

**NOTICE OF MEETING  
KEENE BOARD OF EDUCATION  
Education Committee Meeting  
October 18, 2011 – 5:30pm  
Cheshire Career Center Conference Room– KHS**

**AGENDA**

1. Public Input (5 Min)
2. Approval of Minutes – September 20, 2011 (5 Min)
3. Presentation of School Goals (60 Min)
  - Jonathan Daniels – Patty Yoerger
  - Franklin – Bill Harris
  - Fuller – Paul Huggins
  - Symonds – Dick Cate
  - Wheelock – Gwen Mitchell
  - Keene Middle School – Dotty Frazier
  - Keene High School – Alan Chmiel
4. Keene High School Scheduling Update – Alan Chmiel (5 Min)
5. 2012-2013 Calendar Update – Bill Gurney (5 Min)
6. Enrollment Update -- Bill Gurney (5 Min)
7. Reading Update -- Meredith Cargill (5 Min)
8. Adjourn

Mark Nugent  
Chair

Meredith Cargill  
Director of Curriculum and Assessment

**Education Committee Meeting Minutes**

**Tuesday, Sept. 20, 2011 5:30 PM**

**Cheshire Career Center Conference Room**

**Keene High School, 43 Arch St., Keene, NH**

<b><u>Committee Members Present:</u></b> Mark Nugent, Chair Anne Szot Kristin Blais John Stewart (arrived at 5:34 PM)	<b><u>Administrators Present:</u></b> William Gurney, Co-Superintendent (arrived at 5:34 PM) Wayne Woolridge, Co-Superintendent Meredith Cargill, Director of Curriculum Dorothy Frazier, KMS Principal Patricia Yoerger, Jonathan Daniels Principal
<b><u>Board Members Present:</u></b> Carl Panza Kathleen O'Donnell (arrived at 5:42 PM)	<b><u>Others Present:</u></b> Britta Reida, Stenographer

Chair Nugent called the meeting to order at 5:30 PM.

**1. Public Input**

None.

**2. Approval of Minutes**

*MOTION: Ms. Blais made a motion to approve the minutes from June 21, 2011. Ms. Szot seconded the motion, and it passed by a unanimous vote of 3 to 0.*

**3. Keene Middle School Update – Dotty Frazier and Bill Gurney**

Keene Middle School Principal Dotty Frazier reported that the new middle school is quite impressive. She continued that a lot of work went into preparing for the academic year by the staff. All the programs started on the first day. The gym and band room became available this week. Students are very hooked on the initial exposure to technology, which is very impressive because some training has not yet begun. The teachers have learned how to use the new technology and are using it daily and regularly.

Mr. Gurney and Mr. Stewart arrived at 5:34 PM.

Ms. Szot asked for more information about the technological/computer glitches with the new equipment. Ms. Frazier replied that things are working well, for the most part, considering the level of technology that is in the building. The TV station and PA system are not yet fully functional, and the student computer upgrades have not

been fully deployed. Teacher computers have not had many problems. The voice lift/speaker system is remarkable, as is the technician assigned to KMS.

Chair Nugent asked if the problems are being dealt with to Ms. Frazier's satisfaction. Ms. Frazier replied yes.

**4. Response to Intervention (RTI) – Patty Yoerger and Meredith Cargill**

Director of Curriculum and Assessment Meredith Cargill stated that the District In Need of Improvement (DINI) plan has three main goals: one, a guaranteed and viable curriculum; two, professional learning communities (PLCs); and three, Response To Intervention (RTI). She continued that a goal this year is to implement the instructional time guidelines. These instructional time guidelines were developed with the elementary principals to increase the schools' consistency. She indicated that today's agenda packet contains a draft of the reference guide for staff, created largely due to Mr. Harris and Ms. Yoerger's initial "RTI Guide" draft. This draft was then refined with principals' input over July and August. Principals unveiled the guide and common Powerpoint at their first Professional Development Day. The next steps involve developing a district-wide RTI committee. This committee will consist of one representative from each building and one representative from the elementary principals' group.

Ms. O'Donnell arrived at 5:42 PM.

Ms. Yoerger reported that the RTI action plan was a result of the Keene Preschool and Education Programs Committee (KPEPC). She continued that principals and members of the leadership team attended a two-day training in RTI, which helped create a model in Keene. She hopes the guide becomes the "Response to Instruction," not "Response to Intervention." If a teacher gives an assignment and only three students out of 20 understand it, the question is whether the issue is the kids not learning, or teachers not being clear with content. If the word "instruction" is used instead of "intervention," the kids use their dedicated time for enrichment as well as remedial help. She continued that she and Mr. Harris drafted the RTI guide after the workshop, and then continued to work carefully on it with the elementary principals and a consultant from the RTI Task Force. They wanted the guide to be "purposefully redundant" to ensure clarity.

Ms. Yoerger stated that not everything in the guide is currently being implemented. She continued that it is in its beginning stages. Logistics are not clear and it will look a little different in each building. Professional Development is a huge piece that has not quite been figured out. On Friday, the leadership team will attend an RTI workshop at Keene State College (KSC), and meet again on September 29.

Mr. Panza referenced page seven of the RTI guide and asked why core instruction is considered differentiated. Ms. Yoerger replied that in one classroom, students are at different levels and have different learning styles. She continued that differentiated instruction means teaching to all different levels and styles, by, for example, providing a visual representation or reducing the content to give the kids working at a slower speed more time. Teachers are being trained to teach in such a way that does not result in students having to leave class to get the content tailored to their needs. Having good, solid core instruction is one of the two big pieces of this RTI plan. Teachers will watch videos of differentiated instruction in action.

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Mr. Stewart referenced a statement on page seven that "Standards are judged based on their leverage, endurance, and readiness." He asked how this will be measured. Ms. Cargill replied that the SAU29 curriculum is indicative that it already is. She continued that an audit of the State standards found that they were unclear and too numerous. The inconsistencies are being fixed. To align with the Common Core, they chose the most important standards, the ones that have the most leverage, the most essential knowledge.

Ms. Szot stated that she thinks whether to call it "Response to Intervention" or "Response to Instruction" should be a district-wide decision for consistency's sake. Ms. Yoerger replied that it is not just intervention. She continued that if a teacher does not give the right instruction, too much intervention is needed. Ms. Szot replied that it needs to be clarified so people do not think that RTI is just for special education. RTI is good for all students. Ms. Yoerger stated that parents will receive letters about RTI, which will explain, in part, that a student needing intervention in a skill does not mean s/he needs intervention with all skills or for 36 weeks.

In response to a question about Everyday Math, Ms. Yoerger explained that teachers are required to teach the standards and to use Everyday Math for that, but they are expected to use their craft and to find other resources to supplement as necessary. She continued that she tells teachers to use Everyday Math when it meets the curriculum needs, but if Everyday Math teaches something unnecessary, they have her permission to not teach that. Ms. Cargill added that grant funds have been used to purchase new versions of teacher kits for Everyday Math. She continued that these teacher kits make Everyday Math and the required curriculum match up better. Chair Nugent stated that everyone needs to understand that Everyday Math is a resource to teach the curriculum, not the curriculum itself. He continued that not everything in Everyday Math meets the Common Core standards and they are working to figure out what tools are needed to accomplish the Common Core standards.

Chair Nugent stated that the RTI model has to be incredibly fluid in order to be successful. He continued that in a class with kids who are at different levels, a teacher will automatically need differentiated instruction just to teach the standards in general. The next step is to assess one's teaching. It is necessary to constantly analyze and check the data and check oneself. Things are moving in an excellent direction.

Chair Nugent asked how kids who do not need intervention can benefit from the intervention block. Ms. Yoerger replied that the goal is to provide those students with enrichment time during the intervention block. She continued that teachers will work together – e.g. Teacher A will be with all of the kids from both classes who already understand the skill, to do an enrichment project together, and Teacher B will be with all of the kids from both classes who need intervention. Also, the specials teachers are scheduled for RTI time. This is still a work in progress and they will make sure the time is productive for all kids. Ms. Cargill stated that the Gifted & Talented coordinator will be an additional resource. This really is about personalized learning.

Ms. Blais stated that she thinks it is great. She asked if they have started to think about how RTI will work when the structure of the elementary schools is changed (to four schools instead of five, with a narrow grade span.) Ms. Yoerger replied that they have not begun thinking about that yet. She continued that it has taken

monumental effort just to get to where they are today. The focus is to try to get this model off the ground and address the unexpected pitfalls as they arise.

Ms. Blais asked how it is possible to assess which teachers are doing well with RTI and which teachers need more support. Ms. Yoerger spoke about how she frequently spends time observing in the classrooms. She is able to see how teachers are using differentiated instruction and how clear their objectives are.

Mr. Stewart asked how the teachers are reacting to the RTI plan. Ms. Yoerger replied that there are some who are willing to take on a new challenge, while others are somewhat hesitant. The RTI program is not quite up and running, and currently the intervention blocks are being used for assessment more than instruction, to get to know the kids. In general, teachers are at least willing, despite being overwhelmed.

The committee discussed professional development days. There are fewer this year because of the KEA contracts. KEA members stated that they did not need so many professional development days in the beginning of the school year. Ms. Yoerger is reporting that her building could have benefited from more of them. Maybe it is because there were big changes to implement, instead of just housekeeping changes. Mr. Gurney reported that KEA supported the current set up.

#### **5. Summer Professional Development Update – Meredith Cargill**

Ms. Cargill reported that next month the elementary principals will report on their school goals. She continued that last year, one of KMS's goals was to continue to work on Developmental Designs. KMS and Chesterfield staff attended a four-day training sponsored by KSC. Teachers updated the Computer Skills curriculum guide and it will be posted on the website. They also looked at updates in science and social studies. A new national set of science standards are in draft phase and will be released in 2012.

Ms. Cargill stated that the "crown jewel" of the summer was when approximately 80 teachers and administrators worked for three days on taking the guaranteed and viable curriculum and developing common assessments that will be used this year by all teachers. They prioritized math because there is new curriculum this year. People developed common assessments for math to see if students are obtaining the learning targets. A portion of the October workshop day will be dedicated to that. Also on that day, KHS will be working on curriculum. The majority of the curriculum published on the website is K-8; not all of the curriculum is published at the high school level.

Ms. Cargill reported that regarding other professional development over the summer, a lot of work took place regarding RTI. She continued that Ms. Yoerger is right that it is a huge paradigm shift. Working on instructional guidelines, they found inconsistencies – for example, even the definition of "instruction." The five elementary principals had different definitions of reading instruction. Aligning the five schools and five leadership philosophies was very important. We will continue to hear both praise and concern regarding that.

Ms. Cargill reported that next month, students will be taking NECAP tests based on last year's instruction. Last year, the schools did not fully implement the new Common Core-aligned curriculum. This year they will, and thus, we will not see the results until fall 2012. NECAP testing is also scheduled for the fall of 2013, but there

is rumor of a petition to the Federal Department of Education to ask to be exempt, because the new national assessment will start in the spring. Chair Nugent asked if NWEA testing will continue. Ms. Cargill replied yes, because that is what allows teachers to differentiate instruction; it shows students strengths and weaknesses.

Ms. Cargill reported that this summer's professional development included a discussion on data and how to use it to differentiate instruction. Each building, as required, created a data team. Data team members were trained in June. Each school's data team identified goals for the school year. There will be three half-day trainings for the data teams to learn more about using the NWEA data. Principals know to support this and will provide time for the data team to train the teachers by November 9. More advanced trainings will follow.

Chair Nugent asked for a NWEA presentation in November. Ms. Cargill agreed.

#### **6. Gifted and Talented Updates – Bill Gurney and Meredith Cargill**

Mr. Gurney stated that he wished he had more positive news concerning the search for a Gifted and Talented Coordinator. Out of 25 applicants, three were suitable to interview. However, those three all lacked experience in starting a program on their own, and lacked a strong background in G&T. There is no G&T certification in NH, which may limit the pool. An ad has been placed in a G&T publication, and plans are to advertise the position at the upcoming G&T Conference in Burlington Vermont, October 13-15. Chair Nugent stated that he, Ms. Cargill, and Mr. Gurney interviewed the three candidates, and that he had concerns about their ability to set up new programs. It is important to get the right person to do this job in order for the G&T program to be successful.

Ms. Blais agreed. She asked what the three candidates had in terms of G&T experience, and Mr. Gurney replied that it varied. He continued that one of the three started a limited program at elementary level. None had the district-wide perspective that we are looking for. Chair Nugent added that a tough bar was set, considering there is no G&T certification in NH, and there are hardly any schools in the area that have a G&T program. He encouraged board members to attend the Gifted and Talented Conference, and spoke of how valuable the experience was for him when he attended last year.

Ms. O'Donnell agreed with Chair Nugent that this has to be done right. She continued that the board has been talking about implementing a G&T program for quite awhile.

#### **7. Chinese Program Updates – Bill Gurney and Meredith Cargill**

Mr. Gurney reported that during the summer, 15 KHS students went to the South Yali School in China with their Mandarin teacher Zhou Ling. He continued that they were well-prepared for the trip. The KHS students were matched up well with host families. There were wonderful reports back from the families about good behavior and engagement from all of the KHS students. He and Ms. Cargill arrived halfway through trip and brought the students to visit East China. Zhou Ling set up the experience and made it a point to experience the culture as the Chinese do and not as typical tourists.

Mr. Gurney reported that the Keene School District successfully applied to become a member of the Asia Society Confucius Classrooms Network. Only 100 schools are selected per year. The membership comes with \$10,000 in cash and incentives to

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expand KHS's Chinese language programming, and will help more students to travel to China next year.

Mr. Gurney reported that students and administrators from the South Yali School arrive in Keene on Saturday and will stay for five days. They will be staying with host families, and Zhou Ling will be holding an important meeting for parents/host families this Thursday. Discussion is underway about forming a partnership between KHS and KSC. Keene State College has a Chinese professor in the Education department who is working with a university in China to develop a program at KSC where students from the Chinese university would come to US to practice teach. They are hoping to expand this program into other grades. This professor will help when the South Yali School administrators and teachers are here. Dublin School currently has six Chinese students and they want to expand. We may join them for cultural events. Exchanges for students and teachers will be discussed while the South Yali people are here. The South Yali School has three or five high-rise dorms that are dedicated for faculty, and those facilities would be available for Keene teachers if interested in an exchange. The school has also invited KHS students to visit again next summer. Mr. Gurney continued that touring China with the KHS students and seeing it through their eyes was one of the most incredible experiences he had ever had.

Mr. Gurney and Ms. Cargill showed the committee a 15-minute DVD of the KHS students' trip to the South Yali School.

Mr. Gurney reported that continuing to sustain the Chinese language program may be an issue. He continued that Zhou Ling is in her third and final year of teaching here, and she is responsible for this program's success. They are trying to replace her and continue to fund the program.

Ms. Cargill stated that Zhou Ling went above and beyond for KHS, giving up more than a month of her summer vacation to be with the KHS students in China without compensation. She continued that Zhou Ling worked very hard and did a lot for the students. There was no expense to the SAU or KSD, and the trip was an opportunity of a lifetime for the students and for her. She looks forward to seeing other field trip models follow this trend of cultural immersion in a long-term situation, like this one-month trip. She was very impressed with KHS students' language acquisition skills.

Ms. Cargill shared the itinerary planned for the South Yali folks during their visit to Keene. She continued that the board is encouraged to attend the closing reception on Wednesday, September 28 at 4 PM, in the Large Group Instruction Area. She will email information. The co-president of the Chinese Language Club received an email from a Jaffrey resident in his 80s who lived at a young age at the South Yali School. They are trying to connect with him and get him involved. Chair Nugent replied that that would be a great story for the media.

Regarding the Confucius Classroom designation, Ms. Cargill stated that the application process was very rigorous and that KHS is the first school in NH to be accepted. She continued that for a long time it was thought that they would not be accepted, because of the degree of difficulty. Partnering with the South Yali School has really helped. Mr. Gurney added that the Confucius Classroom designation will also help if it is decided to bring in another native speaker to run the Chinese language program.

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Ms. Blais asked why the South Yali folks are only staying for 5 days. Ms. Cargill replied that the South Yali folks will also be spending time in Boston, NYC, and LA. They are aware that they are cutting out of their academic schedule. Mr. Gurney added that they will talk with them about having the South Yali students spend more time here next year. He continued that previously, Keene has always gotten exchange students from agencies, so this is new and very exciting.

Chair Nugent asked if there was push back when they decided to do this partnership with the South Yali School. Mr. Gurney replied yes, it took some explaining. He continued that some people were saying that classes in other languages were seeing a decline in enrollment, but he does not think that is the case. Excitement about one language inspires excitement in others. The World Language department has been great at welcoming Jo Ling. Ms. Cargill stated that she is impressed by how many of the KHS students who went on the trip are interested in majoring something related to their language and cultural learning. For example, they want to major in Environmental Policy, Asian Studies or International Policy when they go to college. They really see that being able to take Mandarin classes makes them more competitive. Ms. O'Donnell stated that she did not see much push back in regards to this; she heard 100% support for it in the community. Chair Nugent agreed that it has been tremendously successful.

Mr. Gurney stated that the challenge will be the transition from Jo Ling to another teacher. He continued that right now the students identify the program with her. He has asked someone who formally handled VISAs with the State to consider extending Jo Ling's VISA. Mr. Panza asked if she wants to stay. Mr. Gurney replied that she would be interested in discussing it, but it would be a family discussion for her.

Ms. Cargill reported that results of the Science NECAP assessments are released tomorrow. She continued that there were favorable results at KHS.

**8. Adjourn**

*MOTION: At 7:10PM, Ms. Blais made a motion to adjourn. Ms. Szot seconded the motion, and it passed by unanimous vote.*

Respectfully submitted by  
Britta Reida, Stenographer

# Keene District In Need of Improvement Goals

*Jonathan Daniels ♦ Franklin Fuller ♦ Symonds ♦ Wheelock Keene Middle ♦ Keene High*

October 18, 2011



## **Ensure implementation of curriculum through best instructional practices, curriculum planning, and prioritization of essential standards (core knowledge).**

- Implement the SAU 29 Math Curricula (CCSS aligned)
- Review current ELA resources and crosswalk to determine adherence to SAU 29 ELA Curriculum
- Continue to align Keene High School curricula, course syllabi, and course competencies with CCSS
- KHS staff begin to publish their curriculum
- Begin to develop and utilize grade-level common assessments based on Guaranteed/Viable SAU curriculum



**Adopt an evidence-based tiered intervention (RTI) model that is responsive to the unique culture of each grade span (elementary, middle, and high school).**

- Implement the new Elementary Instructional Time Guidelines, calibrating and/or increasing dedicated time in math, reading, ELA, Intervention/Enrichment and ensuring teacher get 45 min. of weekly RTI/team time.
- Create a Districtwide RTI Leadership team and finalize the draft “RTI Reference Guide.”
- Utilize a Highly-Qualified Paraeducator job coach to help assist paras seeking certification in Wheelock and Franklin schools (*required to obtain schoolwide Title I designation*)



**Adoption of Professional Learning Communities (PLC) and School Data Teams**

- Fully implement building-level data teams
- Have data teams work in concert with building principals to deliver training on use of NWEA reports and other data for the classroom teacher
- Conduct weekly PLC/RTI Team Time for all classroom teachers and applicable specialists (Special Education, Reading Specialist, Guidance, School Psych, etc.)



# Keene Elementary Schools Goals

*Jonathan Daniels ♦ Franklin  
Fuller ♦ Symonds ♦ Wheelock*

October 18, 2011



## ***Jonathan Daniels Elementary School 2011-2012***

*Patricia Yoerger, Principal*

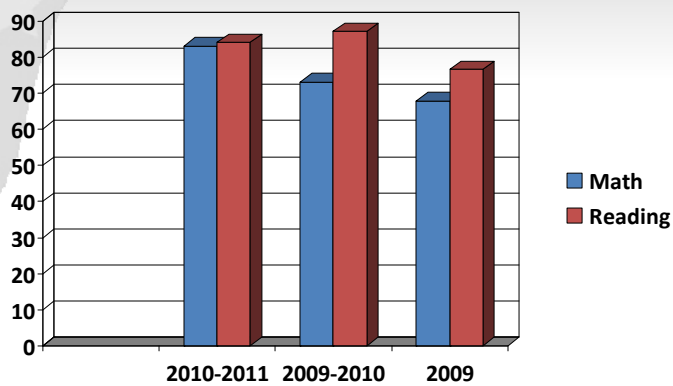


### School Goal

- Using the 2010-2011 results as the baseline, students with disabilities will demonstrate progress toward proficiency evidenced by 10% growth, based on the results of the 2011-2012 NECAP.



Students with Disabilities at Daniels School  
AYP Data



Strategy:

To follow components of the district's RTI model to ensure students are achieving necessary skills

- Adhering to instructional time guidelines
- Dedicated intervention blocks
- Data discussions (modeling)
- Data training in how to retrieve and understand data
- Beginning PD on Differentiated Instruction
- Use of AIMSWeb for benchmark assessment (Math K-5)



Strategy:

To increase student and parental involvement

- NECAP Pep Rally
- Sharing math testing vocabulary with students and parents
- Student goal setting
- Family Math Challenge at Open House
- Provide appropriate test taking accommodations
- Celebrating successes- achievement tokens



***Benjamin Franklin Elementary  
School  
2011-2012***

*William Harris, Principal*



**School Goals**

1. All students Significantly Below Proficient (Level 1) in reading (and math) on the 2010-2011 NECAP Assessment will demonstrate progress towards proficiency in reading (and math) on the 2011-2012 NECAP Assessment.
2. Using the 2010-2011 results as the baseline, the overall percent students with disabilities at or above proficient in reading (and math) will increase by 10% on the 2011-2012 NECAP.
3. During the 2013-2014 school year, all students will be proficient or above in reading (and math) as evidenced by the NECAP Reading (and Math) Assessment(s).



## Strategies

1. Implement a Response to Instruction instructional model in 2011-2012 consistent with district guidelines.
  - Teachers will help accomplish the vision by putting into practice the Keene Elementary School Model for RtI, including demonstrating understanding and implementation of the language, requirements and processes included in the model.
  - Teachers will increase their use of differentiated instructional practices in the classroom.



## Strategies

2. To increase student learning by using data to determine student needs and make instructional decisions, and to provide high quality instruction and interventions.
  - Teachers will assess and use assessment data with consistency and fidelity as part of an instructional program that includes targeted instruction groups.
  - Opportunities for learning will be aligned with the district's Priority Reading Curriculum. Assessment results to identify student strengths and weaknesses will be used to adjust instruction and provide appropriate support to students. Identified achievement gaps in specific skills and content will be remediated through targeted instruction as measured by improvement in NECAP scores.
  - All students will show increased proficiency in reading (and math) based on the NECAP Reading (and Math) Assessments and other measures of academic progress (MAP, AIMSweb, common assessments, program assessments, etc.).



## Strategies

3. To increase student learning by providing time for instructional staff to use a Professional Learning Communities (PLC) model to collaboratively discuss, plan and evaluate research-based instructional materials and strategies.
  - Teachers will collaborate during weekly RtI Team Meetings following the district RtI Model to align SAU 29 curriculum with existing reading (and math) programs, assess and use assessment data (common assessments, AIMSweb, program based assessments, etc.) with consistency and fidelity as part of an instructional program that includes targeted instruction groups and the use of research-based instructional strategies and materials. Teachers will begin to develop standards-based lesson plans.



## Strategies

4. To increase student learning through activities designed to involve students more directly in their learning and engage parents to play a more active role in supporting their child's learning.
  - Teachers will align instruction with specific learning standards and collect data on student progress in achieving said standards.
  - Students will be more actively engaged in setting learning goals and monitoring their progress towards meeting their goals.
  - Teachers will work in grade level teams and with the district RtI Leadership Team to develop forms for improved parent communication. Teachers will work with the building principal to formalize parent presentations.



# **Fuller Elementary School 2011-2012**

*Paul Huggins, Principal*



## **1. Skills in reading and mathematics will improve for K-5 students as measured by Spring 2012 Spring NWEA MAP and Fall 2012 NECAP assessment.**

- Implementation of the Response to Intervention model of instruction according to guidelines included in the Keene Elementary School Model for RTI to include:
  - Common assessment and progress monitoring
  - RTI common planning time
  - Daily intervention time
  - RTI leadership committee
  - Parent Involvement
  - Assignment of available personnel to assist with intervention for targeted student need
- Utilization of Differentiated Instruction practices in K-5 classrooms
- Determination of students instructional needs (learning targets) through assessment and data analysis (data team)
- Fidelity to SAU 29 curriculum



**2. Educational services and instruction by highly qualified staff will be provided to students deemed eligible for specialized instruction and Title I remedial support to improve students skills in reading and mathematics as measured by Spring 2012 Spring NWEA MAP and Fall 2012 NECAP assessment.**

- Implementation of Special Education team model of instruction
- Specialized instruction provided by Special Education Teacher, paraprofessionals, and specifically assigned tutors for K-1, 2-3, 4-5
- Improvement in organizational efficiency and assignment of personnel to match IEP requirements
- Improved case management
- Increased and improved opportunities for team teaching and in class support by classroom teachers, special educators, paraprofessionals, and tutors



**3. A decrease in energy consumption will be accomplished during the 2011-2012 school year at Fuller School and as measured by district energy consumption data in June 2012.**

- As a school community, we will strive to decrease energy consumption. To save electricity, lights and electronic equipment will be turned off when not in use; "big users" of electricity such as refrigerators, kitchen stoves, the laminator, and air conditioners, will be identified and monitored regarding use; power company representatives will be invited to speak with staff and students; etc.
- Inspection and repair of plumbing will be requested to save water (some faucets have been dripping for a significant time period)
- Consultation with the building maintenance department to gain control of heating with the goal of keeping windows closed in the winter.
- Resumption of recycling efforts by staff and students to conserve and reuse paper, and other items and materials that can be recycled



# ***Symonds Elementary School*** **2011-2012**

*Richard Cate, Principal*



## **School Goals**

1. To improve the overall percentage of students scoring proficient and above on the 2011 NECAP from 90% to 92% in Reading and from 85% to 89% in Math.
2. To improve the AYP index score of students with an educational disability from 87.9 to 95 in reading and from 84.2 to 90 in Math.



## Strategies

1. To continue the implementation of a Response to Instruction model.

- Teachers have worked successfully in the model for a year.
- This year we have:
  - added an additional universal screening in January.
  - more clearly identified and lowered the criteria for receiving supplemental service.
  - moved to provide supplemental service in math and reading.
  - adjusted the building schedule to accommodate newly developed “Guidelines for Instructional Time.”
  - started the training and implementation of Aimsweb for progress monitoring
  - started staff training in “Differentiated Instruction.”
  - reactivated a school “Data Team.”
  - purchased a common reference guide RTI from all Sides for all instructional staff.
  - provided refresher training in the use of NWEA data.



## Strategies

2. To continue the student support for NECAP program started in 2009.

- Teachers will provide all students with specific test taking strategies.
- The school will organize to provide students with all permitted accommodations.
- The school will work closely with parents to provide appropriate support, motivation and incentives to students for doing their best work on the tests.



# ***Wheelock Elementary School*** **2011-2012**

*Gwen Mitchell, Principal*



## **School Goals**

1. Students scoring significantly below proficiency (level 1) or below proficiency (level 2) in math and reading on the 2010-11 NECAP will progress towards proficiency in reading and math on the 2011-12 NECAP.
2. Using the disaggregated 2010-11 NECAP results, the percentage of educationally handicapped students scoring in the proficient range in mathematics will increase by 10%.



## Strategies

1. Implementation of the Keene Elementary Schools' Response to Instruction model.

- Teachers have been introduced to the RTI model, and provided professional development. RTI and data teams are formed.
- The school schedule is constructed to accommodate RTI meeting times and common instructional blocks for grade levels in reading and math.
- Supplemental and intensive instruction are being delivered in addition to the student's 'regular' instructional block.
- Flexible instructional groupings
- Differentiated Instruction



## Strategies

2. Teachers will become more nimble with the use of data to drive instruction.

- Teachers will regularly use the instructional data tools provided (NWEA MAP, AIMS Web, common assessments, curricular assessments) to identify weak skills needing remediation, or skills mastered, to make decisions about instruction and grouping.
- Teachers will be trained in Performance Plus
- Parent conferences will include NWEA MAP goals.
- Students will be made aware of their progress using a variety of assessment data.
- NECAP Preparation differentiated by use of prior year's data.



## Strategies

### 3. To increase student motivation

- Development of a school-wide positive behavior framework
- Celebration of successes
- Principal's stars
- NECAP Motivation Team
  - NECAP Rap
  - NECAP Cheer
  - K-2 Gauntlet
  - Parent Notes
  - Brain Water
  - Goodie Bags

