010</p>	<p>Principal, assistant principal, mathematics coach, Instructional Teams</p>	<p>Benchmark/Assessment Data,</p>	<p>Benchmark/Assessment Data</p>	<p>Additional time for Teachers (possible)</p>
<p>Teachers will participate in professional development that enhances their knowledge of elementary math content on a vertical continuum.</p>	<p>Math Coach and Differentiated Instruction Coaches, Math teachers(all grade levels), Math</p>	<p>September 2009- June 2010</p>	<p>Principal, Asst Principal, Teachers, Math Coach, Teachers</p>	<p>Professional Development attendance records Observation, supervision, and evaluation records, Teacher self-assessment</p>	<p>Professional Development Reflections with specific learning outcomes</p>	<p>Funding to contract PD services related to the enhancement of teacher content knowledge in mathematics.</p>

	Consultant					
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2009-2010 TITLE I SCHOOL IMPROVEMENT ACTION PLAN

Instructions: Use the format below to describe the action plan for 2009-2010. Provide sufficient detail to assist the reviewers in understanding how the activities are designed to achieve the anticipated changes/outcomes in school practice and student learning. Duplicate this page as needed. Complete one form for each strategy.

Goal (to reduce identified achievement gaps)	Clark - Wilkins staff will improve student learning by expanding their knowledge and implementation of effective, research-based instructional strategies in mathematics.	<p>The following strategies will be implemented to achieve this goal (check all that apply):</p> <input checked="" type="checkbox"/> Improvement in Curriculum and Instruction <input checked="" type="checkbox"/> Establishing or Implementing Local Assessments <input checked="" type="checkbox"/> Implementing Processes to Follow the Progress of Each Child <input type="checkbox"/> Addressing Specific Needs of Low-Achieving Students <input checked="" type="checkbox"/> Professional Development <input type="checkbox"/> Changes in School Systems or Processes <input type="checkbox"/> Leadership/Governance <input type="checkbox"/> Climate/Culture (staff and/or students) <input type="checkbox"/> Programs Supported by Scientifically-Based Research <input checked="" type="checkbox"/> Parent and Community Involvement <input type="checkbox"/> Extended-Time Learning <input type="checkbox"/> Connects to school's Title I Targeted Assistance School (TAS) or Schoolwide (SW) Plan <input type="checkbox"/> Other (please describe: _____)
Strategy	Expand staff expertise in the use of effective research-based instructional strategies in mathematics.	
Objectives (to be written as responses to the italicized questions)	<p><i>What changes in <u>professional practice</u> are expected as a result of this strategy?</i></p> <p>OBJECTIVE: Teachers will increase their use of effective teaching strategies in mathematics.</p> <p>➤ Teachers will increase and enhance their use of flexible mathematics groups within an RTI Framework.</p>	
	<p><i>What changes in <u>student learning</u> are expected as a result of this strategy?</i></p> <p>OBJECTIVE: As a result of the increased application of flexible grouping and effective teaching strategies in mathematics, students will meet or exceed their target growth as measured by the NECAP and NWEA.</p>	

Proposed Activities for 2009-2010 <i>Describe the activities to be implemented to achieve the desired outcomes in school practices and student learning. Provide sufficient</i>	Resources <i>What existing and/or new resources will be used to</i>	Timeline <i>When will this activity begin and</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 that the activity is being</i>	Monitoring (Effectiveness) <i>What evidence will be collected to demonstrate</i>	Title I School Improvement Funds <i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget</i>
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<i>detail so that reviewers will understand the purpose and proposed implementation of each activity.</i>	<i>accomplish the activity?</i>	<i>end?</i>		<i>implemented as intended? How often and by whom?</i>	<i>effectiveness of this activity? How often and by whom?</i>	<i>Narrative Form. Complete all applicable Budget Justification Forms.</i>
Teachers will participate in professional development that focuses on student needs and employs best practices in mathematics instruction. Based upon local data specific best practice will be targeted as a priority area.	Differentiated Instruction Training and Coaches, Math Coach, Math Consultant	September 2009-June 2010	Principal, Asst Principal, Teachers, DI Trainers, Math Coach, Teachers	Professional Development attendance records	Professional Development Reflections with specific learning outcomes	Funding to contract PD services related to differentiated instruction, mathematics pedagogy, and the effective use of math manipulatives
Instructional Teams will collaborate and create lesson plans that reflect usage of targeted best practices.	Learning outcomes from professional development	September 2009-June 2010	Principal, Asst principal, Math Coach, Instructional Teams	Sampling of lesson plans reflecting use of specific best practices	Staff feedback, Student assessment data	Funding to contract PD services related to differentiated instruction, mathematics pedagogy, and the effective use of math manipulatives
Instructional Teams will implement plans integrating best practice.	Learning outcomes from professional development, Math Coach and Differentiated Instruction	September 2009-June 2010	Principal, Asst principal, Math Coach, Instructional Teams, DI coaches, Literacy Coach	Formal and Informal observations by Principal, Asst Principal and Math Coach (incorporate use of a checklist?) Teacher self-reporting and reflection (develop a form)	Staff feedback, student assessment data, observation data	Funding to contract PD services related to differentiated instruction, mathematics pedagogy, and the effective use of math manipulatives

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	Coaches, Lesson plans					
Instructional Teams will use knowledge of best practices in mathematics instruction and student assessment data to analyze and reflect upon their teaching practice.	Learning outcomes from professional development, Math Coach, Observation and Student Assessment Data, Teacher notes	September 2009-June 2010	Principal, Asst principal, Math Coach, Instructional Teams	Minutes from collaborative discussions with specific outcomes noted	Staff feedback/reflections, student assessment data	
Instructional teams will continue this cycle to achieve and improve student assessment outcomes. Continuous instructional improvement	Learning outcomes from professional development, Math Coach and Differentiated Instruction Coaches, Observation and Student Assessment Data	September 2009-June 2010	Principal, Asst principal, Math Coach, Instructional Teams	Documentation as referenced above	Student assessment data	Funding to contract PD services related to differentiated instruction, mathematics pedagogy, and the effective use of math manipulatives

2009-2010 TITLE I SCHOOL IMPROVEMENT ACTION PLAN

Instructions: Use the format below to describe the action plan for 2009-2010. Provide sufficient detail to assist the reviewers in understanding how the activities are designed to achieve the anticipated changes/outcomes in school practice and student learning. Duplicate this page as needed. Complete one form for each strategy.

Goal <small>(to reduce identified achievement gaps)</small>	Clark-Wilkins staff will develop and implement a common structure for consistent collection, review, analysis and utilization of student mathematics data.	<p>The following strategies will be implemented to achieve this goal (check all that apply):</p> <input checked="" type="checkbox"/> Improvement in Curriculum and Instruction <input checked="" type="checkbox"/> Establishing or Implementing Local Assessments <input checked="" type="checkbox"/> Implementing Processes to Follow the Progress of Each Child <input type="checkbox"/> Addressing Specific Needs of Low-Achieving Students <input checked="" type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Changes in School Systems or Processes <input type="checkbox"/> Leadership/Governance <input type="checkbox"/> Climate/Culture (staff and/or students) <input type="checkbox"/> Programs Supported by Scientifically-Based Research <input type="checkbox"/> Parent and Community Involvement <input type="checkbox"/> Extended-Time Learning <input type="checkbox"/> Connects to school's Title I Targeted Assistance School (TAS) or Schoolwide (SW) Plan <input type="checkbox"/> Other (please describe: _____)				
Strategy	Use knowledge acquired via Goals 1 & 2 in conjunction with a common data structure to improve student outcomes in mathematics					
Objectives <small>(to be written as responses to the italicized questions)</small>	<p><i>What changes in <u>professional practice</u> are expected as a result of this strategy?</i></p> <p>OBJECTIVE: Teachers will incorporate their knowledge of best mathematics teaching practices into a continuous instructional improvement model.</p> <p><i>What changes in <u>student learning</u> are expected as a result of this strategy?</i></p> <p>OBJECTIVE: As a result of evidence-informed instruction and a continuous school instructional improvement model, students will meet or exceed their annual target growth as measured by NECAP and NWEA.</p>					
Proposed Activities for 2009-2010 <small>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.</small>	Resources <small>What existing and/or new resources will be used to accomplish the activity?</small>	Timeline <small>When will this activity begin and end?</small>	Oversight <small>Who will take primary responsibility/ leadership? Who else needs to be involved?</small>	Monitoring (Implementation) <small>What evidence will be collected to document that the activity is being implemented as intended? How often and by whom?</small>	Monitoring (Effectiveness) <small>What evidence will be collected to demonstrate effectiveness of this activity? How often and by whom?</small>	Title I School Improvement Funds <small>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form. Complete all applicable Budget Justification Forms.</small>

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<p>In collaboration with MV, staff will identify and/or design a primary level (K-1) research-based assessment for mathematics.</p>	<p>Current assessments will be analyzed and supplemented as needed (consideration of K-1 NWEA)</p>	<p>September 2009-January 2010</p>	<p>Dir. of Curr.,Principal, Asst Principal, Math Coach, Teachers</p>	<p>Selection and/or pilot of 1 or more primary assessment systems.</p>	<p>Staff feedback with ongoing use of this assessment Early identification of primary students in need of intervention</p>	<p>Funding will be required to purchase and/or develop an assessment and provide any necessary staff training.</p>
<p>Staff will implement /pilot primary level assessments to benchmark and gather baseline data on all students in K-1.</p>	<p>Assessment</p>	<p>September 2009-December 2009</p>	<p>Principal, Asst Principal, Math Coach, Teachers, Director of Curriculum</p>	<p>Evidence of pilot, baseline data on all K-1 students in the area of mathematics. Staff evaluation of piloted assessments.</p>	<p>Staff feedback with ongoing use of this assessment , Student assessment results, Parent feedback</p>	<p>Ongoing training in the use of the assessment tool as needed.</p>
<p>Staff will design a common structure for the collection and review of student assessment data K-4. This will be completed within an RTI Framework.</p>	<p>Performance Pathways, NWEA website, Student placement spreadsheets, Student math folders</p>	<p>September 2009-June 21010</p>	<p>Principal, Asst Principal, Math Coach, Teachers</p>	<p>Documentation of the developed common data structure</p>	<p>Staff feedback with ongoing use of this assessment, Student assessment results</p>	<p>Additional time for staff, Possible consultation from data experts</p>
<p>Staff will integrate knowledge of best practice and common</p>	<p>Response to</p>	<p>September</p>	<p>Principal, Asst Principal, Math</p>	<p>Student assessment results, Staff self</p>	<p>Student assessment</p>	<p>Additional time for staff, Possible consultation</p>

Title I School Improvement Action Plan

<p>data structure to consistently use student performance data to inform instruction, thereby improving student outcomes. This translates to the implementation of the common structure for data collection.</p>	<p>Intervention framework, supported by strong leadership</p>	<p>2009-June 2011, w/built in ongoing formative check-ins</p>	<p>Coach, Teachers</p>	<p>reporting on how their instruction changed</p>	<p>results</p>	<p>from data experts</p>
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2009-2010 TITLE I SCHOOL IMPROVEMENT ACTION PLAN

Instructions: Use the format below to describe the action plan for 2009-2010. Provide sufficient detail to assist the reviewers in understanding how the activities are designed to achieve the anticipated changes/outcomes in school practice and student learning. Duplicate this page as needed. Complete one form for each strategy.

Goal <small>(to reduce identified achievement gaps)</small>	Clark-Wilkins will promote improvement in student learning in Mathematics by increasing collaboration with parents and the community.					
Strategy	Build parent/community knowledge base with regards to Mathematics.					
Objectives <small>(to be written as responses to the italicized questions)</small>	<i>What changes in <u>professional practice</u> are expected as a result of this strategy?</i>					
	<p>OBJECTIVE: Staff will increase collaboration with parents and the community with a focus on mathematics content, instruction, and individual student outcomes.</p>					
	<i>What changes in <u>student learning</u> are expected as a result of this strategy?</i>					
	<p>OBJECTIVE: All students will meet or exceed their annual individual growth targets as measured by NECAP and NWEA.</p>					
<p>The following strategies will be implemented to achieve this goal (check all that apply):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Improvement in Curriculum and Instruction <input type="checkbox"/> Establishing or Implementing Local Assessments <input type="checkbox"/> Implementing Processes to Follow the Progress of Each Child <input type="checkbox"/> Addressing Specific Needs of Low-Achieving Students <input type="checkbox"/> Professional Development <input type="checkbox"/> Changes in School Systems or Processes <input type="checkbox"/> Leadership/Governance <input type="checkbox"/> Climate/Culture (staff and/or students) <input type="checkbox"/> Programs Supported by Scientifically-Based Research <input checked="" type="checkbox"/> Parent and Community Involvement <input checked="" type="checkbox"/> Extended-Time Learning <input type="checkbox"/> Connects to school's Title I Targeted Assistance School (TAS) or Schoolwide (SW) Plan <input type="checkbox"/> Other (please describe: _____) 						
Proposed Activities for 2009-2010 <small>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.</small>	Resources <small>What existing and/or new resources will be used to accomplish the activity?</small>	Timeline <small>When will this activity begin and end?</small>	Oversight <small>Who will take primary responsibility/ leadership? Who else needs to be involved?</small>	Monitoring (Implementation) <small>What evidence will be collected to document that the activity is being implemented as intended? How often and by whom?</small>	Monitoring (Effectiveness) <small>What evidence will be collected to demonstrate effectiveness of this activity? How often and by whom?</small>	Title I School Improvement Funds <small>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form. Complete all applicable Budget Justification Forms.</small>
The Clark Wilkins School will provide parents with information about the school improvement plan on an ongoing basis.	School improvement team and plan	Oct. 2009- Ongoing	Principal, Assistant Principal, School Improvement	Handouts and other informational material provided and or presented	Beginning of school year survey to establish baseline	Funds for events planned outside of school hours to accommodate parent schedules. Release time for the

Title I School Improvement Action Plan

			Team		knowledge regarding math content and	school Improvement team.
The Clark Wilkins School will provide parents with materials and strategies to support student learning in mathematics.	Math Coach, Instructional Teams,	Sept 2009- June 2011	Principal, Assistant principal, Math coach, Instructional Teams	Handouts and other informational material provided and or presented	Student assessment data	Funds for events planned outside of school hours to accommodate parent schedules.
Instructional Teams will collaborate with parents of struggling students to target specific areas of weakness in mathematics.	Instructional Teams, RTI Team, Math Coach	Sept 2009- June 2011	Principal, Assistant principal, Math coach, Instructional Teams	Intervention plans	Student Assessment data	
The Clark Wilkins School will design and implement extended learning opportunities utilizing parent and or community volunteers supporting the mastery of "math facts" by all students.	Parent and community volunteers, A designated coordinator for a volunteer program, training for the volunteers.	November 2009- Ongoing	Volunteer Coordinator, building level leadership, Mathematics Coach	Visitation logs tracking the attendance and activities of the volunteers	Student assessment data	

Title I School Budget Narrative

Instructions: Use this form to provide sufficient detail regarding proposed expenditures of Title I school improvement funds. The requested budget should not exceed **\$20,000**. Categories and amounts should correspond to information provided on your attached OBM Form 1. Be sure to complete all budget justification forms as applicable.

Account Category	Budget Detail	
	Narrative	Total Costs
<p>Salaries and Benefits</p> <p><i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i></p>	<p>The Clark/Wilkins Elementary School will offer students in grades 2 thru 4 an extended school day program focused on supplemental instruction in mathematics. 2 teachers will oversee and provide supplemental math services to targeted students. Payment for direct student services and planning time is included in this budget.</p> <p>Benefits would include FICA and NH retirement at a rate of 15%</p>	<p>2 teachers at \$45-\$50 per hour *3 days a week *2 hours per day*25 weeks</p> <p>15,000</p> <p>\$2400</p>
<p>Contracted Services</p> <p><i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered.</i></p>	<p>Mahesh Sharma will consult with the Clark/Wilkins Elementary School focusing on content and pedagogy relative to math instruction. He will observe classrooms and work with staff in small groups to fine-tune practice. 1 day will be covered by title 1 SINI monies, additional days will be paid for through the title Ila grant.</p>	<p>\$2500</p>
<p>Supplies and Materials</p> <p><i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>	<p>Instructional supplies</p>	<p>\$100</p>
<p>Books</p> <p><i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i></p>		
<p>Equipment</p> <p><i>Each item must be listed separately along with a justification of why you need it to support your plan.</i></p>		
<p>Professional Development Activities</p> <p><i>Summarize your activities including the number of days, people involved and associated costs.</i></p>		

Title I Budget

Travel <i>Summarize your activities including the number of days, people involved and associated costs.</i>		
Administration <i>Include other costs associated with supporting plan implementation.</i>		
Indirect Costs		
Total		

Title I Budget Justification Form

Professional Development & Contracted Services Justification Form

1. **Category of Title I Funds:**

- Title I Part A Title I School In Need of Improvement (SINI)
 Title I District in Need of Improvement (DINI) Title I Part D, Subpart 2

2. **Description of Activity:**

3. **Describe how this request is connected to the specific goals of each funding source:**

*(Title I Part A – educationally disadvantaged student focused) (SINI & DINI Plans)
(Part D – neglected, delinquent and at-risk students).*

4. **Name of Contractor:**

5. **Qualifications of Contractor:** *(Attach a resume in lieu of a narrative):*

6. **Budget:** *(Include costs such as staff compensation, materials, contracted services and other related costs).*

7. **Beginning Date:**

Ending Date:

8. **Services to be Provided:** *(Include a description of the services to be provided. Identify any anticipated products that will be developed as a result of the services.)*

9. **Participants:**

10. **Evaluation Process:** *(Describe how you will evaluate that services have been delivered successfully.)*

Title I Budget Justification Form

Equipment Justification Form

ITEM(s)	<i>NA, no equipment will be purchased</i>	Number to be purchased
APPROXIMATE COST PER ITEM		Total Costs
LOCATION <i>Where will it be used?</i>		
BY WHOM		
PURPOSE <i>How will it support the goals of your school/district improvement plan?</i>		
STORAGE		
INVENTORY AND TRACKING <i>Who will be responsible?</i>	Identify the person responsible for: Labeled with Title I equipment sticker Entering equipment on Title I Equipment Inventory Report Tracking Equipment if moved from above location Signing equipment in or out if equipment is approved for student use. Storing equipment over the summer.	

TITLE I PARENT NOTIFICATION REQUIREMENTS

Instructions: Provide the following information in narrative form:

- (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;

All families will receive hard copies of the letter in their Opening Day enrollment packets. Additionally, a copy will be sent electronically to all families who have email addresses. A second hard copy of the letter will be mailed to families with no email address. Based on current ELL enrollments and associated data, no need exists to communicate in other languages.

- (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 notification letter to this application. The letter must include the following:
- i. Why the school has been identified;
 - ii. How the school compares academically to other schools in the LEA and the State;
 - iii. What the school is doing to address the achievement issues. (In Year 1 of school improvement this may include a description of the improvement planning process.);
 - iv. How the parents can be involved in addressing the achievement problem;
 - v. What the LEA and the State Department of Education are doing to support the school;
 - vi. What other choice options exist within the district or if the district so chooses outside of the district. Be sure to include comparative data for these schools so that parents can make an informed decision; and
 - vii. Time frame for parents to make decision was included and sufficient.

July 30, 2009

***Official Notification
Regarding the Identification of Clark-Wilkins as a School-in-Need-of Improvement***

Dear Parents, Guardians, and Families,

This letter serves as official notification that Clark-Wilkins has been identified as a School-in-Need-of-Improvement—a SINI school—in the area of mathematics based on our students’ performance on the October 2008 administration of the New England Common Assessment—the NECAP. Schools across the country must demonstrate that students from a variety of subgroups, including, but not limited to: male, female, socioeconomic, and educationally disabled-- are making adequate yearly progress—AYP—in the areas of reading and mathematics in grades three through eight. One of our subgroups, the educationally disabled, missed AYP for two consecutive years, which now identifies us as a School-in-Need-of-Improvement in the area of mathematics.

To address this identification, a School Improvement Team, SIT, consisting of staff members and parent representatives has met throughout the summer to review data connected to the Fall 2008 NECAP administration and have examined the performance of all students and subgroups to determine our next steps, with a targeted goal of meeting AYP for all subgroups in both reading and mathematics with the Fall 2009 administration of the NECAP. We have also reviewed data from districts, comparable and dissimilar to Amherst, to analyze their performance and identify common threads, challenges, and successes. The SIT will continue to meet throughout the school year to address the area of mathematics and, in particular, will continue to analyze data and review our current instructional practices.

The School Improvement Team and Clark-Wilkins staff members will focus on the improvement of instruction for *ALL* students and not limit our practices to the examination and improvement of just one subgroup. We will be mandating flexible grouping in mathematics as an effective instructional practice for all grade levels to employ from grade one through grade four. Daily homework will become a mandatory tool in grades one through four.

All parents and families will play a critical role in helping us to address our SINI designation. The home-school connection will take on a more pressing importance than it has in the past. I welcome suggestions from all families on how we can address this challenge in a proactive and successful partnership. Please direct any questions or concerns regarding the SINI designation or our work in addressing this identification to me via phone or email.

Regards,

Gerard St. Amand