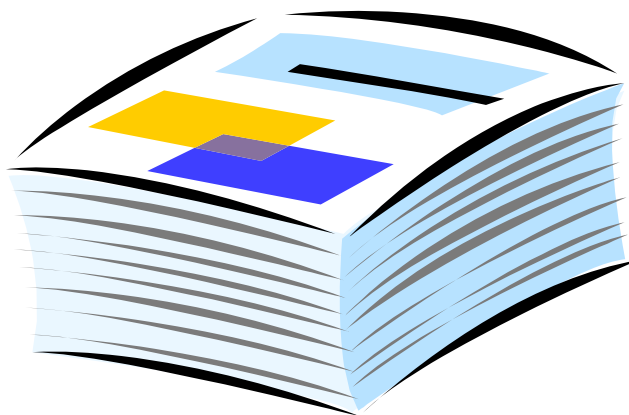


Windham Raymond School
District

Annual District Achievement Report



Fall 2010

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Introduction

Welcome to the Windham Raymond School District annual Achievement Report. This document is designed to provide accurate and timely information for parents, staff, district leadership, community members, and school board members as to the progress that the district and school have made towards meeting the needs of students. When possible, historical information and comparison data is included. This will allow the reader to identify achievement trends over time. In addition, this report seeks to highlight the multiple initiatives that are occurring across the district to improve the programming offered to students.

The Windham Raymond School District serves as the K-12 public education provider for children who reside within the town of Windham, Maine and the K-8 public education provider for children who reside within the town of Raymond, Maine. Students in grades 9-12 in Raymond are eligible to choose the location for their individual high school programming. A majority of these students choose Windham High School. In addition to the children of Windham and Raymond, the school district provides alternative educational programming for high school students from all across southern and central Maine. The school district is composed of the following schools:

Windham Primary School, Windham, Maine – Serves Windham students in grades K-3

Raymond Elementary School, Raymond, Maine – Serves Raymond students in grades K-4

Manchester Elementary School, Windham, Maine- Serves Windham students in grades 4 & 5

Jordan Small Middle School, Raymond, Maine – Serves Raymond students in grades 5-8

Windham Middle School, Windham, Maine – Serves Windham students in grades 6 – 8

Windham High School, Windham, Maine – Serves Windham and Raymond students in grades 9 – 12

REAL School, Falmouth, Maine – Serves alternative education students in grades 8 – 12 from all across southern and central Maine.

Windham Raymond School District Mission and Vision

Mission

The mission of the Windham Raymond School District is to ensure *success for all* learners.

Vision

Every student in our Windham Raymond schools is actively engaged in authentic, individualized, and personally relevant learning, designed and supported by highly effective, qualified, and passionate staff, in a safe learning environment. Students explain why their learning is important, and they are competent in articulating their own progress as they reach ambitious individual goals. Students learn in technology-rich environments, no longer defined by traditional boundaries, engaging with the local and global communities. They are effective stewards of natural and human resources. Every student leaves our schools as a responsible and involved citizen; a collaborative and quality worker; a clear and effective communicator; a creative and practical problem solver; an integrative and informed thinker; and a self-directed and lifelong learner.

Demographic Indicators

“Demographics clarify who our “clients” are and who the staff is as service providers. Demographics build the context of the school and help us begin to predict future conditions, so that we can take an active approach to serving the need of our current and future students. These contextual variables are critical and required for understanding any other information gathered about the school.”

Victoria Berhardt - Data Analysis for Continuous School Improvement

Over the past thirty years, the towns of Raymond and Windham have experienced a period of sustained population growth. Since 1980, Raymond has grown by 106%. Windham has increased by 48%. Since 2000, the two towns have been impacted differently by population changes. Raymond’s population has begun to level out, while Windham continues to see steady growth. The population change for both communities has been mirrored within the population of children that each town serves.

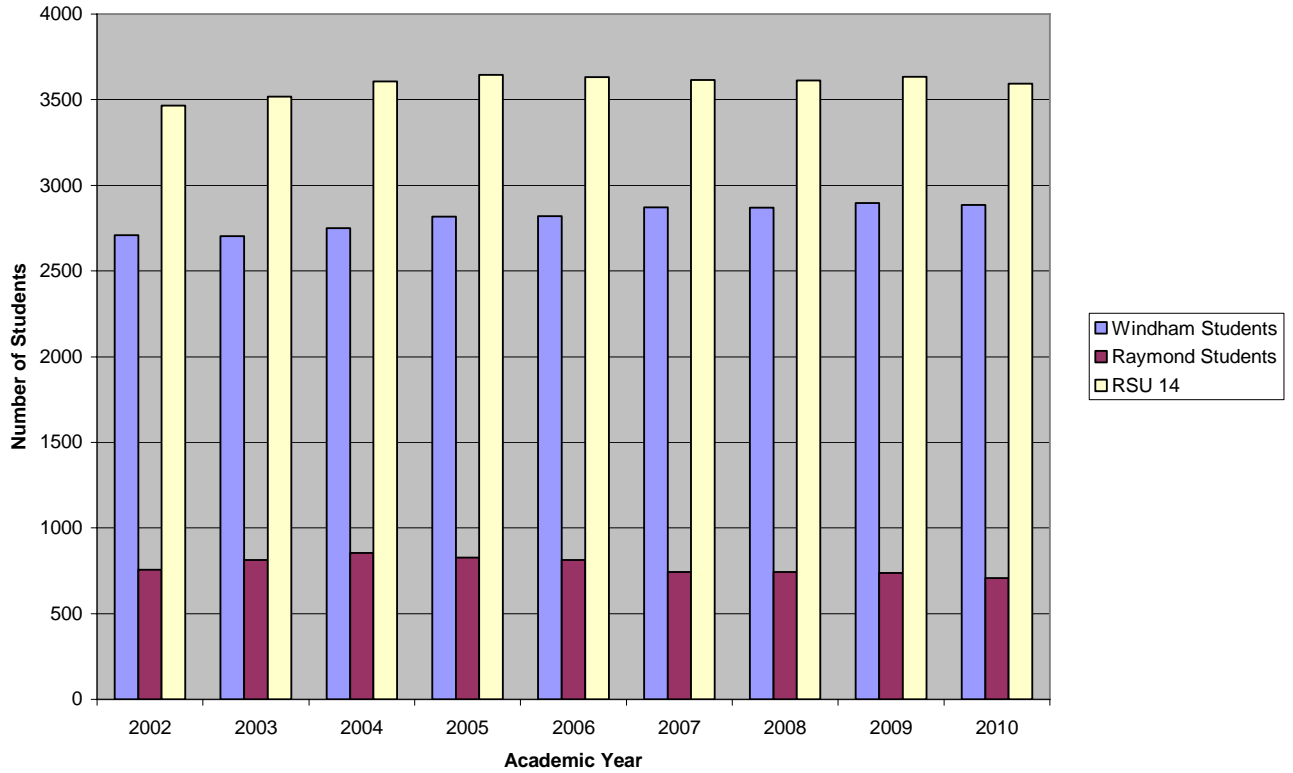
Raymond and Windham Demographics

Population	Raymond	Windham	State
2008 Estimate**	4,648	16,715	1,316,456
2000 Census	4,299	14,904	1,274,922
1990 Census	3,311	13,020	1,226,928
1980 Census	2,251	11,282	1,119,971
Percentage of citizens 65 years or older	15.7%	9.9%	15.5%
Residents with a four-year college degree	33.5%	22%	22.9%
Median household income	\$56,118	\$46,526	\$37,240
Families below the poverty level	4.0%	4.8%	7.8%

**Source: State of Maine Annual Estimate of Population

RSU 14 Student Enrollment
June 2002 – June 2009

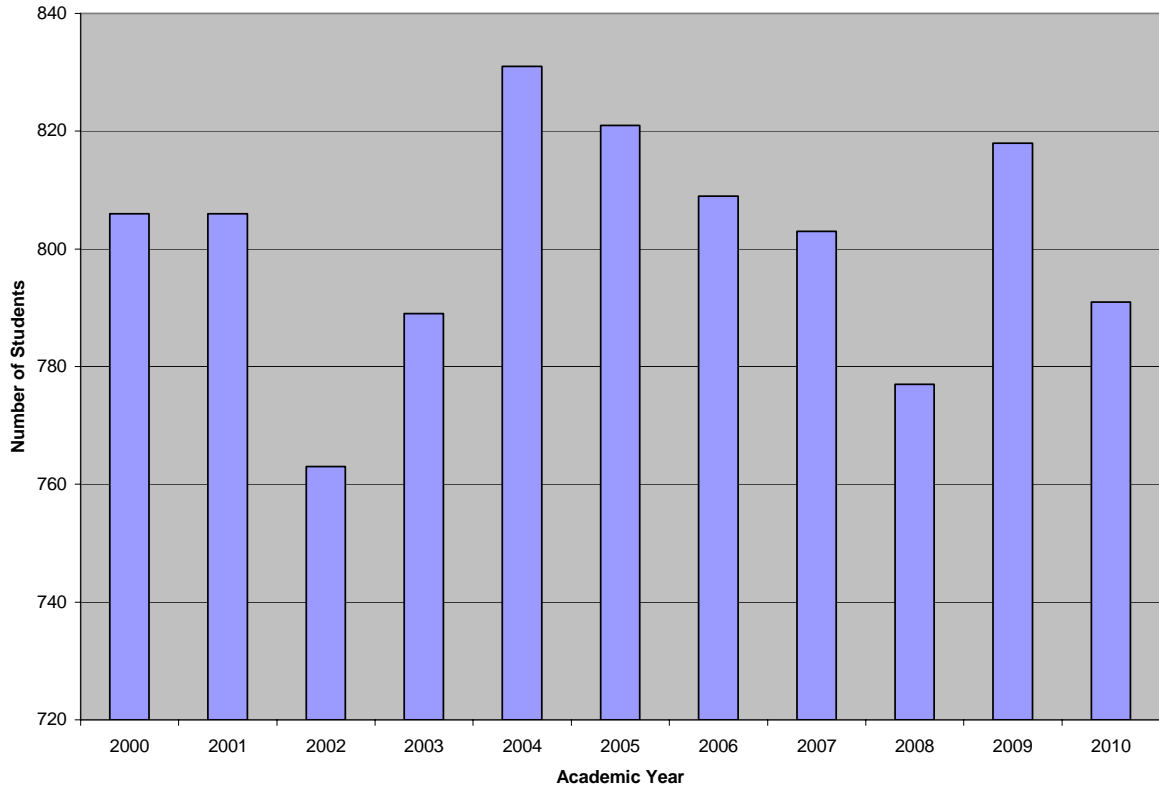
RSU 14 Historical Enrollment



Percent Change in District Enrollment 2002 – 2010

2002 – 2003	1.5%
2003 – 2004	2.6%
2004 – 2005	1.1%
2005 – 2006	-.4%
2006 – 2007	-.5%
2007 – 2008	-.1%
2008 – 2009	-.7%
2009 – 2010	-1.1%
2002 – 2010	3.7%

Windham Primary School Student Enrollment
 June 2000 – June 2010

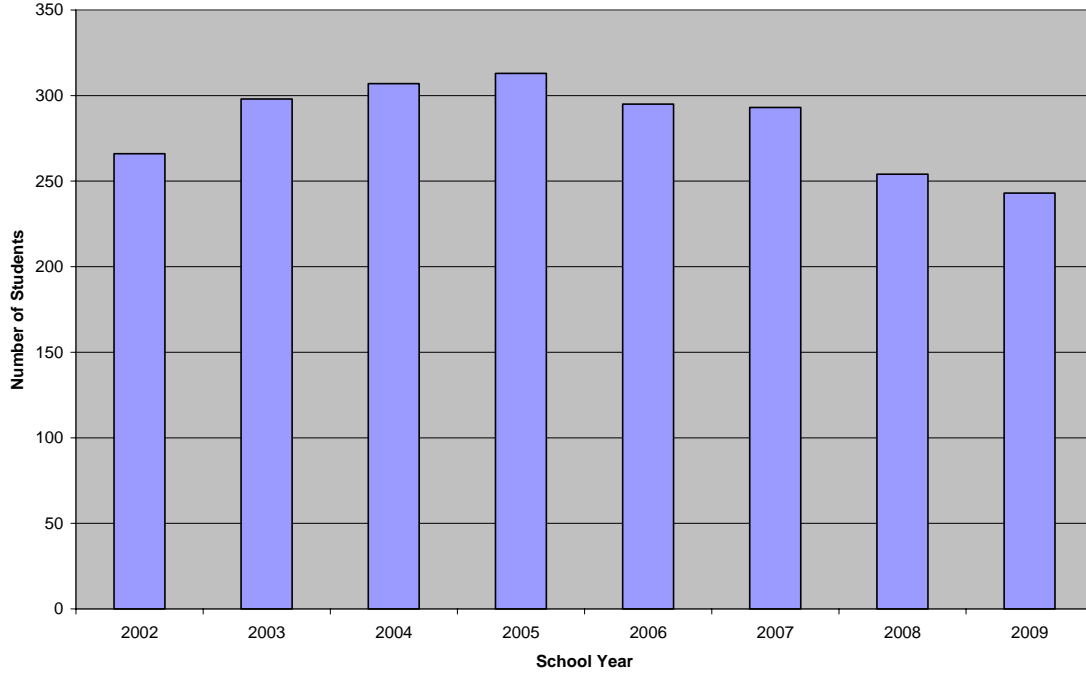


Percent Change in Enrollment 2000 – 2010

2000 – 2001	0%
2001 – 2002	-5.6%
2002 – 2003	3.4%
2003 – 2004	5.3%
2004 – 2005	-1.2%
2005 – 2006	-1.5%
2006 – 2007	-.74%
2007 – 2008	-3.2%
2008 – 2009	5.3%
2009 – 2010	-3.3%
2000 – 2010	-1.9%

Raymond Elementary School Enrollment June 2002 – June 2010

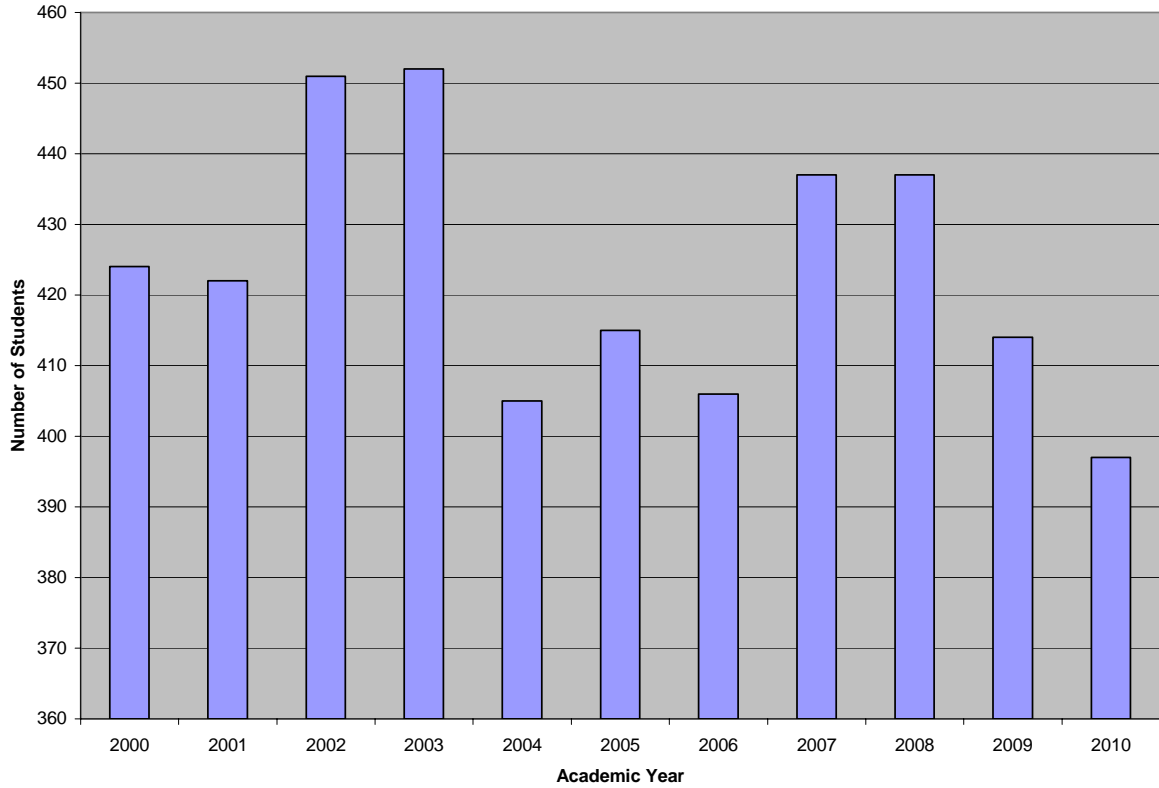
Raymond Elementary School - Historical Enrollment



Percent Change in Enrollment 2002 – 2010

2002 – 2003	12.0%
2003 – 2004	3.0%
2004 – 2005	2.0%
2005 – 2006	-5.7%
2006 – 2007	-.7%
2007 – 2008	-15%
2008 – 2009	-4.3%
2009 – 2010	.8%
2002 – 2010	-7.9%

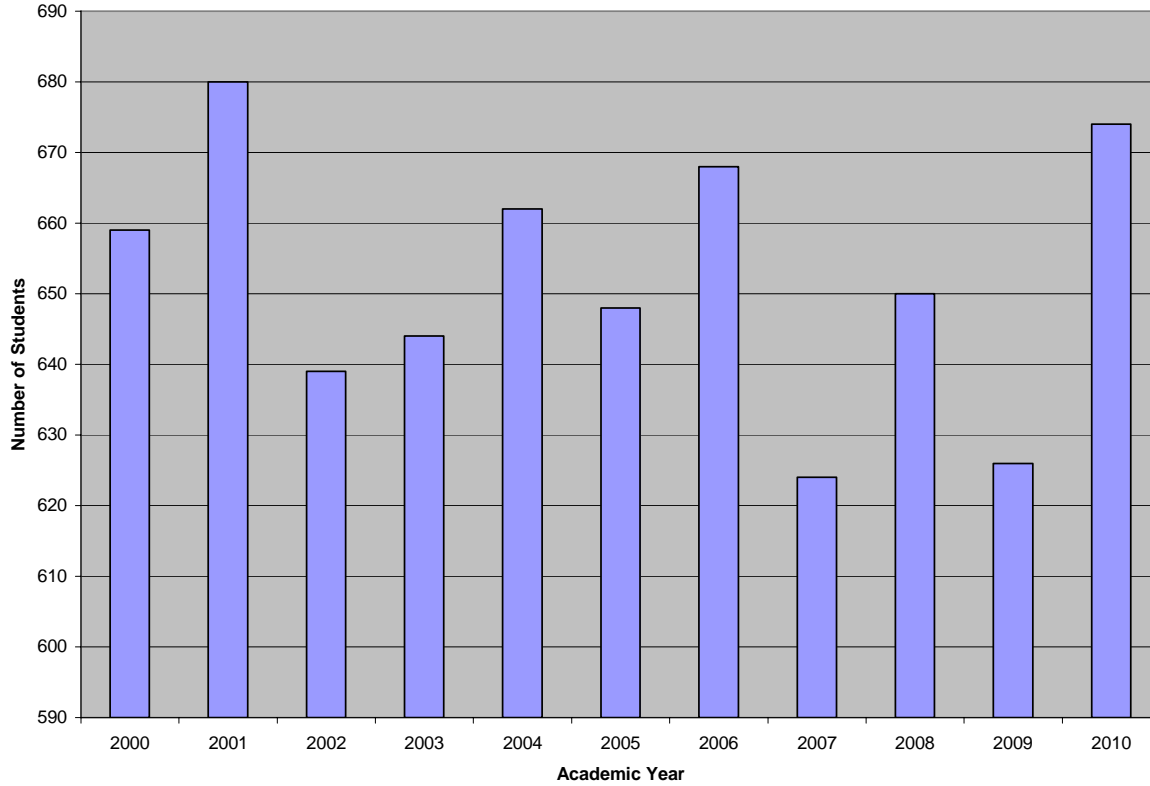
Manchester Elementary School Enrollment
June 2000 – June 2010



Percent Change in Enrollment 2000 – 2010

2000 – 2001	-0.5%
2001 – 2002	6.9%
2002 – 2003	.2%
2003 – 2004	-10%
2004 – 2005	2.5%
2005 – 2006	-2.2%
2006 – 2007	7.6%
2007 – 2008	0%
2008 – 2009	-5.3%
2009 – 2010	-4.1%
2000 – 2010	-6.7%

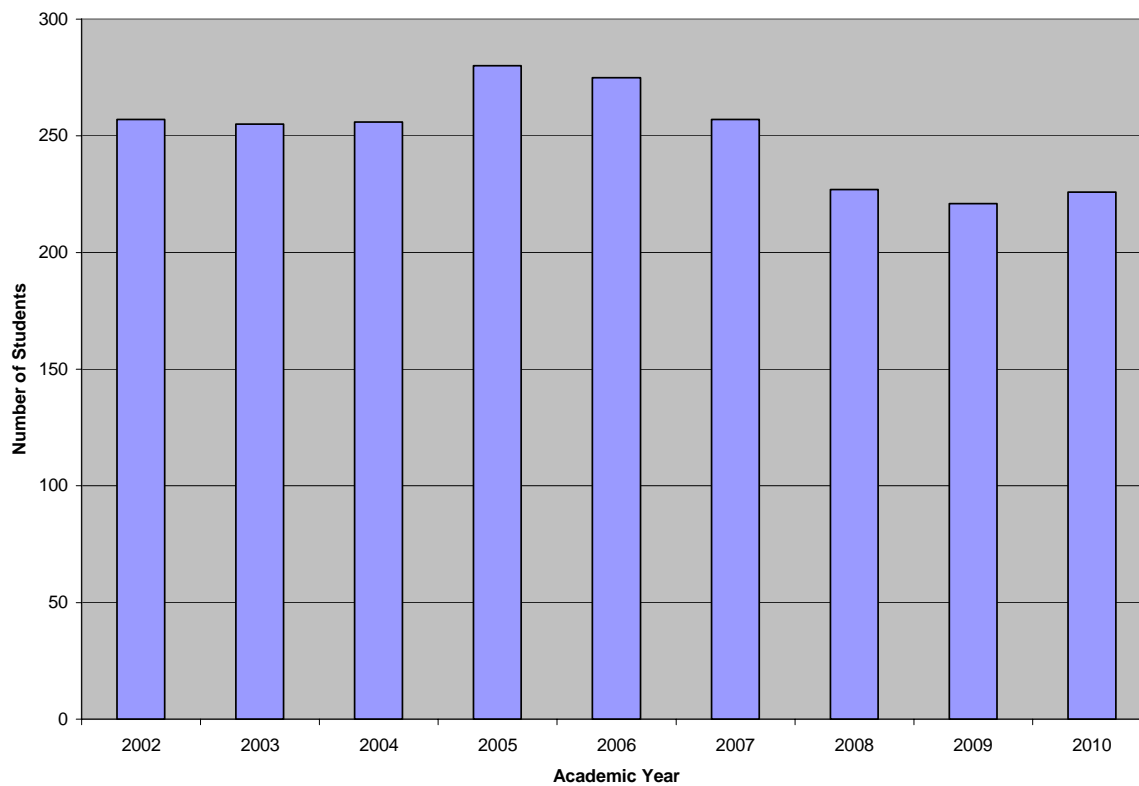
Windham Middle School Student Enrollment June 2000 – June 2010



Percent Change in Enrollment 2000 – 2010

2000 – 2001	3.2%
2001 – 2002	-6%
2002 – 2003	.8%
2003 – 2004	2.8%
2004 – 2005	-2.1%
2005 – 2006	3.1%
2006 – 2007	-6.6%
2007 – 2008	4.2%
2008 – 2009	-3.7%
2009 – 2010	7.6%
2000 – 2010	2.3%

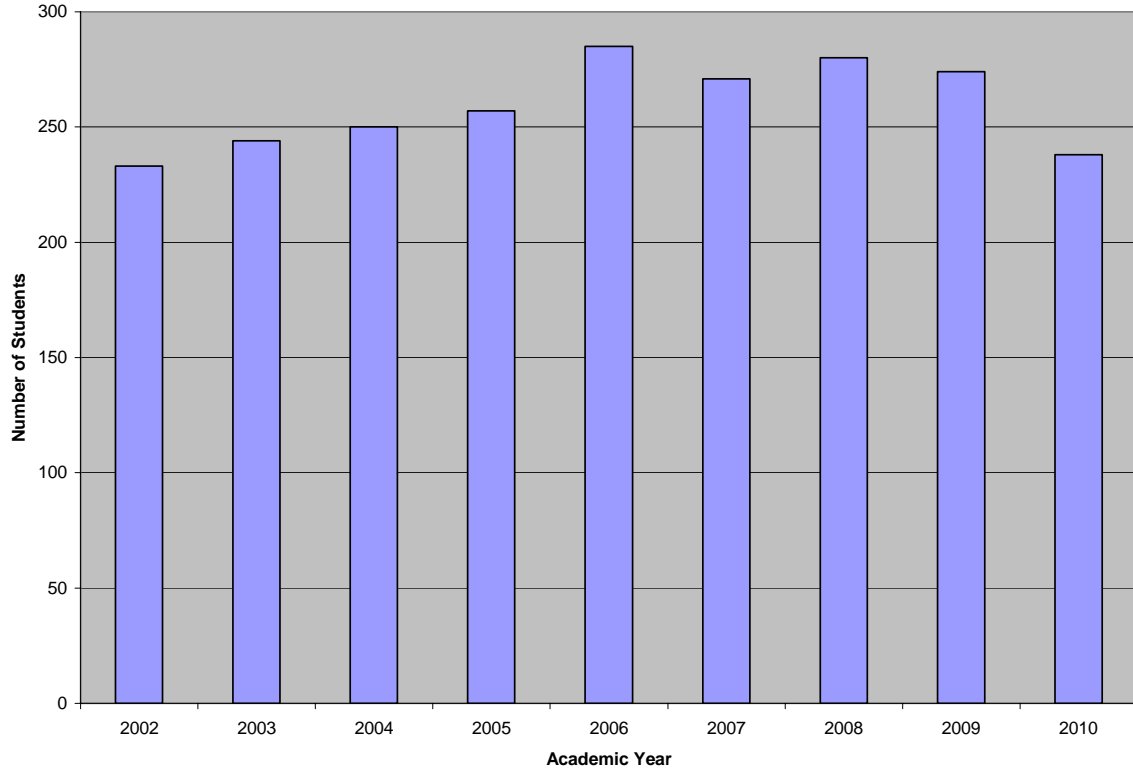
Jordan Small Middle School Enrollment
June 2002 – June 2010



Percent Change in Enrollment 2002 – 2010

2002 – 2003	-0.7%
2003 – 2004	0.3%
2004 – 2005	9.3%
2005 – 2006	-1.7%
2006 – 2007	-6.5%
2007 – 2008	-11.6%
2008 – 2009	-2.6%
2009 – 2010	2.3%
2002 – 2010	-12%

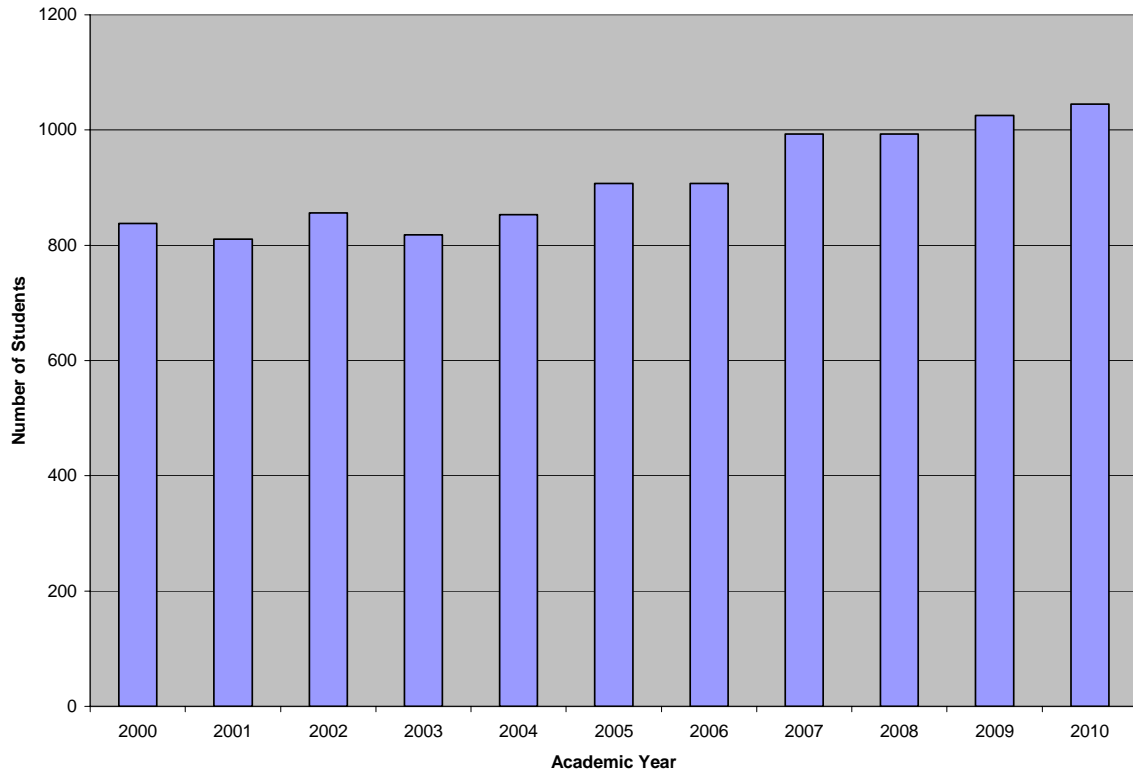
Raymond School Department Grades 9-12
All High School Placements
June 2002 – June 2010



Percent Change in Enrollment 2002 – 2010

2002 – 2003	4.7%
2003 – 2004	2.5%
2004 – 2005	2.8%
2005 – 2006	10.9%
2006 – 2007	-4.9%
2007 – 2008	3.3%
2008 – 2009	-2.1%
2009 – 2010	-13.1%
2000 – 2010	2.1%

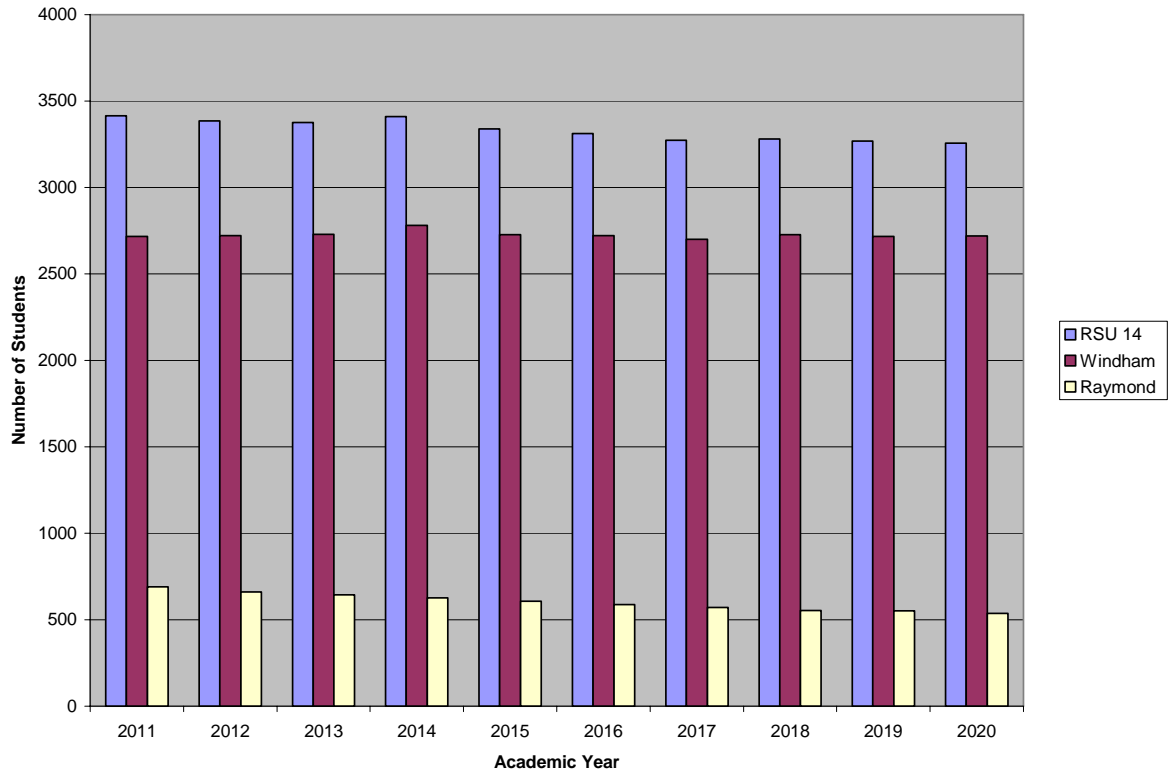
Windham High School Student Enrollment June 2000 – June 2010



Percent Change in Enrollment 2000 – 2010

2000 – 2001	-3.2%
2001 – 2002	5.5%
2002 – 2003	-4.4%
2003 – 2004	4.3%
2004 – 2005	6.3%
2005 – 2006	0%
2006 – 2007	9.5%
2007 – 2008	0%
2008 – 2009	3.2%
2009 – 2010	2.0%
2000 – 2010	25%

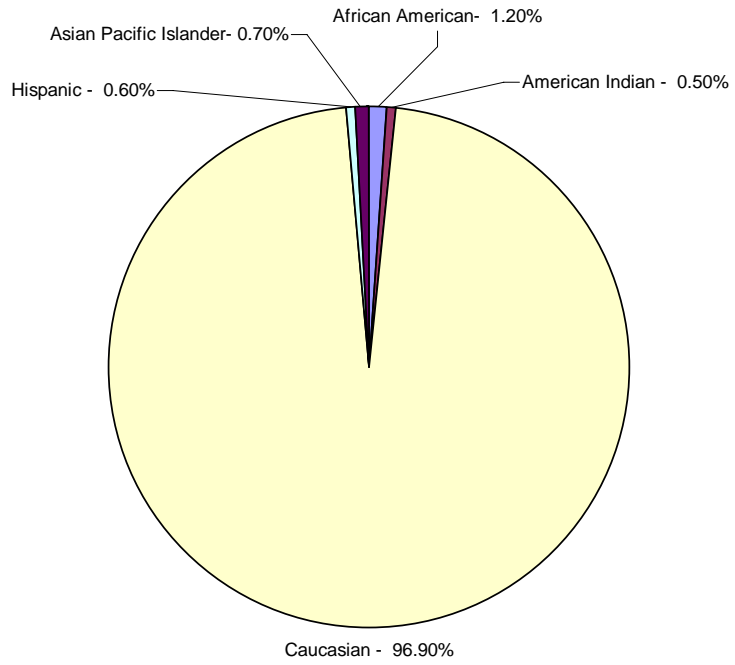
RSU 14 – Windham Raymond Schools
Projected Enrollment – Prepared by Market Decisions
 2011 – 2020



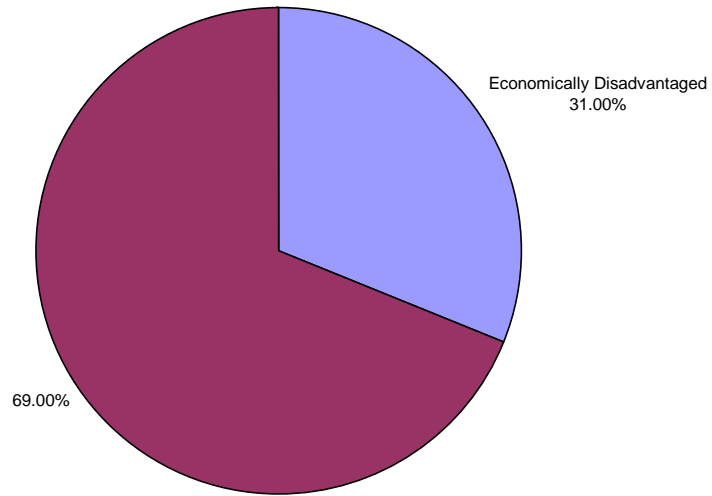
Percent Change in RSU *Projected* Enrollment 2011 – 2020

2011 – 2012	-0.8%
2012 – 2013	-0.3%
2013 – 2014	1.0%
2014 – 2015	-2.1%
2015 – 2016	-0.8%
2016 – 2017	-1.2%
2017 – 2018	0.3%
2018 – 2019	-0.4%
2019 – 2020	-0.4%
2011 – 2020	-4.6%

Windham Raymond Schools Enrollment of Racial/Ethnic Groups



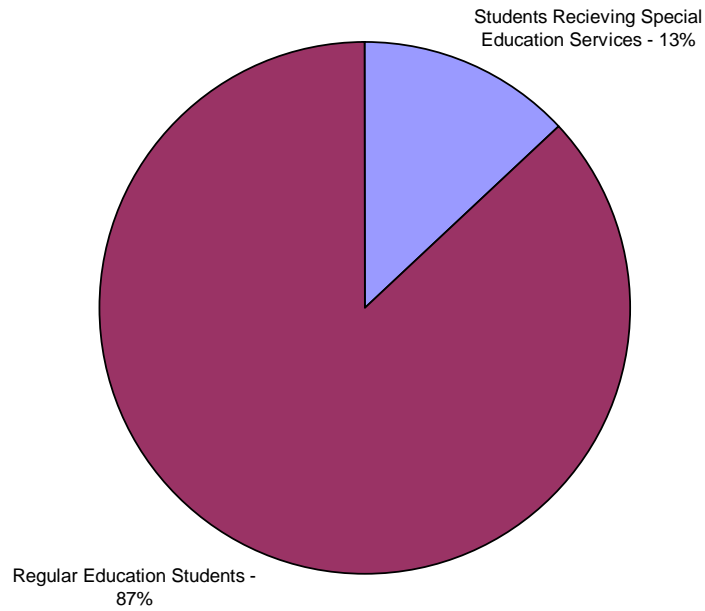
**Windham Raymond Schools
Enrollment of Students with Special Needs – Economically
Disadvantaged**



**Percent of students classified as Economically Disadvantaged
October 2009**

Windham Primary School	33.6%
Raymond Elementary School	34.2%
Manchester Elementary School	35.7%
Windham Middle School	32.0%
Jordan Small Middle School	28.3%
Windham High School	23.6%

**Windham Raymond Schools
Enrollment of Students with Special Needs – Special Education**



Highly Qualified Teachers and Paraprofessionals

The Federal No Child Left Behind legislation and the Maine Department of Education have created definitions for Highly Qualified Teachers. NCLB mandates that all teachers and paraprofessionals be Highly Qualified by the end of the 2005-2006 school year. In order for a teacher to be Highly Qualified they must hold a degree in their content area, have the equivalent number of college credits in that content area, or pass a national exam in their content area. In addition, staff members must hold full State of Maine Certification.

99% of classes district – wide are taught by Highly Qualified teachers

100% of classes at Windham Primary School are taught by Highly Qualified Teachers.

100% of Windham Primary School paraprofessionals are Highly Qualified according to the No Child Left Behind Federal requirements.

100% of classes at Raymond Elementary School are taught by Highly Qualified Teachers.

100% of Raymond Elementary School paraprofessionals are Highly Qualified according to the No Child Left Behind Federal requirements.

100% of classes at Manchester School are taught by Highly Qualified Teachers

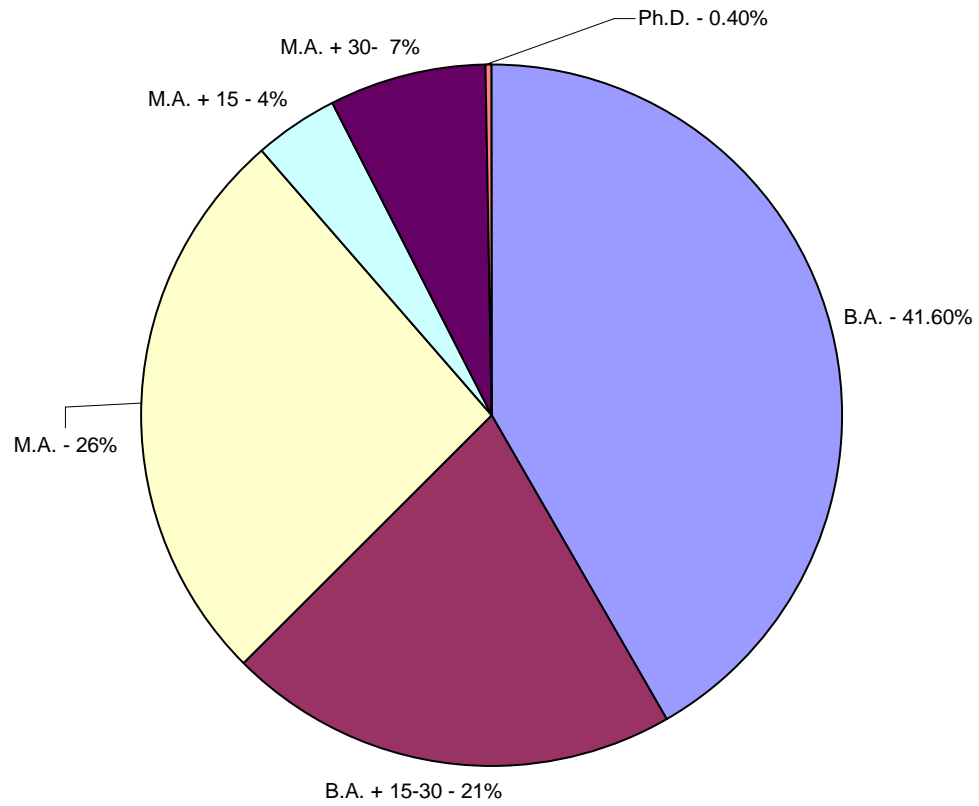
100% of Manchester School teachers are Highly Qualified according to the No Child Left Behind Federal requirements.

97% of classes at Windham Middle School are taught by Highly Qualified Teachers

100 % of classes at Jordan Small Middle School are taught by Highly Qualified Teachers

97% of classes at Windham High School are taught by Highly Qualified Teachers

Educational Attainment of RSU 14 Teachers



School Resource Indicators

School Resource indicators describe school resources that may influence student learning. These indicators include educational expenditures and structures that support student learning.

Windham Raymond School District FY 2011 Budget

Account Description	FY 11 RSU 14	FY 10 RSU 14	Percent Change FY 10 to FY 11
Total Regular Instruction	\$14,168,922.68	\$14,984,222.67	-5.4%
Special Education Instruction	\$5,853,421.38	\$6,212,371.60	-5.8%
CTE Instruction	\$364,134.99	\$411,668.78	-11.5%
Other Instruction	\$786,348.58	\$815,710.28	-3.6%
Student and Staff Support	\$2,987,352.66	\$2,922,703.63	2.2%
System Administration	\$899,692.27	\$1,046,776.39	-14.1%
School Administration	\$1,776,145.31	\$1,890,562.59	-6.1%
Transportation and Buses	\$2,099,516.94	\$2,182,673.96	-4.0%
Facilities Maintenance	\$4,279,880.40	\$4,094,794.74	4.5%
Debt Service and Other Commitments	\$3,450,227.23	\$3,564,553.33	-3.2%
Total All Other Expenditures	\$280,000.00	\$330,821.36	-15.4%
Total All Budget Categories	\$36,945,642.44	\$38,456,859.33	-3.9%

Budget Details
(Percent of total budget)

	FY 11 Budget	FY 10 Budget	Percent Change FY 10 – FY 11
Instruction and Student Support	49.5%	49.8%	-.3%
Special Education Instruction	15.8%	16%	-.2%
School and District Administration	7.2%	7.6%	-.4%
Facilities, Transportation and Operations	17.3%	16.3%	1.0%
Debt	9.3%	9.3%	0%

2008-2009 Resident per Pupil Operating Costs (K-12) Maine Average:
\$9624.71

Source – Maine Department of Education

Community	K-12 Per Pupil Cost	Rank
South Portland	11,387.02	66
Yarmouth	11,287.62	72
SAD 61 (Lake Region)	11,292.07	71
Portland	10,875.03	86
Falmouth	9561.70	102
Westbrook	10,081.81	122
Raymond	10,055.43	127
SAD 51 (Cumberland)	10,758.72	90
Gorham	9,221.49	186
SAD 15 (Gray)	9,097.67	199
Windham	8,588.73	232
*Scarborough *The cost of some school functions in Scarborough are contained within the municipal budget.	8,406.24	246

District and Building Goals 2009 - 2010

RSU # 14 Board of Directors

Goals for 2009 – 2010

Strategic Planning

By June 2010, RSU # 14 will have a Strategic Plan that maps out a clear vision and direction for the new school system.

Strategic Facilities Committee

By June 2010, a broadband Stakeholders group will provide a summary with recommendations that will become the basis of a planning tool to implement the direction for how to proceed with our facilities planning.

Specifically, the report will include the following:

- population cohort study
- additional suggestions for facilities efficiencies
- conditions of facilities
- current 10-year facilities / maintenance plan

Teacher Negotiations

RSU # 14 believes that we must continue to improve its educational standing by rewarding effective teachers. In good faith, by June 2010, the Board of Directors would like to explore ways to reward teacher effectiveness and not just for seniority and Masters' Degree.

Windham Primary School
 SMART Goal Improvement Plan
 2009-2010

The percent of students meeting their individual growth target in reading and math, as measured by the NWEA, will increase 3% from 2008-2009. In kindergarten, 90% of students will read on or above grade-level.

<i>Action Steps / Strategies (Should address an identified weakness)</i>	<i>Implementation (who, when)</i>	<i>Professional Development / Materials / Resources needed to implement action step</i>	<i>Indicators of progress</i>
<ul style="list-style-type: none"> - Celebrate accomplishment of this years goal - Investigate Reach/GT model in our school and see how we can impact students in a more positive way (Differentiation in Class) - Reading ADK 09-14 Goal - Non negotiables for ed tech use 	<p>Staff Meeting September</p> <p>GT staff, September 2nd</p>		<ul style="list-style-type: none"> - Exceed consistent growth patterns on NWEA and universal assessments - Increase proficiency just not target growth

	<p>Ongoing</p> <p>All staff</p>	<p>Staffing, Space</p> <p>Title 1 Meetings Monthly House Meetings Memo on tech use</p>	<ul style="list-style-type: none"> - Behavioral – Intellectual shift for staff (developing culture of participating a PLC) - Systematic data collection and analysis (new structure being achieved)
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Windham Primary School
 SMART Goal Improvement Plan
 2009-2010

The percent of students meeting their individual growth target in reading and math, as measured by the NWEA, will increase 3% from 2008-2009. In kindergarten, 90% of students will read on or above grade-level.

<i>Action Steps / Strategies (Should address an identified weakness)</i>	<i>Implementation (who, when)</i>	<i>Professional Development / Materials / Resources needed to implement action step</i>	<i>Indicators of progress</i>
<ul style="list-style-type: none"> - Create consistent process for data collection and analysis - Including data – in agenda for grade levels - Increase knowledge base with adults, Modifications vs. Interventions - Teacher and team goals aligned with school goals - Targeted work on Math Computation - Create times for academic team to create an agenda prior to Vertical meeting, start with behavioral data 	<p>Administration, BAC, ongoing</p> <p>Monthly grade level team meetings, Monthly house meetings</p> <p>RTI consultant, S/E process</p> <p>S/E process</p> <p>Monthly House Meetings and</p>	<p>Release time for BAC, Wednesday PM meetings</p> <p>PLC conference in October</p> <p>Outside consultant for facilitation skills to develop leadership capacity</p> <p>Instructional support from RTI consultant</p> <p>Providing technology to staff and students</p> <p>RTI Flowchart defining path for</p>	

<p>- Cofacilitators for Vertical meetings</p>	<p>Grade 1 Leadership for House Meetings Leadership for House Meetings September 2009</p>	<p>students Current research Time for discussion on what is working</p>
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**Windham Primary School
Year End Achievement Summary Report – June 2010**

I.) Goals/actions steps/ initiatives to support district literacy and numeracy goals

NWEA Goals- 3% increase in growth targets for Math and Reading

Team Goals for School

Specialists- Increase the number of students who meet the 1st grade writing standard (based on rubric) with specials reflection prompts from 12% to 15%.

Kindergarten- To have 90% of students reading on or above grade-level. To increase the percentage of kindergarten students achieving “low risk” for spring DIBELS Letter Naming Fluency subtest from 48% (Spring 2009) to 58% (Spring 2010)

Grade 1- To have 75% of students reading on or above grade level and 75% of students reading fluently.

Grade 2- To have 65% of students reading fluently. To have 72% of students who fell below the fall median (64% of students) meet their achievement growth targets.

Grade 3- To improve growth targets by 3%.

Special Education- By June 2010, 63% of special education IEP's will be mastered in comparison to the 60% that were mastered last year ('08-09).

Goal Summary from 2009 Administrator Retreat- [2009-2010 Goal Summary](#)

90% of students reading on grade-level or above by 2014- [Long-Term Literacy Goal](#)

II.) Outcomes

Universal screening data

MAZE- 95% (88% '08, 90% '09) of Grade 3 students fell at or above the 25% percentile. 79% of Grade 3 students fell above the 50% percentile.

PBIS/SWIS Behavioral Data for 09-10: We reduced the overall percentage of behavior incidents from 43% to 41.9%. We reduced the percentage of playground incidences from 55% to 43%. The percentage of behavior incidents that occurred on the bus was reduced from 16.3% to 14.9%. The percentage of behavior incidents that occurred in the classroom was reduced from 21.8% to 15%. We had 552 students with 0 behavior referrals and 104 students with only 1 behavior referral. In 09-10, 83% of WPS students had 0 or 1 behavior referral. In 08-09, 587 students had no detentions, 86.3% had only 1 detention.

PBIS Check in/Check out: 8/21 students (special ed and regular education) are consistently earning 80% or more of their available points. 11/21 students are consistently earning 60% or more of available points. From the Check in/Check out program, 9 students graduated.

Special Education- Referrals

38 new referrals (09-10), 30 (08-09) (38 07-08)

51% qualified (09-10), 61% (08-09), 53% (07-08)

SAT/school referrals qualified 57% (09-10), SAT referrals 86% qualified (08-09)

Parent referrals 50% qualified (09-10), Parent referrals 33% qualified (08-09)

18/26 referrals were previously ELC students, 39% of ELC qualified (09-10) 90% of ELC qualified (08-09)

Student Assistance Team

70 Students serviced (09-10) 73 Students serviced (08-09)

20 Special Education Referrals (09-10), 16 Special Education Referrals (86%) qualified (08-09)

52 Regular Education serviced (09-10), 57 Regular Education serviced (08-09)

6 Dismissed from servicing (09-10), 11 Dismissed from servicing (08-09)

Developmental Reading Assessment

Grade 1 74% of students met or exceeded ('10), Grade 1 69% ('09), (69% '08)

NWEA- MAP

Grade 2:

72.6% proficient in reading

67.2 met growth targets in reading (67.9% '09), (60.3% '08)

65.4% proficient in math

59.4% met growth targets in math (68.4% '09), (67.6% '08)

Grade 3:

76.8% proficient in reading (80.6 '09), (70.6 '08)

60.4% met growth targets in reading (63.2% '09), (57% '08)

68.1% proficient in math, (73% '09), (71.7 '08)

57.9% met growth targets in math (64.9% '09), (59.0% '08)

DIBELS

Kindergarten 91% Letter Naming Fluency, 97% Phoneme Segmentation, Nonsense Word Fluency 92%

Grade 1 73% Not at risk for Oral Reading Fluency (62% '09), (59% '08)

Grade 2 64% Not at risk for Oral Reading Fluency (55% '09), (55% '08)

Products-completed action steps from School Goal- Celebrated student achievement and best practices at staff meetings, data wall, met with REACH teachers, Met reading achievement goal for kindergarten, documents, supports and meeting times for educational tech use, questionnaire about schedule, change in general and educational tech use, protocol for data analysis for BAC, piloted a protocol for teacher team data use, Form I meetings, team meeting minutes, individual team reflection pages, RTI representation at district level, meeting minutes of district RTI members with school administration, school RTI members reflection on the status of the RTI process, draft of literacy assessment matrix, supervision/evaluation forms completed correctly, piloting FASTTMath, vertical (house) meeting agendas, PBIS behavioral reports, co-facilitators for vertical meetings

III.) Data reflection – Challenges and strengths reflected in the data

Does the data reflect student growth and achievement? The data does reflect extensively at the K-1, but only by some measures at the 2-3 level (not meeting on NWEA).

- Far exceeded the consistent growth pattern. The challenge is to keep the momentum from the growth in K-1 to become a long-term impact in grades 2-3. Long term goal work continues to be accomplished.

How does the data support the action steps that were identified in your building goals?

- PBIS implementation
- All Day K
- Human resource attention on literacy
- Interventions for Title 1 were based directly on the identified students needs
- Increased use of data to inform targeted interventions
- Title 1 Support Model
- Tier 2 Support Service Rooms
- Focus on Tier 1 Instruction (RTI committee)
- Reading Street Program Expansion
- Multi-year goal setting (team model)
- Increasing Computer-aided instruction- Smartboards, laptops and Lexia
- Building Professional Learning Community Culture by implementing vertical House Meeting
- Creating protocols
- Facilitator training for facilitating meetings

How will you use your experiences and data from this year to make program decisions and set goals for your building for 2010 - 2011?

- Universal assessments for math
- Address mathematics achievement
- Schedule allowing for team time and more interventions to better support students needs by accessing more staff
- Revise the PLC structure
- Extend Title 1 service model
- Address the Strategic plan via school goals and actions such as PLPs and instructional interventionists
- Adjust Wednesday PM schedule to address strategic plan

- Continue Long-Term Literacy Goal
- Increase volunteerism and parent engagement- volunteer programs, Principal's Advisory Group, interactive Title 1 Parent nights

Challenges for the Upcoming Year

- Class Size for grade 3
- Support for new teachers (7)
- Declining supplies and human resources
- Training for Everyday Mathematics for all staff
- The percentage of students below grade-level in reading going from grade 2-3 is significant (20%)
- Programming and leadership for Special Education
- Attendance issues continue and Infinite Campus roadblocks
- Coordination of Guidance Services with other school initiatives
- Timing and amount of assessments
- Working more efficiently by adjusting roles and responsibilities
- Use of time for K screening
- Changing the language used for services provided from programs (Title 1) to service-oriented supports (small-group instruction).

So What? Team's Insight

- Special Education students demonstrated progress in oral reading fluency when participated in the recommended amount of the Lexia program.
- Progress monitoring is not only important for the student but for the program.
- Did the on-deck system for NWEA affect the decrease in NWEA-MAP scores?
- Support teachers on how to differentiate for the slower learner. We need to improve Tier 1 instruction and interventions.
- There was inconsistency with collaboration between Title 1 staff and teachers.
- We still have work on identifying and addressing procedures, instructions, and structures that we need to be tight on as administration.
- Grade 1 students' academic and social profile will look different than in the past.
- How can we best use the Reading Street program to improve student achievement?

Initiatives not directly addressed in the goals but strong attention and efforts:

- Recycling
- Building and meeting efficiencies
- Smartboard expansion
- Flu Shot Clinics
- Let's Go initiatives
- Fundraising
- Covering for absences- subbing
- Calendar changes
- Uncertainty of resources
- Expansion of art celebration
- Consolidation impact
- Piloted learning reports
- Presentations and visits about the success of PBIS- resources exhausted

IV) How do you plan to share building achievement data?

- Share the updated long term literacy goal at the first day of school
- Share at the K-1 summer meeting
- Share at the acronym retreat
- Connect the school work and goals with the strategic plan
- Encourage and recruit participation with the strategic plan
- Update the beginning of the year student achievement presentation and share creatively for staff by them discovering the data

Submitted by: Kyle Rhoads, Kris Grant, Julie Young and Lisa Backman, June 24, 2010

Raymond Elementary School - SMART Goal Improvement Plan – 2009 to 2010

The percent of students meeting their individual growth target in reading and math, as measured by the NWEA, will increase by a minimum of 2%. In this first draft of RES goals, Action Steps/Strategies will be implemented in the areas of Reading and Math.

<i>Action Steps / Strategies (should address an identified weakness)</i>	<i>Implementation (who, when)</i>	<i>Indicators of Progress</i>	<i>Professional Development / Materials / Resources needed to implement action step</i>
<p>Align RES I Care and Responsive Classroom rules and protocols with the district-wide PBIS system.</p> <p>Analyze 08/09 NWEA baseline data for RES.</p> <p>Complete screenings for elementary students K – 4: NWEA, DIBELS, writing samples, DRA2, other selected measures in literacy and math.</p> <p>Format screening data for classroom, grade level and school comparisons.</p> <p>Use screening results to identify students for Tier 2 targeted instruction through Title 1.</p> <p>Identify, implement and progress monitor differentiated, research based interventions for at risk and advanced learners.</p> <p>Pilot NWEA student-parent-teacher literacy and/or math goal setting using NWEA targeted growth</p>	<p>WHO: Classroom teachers, students, RSU “experts”, Title 1 G/T, SPED staff, PBIS team, Building Council, Parents, Admin.</p> <p>WHEN : Staff and team meetings Wed. PM work Building Council, RTI team meetings DIBELS, NWEA, writing prompt, NECAP administration Professional classroom visits/conferences/trainings Student/parent/teacher conferences</p>	<p>Classroom/school materials developed, implemented, revised, posted; classroom training with principal, guidance, and PBIS team completed; Web based information for parent(s), students and teachers published.</p> <p>Staff trained in using baseline data</p> <p>Screening tools selected; material/site licenses purchased</p> <p>Data used to screen Title 1 referrals and to develop targeted skills instruction (on going)</p> <p>Research based strategies identified and implemented at each grade level, K – 4, for at risk and advanced learners.</p> <p>Student goals developed and monitored in partnership with parent(s) and teacher(s)</p>	<p>District #14 “experts”, standards based teacher, Title 1 staff, Director of CIA, principal, PBIS team, RES teaching staff, Title 1, G/T and SPED staff. Sebago Alliance, RSU #14 A Team</p> <p>Screening tools/resources/ materials. licenses</p> <p>Tech assistance for sorting and analyzing data, identifying targeted instructional needs, ongoing progress monitoring</p> <p>Common planning time for grade level teachers and student support teachers (Title 1, guidance, SPED, G/T).</p> <p>Ongoing support and training: RTI, CBM, research based instructional strategies, differentiated instruction</p>

Raymond Elementary School
 SMART Goal Improvement Plan
 2009-2010

The percent of students meeting their individual growth target in reading and math, as measured by the NWEA, will increase 3% from 2008-2009. In kindergarten, 90% of students will read on or above grade-level.

<i>Action Steps / Strategies (Should address an identified weakness)</i>	<i>Implementation (who, when)</i>	<i>Professional Development / Materials / Resources needed to implement action step</i>	<i>Indicators of progress</i>
<ul style="list-style-type: none"> - Create consistent process for data collection and analysis 		Instructional support from RTI consultant Providing technology to staff and students RTI Flowchart defining path for students Current research Time for discussion on what is working	

RAYMOND ELEMENTARY SCHOOL

SMART GOAL IMPROVEMENT PLAN FOR 2009 – 2010

June 22, 2010

RES GOAL: The percent of students meeting their individual growth target in reading and math, as measured by the NWEA, will increase by a minimum of 2%.

RES READING: The percent of students meeting their individual growth target in Reading increased by an average of 22.75%

**NWEA RESULTS
READING**

FALL 2008-SPRING 2009

FALL 2009-SPRING 2010

Grade	Growth Index	% Meeting Growth Target	Grade	Growth Index	% Meeting Growth Target	Improvement
1	-2.1	46.3%	1	4.8	67.9%	+21.6%
2	-2.5	41.5%	2	3.7	78.4%	+36.9%
3	-1.1	51.2%	3	2.3	62.1%	+10.9%
4	0.8	49.1%	4	3.0	70.7%	+21.6%
Grades 1-4	-1.225	47.025%	Grades 1-4	3.45	69.775%	+22.75%

RES MATH: The percent of students meeting their individual growth target in Math increased by an average of 23.166%

**NWEA RESULTS
MATH**

FALL 2008-SPRING 2009

FALL 2009-SPRING 2010

Grade	Growth Index	% Meeting Growth Target	Grade	Growth Index	% Meeting Growth Target	Improvement
1			1	3.1	69.1%	-
2	-.06	45.3%	2	4.7	68.4%	+23.1%
3	-1.6	48.8%	3	3.4	67.2%	+18.4%
4	-1.1	50.0%	4	2.7	78.0%	+28.0%
Grades 2 – 4	-1.1	48.033%	Grades 2 – 4	3.6	71.2%	+23.166%

KINDERGARTEN EXIT SKILLS (June 2010)

N = 41

Reading 78% met exit skills 20% partially met 2% did not meet

Math 80% met exit skills 17% partially met 2% did not meet

TITLE 1 PROGRAM

KINDERGARTEN

12 kindergarten students received Title 1 literacy support.

3 students were released from the program

Of the remaining 9 students, 89% (8/9) scored at the DRA Level 2 or above.

1 student scored significantly below grade level standards.

GRADES 1 - 2

79% of Title 1 students (15/19) exceeded NWEA growth targets in Literacy.

92% of Title 1 students (11/12) exceeded NWEA growth targets in Math.

GRADES 3 – 4

70% of Title 1 student met NWEA growth targets in Literacy.

84% of students met NWEA growth targets in Math.

47% achieved growth in NWEA math scores in excess of 20 points

47% achieved RIT scores in excess of the 40%ile.

TITLE 1 INTERVENTIONS

LITERACY

- Focus on designing small group instruction based on assessment data.
- Teach specific reading strategies using leveled books, running records, strategy maps, and games.
- Increase use of technology based instruction and assessments using Lexia, Reading A – Z, Raz-Kids, AimsWeb probes.
- Build reading fluency using Read Naturally, Readers’ Theater, leveled books for repeated readings, guided and shared reading, Reading Buddies, checklists for students to focus on the elements of fluid reading, ongoing progress monitoring (DIBELS).
- Build comprehension strategies using Soar to Success, Rigby’s Literacy by Design Small Group Reading Program.

MATH

- Instructional strategies for mastering math facts (games and computer activities) resulted in significant improvement for most students.
- Strategies to support Everyday Math program (manipulatives, visuals aids, IXL and games) were successful in most cases in fostering understanding of new concepts and application.
- Increased use of technology based instruction and interventions using Symphony, IXL Math.

READING AND MATH SKILLS GROUPS (Grades 3 – 4)

- NWEA fall data, Universal Screenings (DIBELS, AimsWeb, Mazes) fall and winter results, Everyday Mathematics assessments were used to identify needed instruction.
- Students were grouped at different grade levels according to skill needs.
- All students received targeted skills instruction in small groups.

- Groupings were fluid based on student growth and needs.
- Classrooms, Title 1, SPED and G/T teachers provided weekly differentiated interventions/extensions.
- This schedule remained consistent throughout the school year.

WRITING ASSESSMENTS (K - 4)

School-Wide Writing Results for 2009 - 2010

PERCENT OF STUDENTS MEETING GRADE LEVEL WRITING STANDARDS

GRADE LEVEL	FALL	WINTER	SPRING
K Stylistic	0%	56%	84%
K Conventions	0%	58%	84%
Gr. 1 Stylistic	17%	75%	85%
Gr. 1 Conventions	5%	39%	64%
Gr. 2 Stylistic	13%	62%	69%
Gr. 2 Conventions	10%	41%	70%
Gr. 3 Stylistic	9%	32%	68%
Gr. 3 Conventions	3%	39%	42%
Gr. 4 Stylistic	43%	65%	57%
Gr. 4 Conventions	50%	55%	53%
TOTAL GR. K - 4 STYLISTIC	15%	56%	73%
TOTAL GR. K - 4 CONVENTIONS	12%	45%	61%

Grades 3 and 4 writing data highlights the need to improve instruction of writing conventions and mechanics. Teachers will be looking closely at the writing components of Reading Street as they pilot this comprehensive literacy program in 2010 – 2011.

RESPONSE TO INTERVENTION (RTI)

Progress to date (2009 – 2010)

- SAT Team moved to an RTI model. This team met weekly to coordinate interventions and progress monitoring for at-risk students.

14 children were referred to the RTI team.

5 of these children (36%) received Tier Three interventions and were

3 students – SAT Referral

2 students – Parent Referral

4 of the children referred to the IEP (80%) qualified for special education

referred to the IEP process.

referral is still in progress.

services. One student's

9 students (64%) remain with active RTI plans.

- This team also facilitated Wednesday faculty staffing to share classroom-based interventions.
- Universal screenings were implemented in reading and math for all students in grades K – 4. Students were assessed in fall, winter and spring using DIBELS, MAZES and AimsWeb probes.
- Tier Two math support was implemented. A .5 Title 1 math educational technician III was hired to provide interventions for students in grades 3 – 4.
- Faculty collaboration and sharing was RTI driven.
 - Fall workshop on Using Data to Guide Instruction
 - Winter and Spring presentations at staff meetings.
 - RTI and PBIS school-wide trainings.
 - Release time provided for RTI work.

RTI Next Steps (2010 – 2011)

- Merge Academic and Behavioral Systems/ RTI and PBIS Teams.
- Continue Universal Screenings for all students. Increase use of benchmark and progress monitoring data to guide Tier One and Tier Two instruction and interventions.
- Identify and implement research-based interventions:
 - Universal interventions for all students (Tier One supports).
 - Targeted group interventions (Tier Two supports)
 - Intensive individual interventions (Tier Three supports)
- Develop PLP's/Personal Learning Plans:
 - Target students referred to RTI team
 - Record student strengths
 - Identify classroom, Title 1 or other intervention services
 - Outline intervention goals (what, how often, where, ratio)
 - Record who is providing interventions/what interventions
 - Graph benchmark data and modify plans based on progress monitoring
- Create RES PLC Teams:
 - Extend the use of data in instructional planning.
 - Improve and extend teacher collaboration.
 - Make more effective intervention decisions to best service all students.
- Increase resource sharing between classroom programs, Title 1 and SPED.
- Extend utilization of research-based interventions in reading and math.
- **Pilot Reading Street in Grades 1 – 4.**

POSITIVE BEHAVIORAL SUPPORTS AND INTERVENTIONS (PBIS)

- PBIS goals were integrated with I CARE rules and Responsive Classroom practices school-wide.
 - Levels of Behavior/Levels of Consequences
 - PBIS Behavior Matrix
 - Voice Levels 0 – 3 (Countdown to Quiet 3 – 2 – 1 – 0)
- Behavioral Referral Forms for minor and major behaviors were introduced and implemented.

- Data indicated that behavior referrals increased in January and March. Based on this baseline data, transitions after 2010 – 2011 vacations (extended Christmas break and February vacation) will be more closely monitored.

- Student behavior data using SWIS was collected and managed

No referrals	73.47%
1 referral	11.43%
0 – 1 referrals	84.90%
2 – 5 referrals	9.80%
6+ referrals	5.31%
9+ referrals	2.86%

- RES school data was below the average 2.5 Referrals Per Day Per Month for school of this size.

- Check-In/Check-Out system was initiated for at risk students.
- Of 6 students receiving 9+ referrals, 5 were part of a daily Check-In/Check Out system.
- Data was collected daily using My Good Choice Chart.
- Individual student data indicates positive trends for all 5 students.
- Putting the Positive in PBIS Program initiated school-wide
 - Individual students: I CARE tokens awarded, collected in office, I CARE slip sent home, School-Wide Celebrations for reaching school goal.
 - Classes: AE Golden Awards given weekly for outstanding class in Art, Computer, Library, Gym and Music.
 - Reach for the Stars Program initiated to recognize outstanding citizenship. STARS awarded, recognized during morning announcements, and posted on bulletin board.

CONCLUSIONS

STRENGTHS OF OUR WORK AT RES THIS YEAR

- We are seeing a culture shift at RES to increase the role of data in making instructional decisions for all of our students.
- NWEA testing has moved from baseline data to high stakes testing.
- NWEA testing strategies were developed and presented to students prior to testing sessions.
- There was consistency in test preparation and test proctoring (Norma Richard). Students demonstrated an increase in time completing MAP testing in Reading and Math. Teacher feedback indicated that students demonstrated less stress during the spring testing sessions.
- Universal screenings are administered three times a year for all K – 4 students using AimsWeb, MAZES and DIBELS.
- Conversations about data have led to piloting skill groups for reading and math instruction.
- Title 1 program is providing targeted interventions in both literacy and math. The addition of a .5 math educational technician III has supported this work in grades 3 – 4.
- There is an ongoing focus on the social curriculum and the links between social/emotional behaviors and students’ academic gains.
- PBIS has been aligned with the I CARE program and Responsive Classroom practices and has been implemented school-wide.
- SWIS data is used to address behavior concerns in common areas of the school.
- A Check-In/Check-Out program has been initiated for students identified as most at risk.
- A cohesive program for recognizing positive behaviors is well established and supported by children, staff and parents. “Putting the Positive in PBIS” publicly recognizes the efforts of individual children, classes, grade levels and the whole school.

Windham School Department
 Manchester SMART Goal Improvement Plan
 Reading
 2009 - 2010
Cynthia Curtis, Principal
Danielle Donnini, Instructional Leader

The percent of students meeting their individual growth target in reading during the 2009-10 school year, as measured by the NWEA, will increase from:

Comparison by Cohort Grade Level Goal	Gr. 3 Spring 2009 – Gr. 4 Spring 2010	Gr. 4 Spring 2009 – Gr. 5 Spring 2010
	63.2% to 65.2%	60.6% to 62.6%
Comparison by Grade Level District Level Goal	Gr. 4 Spring 2009 – Gr. 4 Spring 2010	Gr. 5 Spring 2009 – Gr. 5 Spring 2010
	60.6% to 62.6%	68.4% to 70.4%

<i>Action Steps / Strategies (Should address an identified weakness)</i>	<i>Implementation (who, when)</i>	<i>Professional Development / Materials / Resources needed to implement action step</i>	<i>Indicators of progress</i>
<p>1. Improve capacity to use data to implement strategic programming/interventions for groups and individual students.</p> <p>-Maze, CBM writing and progress monitoring results will be returned to teachers for analysis and reflection.</p> <p>-Individual classroom teachers, MLC teams and grade level teams will meet to analyze data, adjust programming and instructional strategies and to</p>	<p>-Administration</p> <p>-Standards-based teacher</p> <p>-RTI coordinator</p> <p>-MLCs</p> <p>-Building Achievement Council will meet twice monthly. During meetings all school data will be analyzed, and recommendations will be made regarding programming, curriculum and staff development.</p>	<p>-Record keeping will be coordinated K-5 by the standards-based teachers. This will assure continuity K-5.</p> <p>-Regular meetings will be scheduled for K-5 standards-based teachers and the District RTI coordinator.</p> <p>-Individual committee members will assume responsibility for analyzing data and presenting findings to</p>	<p>-Progress monitoring data will be maintained and readily accessible to all personnel that have relevant educational interest.</p> <p>-Progress monitoring graphs will be maintained and kept on file for all at-risk students.</p> <p>-Fall/Spring NWEA, MAZE comparisons will be maintained, reflected upon and kept on file for all students.</p>

<p>develop specific intervention plans for groups and/or individual students.</p> <p>-Fall staff development will provide a review of percentile norms and how they reflect student achievement/need.</p>	<p>-Curriculum representatives</p> <p>-RTI Coordinator</p> <p>-School Psychologist</p>	<p>specific individuals and groups.</p> <p>-Charts with percentile conversions for NWEA</p> <p>-Ongoing staff development and support will be provided for Aimsweb MAZE, CBM writing and other CBM probes.</p>	<p>-Comprehensive NECAP data analysis will be conducted by BAC. All class level and grade level information will be shared individually with classroom teachers.</p> <p>-Professional staff presentations in meetings/conversations will reflect a greater understanding of the normal distribution within the average range and the role of CBM measures.</p>
<p>2. Literacy instruction will be improved by providing continued support for individuals and groups as they analyze data.</p> <p>-Professional staff will be expected to organize and present data at all student centered meetings.</p> <p>-Reading Streets will support differentiation at tier 1 and interventions at tier 2 – to be implemented in all grade 4 classrooms and in five grade 5 classrooms.</p>	<p>-Manchester Learning Communities</p> <p>-Regular Administrative/standards-based meetings will be held to collect/review and distribute data appropriately to assure a cohesive K-5 literacy program (other district Stakeholders included as needed).</p> <p>-Standards-based personnel will meet regularly with curriculum coordinator to discuss data analysis and make recommendations affecting K-12 programming.</p>	<p>-Teams may meet during common planning time and/or regularly scheduled MLC time to analyze data and make specific recommendations regarding instruction, programming and specific interventions required for individual students, as well as groups of students.</p> <p>-Reading Streets materials and technology training will be provided on a continuing basis.</p> <p>-Staff development will be provided to assist literacy teachers and support personnel</p>	<p>-Aimsweb MAZE will be used three times a year as the universal screening tool for reading.</p> <p>-CBM writing assessment will be used 2/3 times a year as a universal screening tool for writing.</p> <p>-Progress monitoring data and accompanying graphs will provide evidence of continuous improvement and/or need to adjust instruction/programming to support student academic success.</p> <p>-Ongoing reflection will clarify</p>

		<p>in accessing supportive technology and interpretation of data associated with Reading Streets literacy programming.</p> <p>-Staff development focusing on best practices for Tier I literacy instruction.</p>	<p>entry and exit points for specific interventions.</p> <p>-Assessment used for this purpose: MAZE, CBM writing, Dibels, TOWRE and Reading Streets/My Sidewalks program assessments will be used for ongoing data reflection.</p>
<p>3. Improve knowledge and skills needed to deliver identified interventions with fidelity.</p> <p>-Provide a formal resource menu of research-based intervention and accompanying protocol.</p>	<p>-Standards-based teacher</p> <p>-Consultation on an as needed basis</p> <p>-All teachers who provide literacy instruction</p> <p>-Building Achievement Council</p> <p>-Title I educational technicians</p> <p>-Student Assistance Team</p>	<p>-Provide supportive technology programming/training such as Lexia and Scholastic reading programs.</p> <p>-Provide staff development for new programs including: Reading Streets/My Sidewalks and other research-based interventions targeting student need</p> <p>-Release time provided as needed.</p>	<p>-Conversations, observations, meetings, presentations and student performance will indicate improved awareness/implementation of identified interventions</p> <p>-Staff use available fidelity checklists appropriately for research-based interventions</p> <p>-Maintenance of student intervention records</p> <p>-Completed menu of research-based interventions distributed to all literacy professional and support staff</p>
<p>4. Identify in-house/district-wide resources to assist in improvement of the delivery of standards-based education.</p>	<p>In-house professionals/workshops that address specific issues as identified by Manchester Learning</p>	<p>-In-house workshop days</p> <p>-Wed. professional development will provide time to expand understanding of</p>	<p>-Staff development agendas</p> <p>-Wednesday staff development schedule</p>

<p>-The Manchester Professional Development Plan will be reviewed and expanded upon by the curriculum coordinator, K-12 RTI Coach, principal, instructional leader, BAC, Manchester Literacy and Report Card Committees.</p> <p>- Manchester BAC and Report Card Committees will meet with Middle School Teachers to share Frameworks and their successes to date</p>	<p>Communities.</p> <p>-Identified in-house experts will continue to support the understanding of standards-based education and facilitate conversations surrounding this ongoing initiative.</p> <p>-Administrative Team</p> <p>-Curriculum Coordinator</p> <p>-Building Achievement Council</p> <p>-School level Literacy Committee</p> <p>-Report Card Committee</p> <p>-Middle School Staff</p>	<p>standards-based curriculum, instruction, assessment and reporting</p> <p>-Conferences/workshops</p> <p><u>-Delivering the Promise, Accountability for Learning, Rethinking Homework,</u> and other educational publications will be used in various meetings to promote understanding of standards-based reform/education.</p> <p>-Continue to expand professional library</p>	<p>-A revised/improved Learning Report</p> <p>-Student Goal Sheets</p> <p>-Documentation of staff attendance at conferences/workshops.</p> <p>-Annotated notes of presentations and discussions</p> <p>-Updated Bibliography of Professional Publications</p>
<p>5. Given our core PBIS program we will continue to monitor data and consider the relationship between behavior and literacy performance.</p> <p>-Research, consider and pilot tier 2 supports to improve behavioral/academic performance</p>	<p>-Administration</p> <p>-PBIS facilitator/RTI coordinator</p> <p>-PBIS School Level Committee</p> <p>-SAT</p> <p>-IEP teams</p>	<p>-Referral form</p> <p>-Behavioral data – individual and aggregate</p> <p>-Check-In and Check Out</p> <p>-Staff development considering the function of given behaviors</p> <p>-Professional Library offerings</p> <p>-Electronic and/or paper distribution of supportive information</p>	<p>-Collection/reflection on SWIS data</p> <p>-Analysis/comparison of SWIS data and student literacy achievement will indicate academic progress improved as discipline referrals declined.</p> <p>-Behavioral Matrix poster will be used consistently for providing instruction regarding behavioral expectations in all</p>

		<ul style="list-style-type: none"> -Pertinent web-based research distributed and shared with professional staff -Regularly scheduled meetings 	<p>areas of the school.</p> <ul style="list-style-type: none"> -Data and accompanying charts are maintained on individuals and various subgroups of students.
<p>6. RTI – Formalization of structure including documents and procedures</p> <ul style="list-style-type: none"> -RTI structure has been developed and is evolving. -Structure to date consists of Tier 1 – BAC/Curr. Committee Tier 2 –MLCs Tier 3 – SAT/504 & IEP teams -Build capacity to differentiate within the core curriculum 	<ul style="list-style-type: none"> -Administration -RTI coordinator -BAC -SAT -Spec. Ed. staff -Standards-based teacher -Classroom teachers -Title I staff -MLCs incorporate all professional teaching staff 	<ul style="list-style-type: none"> -Completion of RTI staff dev. plan -Conferences – RTI/PDC -Professional Library -Program specific professional development -Release time 	<ul style="list-style-type: none"> -Formal RTI document -Formalized professional development plan -MLC team feedback sheets -Regular analysis of progress monitoring data -Individual intervention plans -Documented adjustment of programming -Continuous monitoring of student academic progress -Determination of intervention entrance and exit points -Appropriate special education referrals
<p>7. Continue to build our Manchester Learning Community Model to reflect on student achievement and adapt instruction/programs to</p>	<ul style="list-style-type: none"> -Administration -Standards-based teacher -MLCs -All Manchester professional 	<ul style="list-style-type: none"> -Release time for MLCs will be expanded to provide time for collaboration/consultation/peer observation -Pilot/consider tier 2 supports 	<ul style="list-style-type: none"> -MLC team feedback sheets -Regular analysis of progress monitoring data -Individual intervention plans -Documented adjustment of

<p>improve student literacy skills.</p> <ul style="list-style-type: none"> -MLCs will provide the forum for implementation of the core curriculum -Programs and instructional strategies will be continually adjusted to meet identified student academic need based on data analysis. 	<p>and educational support staff</p> <ul style="list-style-type: none"> -Consultants 	<p>to improve behavioral/academic performance</p> <ul style="list-style-type: none"> -8 staff members are scheduled to attend Dufour PLC conference in the fall -Data collection instruments -Materials/and related training as appropriate -Release time as needed -Wed. professional development will focus on MLC time to expand understanding and implementation of best literacy practices regarding understanding/application of comprehension, vocabulary and fluency instructional strategies. 	<p>programming</p> <ul style="list-style-type: none"> -Continuous monitoring of student academic progress -MLC agendas and notes
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Windham School Department
 Manchester SMART Goal Improvement Plan
 Math
 2009 - 2010

Cynthia Curtis, Principal
Danielle Donnini, Instructional Leader

The percent of students meeting their individual growth target in math during the 2009-2010 school year, as measured by the NWEA will increase from:

Comparisons by Cohort Grade Level Goal	Gr. 3 Spring 2009 - Gr. 4 Spring 2010	Gr. 4 Spring 2009 - Gr. 5 Spring 2010
	64.9% to 66.9%	64.5% to 66.5%
Comparisons by Grade Level District Level Goal	Gr. 4 Spring 2009 - Gr. 4 Spring 2010	Gr. 5 Spring 2009 - Gr. 5 Spring 2010
	64.5% to 66.5%	63.7% to 65.7%

<i>Action Steps / Strategies (Should address an identified weakness)</i>	<i>Implementation (who, when)</i>	<i>Professional Development / Materials / Resources needed to implement action step</i>	<i>Indicators of progress</i>
1. Formalize response to intervention (RTI) structure including documents and procedures. -RTI structure is being developed in collaboration with administration, Building Achievement Council (BAC),	-Administration -RTI instructional consultant -School psychologist -BAC -SAT -Special ed. staff	-Completion of RTI staff dev. plan -Conferences -Professional library -Program specific professional development -Release time	-Formal RTI document -Formalized professional development plan -MLC team feedback sheets -Conduct universal screenings for math with all students -Regular analysis of progress

<p>standards-based teacher, Student Assistance Team (SAT), case manager/classroom teacher and/or assigned ed. tech.</p> <p>-Structure to date consists of Tier 1: BAC/Curr. Committees Tier 2: MLC Tier 3: SAT/504 & IEP teams</p> <p>-Build capacity to differentiate within the core curriculum</p>	<p>-Standards-based teacher</p> <p>-Title I staff</p> <p>-Manchester Learning Communities (MLC) incorporate all professional teaching staff.</p> <p>-Math curriculum representatives</p>		<p>monitoring data</p> <p>-Individual intervention plans</p> <p>-Documented adjustment of programming</p> <p>-Continuous monitoring of student academic progress</p> <p>-Determination of intervention entrance and exit points</p> <p>-Appropriate special education referrals</p>
<p>2. Improve capacity to deliver effective, consistent mathematics instruction for all students.</p> <p>-Continue using <i>Everyday Math (EDM)</i> in general classrooms, Title I and special education settings.</p> <p>-EDM programming will support differentiation at Tier I</p> <p>-Consider using a supplemental/replacement math program as research-based math intervention programs become available.</p>	<p>-BAC will continue to review universal screening data. This can be used to determine whether 80% of students are successful with the core math program (80% of students should be at benchmark on universal screenings and performing well on <i>EDM</i> end-of-unit tests).</p> <p>-MLC will meet on a regular basis to review data and plan changes to instruction/intervention.</p> <p>-RTI instructional consultant</p>	<p>-Bi-monthly meetings</p> <p>-Monthly meetings</p> <p>-Common time provided in schedule</p> <p>-Common EDM math pacing guide</p> <p>-Staff members with RTI expertise will attend MLC math meetings and/or other team meetings in order to function as a problem-solving team that will review data, set student goals, select appropriate progress monitoring tools and</p>	<p>-EDM assessments and CBM math data</p> <p>-Fall/Spring NWEA</p> <p>-NECAP data analysis</p> <p>-Assessments associated with any supplemental or replacement math programs utilized</p> <p>-When planning math instruction/intervention, teachers will incorporate research-based instructional strategies such as the ones identified by the NMAP. Interventions will be</p>

<p>-Compare predictive validity of CBM math assessments with NWEA and NECAP.</p>	<p>and/or other staff -Title I math teacher -Classroom teachers</p>	<p>plan interventions. -In-house workshop time/release time will be provided. -Communicate teaching implications from the <i>Foundations for Success: The Final Report of the National Mathematics Advisory Panel</i> (NMAP).</p>	<p>documented. -Teachers will be informed of NMAP recommendations about which math skills students need to master in order to succeed with algebra. Universal screening data will assist in targeting the NMAP recommendation for developing students' fluency with whole number computation.</p>
<p>3. Improve knowledge and skills needed to deliver math interventions. -Research, consider and pilot Tier 2 supports to improve academic performance -Professional staff will continue to align EDM assessment practices to Standards-based Learning Report</p>	<p>-Administration -Classroom teachers -Title I math teacher -Title I staff -RTI instructional consultant -MLCs</p>	<p>-Regular administrative/ Title I meetings to collect/review data -Gather intervention materials and programs -Provide staff dev./release time to facilitate understanding and use of math intervention resources and strategies.</p>	<p>-Student data summary forms and/or graphs -Professionals will organize and present data at all student-centered meetings -Individual intervention plans and final reports -Materials organized and distributed appropriately -EDM math pacing guide -EDM assessment protocol -Math intervention resource file</p>
<p>4. Improve capacity to use assessment data to implement strategic</p>	<p>-BAC (Tier 1) -MLC (Tier 2)</p>	<p>-AimswEB CBM math probes -Workshops on administering,</p>	<p>-Documented results of CBM math scores</p>

<p>programming/interventions for groups and individual students.</p> <ul style="list-style-type: none"> -Use math curriculum-based measurements (CBM) to screen all students -CBM measurements will provide important data used in identification and progress-monitoring of at-risk students. -Consider predictive validity of CBM math assessments to NWEA and NECAP results -Fall staff development will provide a review of percentile norms and how they reflect student achievement/need. 	<ul style="list-style-type: none"> -SAT (Tier 3) -RTI instructional consultant -Classroom teachers -Standards-based teacher -Title I math teacher -Educational technicians -Curriculum coordinator -School psychologist 	<p>scoring, and interpreting results of CBM math probes</p> <ul style="list-style-type: none"> -Release time -Charts with percentile conversions for NWEA and/or NECAP 	<ul style="list-style-type: none"> -Record of professional development activities -Error analysis patterns across assessments will be identified and communicated. -Formal record of eligibility determination
<p>5. Continue to build our Manchester Learning Community model to reflect on data and adapt instruction/ programs to improve student numeracy achievement.</p>	<ul style="list-style-type: none"> -MLC -Administration -Standards-based teacher -Title I math teacher -Consultants -All Manchester professional and educational support staff 	<ul style="list-style-type: none"> -Conferences: 8 staff members are scheduled to attend DuFour PLC conference in the fall -Data collection instruments -Regularly scheduled MLC meeting time /facilitation -SMART goal templates -Materials and related training as appropriate -Release time as needed 	<ul style="list-style-type: none"> -MLC team feedback sheets -Documentation of conference attendance -Completed SMART goals -Expand use of progress monitoring for math -Progress monitoring data and graphs -Conversations, observations, presentations, and student

			<p>performance will indicate improved awareness/ implementation of research based math interventions.</p> <p>-Documented adjustment of programming</p>
<p>6. Identify in-house/ district-wide resources to assist in improvement of the delivery of standards-based education.</p> <p>-Manchester BAC and Report Card Committees will meet with middle school teachers to share frameworks and their successes to date.</p>	<p>-BAC</p> <p>-Report card committee</p> <p>-Administrative team</p> <p>-Curriculum coordinator</p> <p>-Title I math teacher</p> <p>-Math curriculum committee</p> <p>-Middle school staff</p>	<p>-In-house professionals/ workshops that address specific issues as identified by MLC.</p> <p>-Revise form to collect and distribute in-house/district resource list.</p> <p>-Utilize educational publications in meetings to promote understanding of standards-based education.</p> <p>-Professional Library</p>	<p>-List of standards-based education publications shared with staff</p> <p>-Conversation/presentations indicate increased staff understanding of standards-based education and assessment practices</p> <p>-Updated bibliography</p>

<p>7. Given our core PBIS program we will continue to monitor data and consider the relationship between behavior and math performance.</p>	<ul style="list-style-type: none"> -Administration -Classroom teachers -PBIS facilitator -PBIS school level committee -SAT -IEP teams 	<ul style="list-style-type: none"> -Referral form -Behavioral data – individual and aggregate -Check-in and check out -Staff development considering the function of given behaviors -Professional library offerings -Electronic and/or paper distribution of supportive information -Pertinent web-based research distributed and shared with professional staff -Regularly scheduled meetings 	<ul style="list-style-type: none"> -Collection/reflection on SWIS data -Analysis/comparison of SWIS data and student math achievement will indicate academic progress improves as discipline referrals decrease. -Behavioral matrix poster will be used consistently for providing instruction regarding behavioral expectations in all areas of the school. -Data and accompanying charts are maintained on individuals and various subgroups of students.
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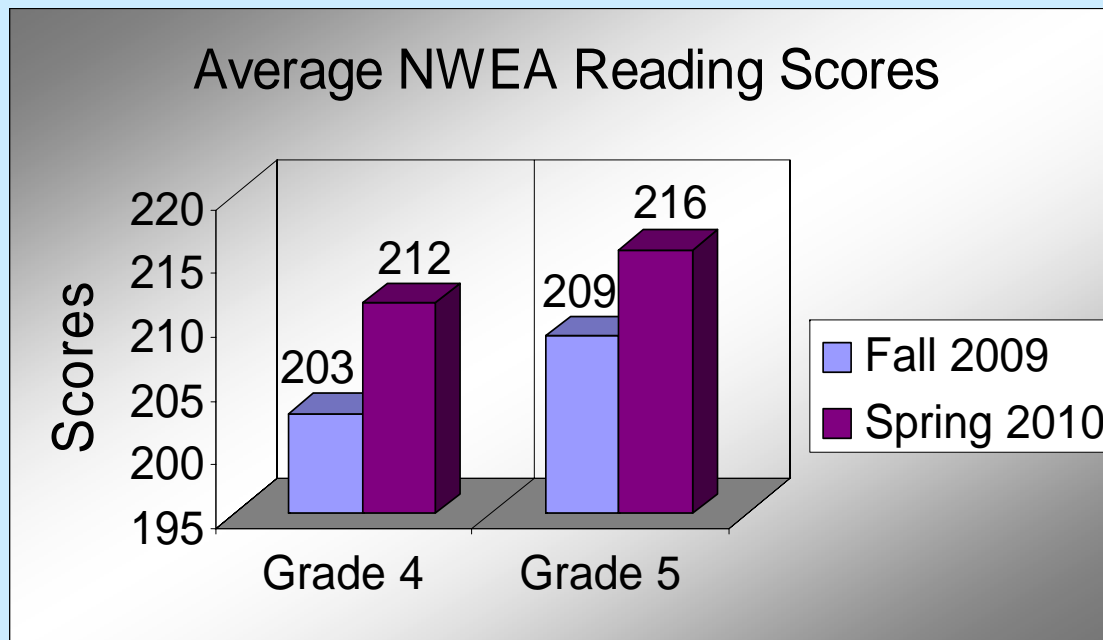
Jordan – Small Middle School
 SMART Goal Improvement Plan
 2009-2010

The percent of students meeting their individual growth target in **reading**, as measured by the NWEA, will increase from 56.8% to 58.8 %.

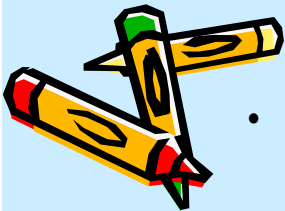
<i>Action Steps / Strategies (Should address an identified weakness)</i>	<i>Implementation (who, when)</i>	<i>Professional Development / Materials / Resources needed to implement action step</i>	<i>Indicators of progress</i>
Creation of weekly Lit. Labs for students on RtI plans Implement use of Lexia, Read About and CBMs for instruction and progress monitoring. Dibels – grade 5 & 6	Team leaders SAT Randy ELA teachers Rti Leaders Sara & Jenn Deb Shaw	Regularly scheduled ime to meet with RtI consulting teachers. Training by RSU staff with experience on specific programs.	Schedules established, Staff assigned Tracking system established Students identified show above average growth on NWEA Students using the program – teachers assessing and reporting for Tier 2 &3
Research reading program options for all students 5-8 to create a more consistent Language Arts program	Randy, Team ldrs ELA Tchrs. Sara & Jenn	Collect technology based and “basal” series info. Common ELA assessments by grade level	Pilot , implement in lit. labs Student NWEA scores improve Some Tier 2 students moved out of labs
Build upon literacy techniques established In 2008-2009.	Randy RtI leaders All staff	Workshop, and release time, Early release	Literacy and study skills techniques and terms in use in all classrooms- noted in “pop in’ observation.
-		Team meeting, common planning time	RtI Tier 2 students demonstrate progress on

Increase phonetic skills of struggling (grades 5/6) readers employing software, and 1 to 1 drill with some students.	Special ed. Regular ed. Ed.techs Deb Shaw	Training from spec. ed and outside providers for reg. ed teachers if necessary Lit. Lab groups	CBMs, NECAP and NWEA testing
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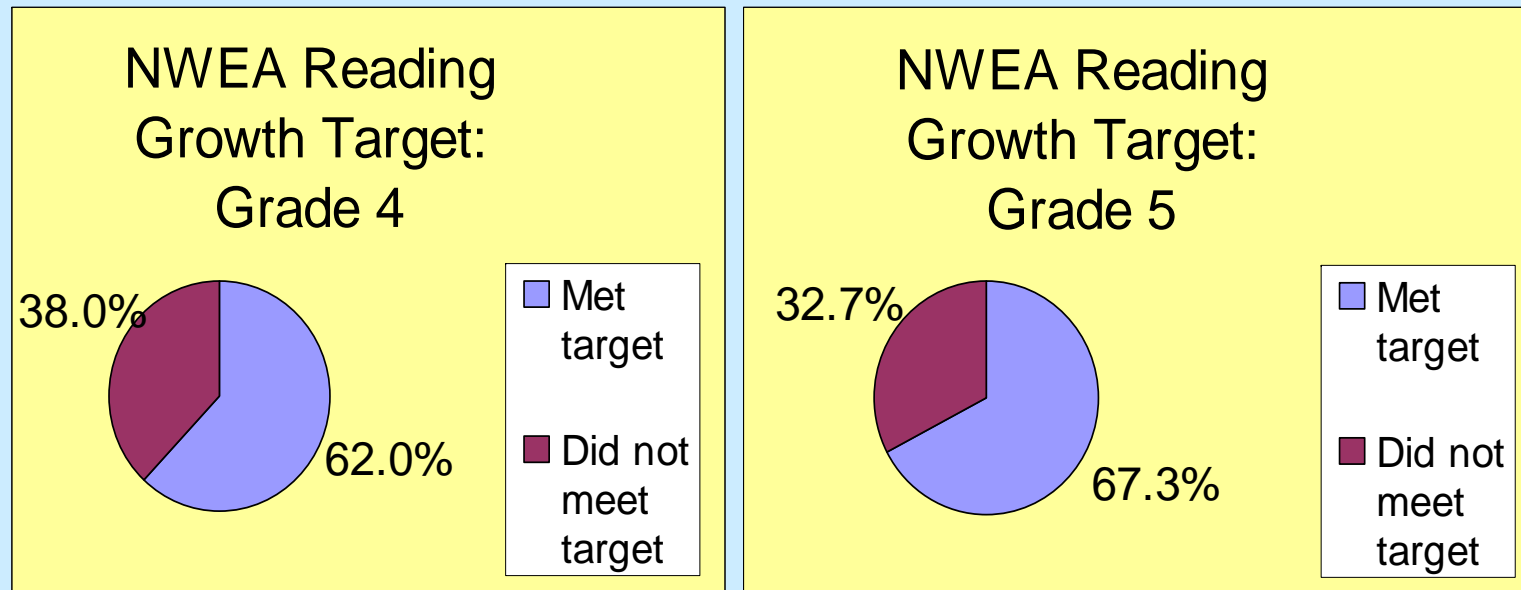
School-Wide Reading: NWEA (1 of 4)



- **Grade 4:** Average score increased 8.6 points (Increased from 56th %ile to 67th %ile)
- **Grade 5:** Average score increased 6.8 points (Increased from 54th %ile to 63rd %ile)



School-Wide Reading: NWEA (2 of 4)



- **Grade 4:** 62.0% (129 out of 208 students) met their NWEA reading growth target
- **Grade 5:** 67.3% (115 out of 171 students) met their NWEA reading growth target

School-Wide Reading: NWEA (3 of 4)

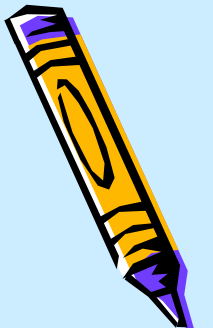


		NWEA Reading Growth Target		
		Did <u>NOT</u> Meet	Met	Total
Projected Proficiency	Proficient	28.2% (107 / 379)	55.9% (212 / 379)	84.2% (319 / 379)
	<u>NOT</u> Proficient	7.4% (28 / 379)	8.4% (32 / 379)	15.8% (60 / 379)
Total		35.6% (135 / 379)	64.4% (244 / 379)	




School-Wide Reading: NWEA (4 of 4)

Met NWEA Reading Growth Target*



Grade Level	'06 - '07	'07 - '08	'08 - '09	'09 - '10
4	50.8%	67.3%	60.6%	62.0%
5	58.5%	70.6%	68.4%	67.3%

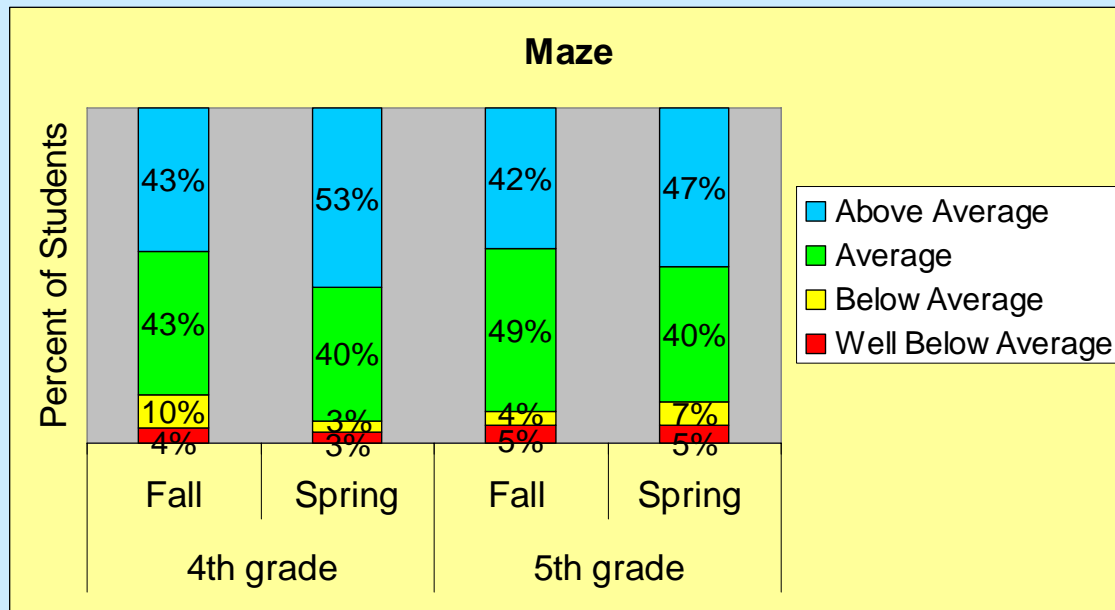


*Read across to compare growth for a grade level.

*Read diagonally to compare growth for a cohort.

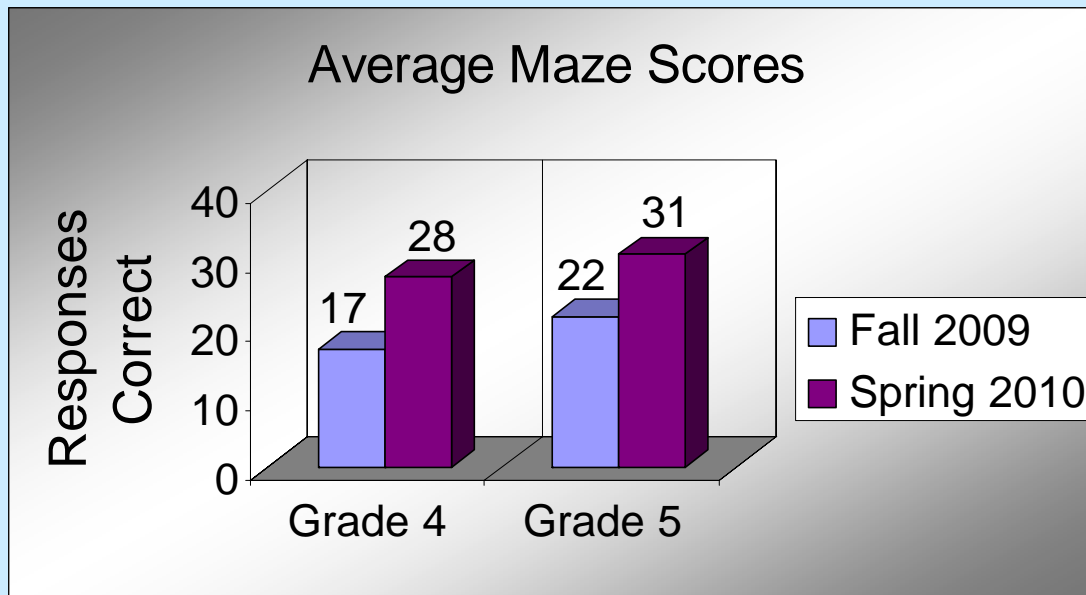


School-Wide Reading: Maze (1 of 2)

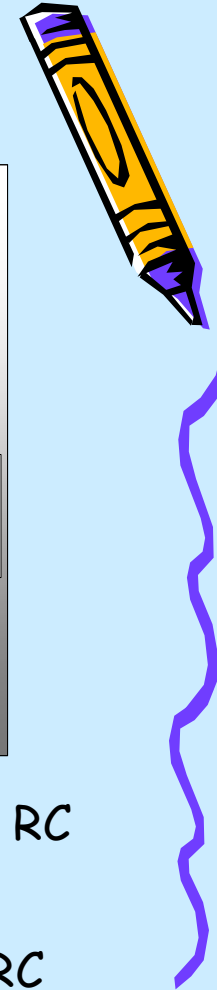


- Represents data from 10 fourth grade classrooms and 9 fifth grade classrooms
- Administered to all students (fall, winter, and spring)

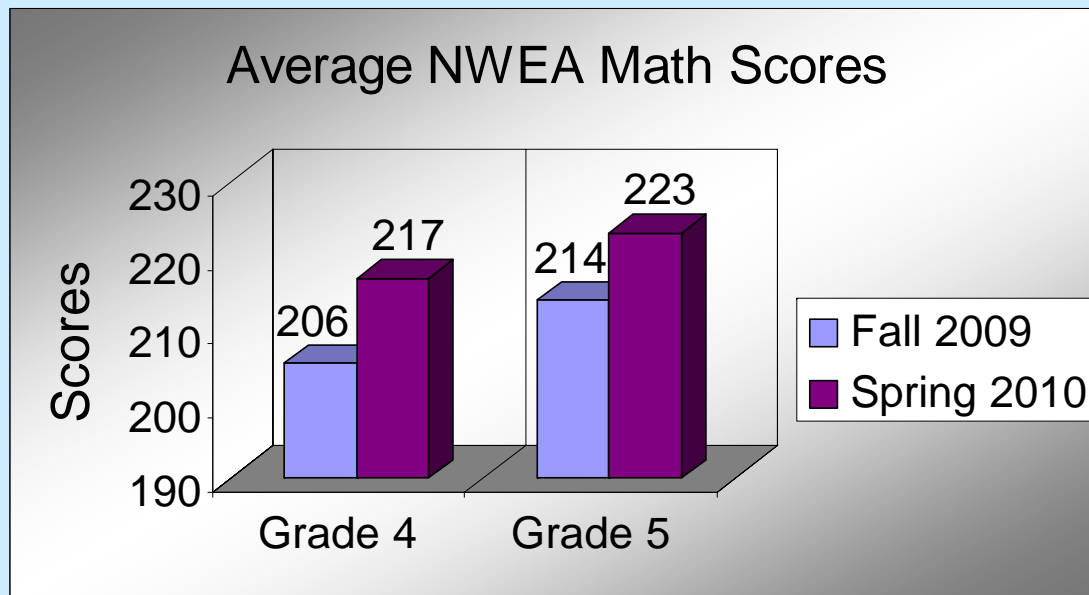
School-Wide Reading: Maze (2 of 2)



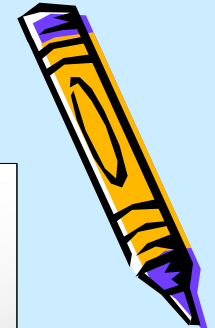
- **Grade 4:** Average score increased 10.5 RC (Increased from 73rd %ile to 79th %ile)
- **Grade 5:** Average score increased 9.0 RC (Increased from 75th %ile to 76th %ile)



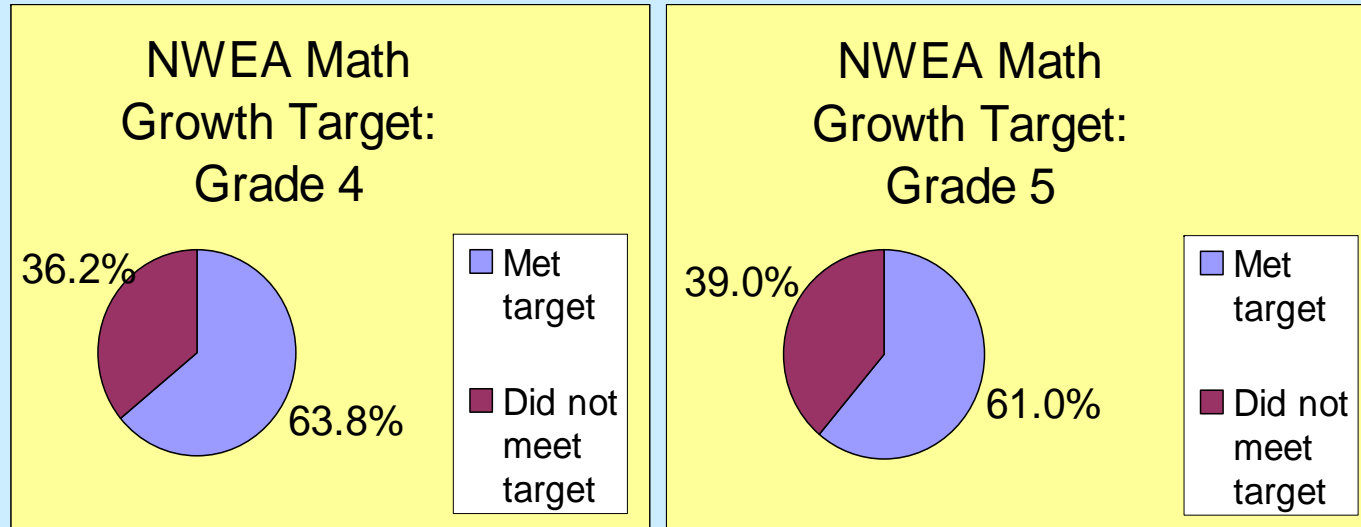
School-Wide Math: NWEA (1 of 4)



- **Grade 4:** Average score increased 11.5 points (Increased from 60th %ile to 66th %ile)
- **Grade 5:** Average score increased 9.1 points (Increased from 58th %ile to 59th %ile)



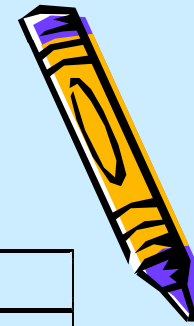
School-Wide Math: NWEA (2 of 4)



- **Grade 4:** 63.8% (134 out of 210 students) met their NWEA math growth target
- **Grade 5:** 61.0% (105 out of 172 students) met their NWEA math growth target

School-Wide Math: NWEA (3 of 4)

		NWEA Math Growth Target		
		Did NOT Meet	Met	Total
Projected Proficiency	Proficient	27.2% (104 / 382)	53.4% (204 / 382)	80.6% (308 / 382)
	NOT Proficient	10.2% (39 / 382)	9.2% (35 / 382)	19.4% (74 / 382)
Total		37.4% (143 / 382)	62.6% (239 / 382)	



School-Wide Math: NWEA (4 of 4)

Met NWEA Math Growth Target*

Grade Level	'06 - '07	'07 - '08	'08 - '09	'09 - '10
4	51.6%	66.5%	64.5%	63.8%
5	49.8%	68.8%	63.7%	61.0%

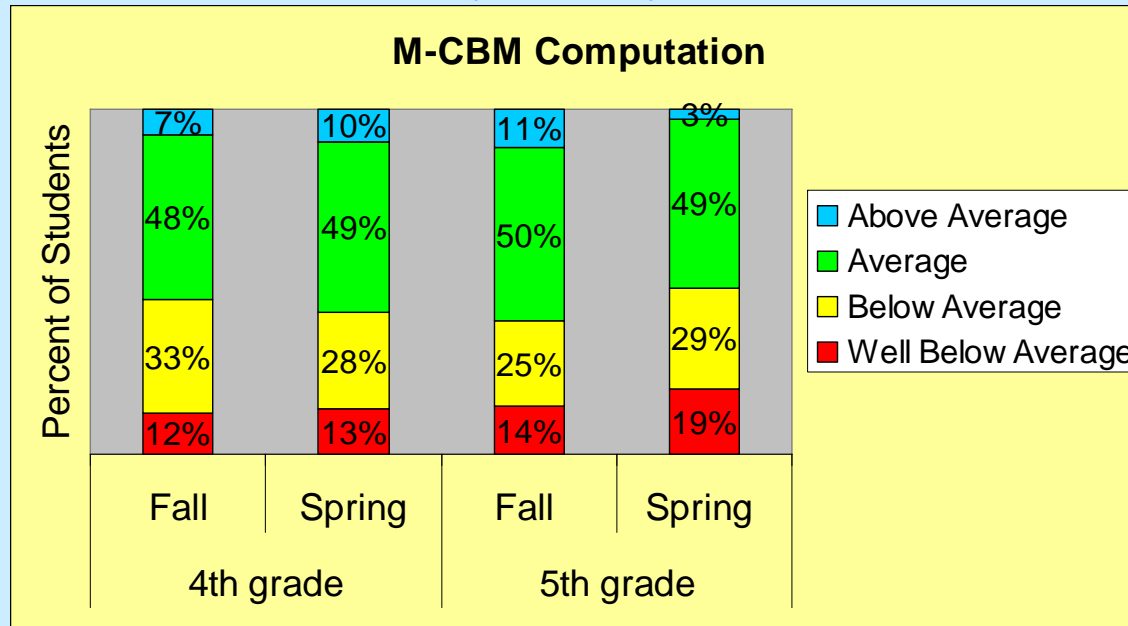
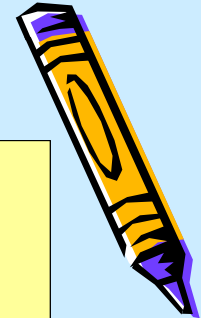


*Read across to compare growth for a grade level.

*Read diagonally to compare growth for a cohort.

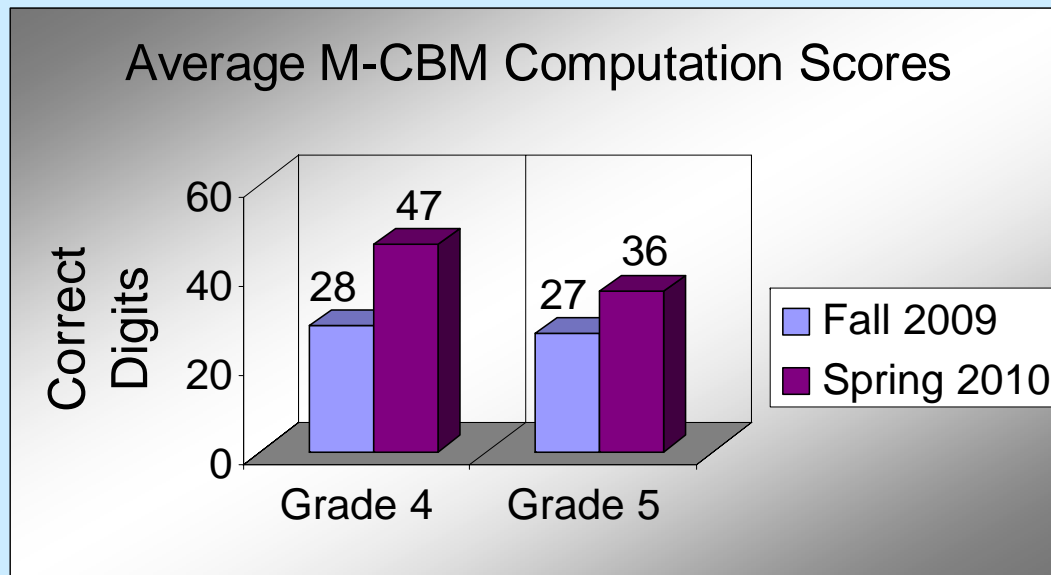


School-Wide Math: M-CBM Computation (1 of 2)

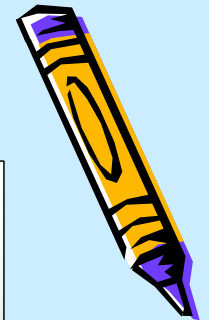


- Represents data from 9 fourth grade classrooms and 9 fifth grade classrooms
- Piloted with all students (fall, winter, and spring)

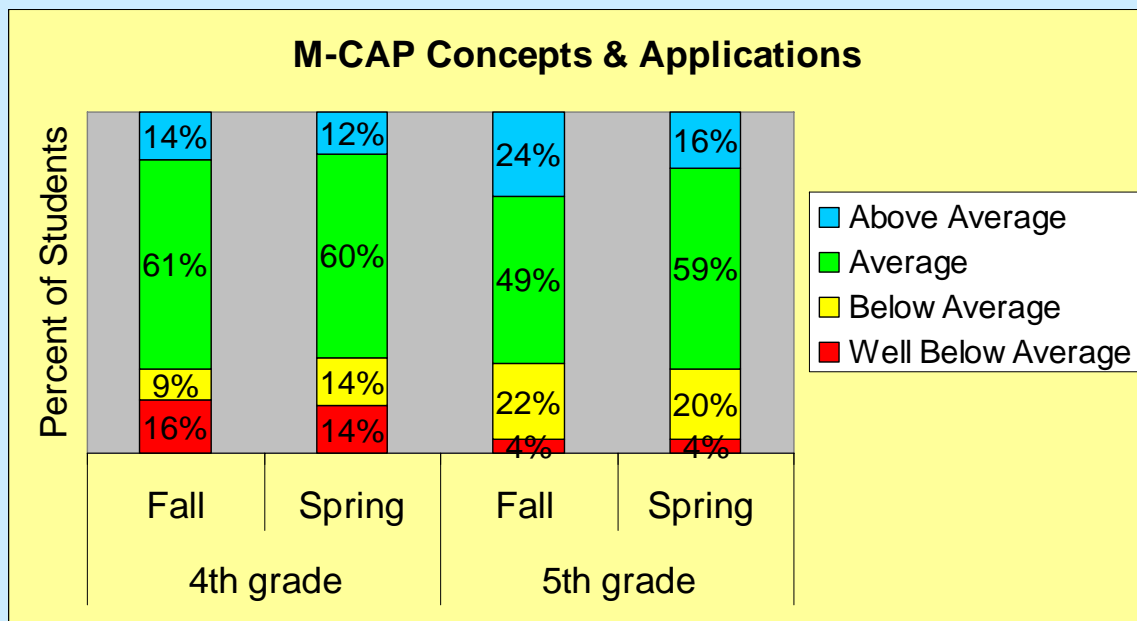
School-Wide Math: M-CBM Computation (2 of 2)



- **Grade 4:** Average score increased 18.3 correct digits (Increased from 34th %ile to 39th %ile)
- **Grade 5:** Average score increased 9.5 correct digits (Decreased from 36th %ile to 28th %ile)

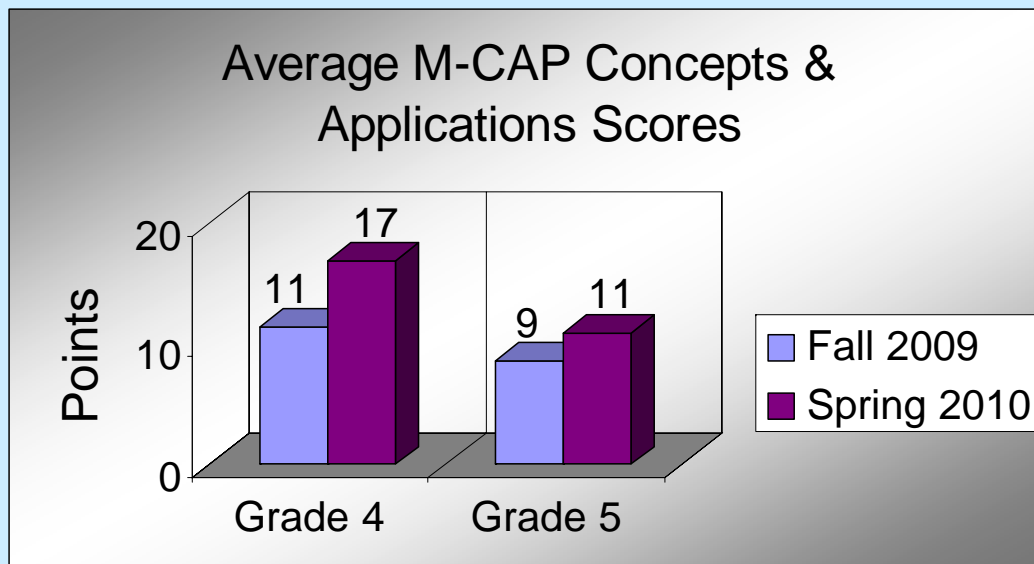


School-Wide Math: M-CAP Concepts & Applications (1 of 2)



- Represents data from 3 fourth grade classrooms and 3 fifth grade classrooms
- Piloted in 6 homerooms (fall, winter, and spring); all students took it in the spring

School-Wide Math: M-CAP Concepts & Applications (2 of 2)



- **Grade 4:** Average score increased 5.5 points (Increased from 46th %ile to 50th %ile)
- **Grade 5:** Average score increased 2.4 points (Decreased from 65th %ile to 57th %ile)

Data Reflection 2009-2010

Strengths

- School-wide Reading increased significantly in both 4th & 5th grade
- Both grade level cohorts increased % of students meeting reading growth targets on NWEA
- Maze universal screening at both grade levels indicates increased % of students scoring in the above range
- Overall 4th grade increased performance on NWEA math, and 80% are predicted to be proficient on NECAP – Fall 2010
- 84% of Title I 5th grade students met their reading NWEA growth target
- Gifted and Talented students at both grade levels increased their percentiles overall in reading
- 80% of Gifted & Talented students in 4th grade met their reading growth target
- Title I students average NWEA reading & math scores for both grades increased more than 10 points
- Special Education students average NWEA math score for both grades increased more than 10 points
- 80% of Manchester students had 0 or 1 office discipline referrals

Data Reflection Challenges

- % of students meeting their growth target has decreased in NWEA math
- % of students at both grade levels scoring in the well below average range in the MCBM computation assessment increased
- In both grade levels the cohort group NWEA math scores decreased
- Grade 5 MCAP average score decreased from the 65% to the 57%
- Over 40% of Gifted and Talented students at both grade levels on NWEA math did not meet their growth targets
- Even though Spec. Ed. Reading students made huge growth (14.5 pts.) average scores are at the 18%
- 45% of all major office discipline referrals were in the category of harassment

Action Steps for 2010 - 2011

- Continue and refine the effective programming and interventions currently in place
- Use CBM data to identify specific challenges in computation throughout the student body
- Based on summer curriculum work in reading and math, non-negotiables, essential learning targets, pacing and common assessments will be identified
- Computer lab time has been structured to allow a 1 hr. intervention block every day
- Students in the 60 – 95 percentile range will be identified early in the school year and monitored by the PLC's.
- Supplemental math software resources that support students across the range of abilities will be piloted
- Increase flexible grouping opportunities within the classroom and across all intervention supports
- Continue to provide intensive reading supports and progress monitor all special education students to increase academic growth
- Continue to refine our pilot PLP project
- Identify and support our in-house innovative and visionary educators to facilitate highly effective and authentic professional development
- Enhance PBIS structure through PLC's to strengthen the core PBIS teaching, modeling, reinforcement and data reflection
- Implement new PLC facilitator structure to support individual PLC's and all school-wide improvement initiatives

Jordan – Small Middle School
 SMART Goal Improvement Plan
 2009 - 2010

The percent of students meeting their individual growth target in math, as measured by the NWEA, will increase from 59.9% to 61.9 %.

<i>Action Steps / Strategies (Should address an identified weakness)</i>	<i>Implementation (who, when)</i>	<i>Professional Development / Materials / Resources needed to implement action step</i>	<i>Indicators of Progress</i>
Creation of weekly math labs for students on RtI plans to provide small group, expanded and differentiated instruction.	Randy Team leaders Terry T SAT	Time to meet with RTI consulting teachers. Web based instructional and record keeping applications	Students meet Growth targets and NECAP scores are proficient. Tracking system implemented
IXL math for all 5/6 math classes	TT, PW	Terry and Priscilla will assist other staff in set up and training	“ “
Grade “jump” possibilities for accelerated math students in 6, 7 & 8	Chris N. Randy Math teachers	Meeting time and progress monitoring	GT students show greater Percentage of growth on NWEA
Expand common assessments in all grades	All math teachers, Randy	Early release and staff development days	NECAP writing and reading scores show 70% of students proficient.
Research and pilot additional computer based instructional programs	TT, PW, team leaders Chris H.? Jenn & Sara Pat Menzel	Time to consult with tech Training on applications in small groups	Students on RtI plans showing growth. General math classroom instruction expanded and enhanced

2009-2010 YEAR END ACHIEVEMENT SUMMARY REPORT for:
JORDAN-SMALL MIDDLE SCHOOL

I. Goals

The district goal of 60 % of students meeting growth targets in reading and 62% of students meeting growth targets in math was achieved.

62.8% met targets in math, 65% met targets for reading.

Although language usage was not part of the district goals, **69%** of JSMS students met their targets. I believe this is directly tied to our school goal #1 (see attached)

School goals #6 and #7 are directly related to student achievement and accomplishment of the district goal stated above.

School goal related to developing more common assessments was not achieved. The development of a standards referenced grading scale is complete and ready for implementation in the fall. (yellow sheet attached)

The following were undertaken to meet goals related to students reaching NWEA targets and RtI.

- Literacy and math labs were created at all grade levels with students receiving additional instruction for 40 -80 minutes per week.
- Read About was utilized with all students in the “labs” starting at mid –year.
- The IXL math program was used with all students in grades 5 & 6 to enhance and differentiate instruction
- Universal screenings were done in the fall, winter and spring. More frequent progress monitoring assessments were implemented for students at Tier 2 (labs).
- RtI leadership stipends were created to give JSMS a few key people who could keep us “in the loop” at a district level and ensure that all teachers were making deadlines and implementing new instructional resources throughout the building. (*JSMS does not have a standards based teacher, Title 1 or an “immersions” program.*)

II. Summary of Data

Universal screening, CBM and probe data compiled by Jenna and Sarah was extremely helpful. The spreadsheets show a strong movement of students out of the red into yellow or even green! As this was the first time these assessments have been used, administration and score errors did occur but the scores show positive movement overall.

NWEA scores from fall to spring are positive in most regards. Reading growth for grade 6 lagged behind the other three grades but was just below district target.

Math target growth varied widely with 80% of grade 6 meeting targets but only 45% meeting at grade 8.

Analysis of the students who did not meet their growth target reveals the following:

- Approximately 40% of students with an IEP, across all four grade levels, are not meeting their targets.
- Of the twenty, 7th grade students who did not meet their growth target in math, 15 were well above the median and most of them were in the advanced math class. Almost 80% of this class is at, or above, the median. The 7th grade class as a whole had a higher RIT than the 8th grade! In 7th grade reading, about half who did not meet targeted growth were above the median.
- Over half of the 8th grade students did not make their math targets. Their achievement pulled down the school average considerably as 70% of 5th graders and 80% of 6th graders met their growth targets.
- Data compiled on color-coded spreadsheets shows strong trends (50% or greater) to students moving out of the red zone into yellow, and in a few cases green zone. About 30% of the yellow moved into the green. Students who have shown good solid progress on universal screenings, probes, etc. did not always make significant gains on NWEA or meet their growth targets.

III. Observations, conclusions, questions.....

Grade 5 & 6 had one teacher doing all the math classes for that grade level. All teachers at grades 7 & 8 teach one math class, plus another subject area. Does this lack of specialization impact student growth in grades 7 and 8?

The strong math skills of the 7th grade create a wide span of scores and needs. Ability grouping with only three teachers may not be sufficient to meet the needs of the advanced learners who are scoring in the 245-255 range and those in regular ed. and special ed. who need remediation and drill. We will explore the possibility of cross-graded 7/8 math classes based on ability and skills areas for next year. This information also has implications for our GT program. Possibilities to incorporate Virtual High School need to be researched and ready to go by Oct 1, 2010.

Current grade 6 ELA teacher needs to adjust instruction to focus more time on reading comprehension. Grade 7 ELA teacher for next year needs to focus on reading more heavily in trimester 1.

JSMS did not make AYP due to students with disabilities sub group scores on NECAP. Three to six special ed. students at each grade level (who take NWEAs) did not hit growth targets. The special ed. teachers (and the new Raymond coordinator) need to review the programming for their caseload and make sure their instruction is targeted to individual student skills that may be reflected in these results.

In general, teachers need to know which students have specific skills deficits that are impacting their scores and growth the most, as indicated on NWEA, NECAP and universal screening instruments.

Every student led conference should include discussion of the fall NWEA results and target scores, and skills, the student needs to focus on for each subject during the school year. These goals should be reviewed with each student prior to spring NWEA testing.

Strong growth in Language Usage test scores may be directly related to

1. Teaching of literacy strategies across subject areas and grade levels over a two-year period. (This was a 2008 – 2009 goal as well)
2. ELA teachers providing more instruction around non-fiction texts, main ideas, decoding words in context, using a vocabulary work book in grades 5 & 6
3. Curriculum review related to grammar and mechanics instruction 5 -8.

“Reading Streets” will be used with grades 5 & 6 next year to help develop more consistent instruction in reading skills.

IV. Next Steps & Communication

The building council will review school data, the conclusions of this report and the input gained at this retreat during our summer meeting.

The RtI teacher leaders for math and literacy will meet with the principal prior to the beginning of school to discuss resources, universal screening dates, ways to support other teachers and the goals for RTI for the 2010 -2011 school year.

All grade level teachers will meet in subject area groups to look at their 2009 - 2010 data and that of their new class. The objective of these meetings will be to encourage open discussion of sub-categories and relate this information to their instruction. In general, teachers need to be more open about sharing their students overall progress and weaknesses.

JSMS does not have a functional “Tier 3” intervention system. In order to address this, staffing needs to be available to work with 1 to 3 students who are not progressing sufficiently in the math and lit. lab (tier 2) program. At this time, the availability of such resources is limited to sharing staff with RES.

Student achievement, as reported on the new standard referenced reporting scale, will need to be compared to their achievement level on NECAPs. This should occur after the second trimester to determine the degree to which students are proficient across these data points.

Windham Raymond Schools
SMART Goal Improvement Plan (Numeracy)
Windham Middle School 2009 - 2010

The school-wide average percentage of students meeting their individual growth target in math, as measured by the NWEA, will increase from 60.87% to 62.87 %. This will reflect the desired 2% growth defined within the district goal for all schools with the final percentage being based upon last year's level of achievement as reached by the middle school.

<i>Action Steps / Strategies (Should address an identified weakness)</i>	<i>Implementation (who, when)</i>	<i>Professional Development / Materials / Resources needed to implement action step</i>	<i>Indicators of Progress</i>
<p>School performance data relative to numeracy revealed that targeting a cohort of students more closely associated with the instructional needs of the tier one population yielded benefit for both the cohort and the tier one group. Indiscreetly setting a goal defined by a specific percentage increase of growth and not linked to a targeted cohort or a cohort with a wide diversity of needs did not yield success as was evident within the 2007-2008 academic year. As a result the following action steps for 2009-2010 will build upon the success of last year and include:</p> <ul style="list-style-type: none"> Review of 2008-2009 action research data by administration with all staff within content area curriculum groups. The 	<p>Administration will be responsible for drafting the action research focus as based upon 2008-2009 achievement data. The defined action research for 2009-2010 will be ready for dissemination to staff before the conclusion of NWEA testing in September.</p> <p>Teachers will be responsible for</p>	<ul style="list-style-type: none"> Utilize the school's professional direction toward a standards-based learning environment and the subsequent move toward the innovation of standards-based grading to rejuvenate staff attention toward content standards, frameworks, Marzano's instructional strategies, common assessments, exemplars, and formative and summative assessment. The BAC Committee will coordinate professional development centered upon the needs within the realms of differentiated instruction and a standards-based teaching and learning environment. The RTI process will be introduced to staff during the early release of October 9th with in-roads made to pilot discrete RTI strategies within classrooms. The newly hired RTI 	<p>Fall NWEA results</p> <p>Comparison of the 2008-2009 targeted cohort with that of 2009-2010 in respect to weaknesses, planned interventions, and specific student progress.</p> <p>We will encourage NWEA winter testing to monitor progress.</p> <p>The identified cohort's standard's based learning progress will be monitored at the close of trimester one</p>

<p>review will refer specifically to resulting trends as defined by both 2008-2009 NWEA and MEA data. The review will include a discussion of instructional strategies utilized and how to better justify their effectiveness within the targeted school population.</p> <ul style="list-style-type: none"> • Create, present, and clarify for staff the goal that would reflect the design of teacher action planning for 2009-2010. That goal would be stated as: <u>“Each teacher is to identify their students who fall into the “partially meets” category of numeracy and/or within 5 RIT points of the cut point that defines whether or not a student meets proficiency based upon NWEA data. The overall goal will be for 100% of the identified students to reach their personal “Growth Target”.</u> • After NWEA testing is complete, each teacher will 	<p>drafting their specific action research goals and reporting their goals to administration by the end of October.</p> <p>Teachers will be responsible to work collaboratively within their content curriculum groups to collaborate their intention for research and gain collegial feedback that should reveal commonalities and/or possible interventions that could be applied within their setting.</p> <p>Instructional</p>	<p>facilitator for the middle school will help lead this process and training.</p> <ul style="list-style-type: none"> • PBIS professional development during October in regard to the importance of relationship building and the overall importance of staff recognition of the impact they have in shaping the responsive behaviors of students. • Cut point information for math per grade level. 	<p>and two.</p> <p>Common Assessment data will be reviewed for cohort members.</p> <p>Facilitate NWEA Spring testing as a formative/summative measure of goal attainment.</p> <p>Aggregate NWEA student achievement data to summarize student growth and compare that growth to previous years based upon NWEA.</p> <p>Analyze teacher year end reflections provided within their action research to assess individual progress and look for trends defined by instructional practice.</p> <p>Create a global</p>
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<p>draft their individualized action research by identifying their targeted cohort population, documenting their RIT scores and expected growth targets as well as identify their common weaknesses and the planned interventions to be utilized. Teachers should collaborate within curriculum groups to share the awareness of common weaknesses and methodology to be utilized consistently within the “<u>Frameworks of Instruction</u>”.</p> <p>There will be an expectation that the impact of action research will reflect in a minimum of 2% growth in the level of proficiency within each classroom.</p> <ul style="list-style-type: none"> Interventions should be proven research-based instructional strategies such as those identified by Marzano or another proven RTI applied strategy applicable to and for middle school students. 	<p>strategies will be reviewed within professional development venues during the year by BAC committee members and RTI facilitators for the district.</p> <p>Staff will aggregate Spring NWEA data and classroom assessment data to form conclusions about the focus of their action research and report those conclusions to administration.</p> <p>Staff will share the results of action research within curriculum groups to look</p>		<p>analysis of the effectiveness of instructional strategies, programs, and on-task increases and present that data to staff for review and further application toward innovation.</p> <p><i>Growth Target Attainment</i></p> <p>Sixth grade expected growth: 63.7 to 65.7%</p> <p>Seventh grade expected growth: 56.3 to 58.3%</p> <p>Eighth grade expected growth: 62.6 to 64.6%</p>
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<ul style="list-style-type: none"> • Collection and review of each teacher action plan by administration with the goal of looking for trends of instructional need, consistency to utilize specific instructional strategies to reach the targeted cohort, and overall alignment of each goal with the intent outlined for teacher action research. • From action research, the targeted cohort will be identified and utilized for further RTI consideration. • The identified 6th and 7th grade cohort of 2008-2009 will be compared with the 2009-2010 cohort to determine comparisons and any trends as applied to shifts for specific students or content weaknesses. • A summary of the focus of all action research plans will be aggregated and communicated to staff by October 30th to allow for the collective 	<p>for common themes and trends relative to the timing and form of intervention or instructional strategy.</p> <p>Administration will aggregate Spring NWEA, NECAP and classroom assessment data to draw objective conclusions in regard to the success of teacher action research and the attainment of the goal.</p>		
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awareness of need and planned intervention for that weakness.

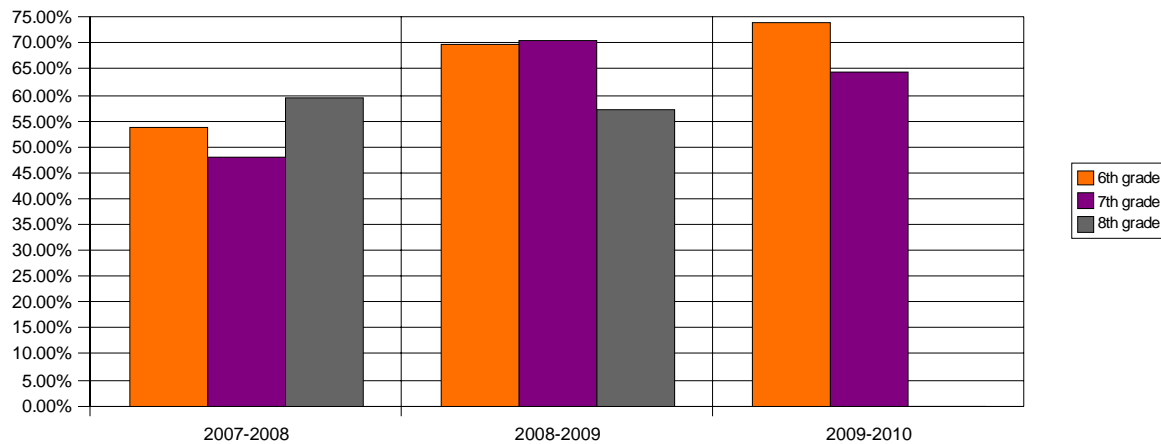
- Administratively assess the specificity of the data as an indicator of instructional effectiveness and goal attainment, and bore down into the data to clarify the instructional direction and action research for 2010-2011.

Windham Middle School

Students Meeting Proficiency within the NECAP as Measured by NWEA

Mathematics

WMS Students Meeting Proficiency in NECAP



Math Proficiency	0708	0809	0910
6 th grade	53.6%	69.8%	73.9%
7 th grade	47.9%	70.4%	64.4%
8 th grade	59.4%	57.3%	NA

- Within the above data, sixth grade students, despite being inconsistent with meeting NWEA growth targets, are increasing in the ability to meet standards addressed by the NECAP as defined by NWEA. Seventh grade data shows an overall growth over the 3 years despite the proficiency drop during 0910. This drop is contrary to the percentage of students meeting and exceeding growth targets for the same period.
- Eighth grade data is displayed as flat over this period with proficiency levels stagnant and below the 60th% level. This is also supported by the stagnant growth of the percentage of students meeting their growth targets over the same period. Data for 0910 is not predicted due to the fact that 9th grade students do not take the NECAP.
- Proficiency levels, although appearing to be rising are under levels accomplished for literacy.

Windham Raymond Schools
SMART Goal Improvement Plan(Literacy)
Windham Middle School 2009-2010

The school-wide average percentage of students meeting their individual growth target in reading, as measured by the NWEA, will increase from 57.6% to 59.6 %. This will reflect the desired 2% growth defined within the district goal for all schools with the final percentage being based upon last year's level of achievement as reached by the middle school. The 2009 level of growth was above district expectations set in 2008-2009.

<i>Action Steps / Strategies (Should address an identified weakness)</i>	<i>Implementation (who, when)</i>	<i>Professional Development / Materials / Resources needed to implement action step</i>	<i>Indicators of progress</i>
<p>School performance data relative to literacy revealed that targeting a cohort of students more closely associated with the instructional needs of the tier one population yielded benefit for both the cohort and the tier one group. Indiscreetly setting a goal defined by a specific percentage increase of growth and not linked to a targeted cohort or a cohort with a wide diversity of needs did not yield success as was evident within the 2007-2008 academic year. As a result the following action steps for 2009-2010 will build upon the success of last year and include:</p> <ul style="list-style-type: none"> • Review of 2008-2009 action research data by administration with all staff within content area curriculum groups. The 	<p>Administration will be responsible for drafting the action research focus as based upon 2008-2009 achievement data. The defined action research for 2009-2010 will be ready for dissemination to staff before the conclusion of NWEA testing in September.</p> <p>Teachers will be responsible for</p>	<ul style="list-style-type: none"> • Utilize the school's professional direction toward a standards-based learning environment and the subsequent move toward the innovation of standards-based grading to rejuvenate staff attention toward content standards, frameworks, Marzano's instructional strategies, common assessments, exemplars, and formative and summative assessment. • The BAC Committee will coordinate professional development centered upon the needs within the realms of differentiated instruction and a standards-based teaching and learning environment. • The RTI process will be introduced to staff during the early release of October 9th with in-roads made to pilot discrete RTI strategies within classrooms. The newly hired RTI 	<p>Fall NWEA results</p> <p>Comparison of the 2008-2009 targeted cohort with that of 2009-2010 in respect to weaknesses, planned interventions, and specific student progress.</p> <p>We will encourage NWEA winter testing to monitor progress.</p> <p>The identified cohort's standard's based learning progress will be monitored at the close</p>

<p>review will refer specifically to resulting trends as defined by both 2008-2009 NWEA and MEA data. The review will include a discussion of instructional strategies utilized and how to better justify their effectiveness within the targeted school population.</p> <ul style="list-style-type: none"> • Create, present, and clarify for staff the goal that would reflect the design of teacher action planning for 2009-2010. That goal would be stated as: <u>“Each teacher is to identify their students who fall into the “partially meets” category of literacy and/or within 5 RIT points of the cut point that defines whether or not a student meets proficiency based upon NWEA data. The overall goal will be for 100% of the identified students to reach their personal “Growth Target”.</u> • After NWEA testing is complete, each teacher will 	<p>drafting their specific action research goals and reporting their goals to administration by the end of October.</p> <p>Teachers will be responsible to work collaboratively within their content curriculum groups to collaborate their intention for research and gain collegial feedback that should reveal commonalities and/or possible interventions that could be applied within their setting.</p> <p>Instructional</p>	<p>facilitator for the middle school will help lead this process and training.</p> <ul style="list-style-type: none"> • PBIS professional development during October in regard to the importance of relationship building and the overall importance of staff recognition of the impact they have in shaping the responsive behaviors of students. • Cut point information for math per grade level. 	<p>of trimester one and two.</p> <p>Common Assessment data will be reviewed for cohort members.</p> <p>Facilitate NWEA Spring testing as a formative/summative measure of goal attainment.</p> <p>Aggregate NWEA student achievement data to summarize student growth and compare that growth to previous years based upon NWEA.</p> <p>Analyze teacher year end reflections provided within their action research to assess individual progress and look for trends defined by instructional practice.</p>
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<p>draft their individual action research by identifying their targeted cohort population, documenting their RIT score and expected growth targets as well as identify their common weaknesses and the planned interventions to be utilized.</p> <p>There will be an expectation that the impact of action research will reflect in a minimum of 2% growth in the level of proficiency within each classroom</p> <ul style="list-style-type: none"> Teachers should collaborate within curriculum groups to share the awareness of common weaknesses and methodology to utilized consistently within the framework of instruction. Interventions should be proven research-based instructional strategies such as those identified by Marzano or another proven RTI applied strategy applicable to and for middle school students. 	<p>strategies will be reviewed within professional development venues during the year by BAC committee members and RTI facilitators for the district.</p> <p>Staff will aggregate Spring NWEA data and classroom assessment data to form conclusions about the focus of their action research and report those conclusions to administration.</p> <p>Staff will share the results of action research within curriculum groups to look</p>		<p>Create a global analysis of the effectiveness of instructional strategies, programs, and on-task increases and present that data to staff for review and further application toward innovation.</p> <p><i>Growth Target Attainment</i></p> <p>Sixth grade expected growth: 61.6 to 63.6%</p> <p>Seventh grade expected growth: 52.2 to 54.2%</p> <p>Eighth grade expected growth: 59.1 to 61.1%</p>
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<ul style="list-style-type: none"> • Collection and review of each teacher action plan by administration with the goal of looking for trends of instructional need, consistency to utilize specific instructional strategies to reach the targeted cohort, and overall alignment of each goal with the intent outlined for teacher action research. • From action research, the targeted cohort will be identified and utilized for further RTI consideration. • The identified 6th and 7th grade cohort of 2008-2009 will be compared with the 2009-2010 cohort to determine comparisons and any trends as applied to shifts for specific students or content weaknesses. • A summary of the focus of all action research plans will be aggregated and communicated to staff by October 30th to allow for the collective awareness of need and planned intervention for that weakness. 	<p>for common themes and trends relative to the timing and form of intervention or instructional strategy.</p> <p>Administration will aggregate Spring NWEA, NECAP and classroom assessment data to draw objective conclusions in respect to the success of teacher action research and the attainment of the goal.</p>		
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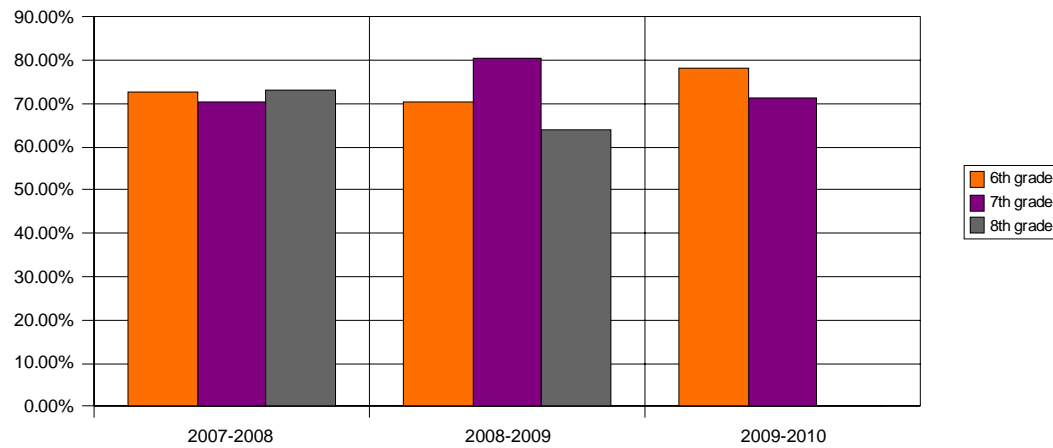
- Administratively assess the specificity of the data as an indicator of instructional effectiveness and goal attainment, and bore down into the data to clarify the instructional direction and action research for 2010-2011.

Windham Middle School

Students meeting proficiency within the NECAP as Measured by NWEA

Reading

WMS Students Meeting Proficiency in NECAP



Reading Proficiency	0708	0809	0910
6 th grade	72.8%	70.3%	78.2%
7 th grade	70.5%	80.45	71.2%
8 th grade	73.1%	63.8%	NA

- The above data is reflective of a general flat line trend of the improvement of proficiency in respect to all grades. This lack of a trend may be supported by the inconsistency of students meeting growth points over the same three year term.
- Other consideration of the correlations between these higher proficiency levels and diminished growth must be considered such that targeted blanket 2 % growth may not be applicable for proficiencies above the 70 percentile.
- The data definitely indicates lower levels of proficiency during the eighth grade timeframe when comparing cohort development. This downturn casts concerns upon the eighth grade curriculum in respect to it's ability to raise the level of critical exploration, application, and synthesis of the aspects of literacy from levels established during seventh grade.
- The eighth grade score for 0910 is not present because NECAP is not a screen for 9th grade students.

Windham Middle School

NWEA Data Analysis 2009-2010

The targeted growth as defined by NWEA for Windham Middle School is framed as follows:

- **Targeted Growth in Numeracy was 62.87 % Actual growth accomplished within 2009-2010 was 62.3%.**
- **Targeted Growth in Literacy was 59.6% Actual Growth accomplished within 2009 – 2010 was 57.4%**

Conclusions garnered from the included data in regard to the failure to meet the defined growth goals set in 2009 include the following:

- The data within both numeracy and literacy reflect no definite patterns of consistent improvement of achievement as based

upon growth points. Although within both standards there was an overall growth of achievement of approximately 4.7% over 3 instructional periods, that fell short of the 6% expected growth. Within each standard the 4.7% was an average of both high positive and negative growth factors across all grade levels. This irregularity can also be found within cohort comparison data as well.

- Growth points achieved during the last 2 years within 7th grade numeracy model a positive trend not paralleled in the other 2 grades. The overall growth of 4.7% for both literacy and numeracy was accomplished within the 3 year measurement by only 6th and 7th grade results. Eighth grade results for the term within both standards was flat.
- Literacy data reflects higher proficiency within literacy than numeracy. This aspect may frame the lower growth scale for literacy as compared to numeracy. The relative irregularity yet flat line trend of literacy accomplish may also indicate the lack of a curriculum scope and sequence that builds levels of critical achievement, analysis, and application as defined by Blooms taxonomy across the 6 -8 continuum.
- There appears from the data to be a disconnect within both numeracy and literacy achievement at the eighth grade level as based upon overall academic growth of students over the three year measurement term. Concerns center upon the actual accomplishment of the concrete to abstract shift for students at this point, the depth and approach of the eighth grade math curriculum, as well as the different format of literacy instruction at the eighth grade level.

Conclusions

- **The general targeting of student weaknesses within action research without defining and providing specific screens to measure and interventions to remediate did not make prior goals framed for staff strategic enough to frame effective growth.**
- **The irregularity and inconsistencies of data results according to grade level centers suggests the need to address vertically the alignment of instructional scope and sequence, common assessment development, the development of a common language that frames targets across the grade continuum of both standards, the development of more definitive interventions to remediate weak areas within both contents, as well as a vertical review of rigor development**

across the grade continuum of both standards that will place 8th grade curriculum in the position of facilitating learning that emulates the upper levels of blooms taxonomy and empowerment within both content standards.

Windham High School
 SMART Goal Improvement Plan
 2009-2010

The percent of students meeting their individual growth target in **mathematics**, as measured by the NWEA, will increase from 51.5% to 53.5%

<i>Action Steps / Strategies (Should address an identified weakness)</i>	<i>Implementation (who, when)</i>	<i>Professional Development / Materials / Resources needed to implement action step</i>	<i>Indicators of progress</i>
Familiarize mathematics teachers with the NWEA test and its importance by taking the test and discussing the data	A. Lally; D. Brassard; math teachers; Admin	NWEA accounts for teachers to take the test	Review of data implications with dept.; Completion of test by all; Notes from subsequent discussion in dept. meeting(s)
Develop incentive/awareness program by visiting all grade 9 and 10 classes to discuss the testing and reward opportunities	K.Deveaux; D. Brassard	Money; in-kind donations for prizes; survey developed regarding test taking attitudes	Student survey data about test taking attitudes; Student scores
All staff will have as a goal to use data and student work to improve instruction and assessment	All staff; admin	Data “experts” to assist with staff understanding; PLG professional development for dept. chairs and interested faculty	Completed goals forms with evidence; PLG notes; dept. meeting minutes; BAC minutes
Curriculum work will focus on assessment (including NWEA) and instruction	All staff; dept. heads; admin	UbD resources; NWEA resources; data and	Curriculum documents; dept. meeting minutes

		<u>analysis support</u>	
Review prior NWEA data to identify deficit areas and remediation strategies for implementation.	BAC; all teaching staff	NWEA data and support materials; math remediation strategies	BAC minutes; improved NWEA scores in deficit areas
Faculty meetings will be replaced with PLGs to continue discussion around data and student work	Admin; all staff	PLG leader training	PLG group notes

Windham High School
 SMART Goal Improvement Plan
 2009-2010

The percent of students meeting their individual growth target in **reading**, as measured by the NWEA, will increase from 46.6% to 50.%.

<i>Action Steps / Strategies (Should address an identified weakness)</i>	<i>Implementation (who, when)</i>	<i>Professional Development / Materials / Resources needed to implement action step</i>	<i>Indicators of progress</i>
Familiarize English teachers with the NWEA test and its importance by taking the test and discussing the data.	A. Heric; D. Brassard; Eng. Teachers; Admin	NWEA accounts for teachers to take the test	Review of data implications with dept.; Completion of test by all; Notes from subsequent discussion in dept. meeting(s)
Implementation of Read 180 for our struggling readers	D. Jackson; D. Brassard	Texts and supplies	Student scores; scheduled support periods
Develop incentive/awareness program by visiting all grade 9 and 10 classes to discuss the testing and reward opportunities	K. Deveaux; D. Brassard	Money; in-kind donations for prizes	Student survey data about test taking attitudes; Student scores
All staff will have as a goal to use data and student work to improve instruction and assessment.	All staff; admin; dept. chairs	Data “experts” to assist with understanding; PLG professional development for dept. chairs and interested faculty	Completed goals forms with evidence; PLG notes; dept. meeting minutes; BAC minutes

Curriculum work will focus on assessment (including NWEA) and instruction	BAC; depts.	UbD resources; NWEA resources; data and analysis support	Curriculum documents; dept. meeting minutes
Review prior NWEA data to identify deficit areas and remediation strategies for implementation.	BAC; depts. D. Brassard;	NWEA data and support materials; reading remediation strategies	BAC minutes; improved NWEA scores in deficit areas
All students will review their growth targets and set a goal for their NWEA reading score	Eng. Tchrs; D. Brassard	NWEA goal setting materials	Individual goal sheets for each student

Year End Achievement Summary Report - High School

The percent of students meeting their individual growth target in reading as measured by the NWEA will increase from 46.6% to 50%

Fall 09- Spring 10 Spring 09-Spring 10

Reading Grade 9 46.1% 49.5%

Grade 10 49.8% 66.0%

Based on student percentage of growth from Spring 09-Spring 10, the 10th grade class met its goal in reading, but did not in 9th grade. Fall to Spring data shows neither grade met its goal.

NWEA Spring Scores on reading skills grade 9

Informational Texts

High	46%
Average	34%
Low	20%

Comprehension

High	48%
Average	31%
Low	21%

Literary Texts

High	47%
Average	35%
Low	18%

Word Identification

High	54%
Average	27%
Low	19%

MAZE 9th grade reading fluency 189 took the test
 101 above the 50% ile
 54 in the 25-49%ile
 34 in the 24%ile and below

Spring Reading Scores Grade 10

Informational Texts

High	56%
Average	29%
Low	15%

Comprehension

High	53%
Average	32%
Low	15%

Literary Texts

High	56%
Average	30%
Low	14%

Word Identification

High	61%
Average	26%
Low	13%

Action Steps

1. Familiarize English teachers with the NWEA test and its importance by taking the test and discussing the data Indicators of progress

- Complete the test – done
 - Review of data implication with department – done
 - Notes from subsequent discussion in department meetings – not accomplished- not followed through with use of the data
2. Implementation of Read 180 program for struggling readers

Indicators of progress

- Student scores of the 13 students in the class, 5 made gains on the NWEA
Lexile scores still put these students in the 5th – 6th grade reading levels on average- some are lower at 3rd and 4th grade. All of these students will have to take the SAT in 2 years.
3. Develop incentive/awareness program by visiting classes in grade 9 and 10 to discuss the testing and reward opportunities.
- Administration did visit in the fall and offered incentives – privileges in the spring but testing results came too late. Some teachers did set goals and offer in class rewards. Teacher did give rewards for taking the test seriously in the fall. Students who did improve their scores from spring to fall were given a free ticket for pizza or ice cream or entrance to a sporting event.
Changes for next year – all teachers need to see the importance of test results. Teachers need to make the incentives immediate upon test completion. Curriculum needs to be looked at to emphasize the skills tested on the NWEA
Retention skills need to be looked at especially for mathematics
Work with students on an incentive program that is valuable to them
4. All staff will have as a goal to use data and student work to improve instruction and assessment
- Completed goals forms with evidence
Most teacher set a goal to use data but not all were around the NWEA or SAT data which needs to be the focus. Will share with entire faculty weak areas and provide professional development on strategies on how to use this in the classroom.
 - PLG notes group met and reviewed NWEA and PSAT data but no notes from meetings
 - Department meeting minutes - not followed through with this to require notes
 - BAC minutes - had meeting with Jim Babcock in September on how to look at the data but it was not focused on for future meetings. Will be the focus next year on using data and working with the curriculum leaders on leading their department on using data and looking at student work.
5. Curriculum work will focus on assessment(including NWEA) and instruction
- Curriculum documents- work finished on writing the curriculum and piloting common assessments on the mid term exams.
Assessment is planned for 2010-11
 - Department meeting minutes – need to be more documentation in 2010-11
6. Review prior NWEA data to identify deficit areas and remediation strategies or implementation.

- BAC minutes- was on the September agenda but no remediation strategies followed through on and definite implementation strategies for all teachers
 - Improved NWEA scores in deficit areas – areas of weakness identified but not emphasized with all faculty – just English and math.
7. All students will review their growth targets and set a goal for their NWEA reading score.
- Individual goal sheets for each student – English and math teachers were encouraged to do this but implementation was spotty.

The percent of students meeting their individual growth target in mathematics as measured by the NWEA will increase from 51.5% to 53.5 %

Fall 09- Spring 10 Spring 09-Spring 10

Math Grade 9	43.9%	49.5%	
Grade 10	51.7%	63.5%	

Based on student percentage of growth from Spring 09-Spring 10, the 10th grade class met its goal in math, but did not in 9th grade. Fall to Spring data shows neither grade met its goal.

NWEA Spring Scores on math skills grade 9

Geometry and Measurement		Functions and Algebra	
High	42%	High	46%
Average	36%	Average	35%
Low	22%	Low	19%

Statistics and Probability		Computation and Numeracy	
High	46%	High	35%
Average	27%	Average	34%
Low	27%	Low	27%

NWEA Spring Scores on math skills grade 10

Geometry and Measurement

High	35%
Average	40%
Low	24%

Functions and Algebra

High	47%
Average	34%
Low	19%

Statistics and Probability

High	48%
Average	40%
Low	13%

Numbers and Computation

High	35%
Average	40%
Low	24%

AIMSweb computation 9th grade computation 170 took assessment

83 (48%) above the 50th percentile

57 (34%) in the 25-49th percentile

30 (18%) in the 24th percentile and below

AIMSweb data shows correlation to computation data on NWEA so we can use it as a progress monitoring device during the year

Action Steps

1. Familiarize mathematics teachers with the NWEA test and its importance by taking the test and discussing the data
 - Review the data implications with department – was done in the fall
 - Completion of the test by all - done in spring of 2009
 - Notes from subsequent discussion in department meetings. no dept notes
2. Develop incentive/awareness program by visiting classes in grade 9 and 10 to discuss the testing and reward opportunities.
 - Student survey data about test taking attitudes – tried to get this done but unable to get the technology to do this and would have to do a hand survey so was not done.
 - student scores - teachers had access to own students
3. All staff will have as a goal to use data and student work to improve instruction and assessment – same as #4 above

4. Curriculum work will focus on assessment (including NWEA) and instruction.
same as # 5 above
5. Review prior NWEA data to identify deficit areas and remediation strategies for implementation.- areas identified and some remediation strategies implemented by individual teachers
 - BAC minutes
 - Improved NWEA scores in deficit areas
6. Faculty meetings will be replaced with PLG's to continue discussion around data and student work.
PLG's were put in place in the following areas: Groups – PLG general group, Data group- School by Numbers, College Readiness, Universal Team, Technology ideas for the Classroom, The Graduation portfolio, PBIS
Groups ran from September – March. A survey was done in January and reviewed by BAC. It was decided to suspend them and go with more department time for curriculum work and restructure for next year.
All students will review their growth targets and set a goal for their NWEA math scores- varied by teacher

Outcomes – other data

Program data- **READ 180** 13 students enrolled – Special Education students
5 made gains on NWEA and 11 made gains on SRI.

Intervention data **RTI** This was a learning year for team members working on Response to Intervention. We started with 37 students on our radar. What we learned is that several of these students should have moved immediately into tier 2 or 3 interventions. 22 of the students did not fail a course. 10 failed one course with 8 eligible for credit recovery while 2 are looking at summer school. The remaining 4 failed 3 classes. Several students transitioned into RLP for either academic support or behavioral support – the boys or girls group.

Next year we are moving from a special education IEP model to a more holistic model in order to support more students. The new model will look to enhance the programming for all Tier 1 students and creating better programming for Tier 2 and 3 students. This change includes creating a freshman level team, investigating how our learning center/lab can be more effective, and developing a freshman orientation program experience for our pilot team.

RLP – served 33 students in the day program and in the afternoon program 16 students accessed the program. 6 students worked in both programs.

PLATO – 17 students enrolled in Social studies this year, 10 last year – credit recovery

- RLP used the program with 15 students for credit recovery and remediation
- 2 used PLATO for science credit recovery in the fall of 2009
- Spring 2009 – math 15 students and 3 used it 2009-10

Credit recovery

Social Studies 5 in civics – 1 did not finish, 3 in geography – all finished
1 in world history – finished, 4 in US History – 3 finished
Health – 3 enrolled, 2 finished, English – 5 enrolled, 5 finished
Science – 5 enrolled – 2 finished, Math – 7 enrolled, 4 finished

Graduation data – We had 272 seniors listed on the first day of school in August
248 received diplomas at graduation

2 were exchange students and returned home to get their diplomas
2 were homeschooled students who got their diplomas through alternative means
1 got her diploma through the state
3 are returning next year with the new 21 credit rule
1 dropped out but is returning in the fall to finish
1 graduated in January and started college
1 was a 5th year student and 2 are in the autism program and coming back next year
3 transferred to adult ed and 2 received their diploma, 3 former members who
dropped out last year got their diploma through adult ed
4 moved out of the district
5 dropped out – no plans

21 students **dropped out** in the 2009-2010 school year

1 grade 9, 2 grade 10, 10 in grade 11 and 8 in grade 12
1 is returning to the high school next year, 8 went to adult ed and 5 got diplomas
this spring, 4 are still working on their GED or diplomas and hope to finish in the fall
Letters will go to the other 8 to offer suggestions to finish their diploma or to get their GED.

Data reflection

We put a lot of resources into the at risk students and low functioning students

Need to look at all students and how best to increase rigor and prepare them for the testing we are using- NWEA and SAT on which scores have been flat

Did the decrease in BAC meetings to one per month as a budget cut have an effect on the work that was proposed? – need to go back to 2 meetings per month so time is devoted to the work and not on management activities such as budget.

Increase faculty ownership and utilization of data

9th grade dip in scores is significant and has been a pattern for 4 years. Need to focus on freshman transition. Applying for small communities grant but if we do not get it, we need to look at other schools, models for freshman year and need to look at supporting a change financially and with professional development for teaming or restructuring. Freshman teachers need to have a skill set to help students deal with the transition from teams in middle schools and the rigor of high school. Need to have consistent approach across entire freshmen curriculum on expectations and look at the standards based approach as students coming in will have had that form of assessment for years.

Need to put NWEA data into a form that all teachers can use – not just English, math, science and social studies – we have many other teachers who need to use and access this data.

Didn't follow through on action steps – need help – not so many steps- stay focused and keep BAC on agenda. Need suggestions on how to make this all work with such a needy incoming freshman class coming into the school.

Admin – more concentration on teacher goals, observations, help Curriculum Leaders do observations to check for implementation of use of data- supportive role, BAC training, training for us on using the data – especially the SAT.

Move away from heavy concentration on test taking strategies and move to stronger curriculum, retention, and addressing weaknesses.

Need to work on how to form this all into goals for the entire faculty – can't be too overwhelming – needs to be precise and involve each teacher in the process- get buy in

Communication

Our plan is to begin the year with sharing the data. We will send it out in our back to school letter along with the goals we set for the school to improve scores, collectively as a faculty, on the NWEA and SAT testing. At the BAC meeting in August we will lay out the work to be done to look at the data and how to work with each department to get all teachers taking responsibility for preparing all students for this testing – how can they integrate supporting materials on weak areas seen in the testing, how can they link their subject to the testing so students see how they can use what they are learning on the testing data through classes other than English and math, using differentiated instruction while keeping rigor in curriculum.

REAL School Goals for 2009-2010

Goal 1: Improved Attendance

75% of our students will increase their school attendance by 25%. (based on previous 2 year average).

Action Step/ Strategies	People Responsible	Resources Needed
Each student will have an attendance goal in his/her PLP, based on past attendance records.	Lillie and student advisors	Records from various districts
Door to door transportation / Drivers call when student doesn't come out	Van drivers and all professional staff	Vans, cell phones, and associated resources
Secretary verification call each day to families when child is out.	Lillie	
Advisor call to student (or family) when child is out	All professional Staff	
Home Visits when absence is unexplained or extended	All professional staff	Vans,
PBIS universal supports to encourage attendance	All staff	Activities fund

Evaluation / Timeline
Attendance goal check-ins each quarter.

Goal 2: Enhanced Internal Locus of Control

75% of our students will demonstrate a 25% improvement in their LOC scores by 6/10.

Action Step/ Strategies	People Responsible	Resources Needed
LOC Scores will be added to daily student reports	All professional staff	Time! Training with rubric
LOC Scores will be issued for student responses during structured debriefs; responses during conflicts and problem behaviors; and based on statements and behaviors throughout the day.	All professional staff – especially advisors.	Time – training with rubric

Structured community- and adventure-based activities will be provided to help students directly learn and understand the connections between their behaviors and the resulting circumstances	All Staff	Adventure and community based curricula, vans, budget to support experiential learning.
Advisors will work transparently with students on the development of healthy LOC.	All professional Staff	Advisory time.
Restorative Justice model of school discipline will teach students strategies for reducing their maladaptive behaviors.	All Professional Staff	System of R.J.

EVALUATION – Daily Scores

Goal 3: Increased number of Developmental Assets

75% of our students will increase their number of Developmental Assets by 25%

Action Step/ Strategies	People Responsible	Resources Needed
Pre-surveys will be given during first week of school	All professional staff	Records from various districts
Students will participate in various experiential, community and adventure based activities designed specifically to foster the development of these assets	All professional staff	Vans, flexible schedule, and associated resources
Mid term and Year end surveys	“	

EVALUATION – Pre and Post surveys.

Year End Achievement Summary Report
For
The REAL School

Disclaimer: Aggregate data, given a population of only 42 students, does not provide a valid or particularly accurate assessment of our achievement. Often, individual anecdotal accounts are the best way to measure success in our setting – but that takes a long time to process... SO, this report provides the aggregate data, which should be viewed as just one glimpse into the progress we’ve made toward our annual goals.

1. Summary of building goals, action steps, and initiatives:

Goals for Student Achievement:

I. Improved School Attendance – The average attendance rate for students in the school year prior to enrollment at The REAL School is approximately 65% attendance. The average attendance rate for students enrolled in The REAL School last year was 85% (which shows an improvement over their prior settings, BUT still requires some work). This year, we set a goal for increasing individual attendance rates in hopes of impacting an overall attendance rate increase of 5% for the school as a whole (shooting for an average of 90% attendance).

Initiatives and action steps that supported this goal included: replacing out of school discipline with restorative consequences whenever it was possible (depending upon what was in the best interest of overall school culture and the impact of a student's presence after a particularly grave offense); Extreme, individualized attendance plans for students with extreme anxiety or other issues (Brit. T, Ernie, Sara); Door-to-door transportation (and additional behavior management training for drivers).

II. Enhanced Internal Locus of Control – 40 out of 42 students served this year arrived with largely external locus of control (measured through targeted interviewing, teacher and counselor observation). The average LOC for our students, as measured on a scale of -1 through +1 was a negative number in the fall (-.95). Our goal was to increase Internal L.O.C., so that the average measurement would be a positive number in the spring.

Initiatives and action steps that supported this goal included: adventure-based plans for all students (including socially engineered group trips); restorative learning; the incorporation of DEBRIEFING throughout the school day within classrooms and immediate settings rather than end of day group debrief.

III. Increased number of Developmental Assets – The REAL School students arrive at our school with an average of 9 out of 40 developmental assets in place. Through various grant programs, we have measured increases in these numbers and have targeted a few specific assets that students tend to develop because of their involvement in our school and programs. This year's goal was to increase the average number of our students' developmental assets from 9 to 14.

Initiatives and action steps that supported this goal include the expansion of TAP services; service learning opportunities; community-based projects (project-based learning); immersion activities; school connection survey and advisory plans.

IV. Graduation Rate – 100% of REAL School students were identified as being at high risk for dropping out of school before they were referred to our school. Because of the relatively high rate of mobility within our population, it has been difficult to identify a "percentage" of REAL School students who graduate (they move in and out throughout the year, and at different points in their school careers...). We identified a population that could provide a reasonable and valid measurement for our target graduation rate – and the goal is as follows: 100% of students who are in their senior year, and who will have been at The REAL School for at least 1 school year in June will graduate with a diploma.

Initiatives and action steps that supported this goal: Senior Seminar; Credit Recovery plans.

2. Outcomes:

I. (Attendance): Our overall attendance rate fell this year by approximately 2% to 83% overall attendance. Two outlying students missed extreme numbers of days due to serious illness and extreme anxiety. Without these two students' attendance records, our average rose to 89% attendance – nearly our goal!

II. (Internal Locus of Control): was increased overall in 24 students out of 42. The average measure improved from -.95 to -.14, which is a significant average increase, but a bit short of our goal (which was any number above 0).

III. (Developmental Assets): The average number of assets that our students increased during this school year was 4.2, bringing their overall average number of assets to 13.2.

The assets that were most commonly developed this year are:

“Has a strong connection to 2 or more non-family adults” – 52% of our students developed this asset.

“Has optimistic outlook (or positive plan) for the future” – 50% of our students developed this asset.

“Believes it is important to be kind to others” – 38% of our students developed this asset.

IV. (Graduation Rate): 11 students graduated this year. Out of students who spent at least one year with us AND were with us during their senior year, 100% graduated!

3. Data Reflection:

Challenges and strengths -

Challenges we can't change: We are challenged by the fact that our students come to us with negative existing attitudes and perceptions about school, their capabilities, authority figures, rules, goals, etc... We are also challenged because our students come in and out of the program throughout the school year (to the point where we often have a 30% fluctuation in student population from September to June)! This makes it difficult to accurately measure achievement of any sort. If we disaggregated students who have been with us for more than one year from those who have been with us a month, we'd end up just going with anecdotal data that describes individual achievement (see disclaimer above). So when we describe year-to-year increases or improvements in the measurements described above, we may be lumping in students who have been with us for 6 years with students who have been with us for 6 weeks!

An additional challenge is the triage nature of what it is we do. Staff morale, so far, is miraculously healthy – although we constantly run the risk of staff burnout because our students are only with us because they have failed pervasively somewhere else, and they only stay with us for as long as they continue to “fail”. When students begin to demonstrate the sort of achievement that we'd like to brag about in, say, a Year End Achievement Summary, then it's time to transition them back to another setting! We provide triage-level care; we are, in essence, the emergency room or the intensive care unit of the school system – which is a constant challenge.

Other challenges and ideas: We wonder if it might make sense to group our students in “homogeneous” (with respect only to BEHAVIOR) teams, so that teachers could raise the level of the academic experience for 2/3 of our students. There are hundreds of arguments for and against this sort of thing – but the way it could play out in our setting has very specific pros and cons, for instance:

Cons: Teachers who accept the extreme behavior students and “outliers” team would have extreme behavioral challenges, almost all of the time, every day; outlier students would not have positive peer role models and may risk lower academic achievement. Less tangible – but insidious - risks: lower overall expectations for the extreme behavior group.

Pros: 2/3 of our students would have a dramatically improved learning environment and would likely achieve higher academic goals; staff who work with the most challenging group could plan accordingly (more out of the building, hands-on).

3. Data reflection –

Some general gleanings from our initiatives, data collection, etc:

We had an external researcher survey all students and staff members to find out the degree to which our students feel connected to someone at our school. The main finding was that every single student felt a strong connection to at least one staff member – and staff surveys provided evidence that every student had at least one mutual connection (a staff member identified a strong bond with the student who felt connected to him or her). This might be the most important thing we offer these kids. Extensive dropout prevention research shows that the difference is almost always made because of one caring adult in an at risk student’s life.

We know that the behaviors, attitudes, and assets that we are able to foster in our school setting are prerequisites for greater achievement (academic growth, etc), and we can see that we are making progress in these areas. Many of our students have demonstrated extreme academic improvements as well (2-3 years’ expected growth in Reading, for one student, for example; or dramatically improved scores on the Accuplacer test or Asvab tests, etc...) But these honestly are secondary goals for our school. Which presents another challenge: How do we present this? Would the community at large understand or appreciate this? If we are a school, shouldn’t our main achievement goals center around academic improvement?

STRENGTHS: We do get to witness miracles all the time. Individual student stories would provide a much more poignant Year End Achievement report (in our breakout groups, perhaps we’ll have time to share some ... Edward, Rob R., for instance).

Our staff members support one another, believe in each other and in our school’s mission and in the possibilities buried (sometimes deep) within each of our students. These are some of the most creative, committed, and patient professionals on the planet! As a team, we collaborate extremely well, communicate effectively, and engage in informal – but very honest and real – evaluation (including staff evaluation of administration, peer evaluation, self-evaluation, etc). An external assessment of our teamwork (Ken

Templeton from Bowdoin College who attended most of our weekly PLC meetings throughout the first 3 quarters of this year) confirmed that we have something very special going on. One of his specific observations was that we use a wonderful and unique combination of “local and external expertise” – he was referring to the fact that we stay on top of the research and explore evidence-based practices, but then we work together to adapt these to make sense for our specific population and setting.

4. Communication: I am emailing this to the whole staff right now, and we will be discussing all of these findings and how best to proceed during our planning meetings this summer.

Windham Raymond School District – RSU#14
Windham/Raymond Adult Education (W/RAE)
SMART Goal Improvement Plan
Literacy and Numeracy
2009 - 2010

The Windham/Raymond Adult Education program does not participate in the NWEA. We do complete an annual state/federal application which includes goal setting for our work with adult education students around literacy and numeracy. That work has been re-formatted to fit into this template. Data will be shared regularly as requested and determined necessary by this process.

GOAL: To provide effective adult basic and literacy education services to eligible participants as defined by the Adult Education and Family Literacy Act under Title II of the Workforce Investment Act of 1998 from July 1, 2009 through June 30, 2010.

Objective 1. W/RAE will fulfill requirements described in Maine’s Program Standards

Objective 2. W/RAE will support this project with at least a 25% match in funding.

Objective 3. W/RAE will collect data on demographics, enrollment, program completion, goal achievement, and assessment that will be maintained at the local level using the Maine Adult Education Managed Information System (MAEMIS).

Objective 4. W/RAE will provide adult basic education and literacy services to eligible adults and out-of-school youth who are most in need of these services and consistent with previous annual enrollment numbers to justify funding allocations in the approved AEFLA funding formula.

Objective 5. W/RAE will enable adults and out-of-school youth eligible for adult basic education and literacy services to demonstrate improvements in literacy skill levels in reading, writing, numeracy, problem solving, English language acquisition, and other literacy skills.

Objective 6. W/RAE will provide adults and out-of-school youth eligible for adult basic education and literacy services with sufficient basic education to enable them to benefit from placement in, retention in, or completion of post-secondary education, training, unsubsidized employment or career advancement.

<i>Action Steps / Strategies (Should address an identified weakness)</i>	<i>Implementation (who, when)</i>	<i>Professional Development / Materials / Resources needed to implement action step</i>	<i>Indicators of progress</i>
Objective #1 1. Increase the number of instructors trained to administer and interpret our CASAS testing instrument.	- Director & ABE Coordinator (Fall 09) - Adult Ed Instructors (Fall 09)	- State sponsored CASAS training - Budget Support	- Attended training - Utilizing results to inform instruction - Increased pre-post test rates
Objective #1 2. Develop and deliver in-house training on formative assessment, designing a plan for change and a mid-course ABE assessment AND other PD as determined by a PD Needs Assessment	- ABE Coordinator (Fall 09) - Adult Ed Instructors (Fall 09)	- PD Assessment Tool - Monthly or Bi-Monthly PD meetings - Budget Support	- Increased pre-post test rates - Greater utilization of results with informing instruction
Objective #2 1. Budget at least 25% of other financial and in-kind resources for FY 10.	- Director (Already Done)	- Budget Approval	- Passing of budget
Objective #3 1. Required data will be collected and entered into MAEMIS for reporting purposes.	- Reports/data/student info from Teachers (SY 09-10) - ABE Coordinator (On-Going) - Adult Education Secretary (On-going SY 10)	- MAEMIS System - Clerical Support	- Program data will be reported to the Superintendent/ Curriculum Director - Program data will be reported to the Maine DOE by 9/30/10

<p>Objective #4</p> <p>1. Serve a minimum of 80% of learners in Functioning Levels I-IV</p>	<ul style="list-style-type: none"> - Director/ ABE Coordinator (On-Going) - Adult Education Instructors (SY 10) 	<ul style="list-style-type: none"> - Monthly PD on best practice with Adult Ed instructors to be determined by PD Assessment - Appropriate number of adult ed. instructors and multiple class times to meet the varying needs of the student population 	<ul style="list-style-type: none"> - Student course/instructor evaluations - Data on number of eligible learners served (See Detail Below on Educational Functioning Levels and SY 09-10 estimates of learners). <p><u>Adult Basic Education</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">EFL I: Beginning Literacy</td> <td style="text-align: right;">2</td> </tr> <tr> <td>EFL II: Beginning ABE</td> <td style="text-align: right;">2</td> </tr> <tr> <td>EFL III: Low Interm. ABE</td> <td style="text-align: right;">4</td> </tr> <tr> <td>EFL IV: High Interm. ABE</td> <td style="text-align: right;">24</td> </tr> <tr> <td>EFL V: Low Adult Second.</td> <td style="text-align: right;">20</td> </tr> <tr> <td>EFL VI: High Adult Second.</td> <td style="text-align: right;">16</td> </tr> </table> <p><u>English as a Second Language</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">EFL I: Beg. ESL Literacy</td> <td style="text-align: right;">3</td> </tr> <tr> <td>EFL II: Low Beg. ESL</td> <td style="text-align: right;">3</td> </tr> <tr> <td>EFL III: High Beg. ESL</td> <td style="text-align: right;">5</td> </tr> <tr> <td>EFL IV: Low Interm. ESL</td> <td style="text-align: right;">5</td> </tr> <tr> <td>EFL V: High Interm. ESL</td> <td style="text-align: right;">3</td> </tr> <tr> <td>EFL VI: Advanced ESL</td> <td style="text-align: right;">2</td> </tr> <tr> <td style="text-align: right;">TOTAL</td> <td style="text-align: right;">89</td> </tr> </table>	EFL I: Beginning Literacy	2	EFL II: Beginning ABE	2	EFL III: Low Interm. ABE	4	EFL IV: High Interm. ABE	24	EFL V: Low Adult Second.	20	EFL VI: High Adult Second.	16	EFL I: Beg. ESL Literacy	3	EFL II: Low Beg. ESL	3	EFL III: High Beg. ESL	5	EFL IV: Low Interm. ESL	5	EFL V: High Interm. ESL	3	EFL VI: Advanced ESL	2	TOTAL	89
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TOTAL	89																												

<p>Objective #5</p> <p>1. Continue to create a learner friendly environment, build relationships, focus on learner goals, use research-based instructional methods and celebrate success in order to assist in maintaining our high retention rates.</p>	<p>- All adult education staff and instructors (SY 10)</p>	<p>- Monthly PD on best practice with Adult Ed instructors to be determined by PD Assessment</p> <p>- Appropriate number of adult ed. instructors and multiple class times to meet the varying needs of the student population</p>	<p>- Data on % of eligible learners Completing an Educational Functioning Level (SY 09-10 estimates).</p> <p><u>Adult Basic Education</u></p> <p>EFL I: Beginning Literacy 10%</p> <p>EFL II: Beginning ABE 10%</p> <p>EFL III: Low Interm. ABE 40%</p> <p>EFL IV: High Interm. ABE 40%</p> <p>EFL V: Low Adult Second. 40%</p> <p>EFL VI: High Adult Sec. 66%</p> <p><u>English as a Second Language</u></p> <p>EFL I: Beg. ESL Literacy 30%</p> <p>EFL II: Low Beg. ESL 30%</p> <p>EFL III: High Beg. ESL 10%</p> <p>EFL IV: Low Interm. ESL 33%</p> <p>EFL V: High Interm. ESL 33%</p> <p>EFL VI: Advanced ESL 50%</p>
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<p>Objective #6</p> <p>1. Provide sufficient basic education and services to then give adults an opportunity to move to – and succeed at – the next level.</p>	<ul style="list-style-type: none"> - ABE Coordinator (SY 10) - Workforce Ed Coord. (SY 10) - Director (SY 10) - Clerical Support (SY 10) 	<ul style="list-style-type: none"> - Monthly PD on best practice with Adult Ed instructors to be determined by PD Assessment - Appropriate number of adult ed. instructors and multiple class times to meet the varying needs of the student population 	<p>- % of learners in SY 09-10 achieving a Secondary School Diploma or GED, enrolling in Post-Secondary Education or Training, or Obtaining/ Retaining/ Advancing in Unsubsidized Employment.</p> <p><u>SY 2009-10 Estimates</u></p> <p>Earn HSD or GED 75%</p> <p>Enroll in PS Ed or Training 75%</p> <p>Obtain Unsub. Employment 75%</p> <p>Retain/ Adv in Employ. 75%</p>
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Student Learning Indicators

Measures of student learning are designed to give students, teachers, parents, and the community feedback as to how students are performing and information as to how to proceed with educational planning. Assessment research has consistently demonstrated that informed judgments of student achievement cannot be made through the use of a single data point. Instead, multiple assessments should be examined to determine if they are providing consistent information about students and programs.

The Windham Raymond School District has been working through a process of developing a system of classroom and standardized assessments to provide a clear picture of student achievement growth over time. Below is a listing of assessments that are used to chart student progress in Literacy and Mathematics.

Literacy

Dynamic Indicators of Basic Early Literacy (DIBELS)	Grades K – 3
Developmental Reading Inventory (DRA)	Grades K – 5
AIMSweb Benchmark probes	Grades K - 8
Northwest Evaluation Associates Measure of Academic Progress (NWEA)	Grades 2 - 10
<i>Maine Educational Assessment (MEA) –Retired in 2009</i>	Grades 3 – 8
New England Common Assessment Program (NECAP)	Grades 3 - 8
Preliminary Scholastic Aptitude Test (PSAT)	Grade 10
Maine High School Assessment (MHSA)	Grade 11

Numeracy

Everyday Math Unit Tests	
Northwest Evaluation Associates Measure of Academic Progress (NWEA)	Grades 2 - 10
<i>Maine Educational Assessment (MEA) –Replaced in 2009</i>	Grades 3 – 8
New England Common Assessment Program (NECAP)	Grades 3 - 8
Preliminary Scholastic Aptitude Test (PSAT)	Grade 10
Maine High School Assessment (MHSA)	Grade 11

New England Common Assessment Program

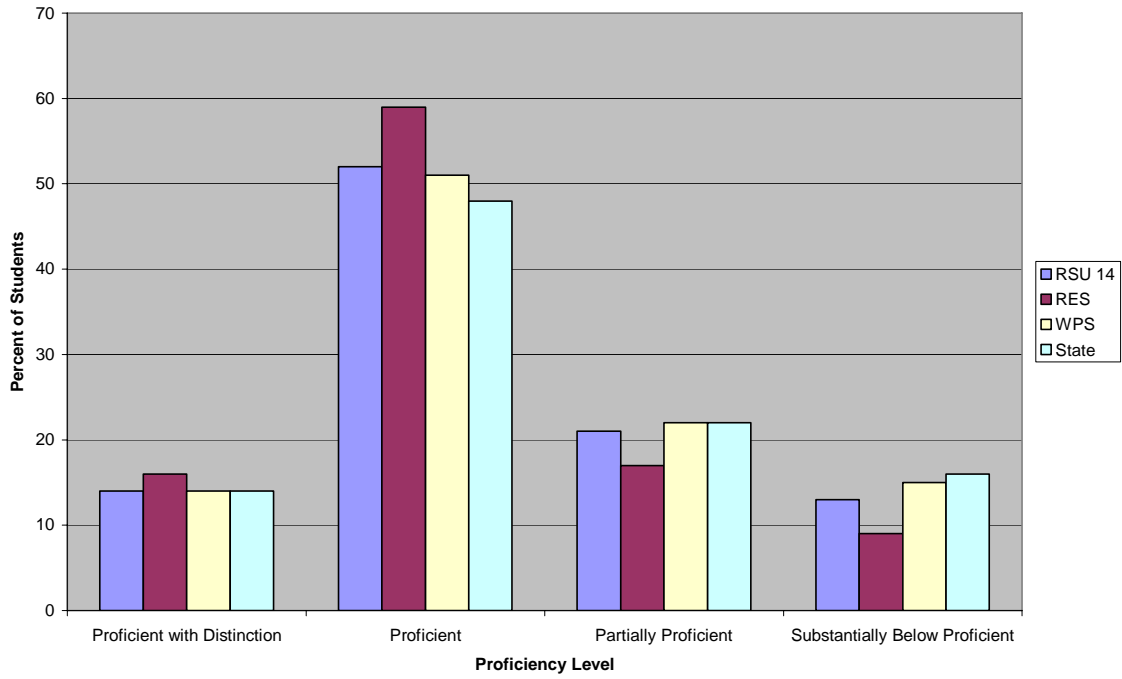
Maine has joined New Hampshire, Rhode Island and Vermont in the yearly development and administration of the New England Common Assessment Program (NECAP). This assessment is used by participating states to meet *No Child Left Behind Act* requirements for testing reading and mathematics once each year from grade 3 through grade 8. The states also include a writing assessment administered at grades 5 and 8. The first NECAP administration in Maine began in October of 2009

NECAP is designed to assess learning from the prior year (teaching year) at the beginning of the next school year (testing year). Therefore, grades 2-7 reading and mathematics are assessed at the beginning of grades 3-8. Fourth and 7th grade writing is assessed at the beginning of grades 5 and 8.

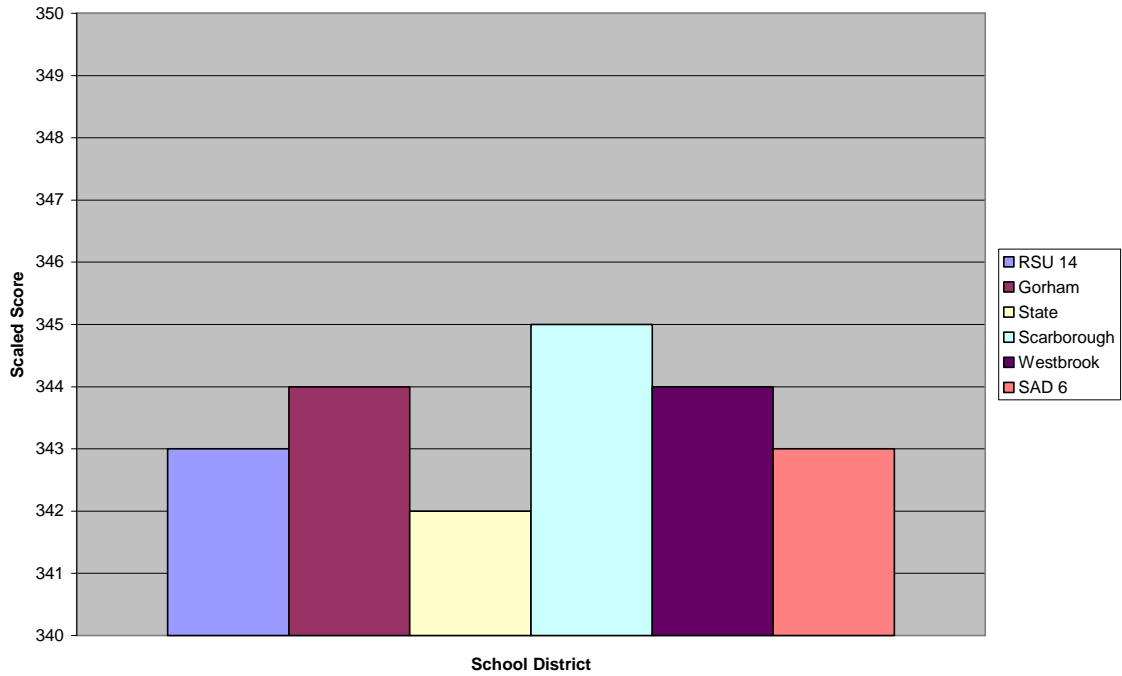
NECAP student results are reported in one of four achievement levels:

- **Proficient with Distinction:** Students performing at this level demonstrate the prerequisite knowledge and skills needed to participate and excel in instructional activities aligned with the GLE at the current grade level. Errors made by these students are few and minor and do not reflect gaps in prerequisite knowledge and skills.
- **Proficient:** Students performing at this level demonstrate minor gaps in the prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with the GLE at the current grade level. It is likely that any gaps in prerequisite knowledge and skills demonstrated by these students can be addressed during the course of typical classroom instruction.
- **Partially Proficient:** Students performing at this level demonstrate gaps in prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with the GLE at the current grade level. Additional instructional support may be necessary for these students to meet grade level expectations.
- **Substantially Below Proficient:** Students performing at this level demonstrate extensive and significant gaps in prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with the GLE at the current grade level. Additional instructional support is necessary for these students to meet grade level expectations.

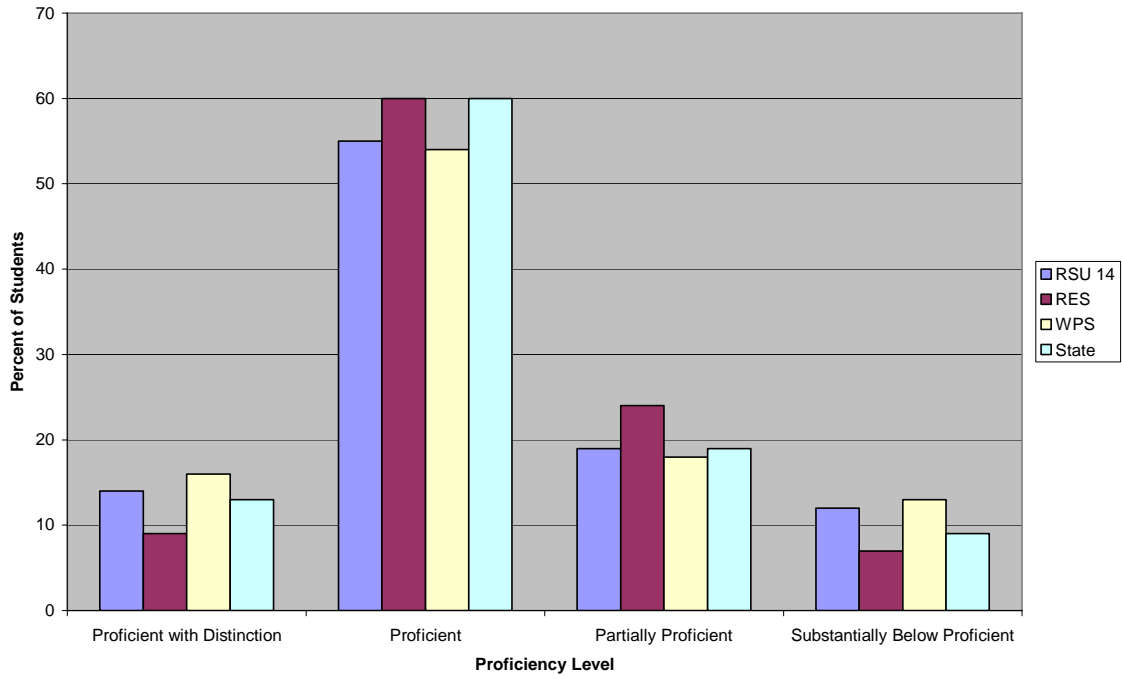
2009 NECAP - Grade 3 Math



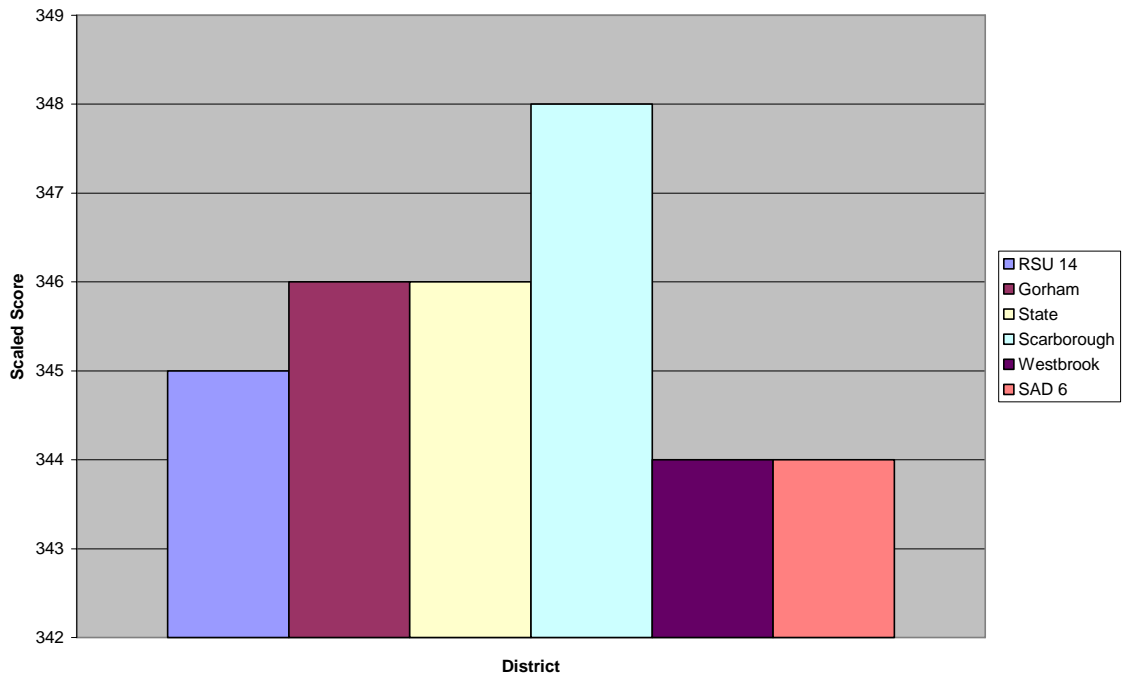
2009 NECAP - Grade 3 Math



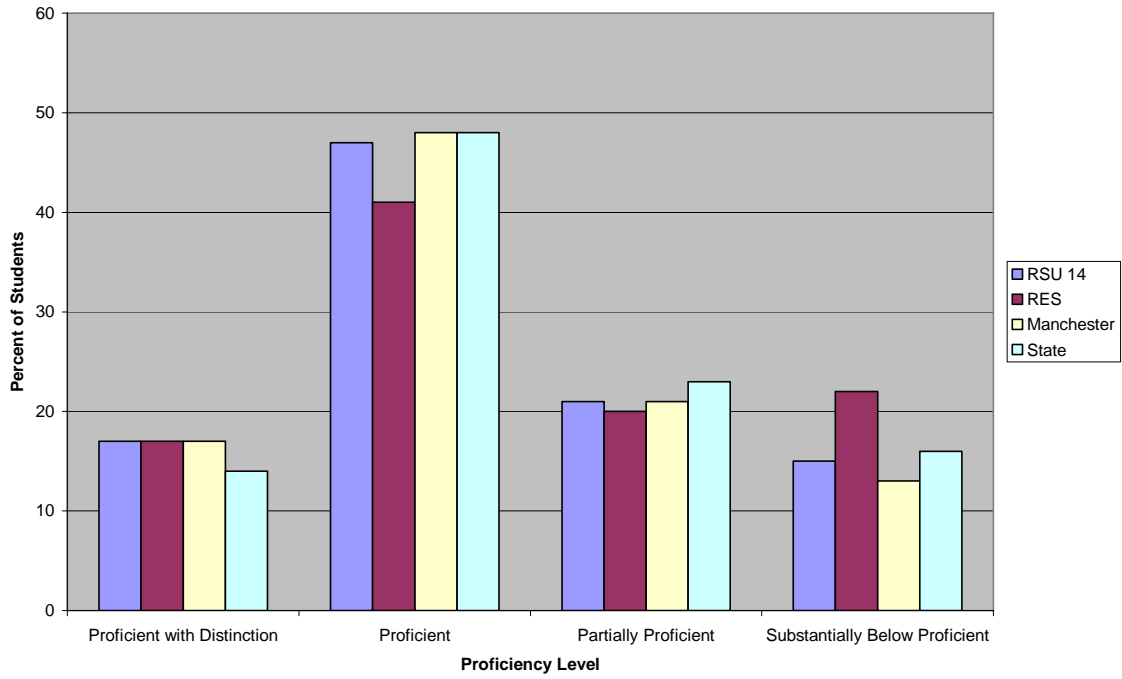
2009 NECAP - Grade 3 Reading



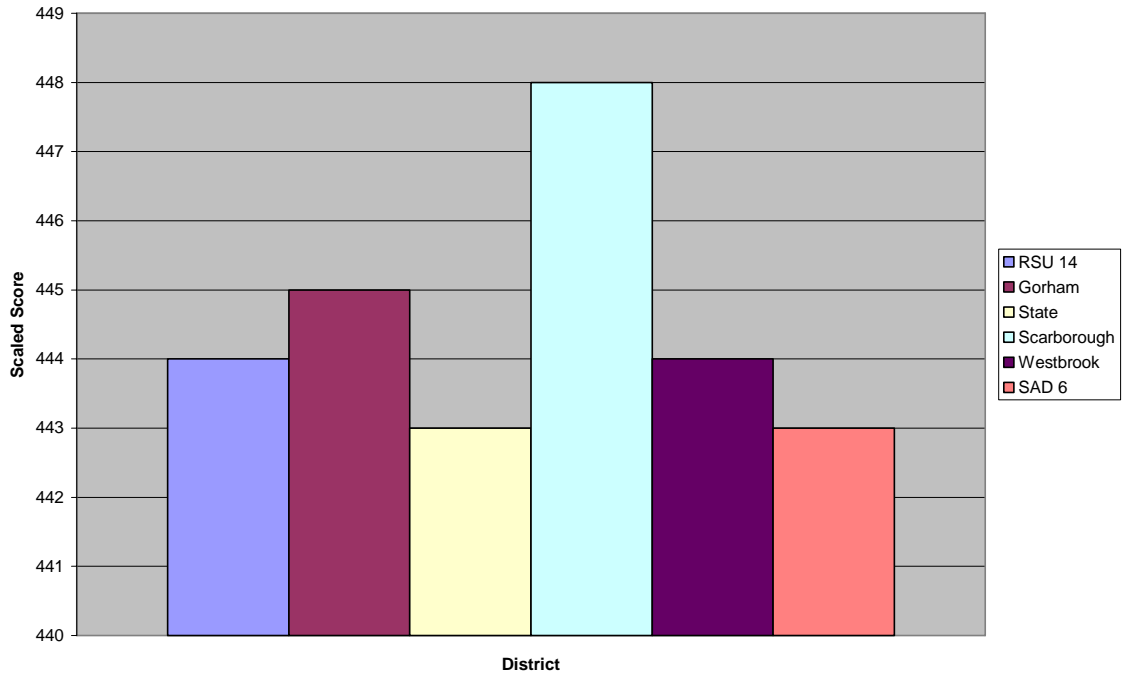
2009 NECAP - Grade 3 Reading



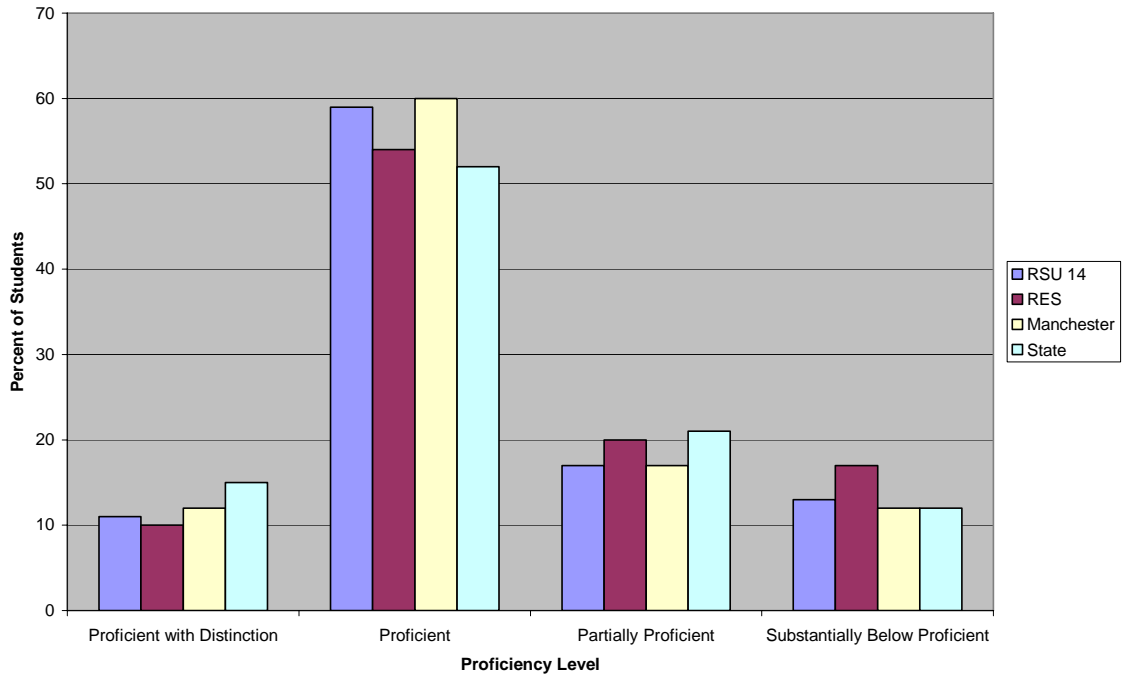
2009 NECAP - Grade 4 Math



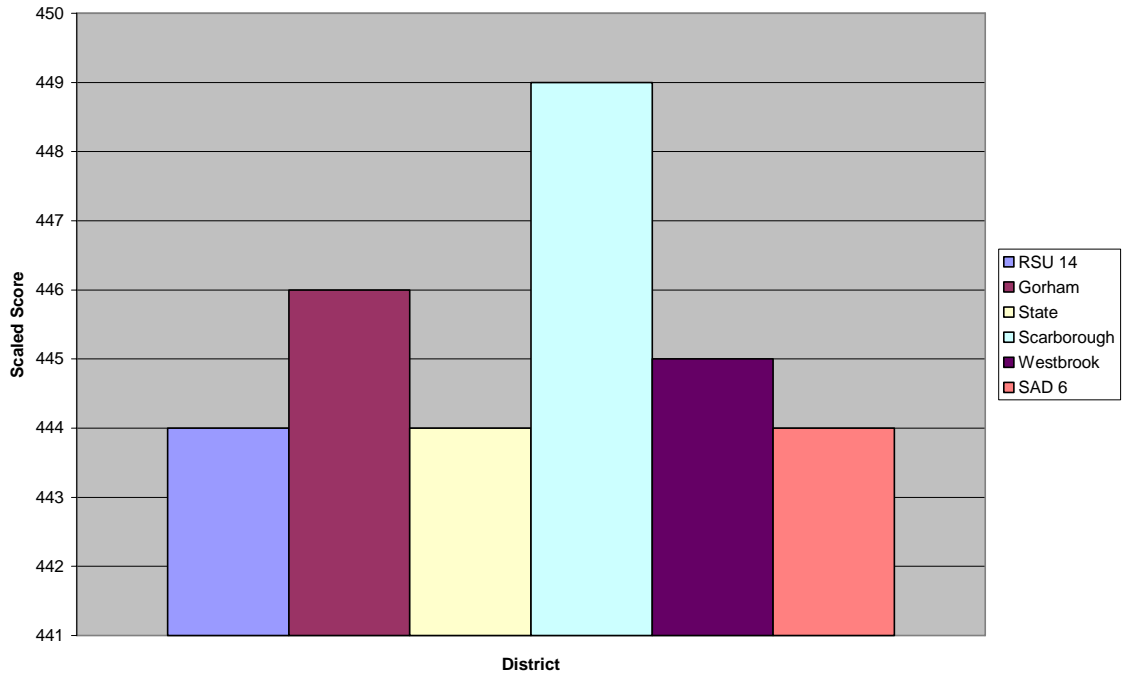
2009 NECAP - Grade 4 Math



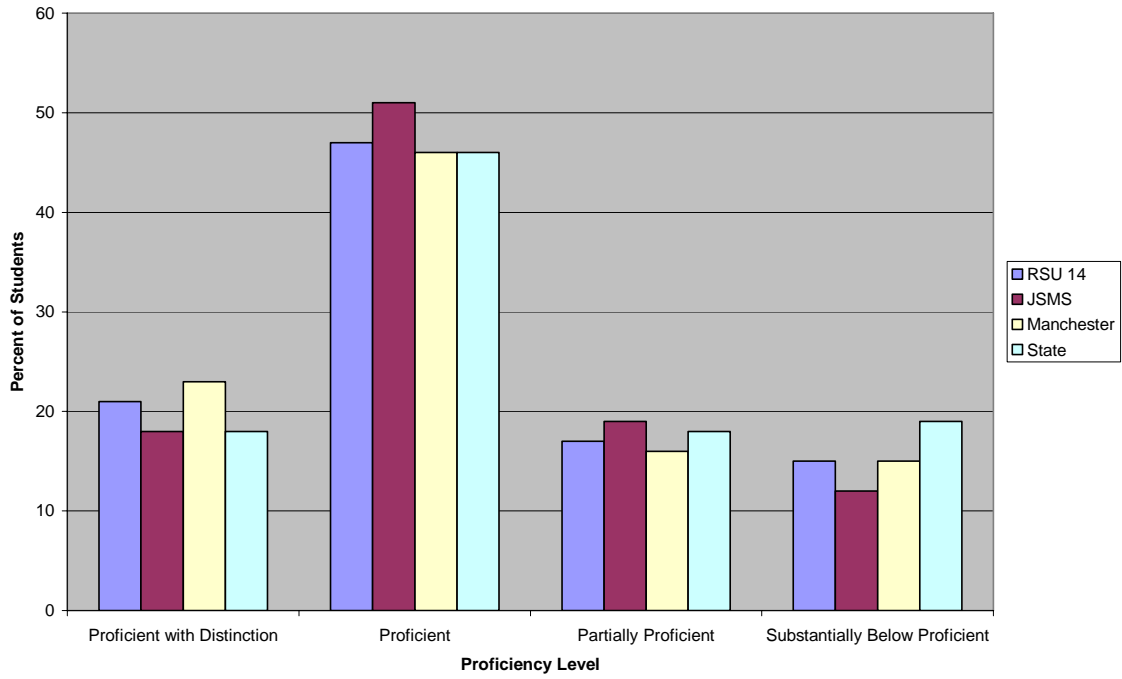
2009 NECAP - Grade 4 Reading



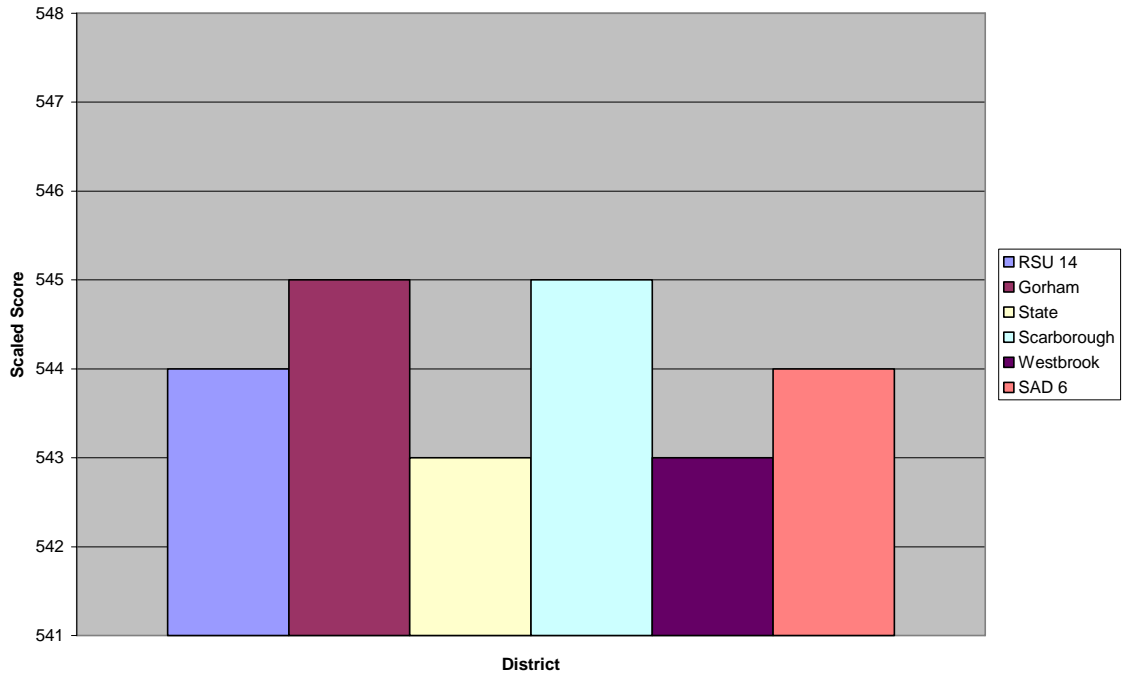
2009 NECAP - Grade 4 Reading



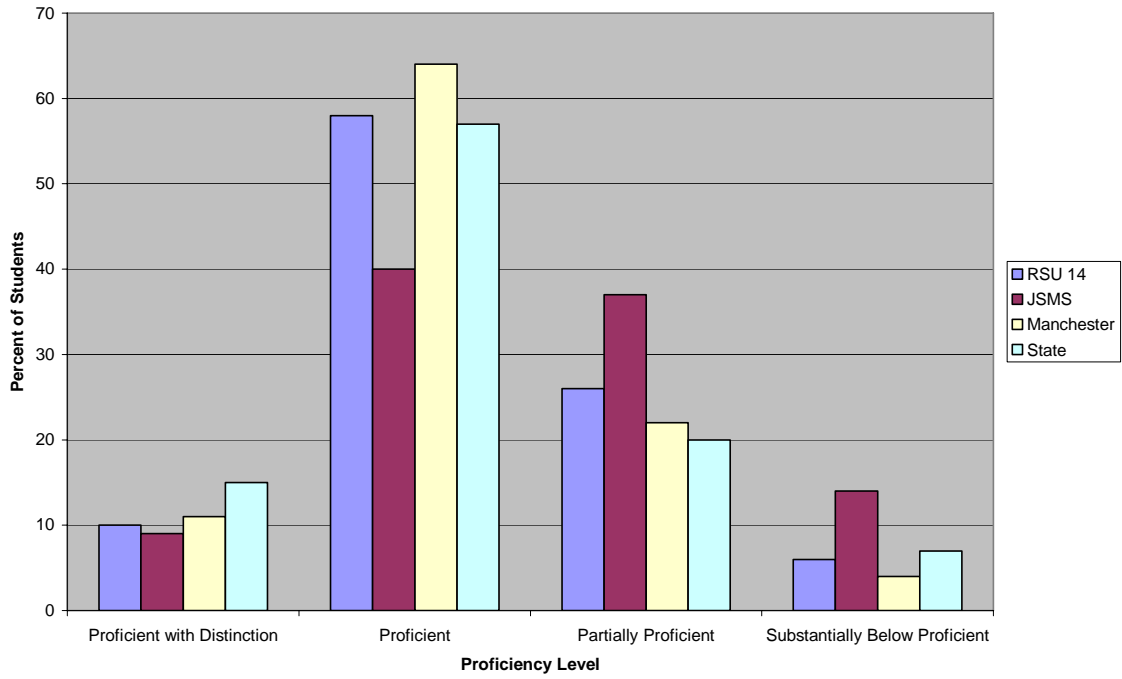
2009 NECAP - Grade 5 Math



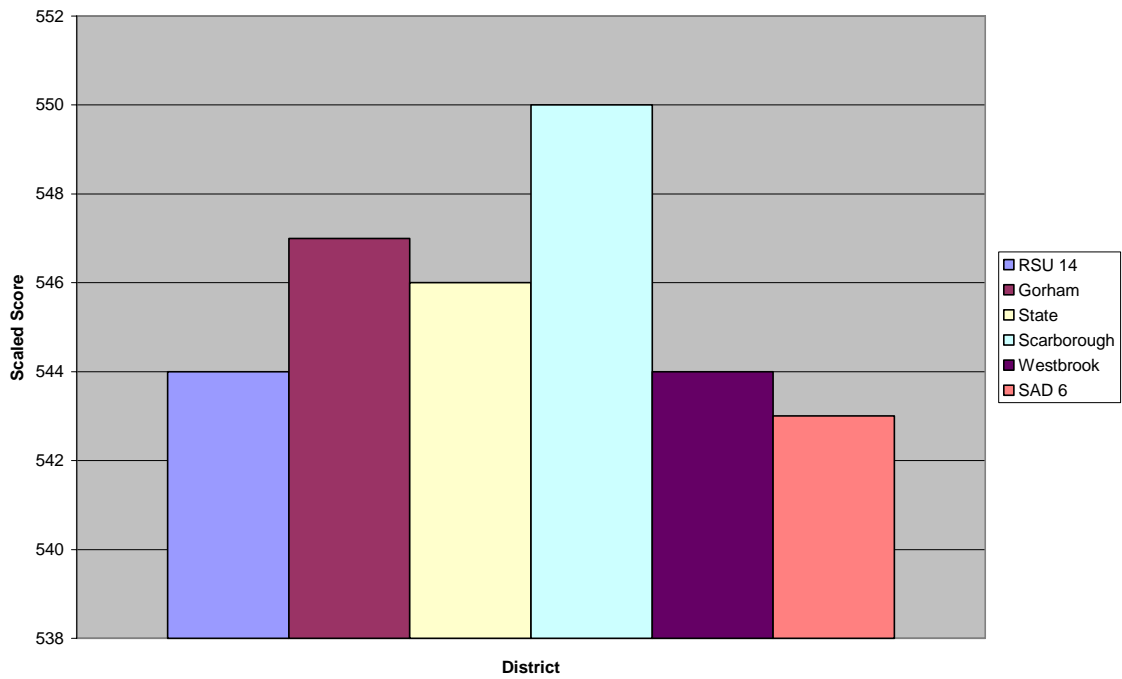
2009 NECAP - Grade 5 Math



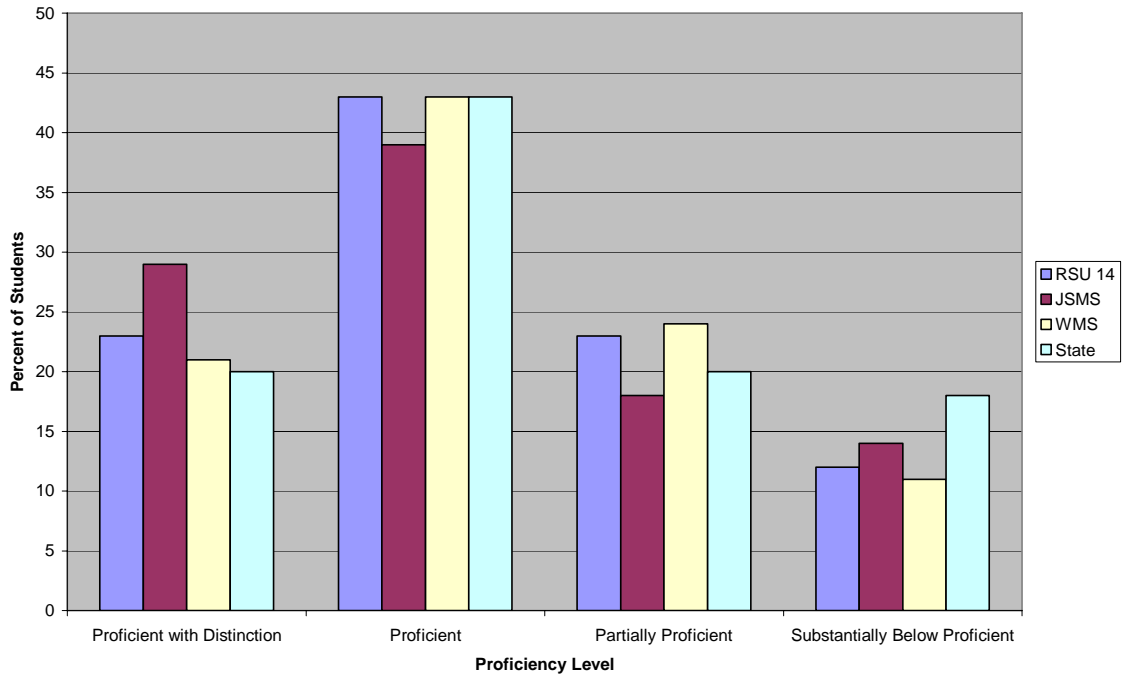
2009 NECAP - Grade 5 Reading



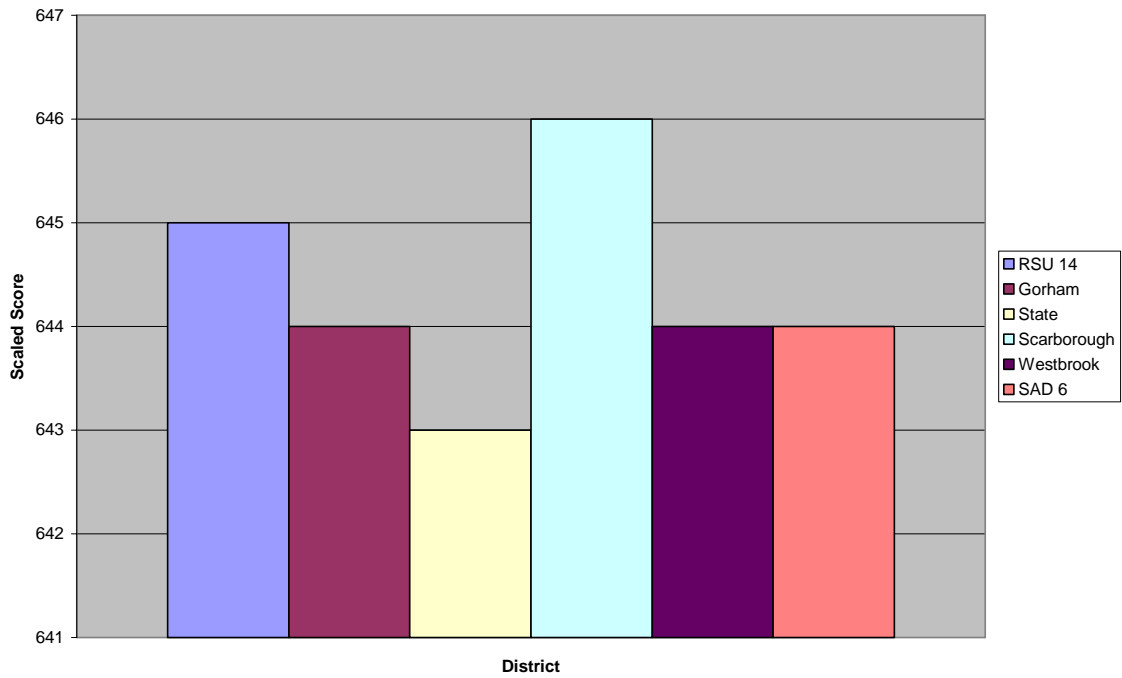
2009 NECAP - Grade 5 Reading



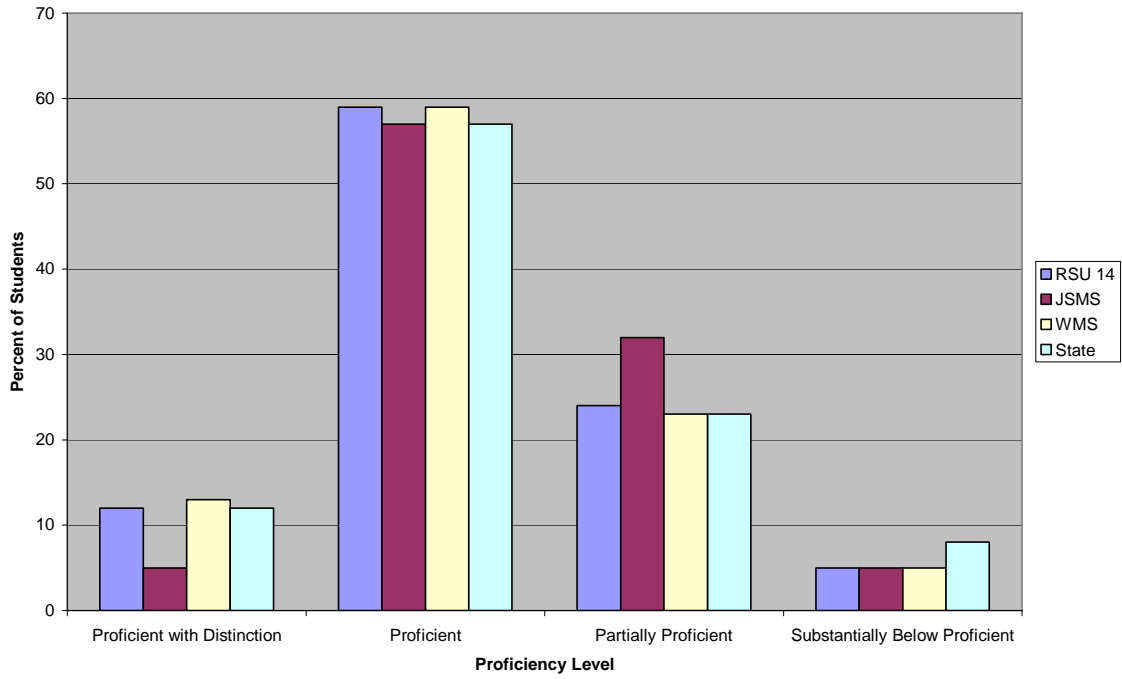
2009 NECAP - Grade 6 Math



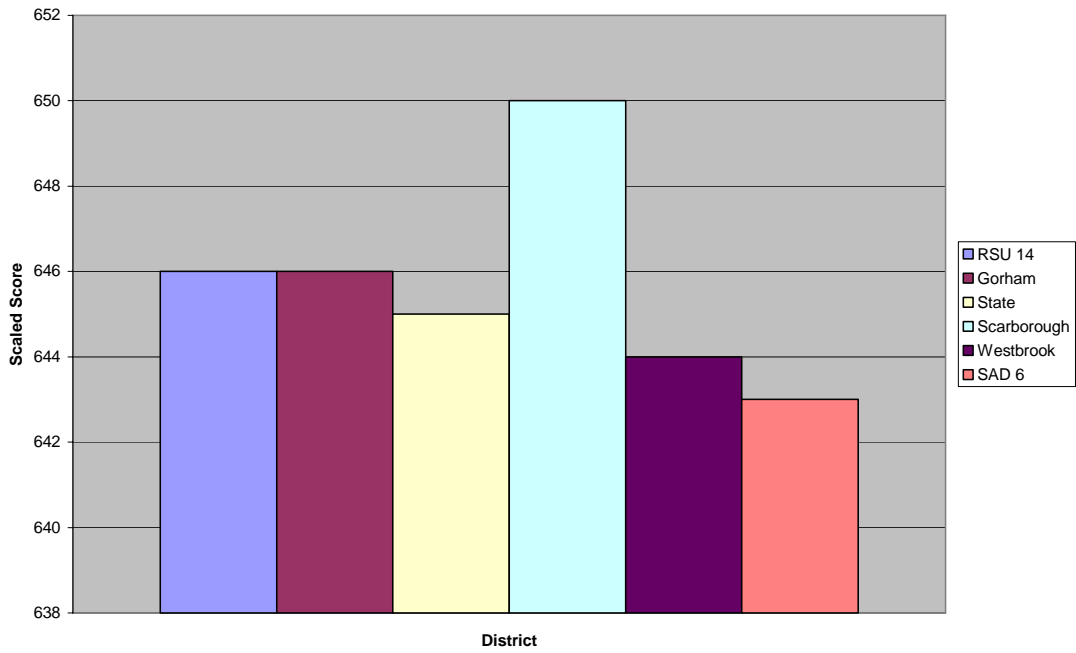
2009 NECAP - Grade 6 Math



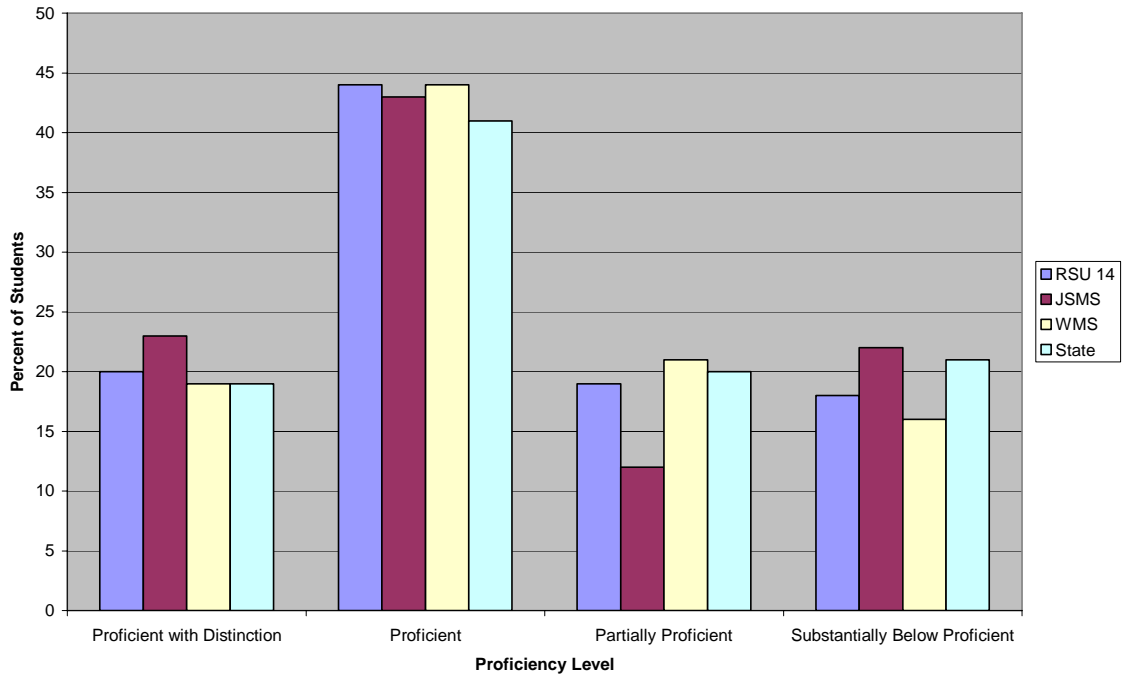
2009 NECAP - Grade 6 Reading



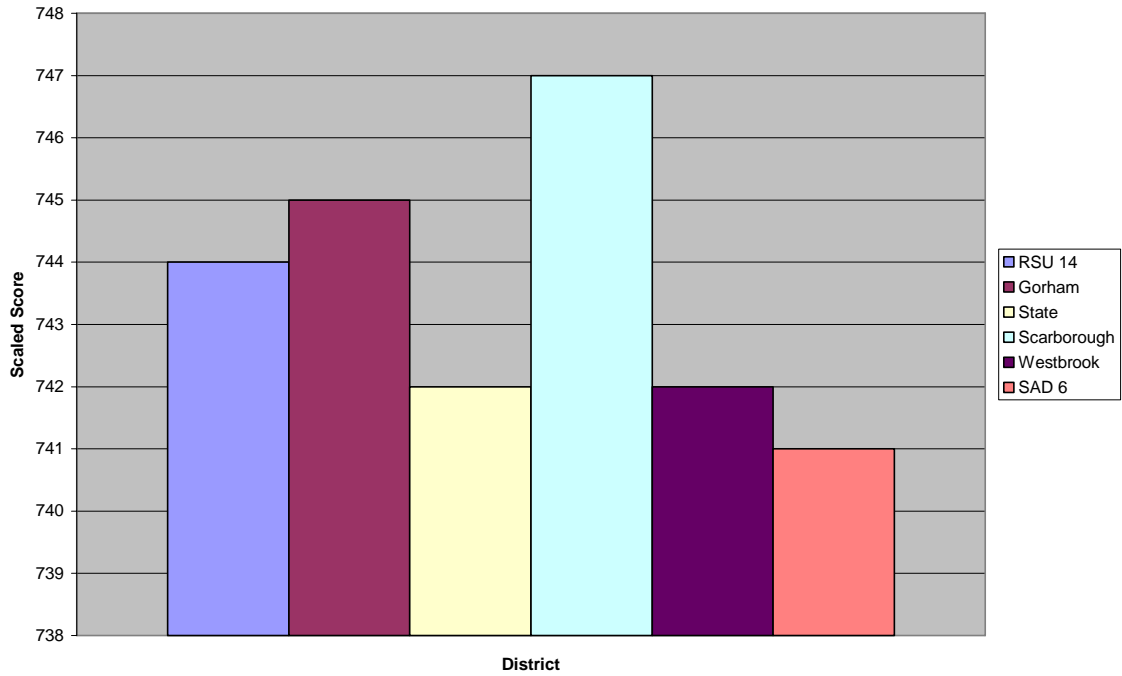
2009 NECAP - Grade 6 Reading



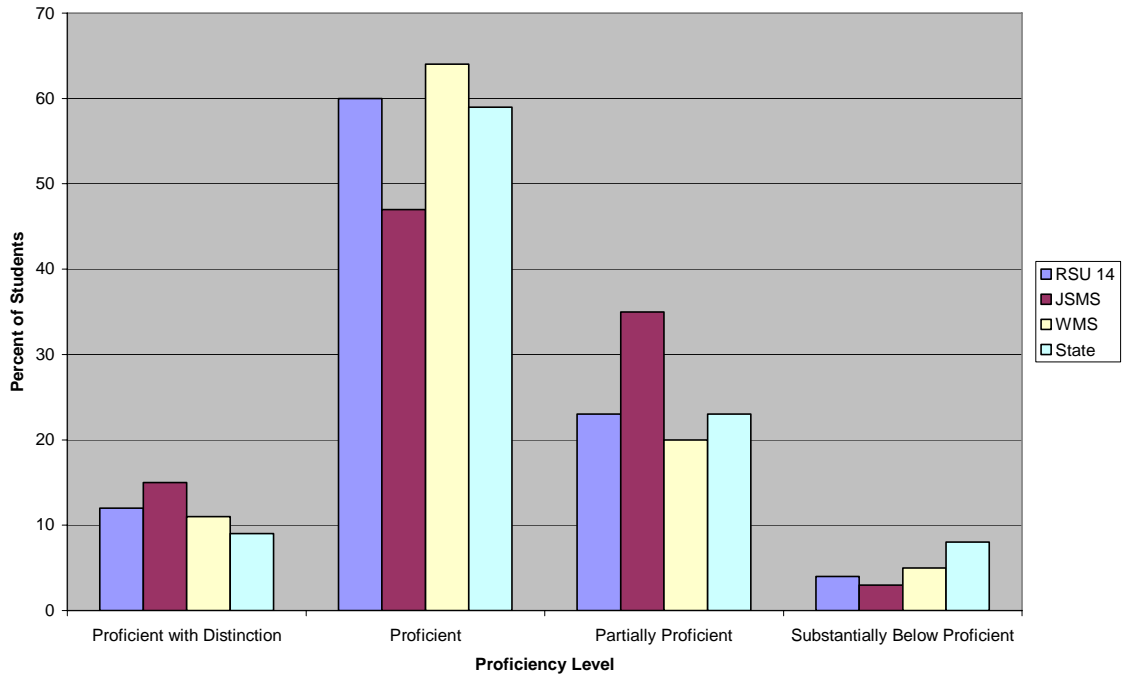
2009 NECAP - Grade 7 Math



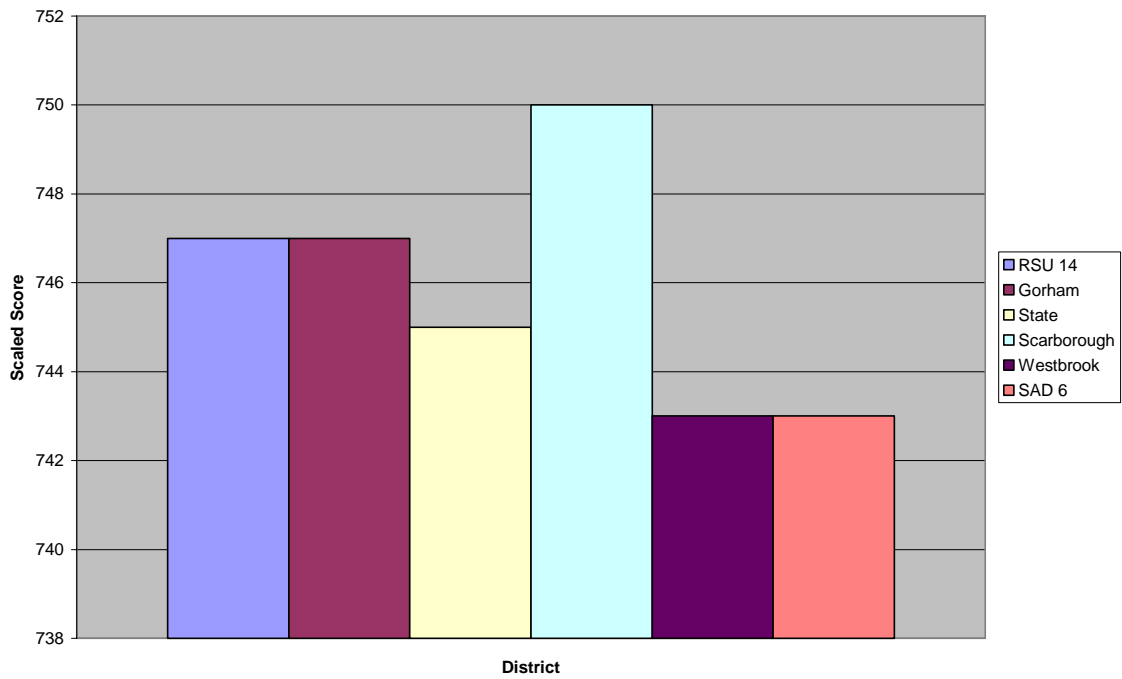
2009 NECAP - Grade 7 Math



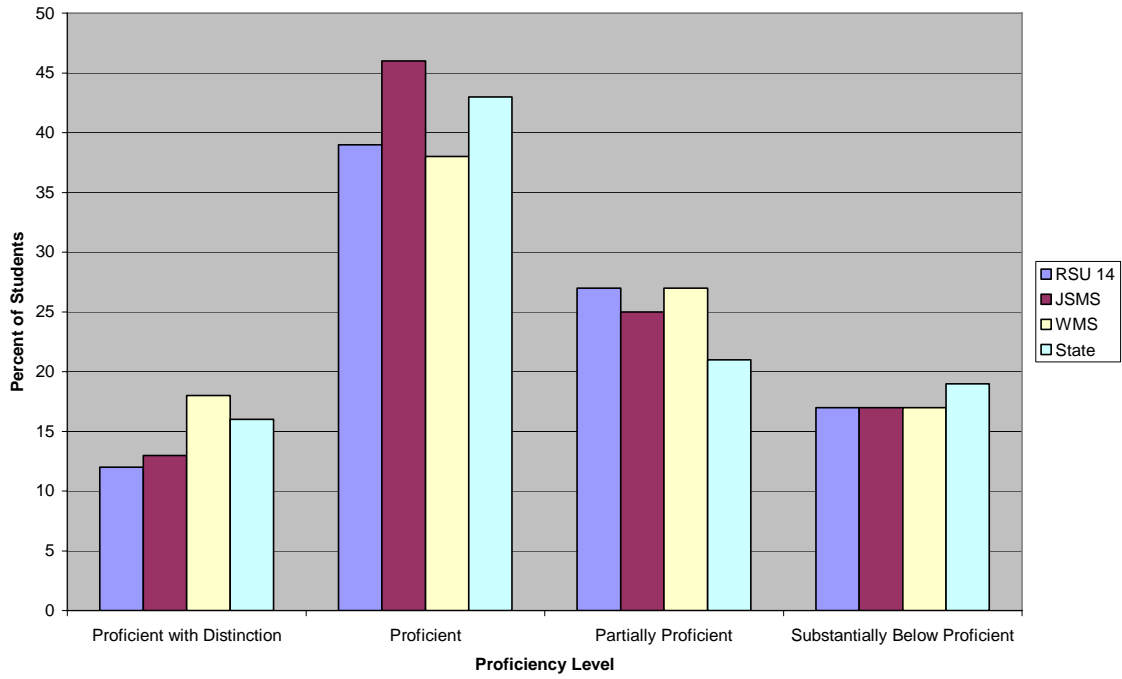
2009 NECAP - Grade 7 Reading



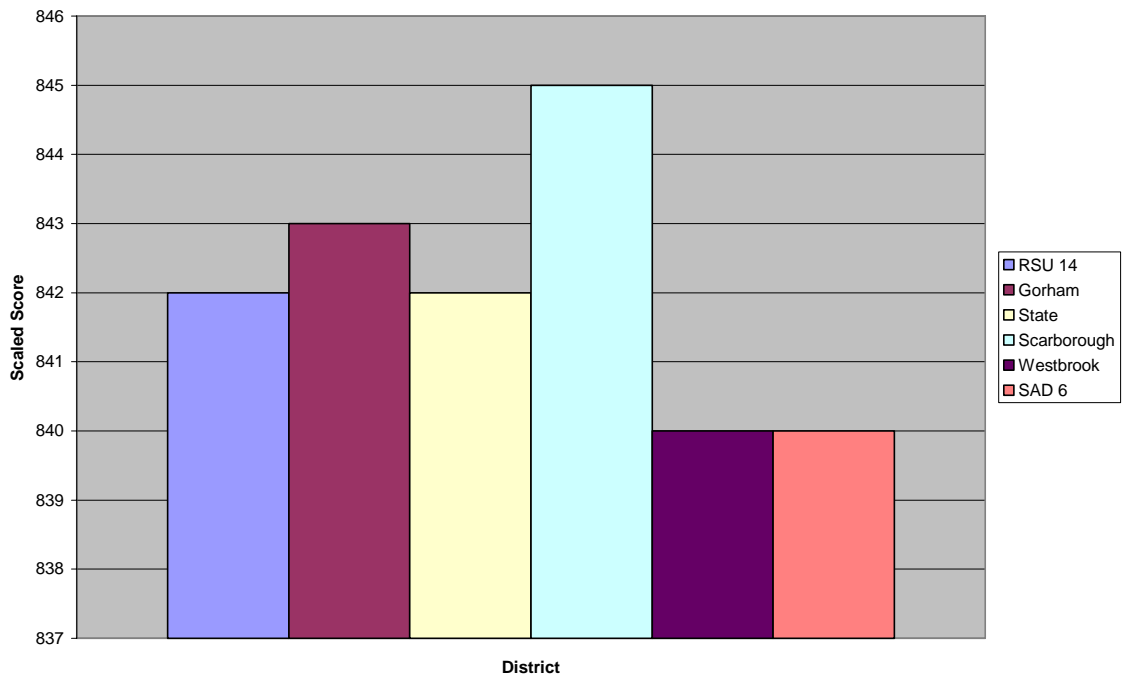
2009 NECAP - Grade 7 Reading



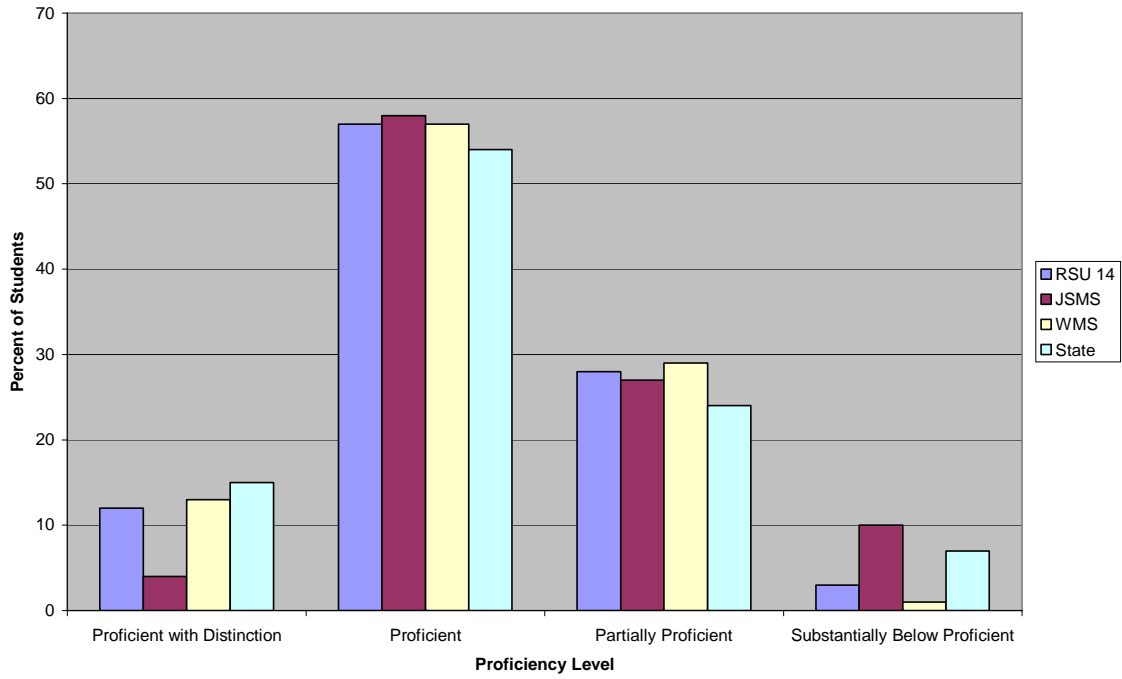
2009 NECAP - Grade 8 Math



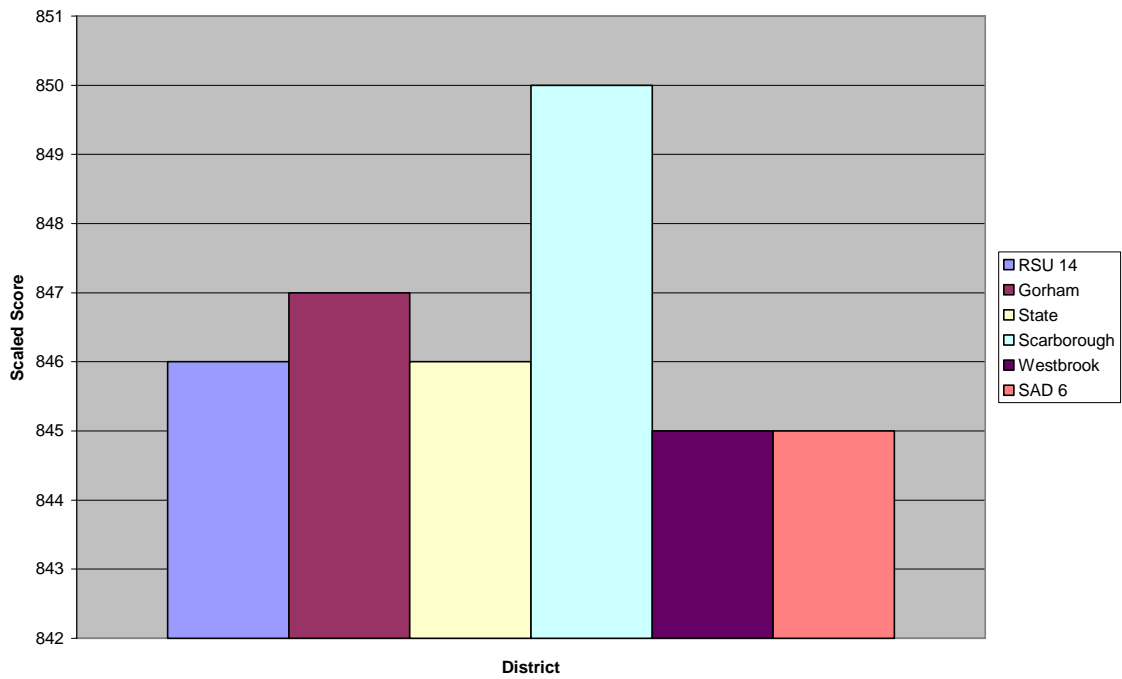
2009 NECAP - Grade 8 Math



2009 NECAP - Grade 8 Reading

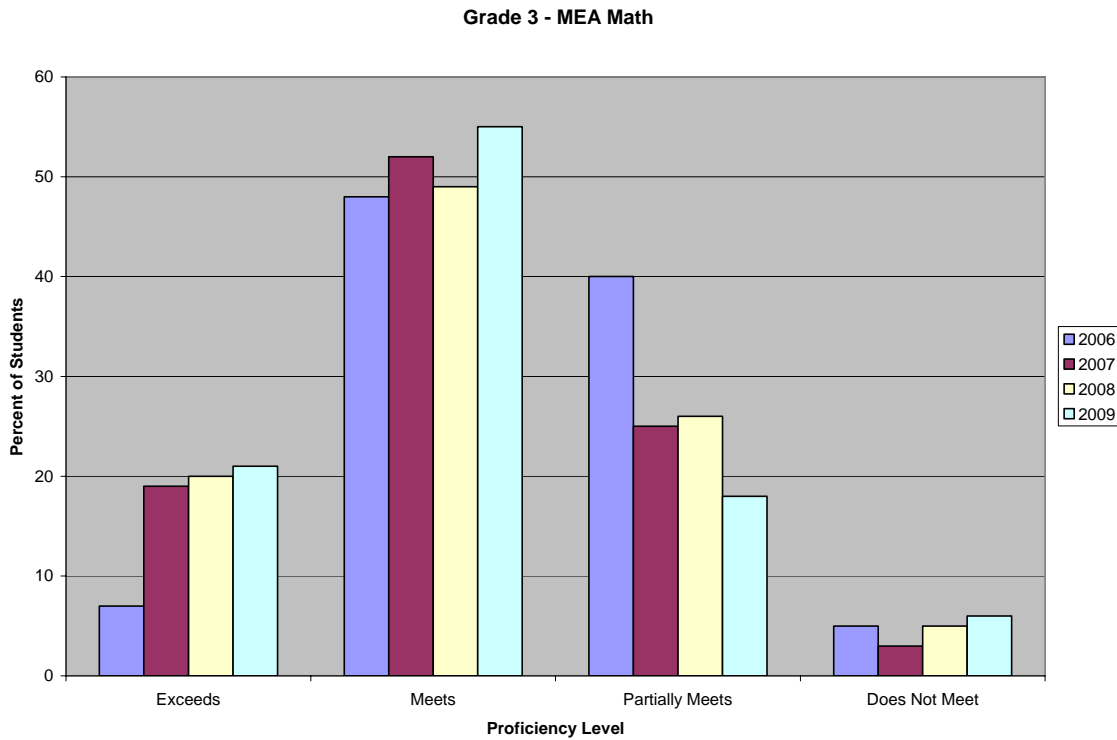


2009 NECAP - Grade 8 Reading

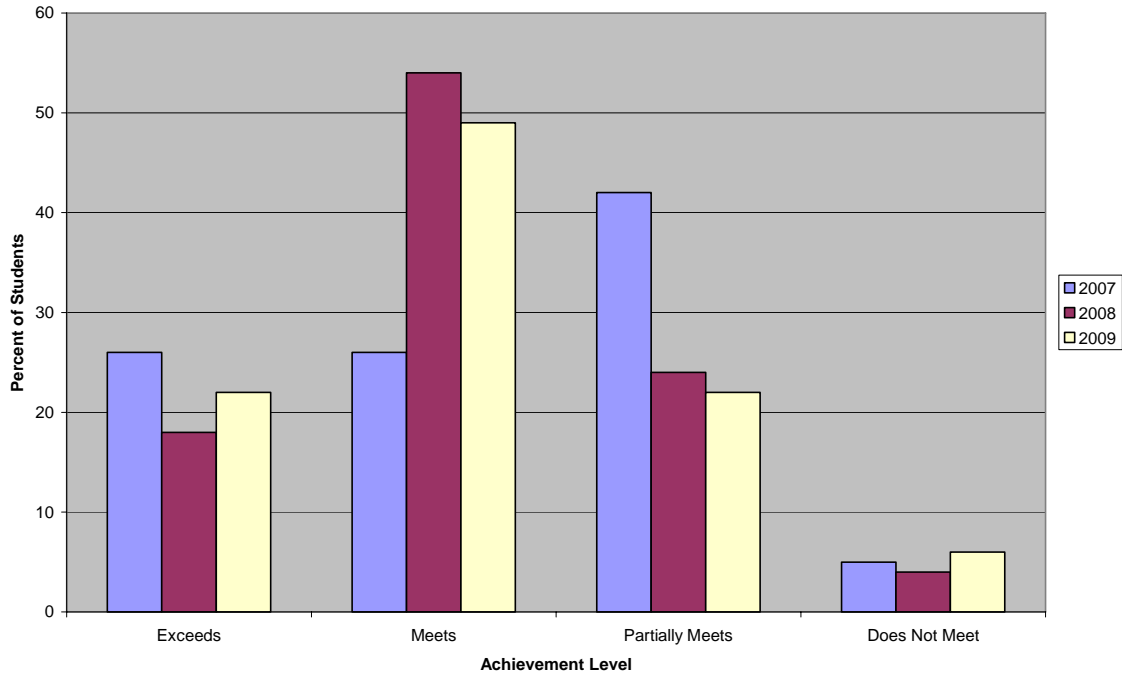


Maine Educational Assessment

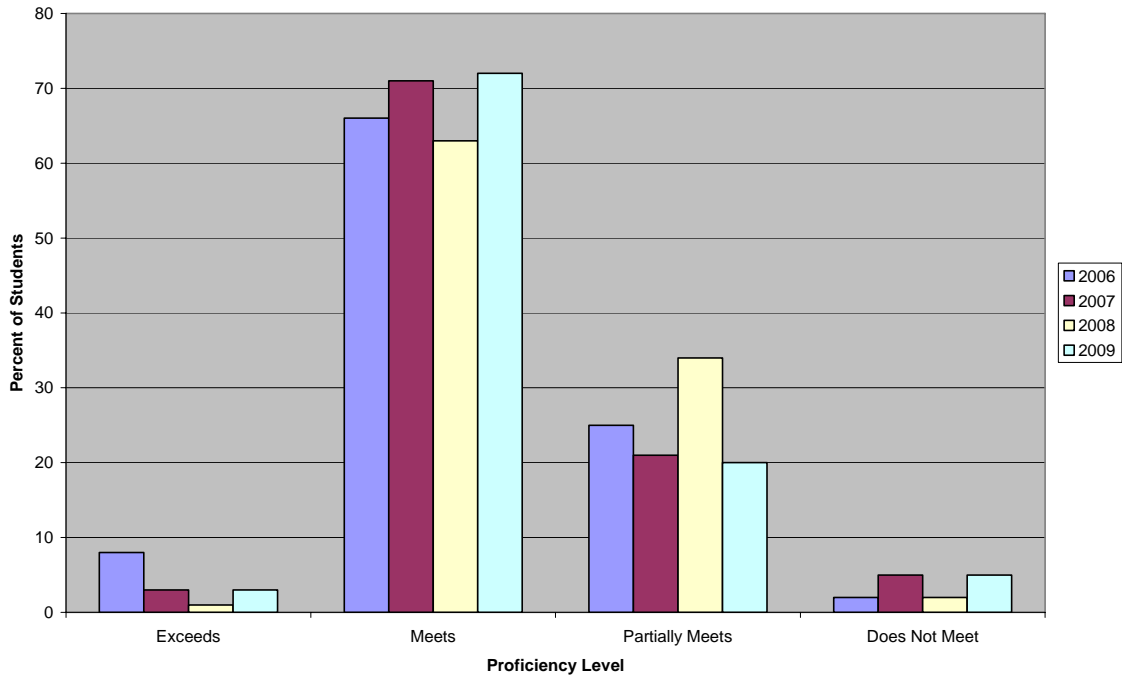
The Maine Educational Assessment was replaced in 2009 due to budget constraints at the Maine Department of Education. For students in grades 3 to 8, the assessments for Math and Reading were replaced by the New England Common Assessment Program (NECAPS). The Maine High School Assessment continues to be used for students in grade 11. The MEA for Science continues to be used for students in grades 5,8, and 11.



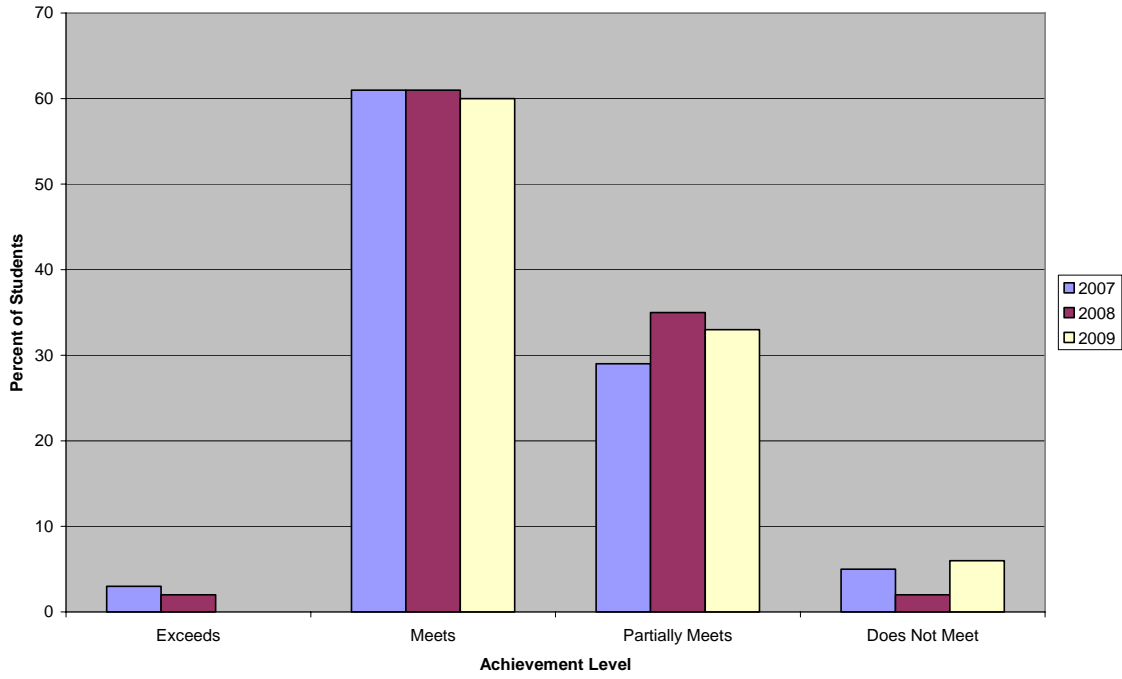
RES Grade 3 MEA Math



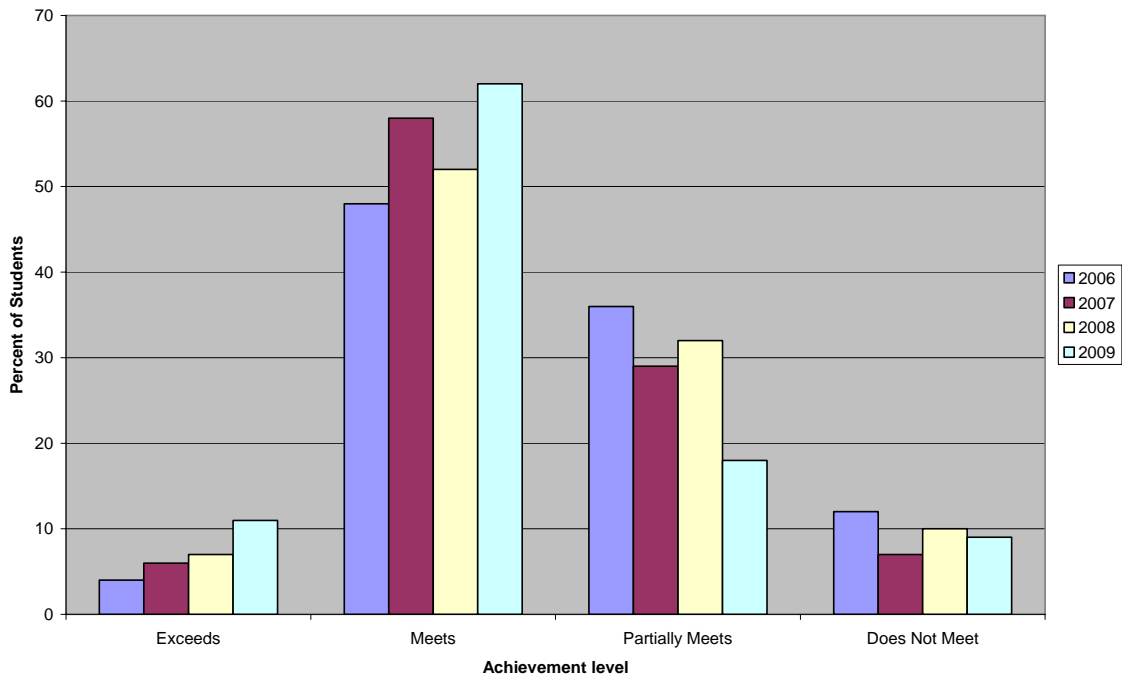
Grade 3 - MEA Reading



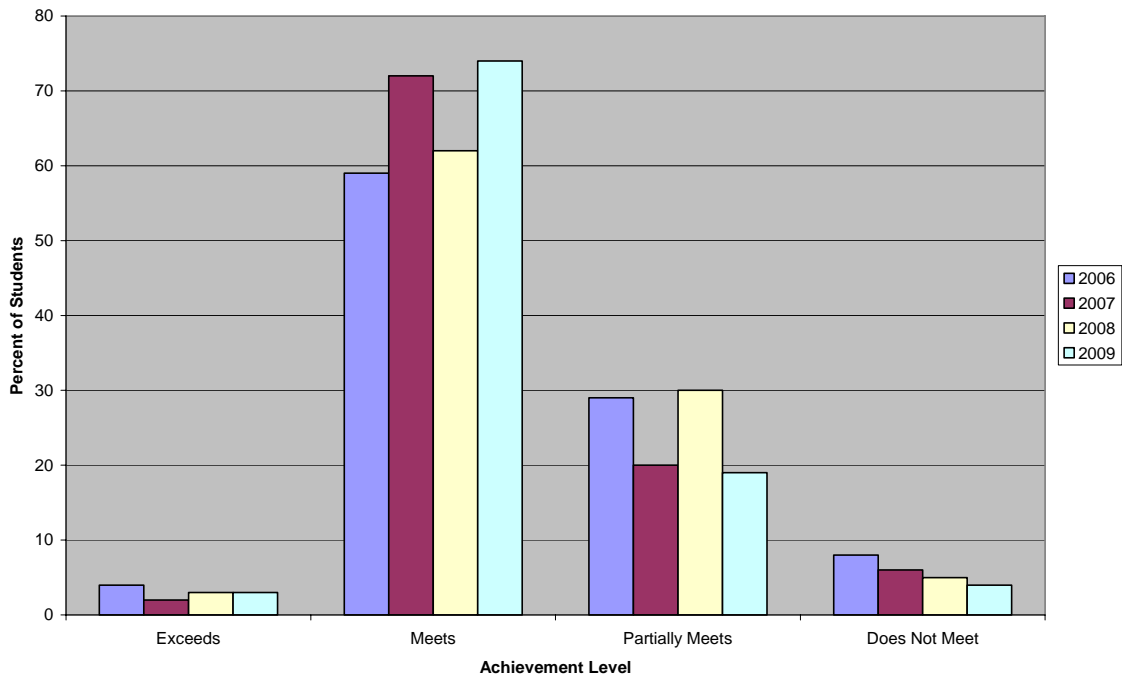
RES Grade 3 MEA Reading



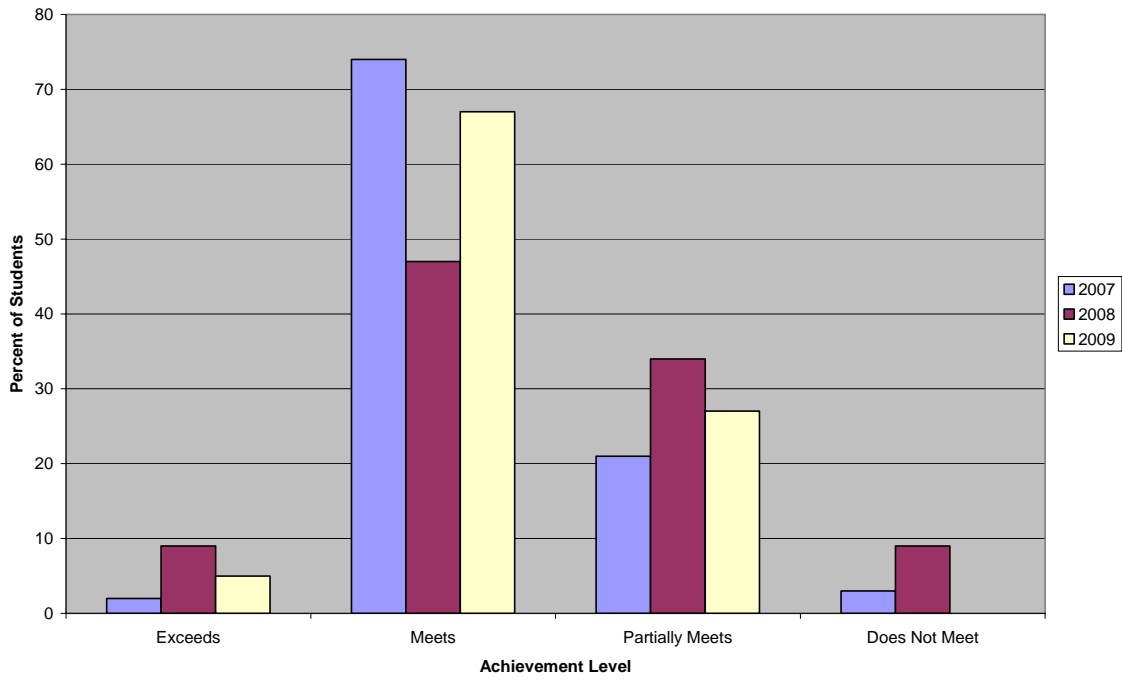
Grade 4 - MEA Math



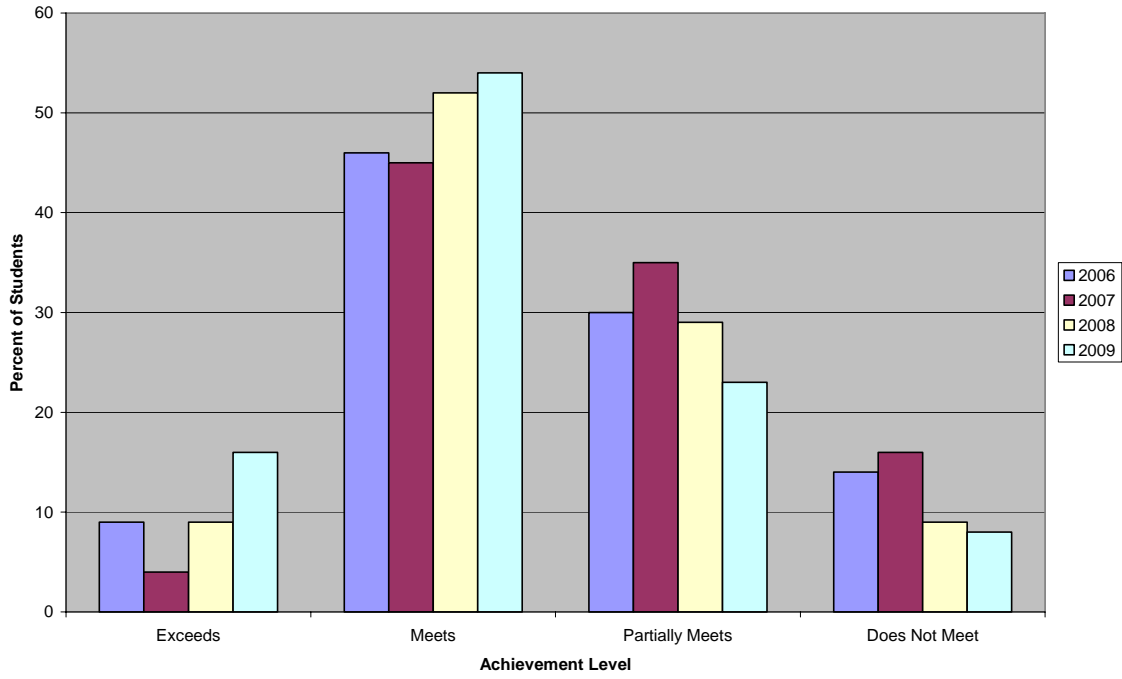
Grade 4 - MEA Reading



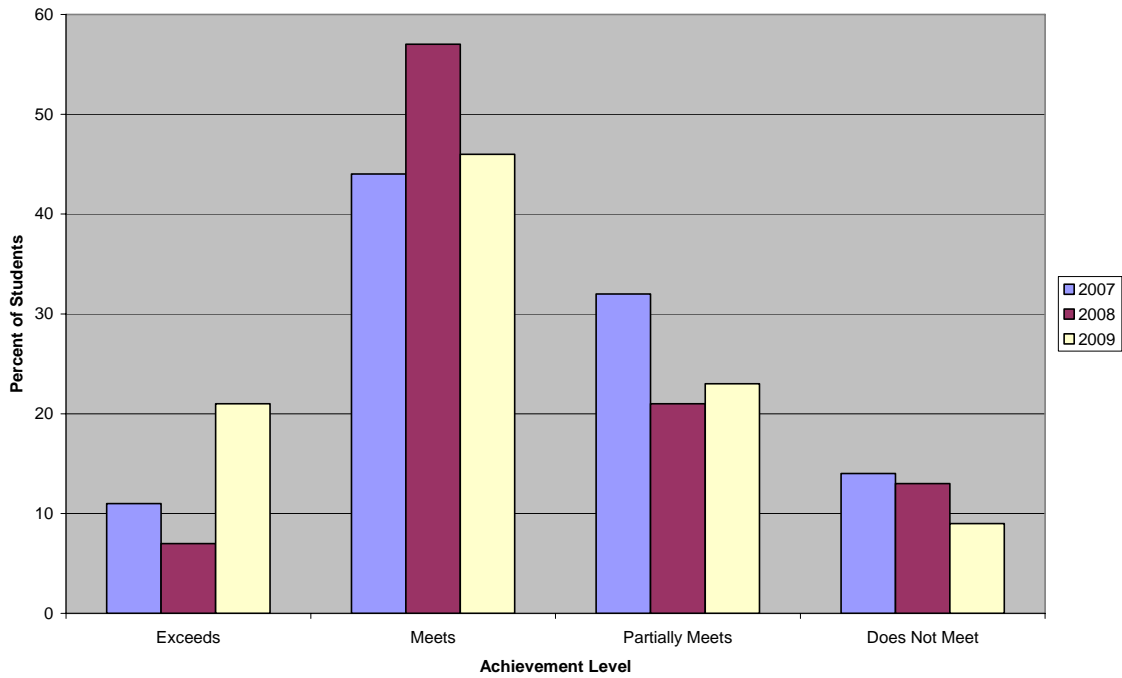
RES Grade 4 MEA Reading



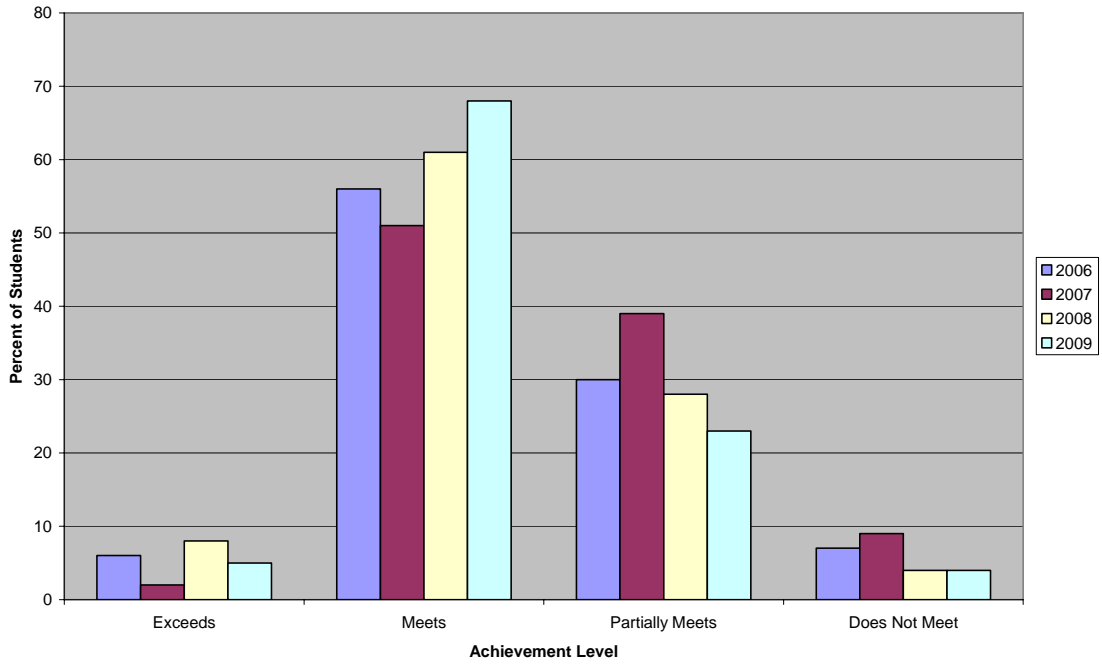
Grade 5 - MEA Math



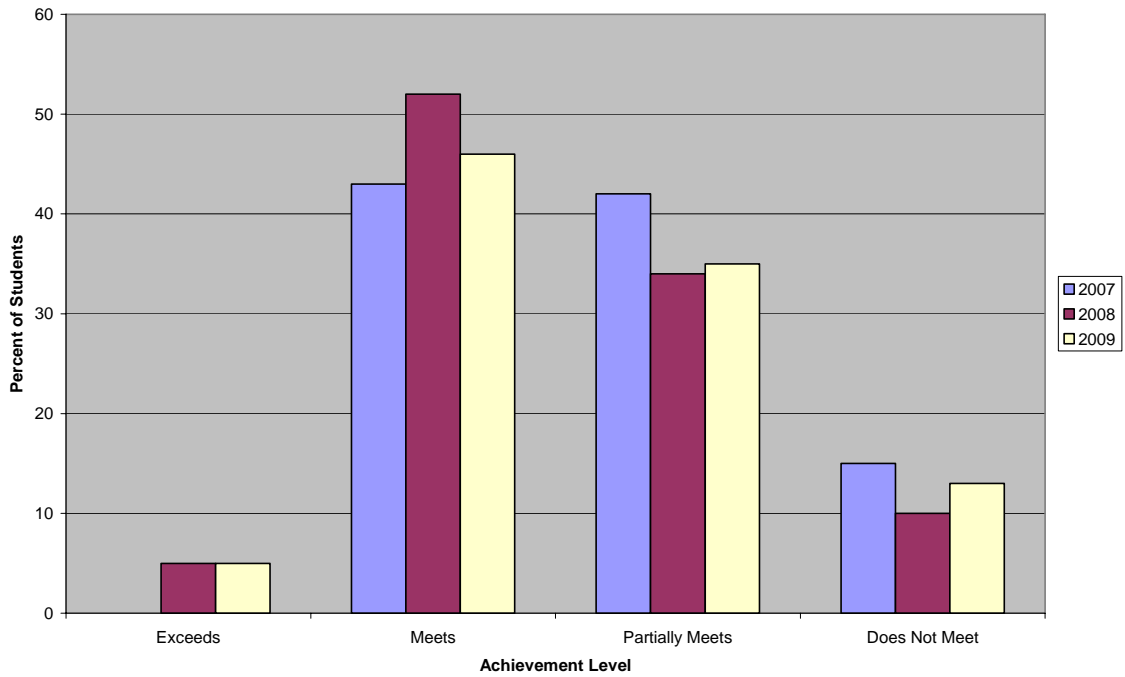
JSMS Grade 5 MEA Math



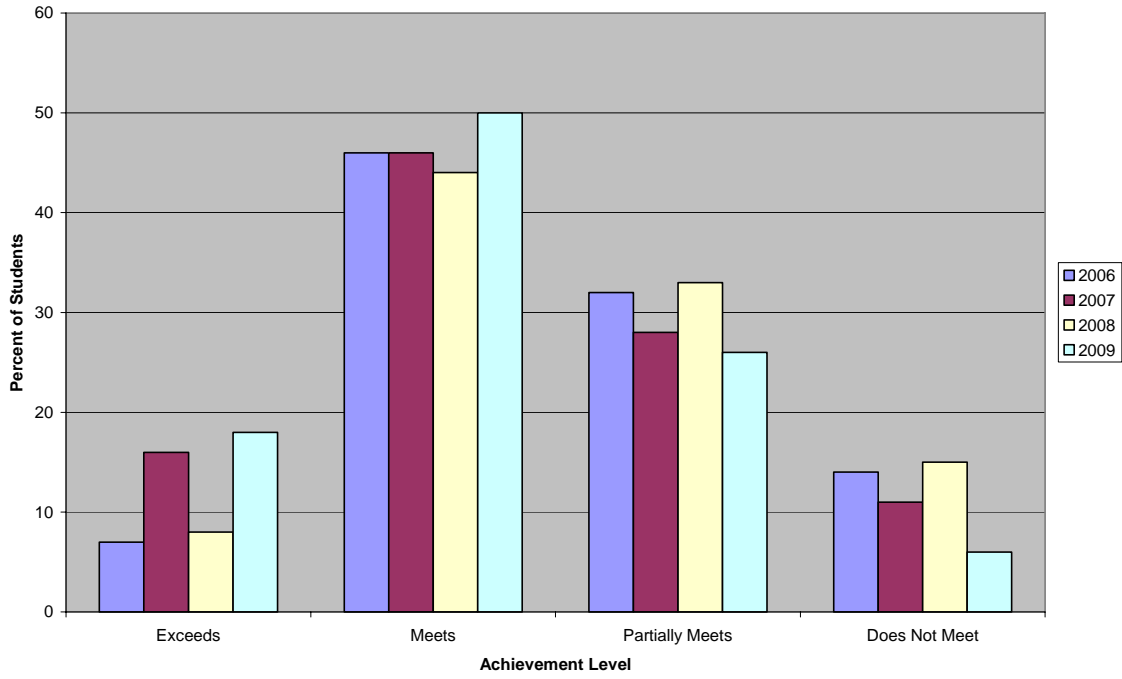
Grade 5 - MEA Reading



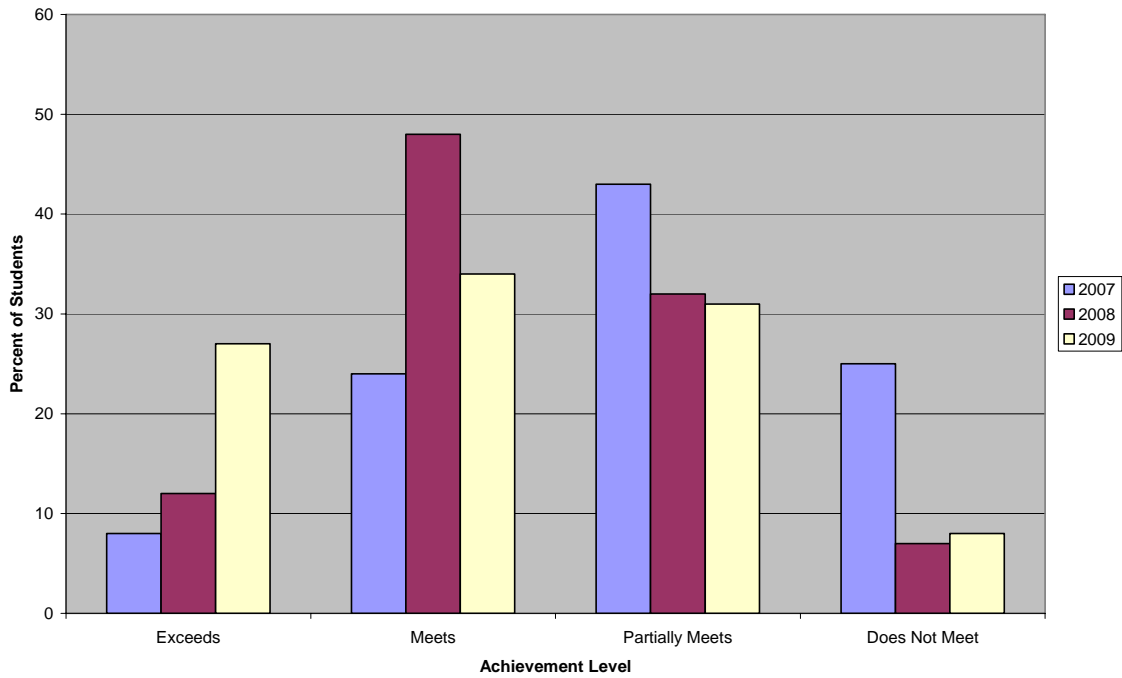
JSMS Grade 5 MEA Reading



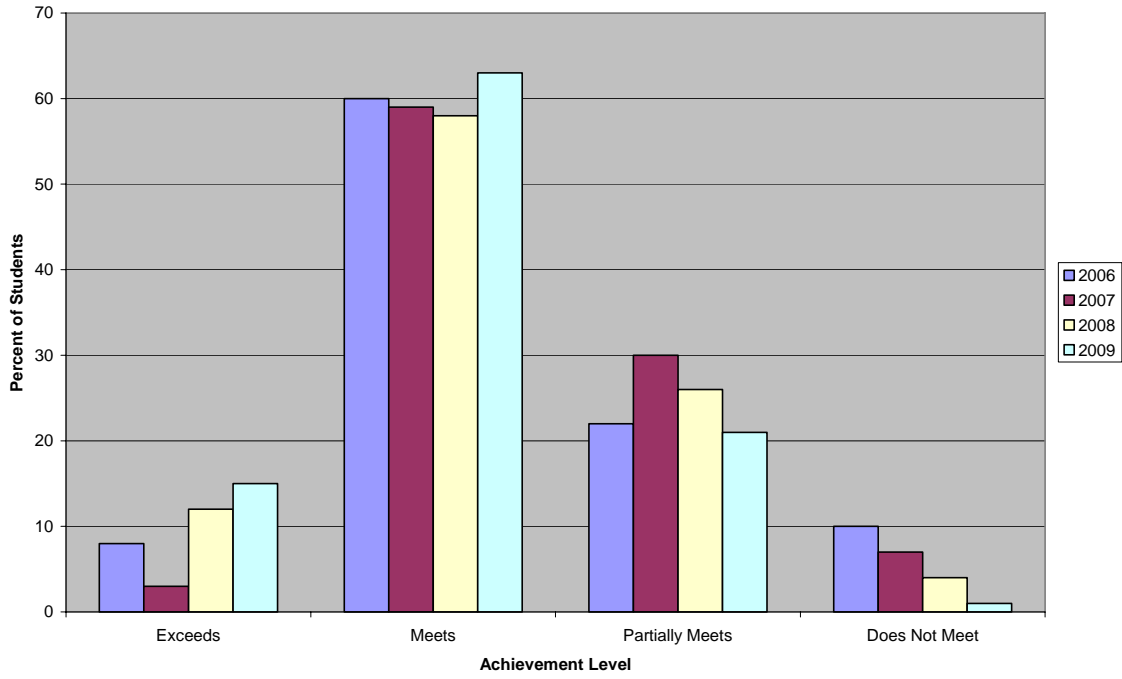
Grade 6 - MEA Math



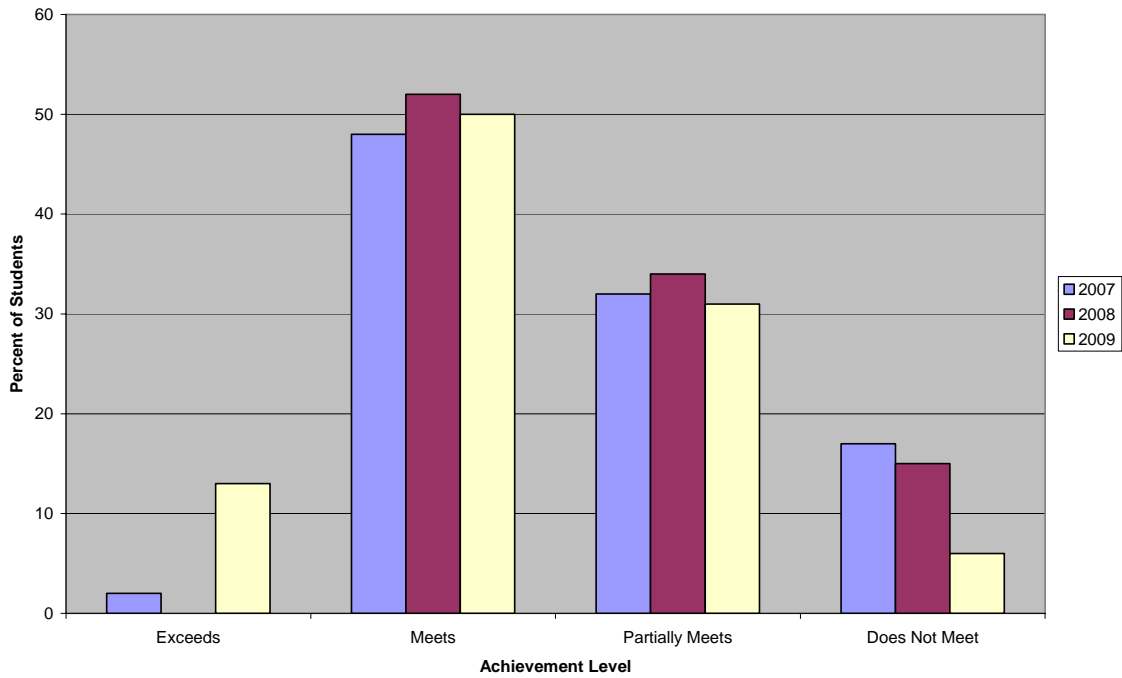
JSMS Grade 6 MEA Math



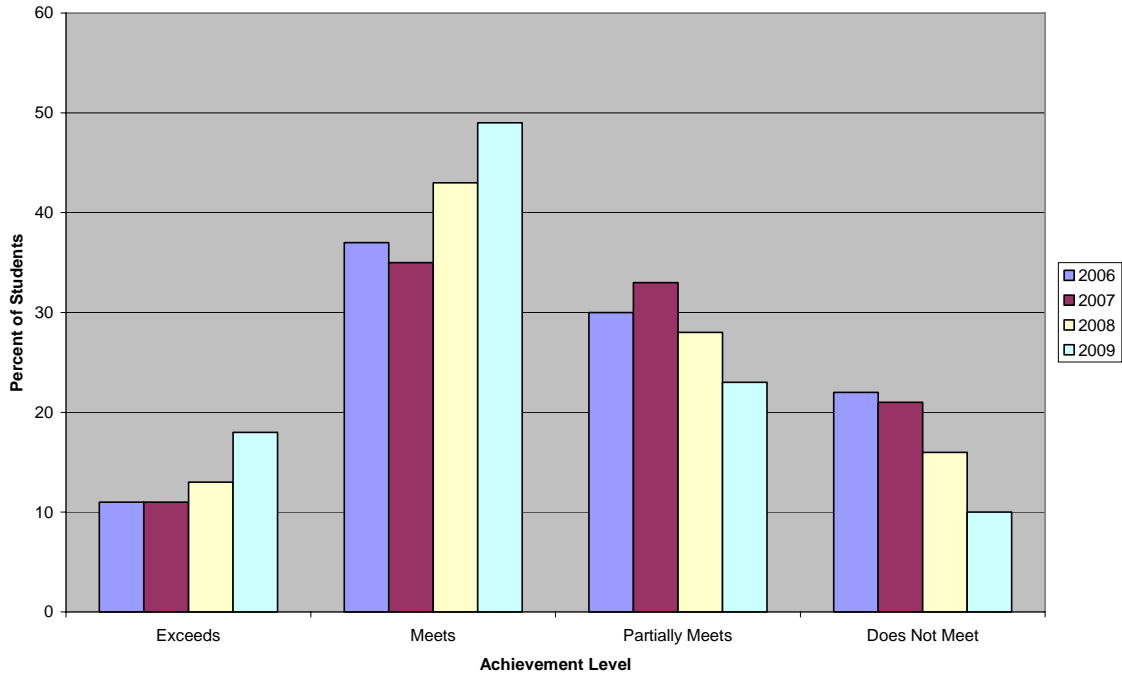
Grade 6 - MEA Reading



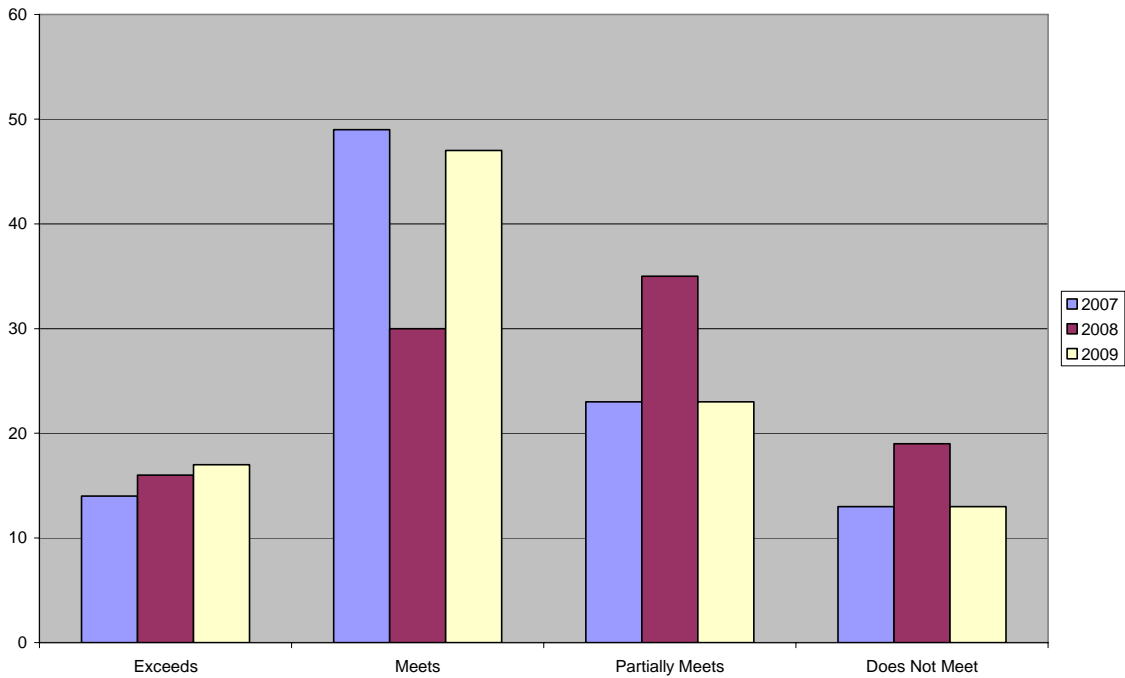
JSMS Grade 6 MEA Reading



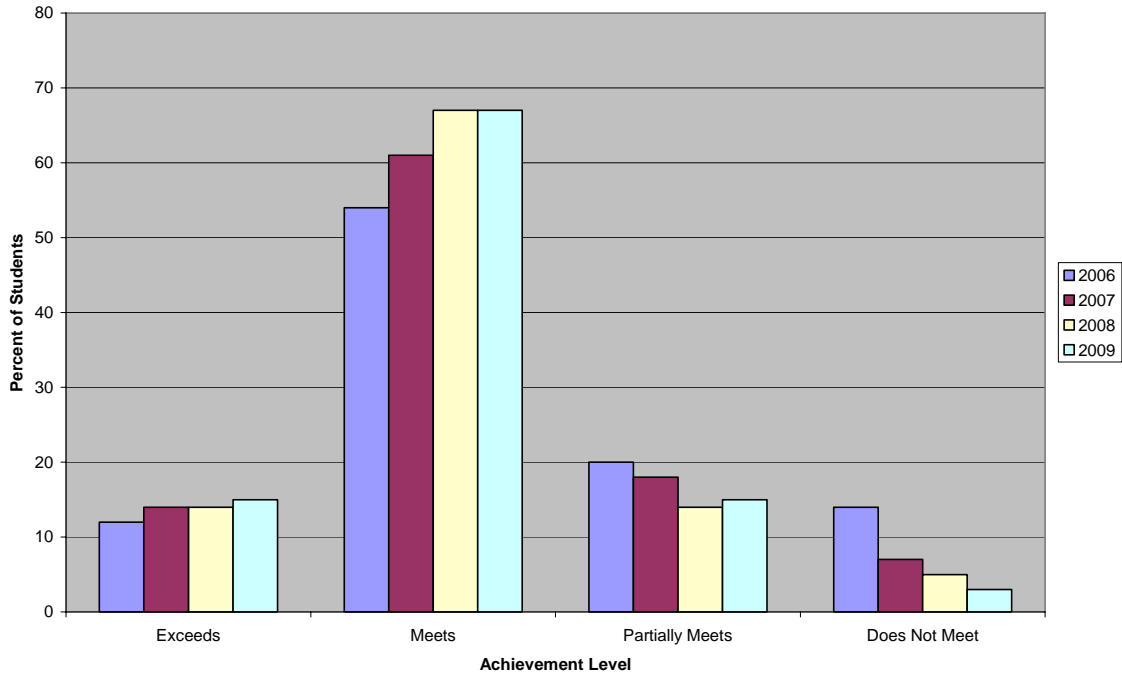
Grade 7 - MEA Math



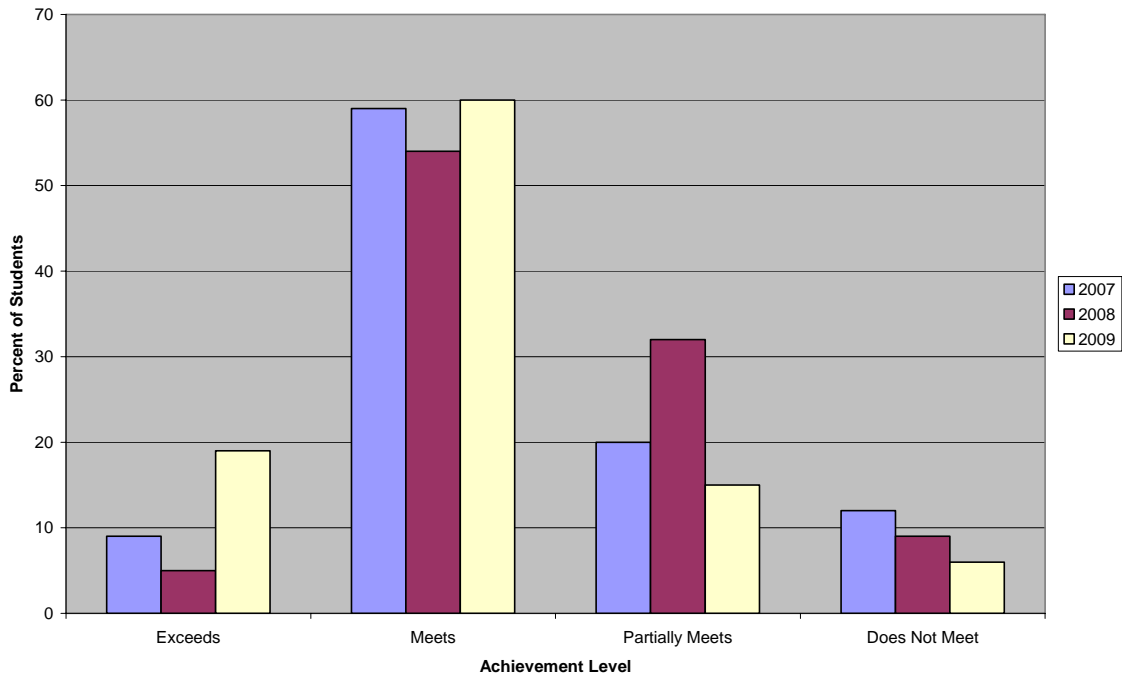
JSMS Grade 7 MEA Math



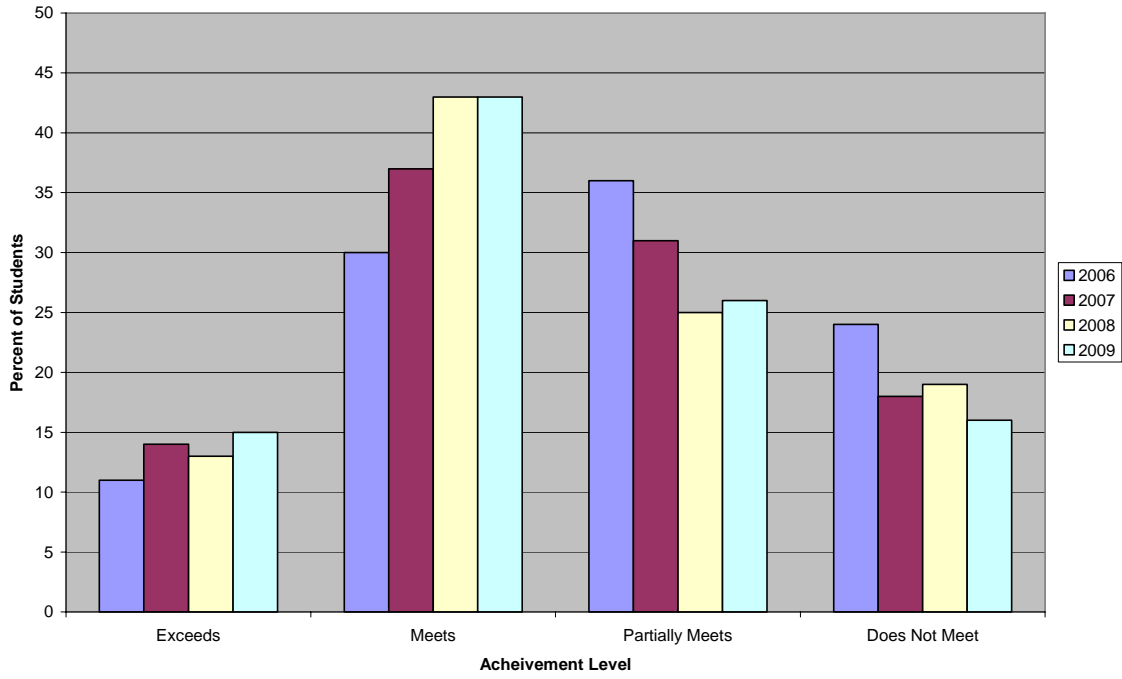
Grade 7 - MEA Reading



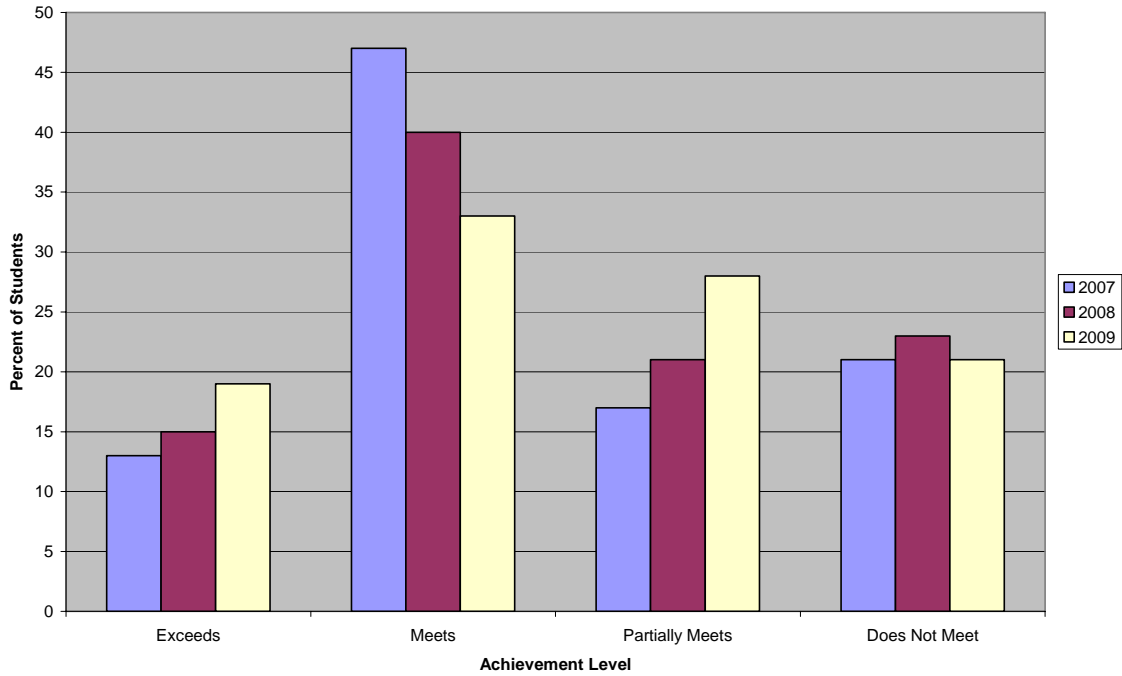
JSMS Grade 7 MEA Reading



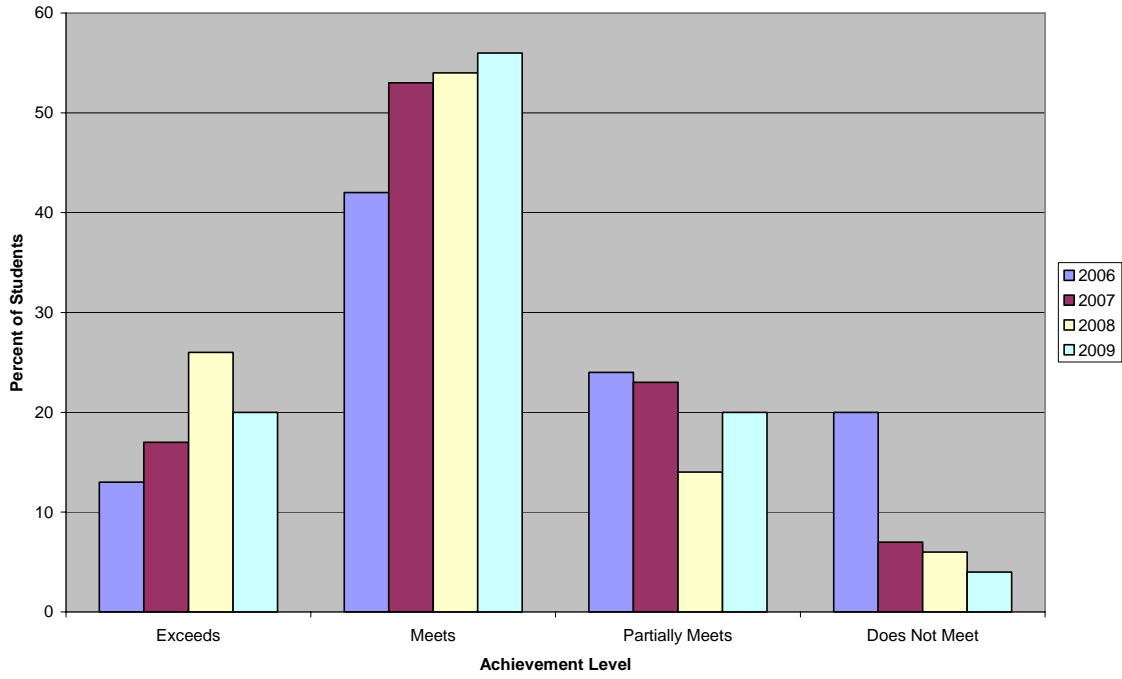
Grade 8 - MEA Math



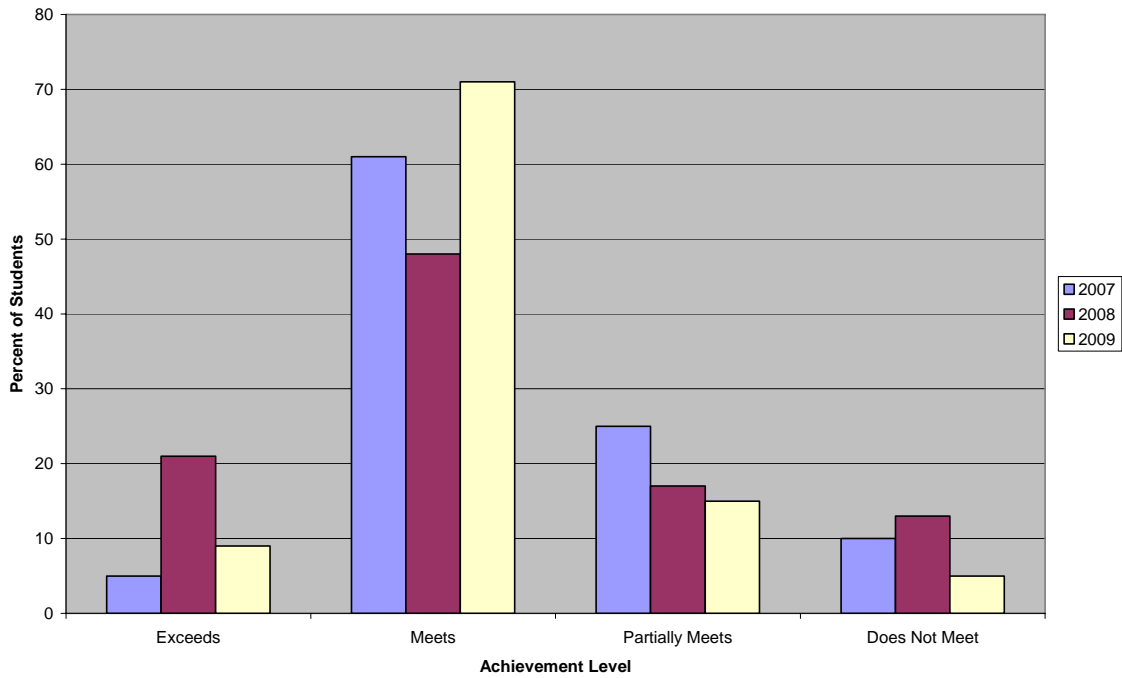
JSMS Grade 8 MEA Math



Grade 8 - MEA Reading



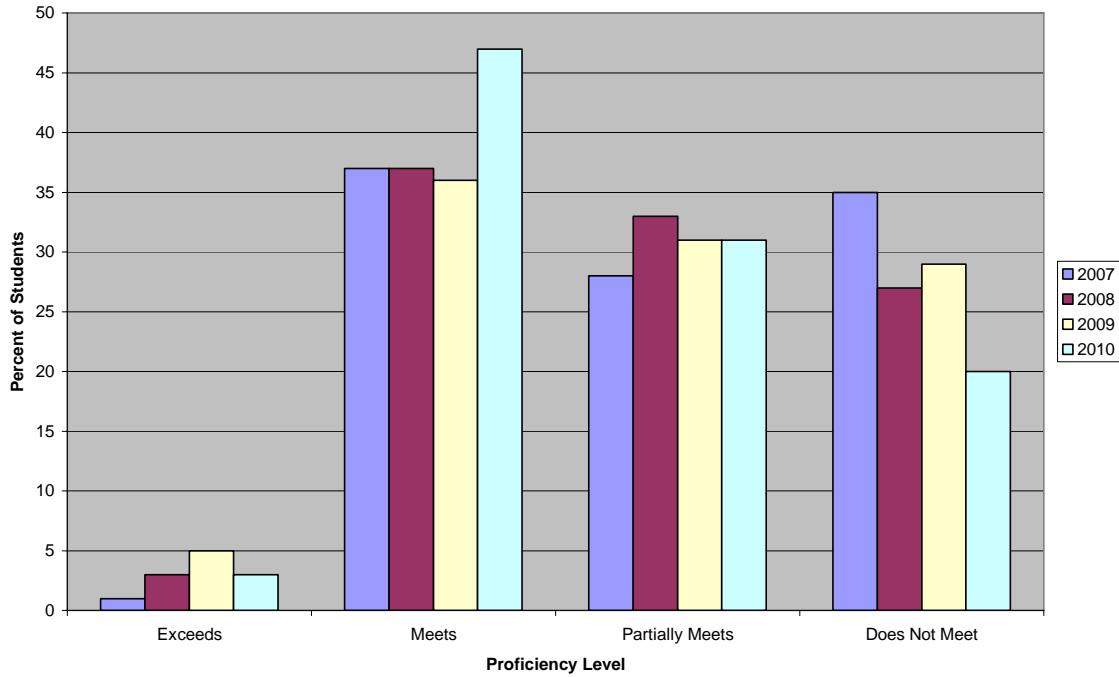
JSMS Grade 8 MEA Reading



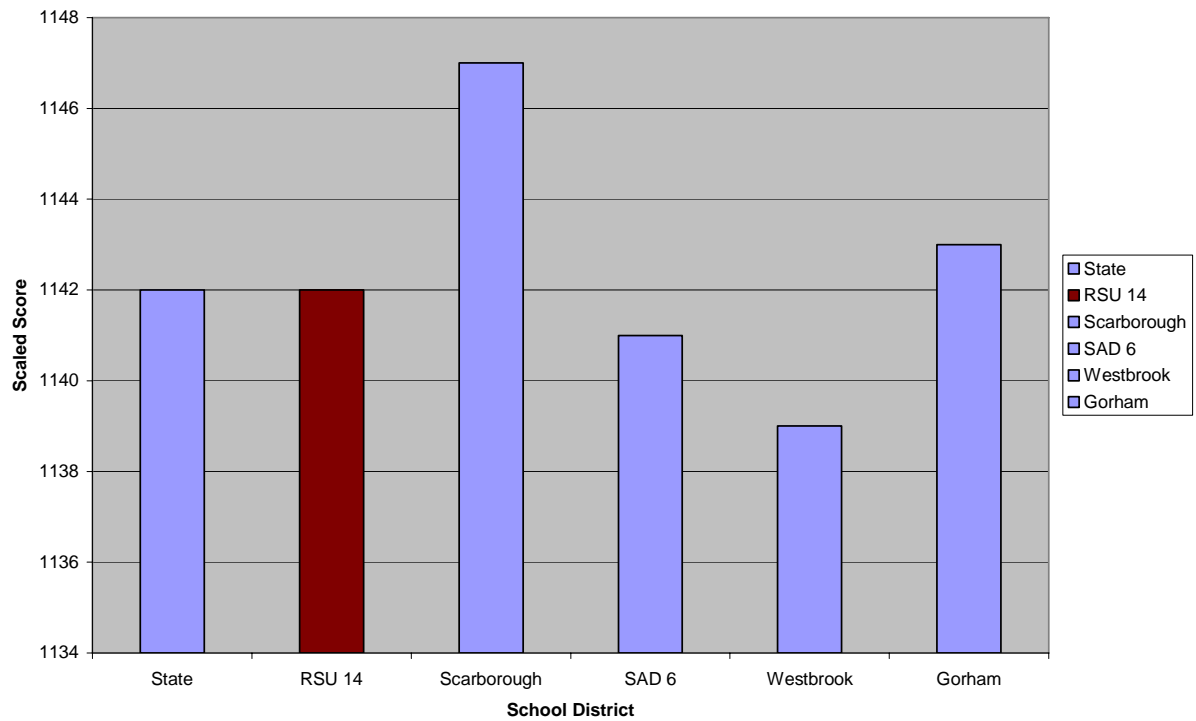
Maine High School Assessment (MHSA)

Beginning with the spring administration in 2006, all Maine high school juniors, including all students in their 3rd year of high school, are required to take SAT tests in critical reading, writing, and mathematics. This new policy encourages all Maine students to engage in instruction and assessment that is intended to raise expectations and to increase readiness for college or other post secondary opportunities.

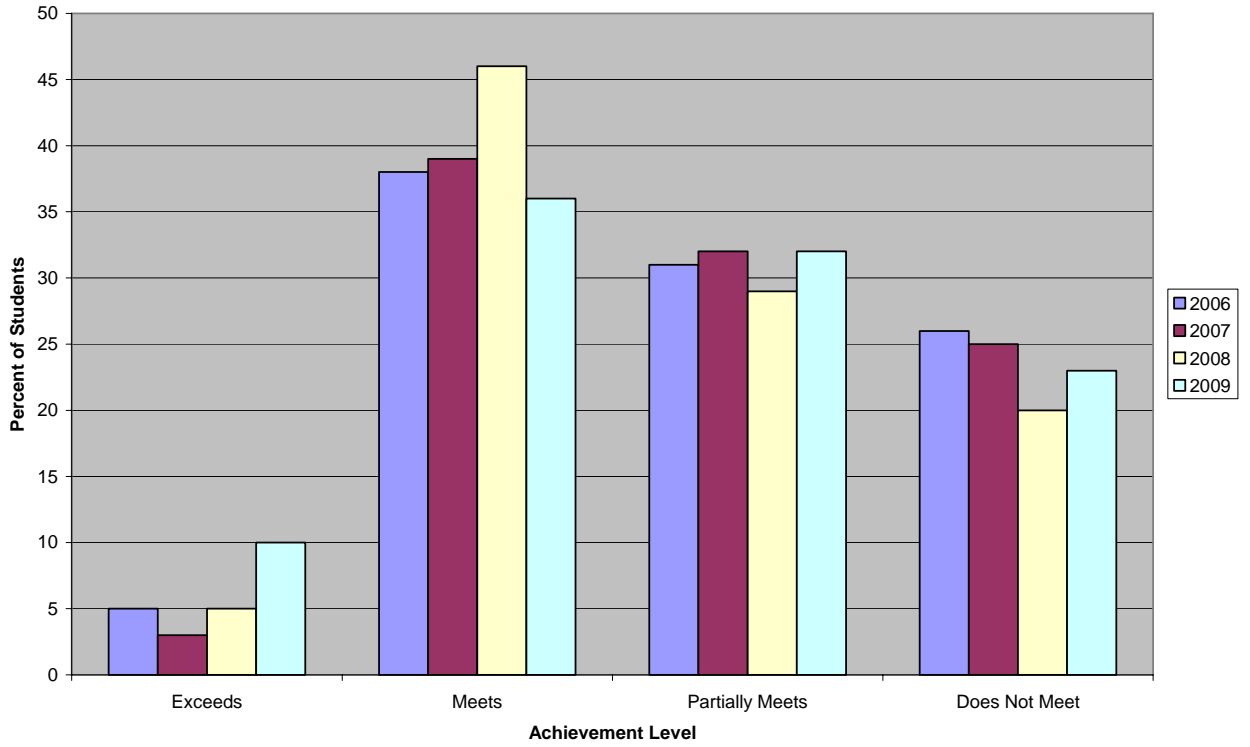
2010 MHS - Grade 11 Math



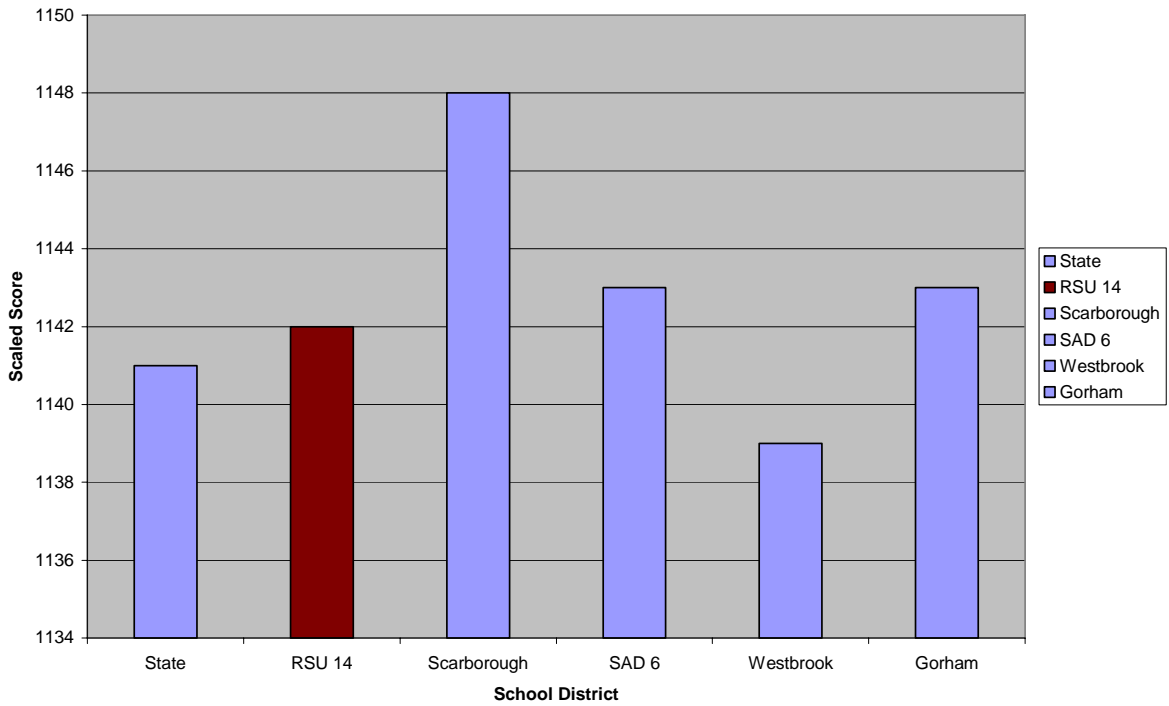
2010 Maine High School Assessment - Math



Grade 11 - MHSA Reading



2010 Maine High School Assessment - Reading

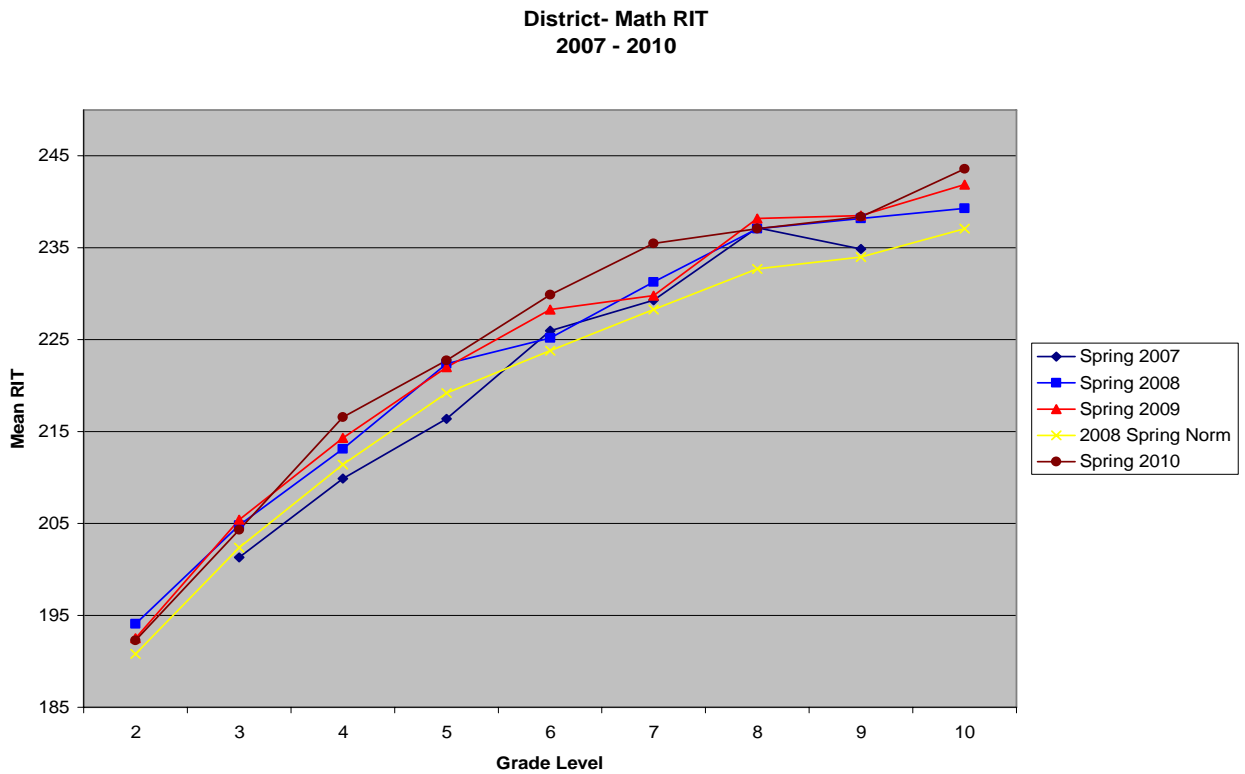


Northwest Evaluation Association Measures of Academic Progress (NWEA)

The Measures of Academic Progress is a computerized, adaptive assessment that administered to all students in grades 2 through 10. The assessment informs teachers as to the individual instructional level of their students. Students participate in this assessment during the fall and spring. Over time, testing events can be compared to determine the academic growth of a student.

NWEA Math Results – Mean RIT by grade level

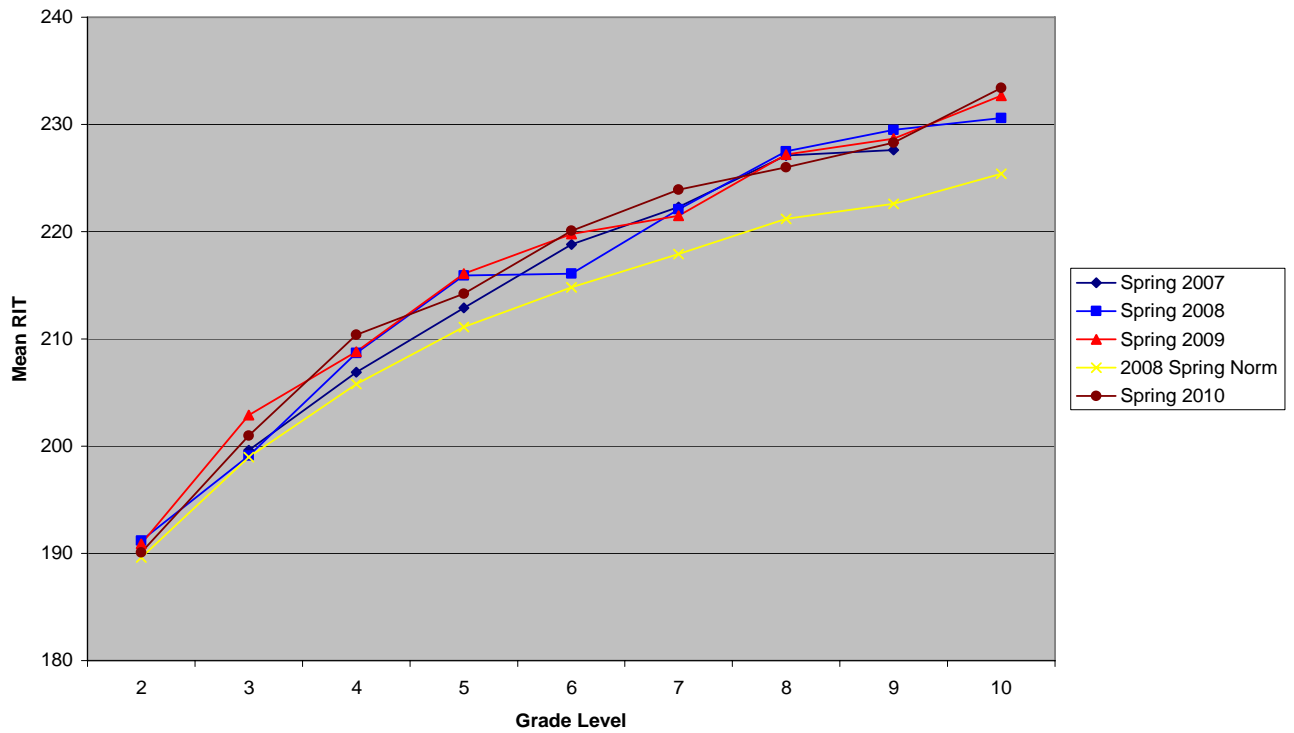
Grade Level	Spring 2007	Spring 2008	Spring 2009	Spring 2010	2008 Spring Norm
2	*	194.1	192.9	192.3	190.8
3	201.3	204.6	206.5	204.3	202.4
4	209.9	213	215.0	216.6	211.4
5	216.4	222.6	222.2	222.8	219.2
6	226	225.2	228.4	229.9	223.8
7	229.3	231.4	230.6	235.5	228.3
8	237.2	237.1	239.2	237.1	232.7
9	234.9	238.2	238.8	238.4	234
10	*	239.3	242	243.6	237.1



NWEA Reading Results – Mean RIT by grade level

Grade Level	Spring 2007	Spring 2008	Spring 2009	Spring 2010	2008 Spring Norm
2	*	191.2	191.3	190.1	189.6
3	199.6	199.2	204.1	201	199
4	207.0	208.9	209.0	210.4	205.8
5	212.9	215.9	216.5	214.2	211.1
6	218.8	217.2	220.9	220.1	214.8
7	222.3	223.0	222.6	223.9	217.9
8	227.1	227.9	228.1	226	221.2
9	227.6	229.5	229.0	228.3	222.6
10	*	230.6	232.9	233.4	225.4

RSU 14 - Reading RIT
2007 - 2010



Windham High School Graduation Rates

*The graduation formula focuses on a single “cohort of students, the group of students who entered 9th grade at the same time. The old formula was based on all students who graduated in a particular year, regardless of when they started high school. Thus a student graduating five or six years after entering high school was counted as a graduate in the year he/she graduated, not necessarily for his/her class. As a result, the graduation rate for 2008-2009 cannot be compared to the 2007-2008 rate, as they were calculated differently.

Graduation Year	4 year Graduation Rate
2000	87%
2001	91%
2002	87%
2003	92%
2004	91%
2005	92%
2006	92%
2007	92%
2008	88%
2009	85%
2010	88%